



STAFF HANDBOOK

2019-2020

Revised December 2019

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MISSION STATEMENT

Our mission is to provide young women an opportunity to achieve high school and college academic success simultaneously while nurturing self-confidence and developing leadership skills in an academically rigorous environment.

OUR VALUES

At GLAAZ, we value:

- The assets and talents of each girl.
- The benefits of single gender education to the social and academic development of girls and young women.
- Diversity in all its forms.
- The partnership of parents and community organizations in supporting girls' leadership development and academic success.
- A teaching and learning school community that sets a premium on professionalism and creativity.
- Critical thinking, intellectual curiosity, and the application of knowledge to real world challenges.
- The applications of technology in ways that stimulate learning, encourage innovation, and inspire creative solutions to social issues.

OUR BELIEFS

We believe that every young woman deserves the opportunity to excel in school, go to college, to have a job she loves, and to fulfill her dreams.

We believe, given the right tools and support, every one of our students is capable of creating this life for herself.

We teach our students to believe in themselves the way we believe in them.

OUR EXPECTATIONS

- Attend all classes
- Be on time
- Be prepared
- Keep a daily written record of all assignments and due dates
- Master and maintain Cornell notes
- Complete all homework on time
- Be positive
- Be respectful
- Always give your best effort

GLAAZ SCHOOL BOARD

Nathan Pullen – President

Marli Mayon
Anjuli Morse
Nina Munson
Maryann Richardson

GLAAZ Staff and Faculty 2019-2020

Main Telephone Number: (602) 288-4518

GLAAZ Administration:

Dawn Woods, Chief Academic Officer	ext. 152
Ken Bornscheuer, Assistant Principal	ext. 208
Leslie Shultz-Crist, Dir. of Assessment and College Readiness	ext. 211
Veronica Saenz, Parent Liaison	ext. 118
Lupe Gutierrez, Registrar	ext. 101

Faculty

Cecalie Fort	English Teacher	Office	Ext. 147
Hannah Froehlich	English/Art Teacher	Room 202	Ext. 129
Janelle Budetti	Math Teacher	Room 205	Ext. 126
Lisa Horton	Special Education Teacher	Office	Ext. 123
Marc Ginsberg	Math Teacher	Room 201	Ext. 130
Nicole Marchi	Student Service Specialist	Office	Ext. 193
Sabrina Araiza	Social Studies Teacher	Room 200	Ext. 132
Sheena Carbaugh	Biology Teacher	Room 203	Ext. 131
Steven Montoya	Chemistry Teacher	Office	Ext. 122
Terry Poorten	English/Yearbook Teacher	Room 204	Ext. 127
Wyck Chew	Social Studies Teacher	Room 207	Ext. 180

To email a GLAAZ staff member utilize the following format:

firstnameinitiallastname@GLAAZ.org for example: kbornscheuer@GLAAZ.org

Florence Crittenton Services of AZ

- GLAAZ staff and faculty are considered employees of Florence Crittenton Services of AZ, Inc. (FC). As such, policies related to benefits, leave, and employment status are determined by FC. The Policies and Procedures Manual is available in Public Folders. Please contact the Chief Academic Officer directly if you have questions about agency policies and procedures.
- School staff and faculty are included on the agency's email distribution list. At times, you will receive emails about agency activities/events that are simply for your information and do not require a response. If you have any questions, please let the office staffs know.
- While FC holds the school's charter, governance of the school is the responsibility of the GLAAZ School Governing Board. Board meetings are held monthly, and school staff is strongly encouraged to attend.

ACADEMIC INTEGRITY

Plagiarism and cheating, whether deliberate or otherwise, will not be tolerated.

Plagiarism is the use of another person's work, regardless of quantity (e.g. one sentence, paragraph, entire text, or product) whether done deliberately or not. In using quotations or citations from the work of another individual, students will be required to follow the teacher's instructions for citing citations properly. In the absence of teacher's instructions, students will use MLA format.

In addition, all work must be the student's own. Cheating of any kind will not be tolerated. Cheating is defined as copying or plagiarizing another person's paper, homework, daily work, quiz, or test. It includes having unsanctioned notes/text messages during a quiz or test, looking at another student's paper during a quiz or test, speaking out loud during a quiz or test in a way that would assist another student, or giving work to someone else. Any student caught cheating or helping another student cheat will receive a zero on the assignment and his or her parents will be notified. If a teacher determines that plagiarism or cheating has occurred, academic sanctions and disciplinary consequences may be administered.

ACCIDENTS

Student Injury

Teachers and advisors are required to report accidents or injuries which occur to a student under their supervision. A written report is to be submitted to an administrator. For accidents that occur during school time, an administrator should be notified immediately and a written report must be submitted afterwards. In the case of serious injury, if students are in the room, have an adult move them to another location. Nothing in the room should be moved or cleaned until the GLAAZ Insurance Carrier has the opportunity to secure the room. Students may be requested to write witness statements. An accident report must be submitted in all cases.

If the accident, injury, or illness occurs when the school office is not open, parents or relatives of the students should be notified at once with activity ceasing, if necessary, until the student has been properly cared for. Approved first aid practices should be administered. A school administrator must be notified as soon as the student has been cared for. An accident report will need to be submitted the following day.

Teacher Injury

Any staff member that is injured while on the job must immediately report that injury to his/her administrator.

ACTIVITIES/CLUBS

All clubs and their activities are extensions of GLAAZ. Rules that apply while on campus are in effect during all club activities. Clubs holding activities off-campus need to keep first and foremost in their minds the image they portray to the public. This image reflects upon the entire school as well as upon the district. All of us need to put our “best foot forward” when representing our school and district. The sponsor should closely monitor proper attire and language, as well as proper behavior.

Schedule School Activities

Request for school activities are handled in the following manner:

1. Club member or sponsor schedule activity with the Assistant Principal
2. If approved, the activity is placed on the calendar by the sponsor ASAP
3. Sponsor gets from the student the parent/guardian permission slip

Some guidelines to follow as your club plans for the year

- Plan well in advance
- Check with the school activity calendar before planning your event
- If your activity requires the use of school facilities, such as the cafeteria, it must be reserve through the front office staff
- If your activity will require any special set-up, such as tables, chairs, etc. it must be reserve through the front office staff
- If your activity requires excusing a student or students from class, an administrator must grant permission at least five school days in advance
- On the day of the activity, an updated hard copy attendance report must be submitted to the front office

ANNOUNCEMENTS

Clubs and organizations submit announcements to the front office no later than 12:00 PM.

ATHLETICS

GLAAZ offers students a four sport athletic program. Students who participate in athletics must meet all eligibility requirements. GLAAZ believes that academics come first and believes that athletics can be a significant motivator for student athletes. Teachers are encouraged to communicate regularly with the coaches on academic progress of our athletes.

In order to be eligible, athletes must maintain a C or better in all classes. Grade checks will occur every three weeks. If an athlete becomes ineligible, the athlete will have the opportunity to improve their grades within the next week. An ineligible athlete must complete grade checks on a weekly basis until the next three week grade check. Ineligible athletes must attend Fifth Hour tutoring and may practice. They may not travel with the team.

ATTENDANCE

Administration

The Administration implements Board policies and state laws in reference to school attendance, monitors student attendance and holds parent-student conferences relative to school attendance. Teachers who have concerns about a particular student’s attendance should contact the student’s parent/guardian and meet with or email the Assistant Principal to discuss and review options and update the grade book at a minimum of every two weeks.

Attendance/Tardy Procedures

Attendance is to be taken at the start of every class and immediately reported to the attendance office. Never mark a student tardy. Final updates must be done by 2:30 p.m. This is important because the attendance information supplied by teachers is directly placed into our computer and then sent to the State Department of Education. Average Daily Membership (ADM) is calculated by these numbers and sets the rate in which we are reimbursed by the State. Accuracy and consistency in taking daily attendance is imperative. Under no circumstance are students to be allowed to take daily attendance. This is a teacher responsibility.

Do not detain students after class. This is rarely effective discipline and is always an inconvenience to fellow teachers. Teachers do not have the authority to excuse a student from another teacher's class.

Tardies

A tardy is defined any time from 8:00am to 8:20am. After 8:20am it will be counted as an absence. Students who are tardy to school will report to attendance office for a late pass and will then go to their regular class.

A student who is tardy to class will receive the consequences set in that teacher's classroom rules.

Excused Absences

A student who is absent and has had the parent/guardian call in the absence receives an excused absence. Students have one day for each absence to make-up work. Long term assignments are due on the day of return to class. After a student accumulates nine (9) absences in a semester class, the student may not receive credit for make-up work for any additional absence. Absences due to school sponsored functions are not included in the absence count.

Parents/Guardians have 24 hours to call and excuse their child's absence. They may leave a message after school hours. If there is a question about the absence, Veronica will contact the parent/guardian.

Truant Absences

An absence that is not cleared with the Office by a parent/guardian is considered truancy. Parents will be notified by a computer-generated phone call of all absences not previously excused. Parents have 24 hours to call school to excuse their absences.

First Truancy:	Loss of credit
Second Truancy:	Loss of credit and parent phone call
Third Truancy:	Loss of credit and parent meeting
Fourth Truancy:	Loss of credit and suspension
Fifth Truancy:	Loss of credit; citation to student less than 16 years of age; possible long term suspension to student 16 years or over.

Excessive Absence

Regular, consistent attendance is of the utmost importance for students to achieve success. Students who are absent from a semester class more than nine days will receive no credit for make-up work for each additional absence.

Absences for school sponsored activities are not included in this count.

Student and parent appeals to this policy may be made via the administration if extenuating circumstances surround absences (i.e. medical issues and family emergencies). Students with truanies are not eligible for an appeal.

Permits to Leave

The permit to leave policy requires students to report to the attendance office to receive permission to leave campus, which excuses their resulting absences. A permit to leave is granted to non-emancipated students through parental request prior to student departure. Emancipated students (18 years old or older) are also required to check out through

the office and may be required to meet with the administration if their absence rate is considered excessive. Any absence in which a student fails to check out through the office prior to leaving campus will be in violation of the permit to leave policy; thus, resulting in a truancy absence.

AVID

AVID, Advancement Via Individual Determination, is a college readiness system for elementary through postsecondary school that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

AVID is a required elective for all students. In all classes, teachers should utilize AVID's: WICOR (writing, inquiry, collaboration, organization and reading) strategies, Cornell note-taking, annotating and critical reading, asking higher level questions, and cooperative learning. The Assistant Principal also serves as the AVID District Director and will support teachers in implementing AVID.

BELL SCHEDULE

REGULAR BELL SCHEDULE

EARLY RELEASE WEDNESDAYS

LATE ARRIVAL THURSDAYS

FINAL EXAM SCHEDULE

Copy of the 2019-2020 bell schedule is located in the appendix.

CAFETERIA

School staff and faculty have access to Café Elizabeth, where beverages are available at no cost throughout the day. Additionally a microwave, toaster, and refrigerator are available to school staff. Staff and faculty who wish to purchase breakfast or lunch must fill out the payment form (available in the cafeteria.) To track payment for your meals, you will punch in your employee ID number in the computer located by the serving line in the cafeteria. Payment is automatically taken from your paycheck every two weeks.

CALENDAR

Copy of the 2019-2020 School Year Calendar is located in the appendix.

CARE OF CLASSROOM

Teachers are responsible for the daily, neat appearance of their rooms. The custodial staff will empty the trash, vacuum on a rotating basis, and will dust on a limited schedule. Please assist the custodians and teach your students responsibility by keeping your room as clean and neat as possible. Students should not be allowed to write on the desks and walls, throw paper on the floor, etc. Food or drink is not permitted. If a problem requires special attention, contact an administrator.

CELL PHONES/ELECTRONIC DEVICES

Students are expected to turn off and put away all electronic devices prior to entering the classroom. If a student fails to follow these guidelines, the faculty/staff member may ask the student to turn off and put away the cell phone, iPod, or other personal electronic devices. Faculty and staff members should not confiscate these items. If the student does not

follow the direction of the faculty/staff member, contact the office to have an administrator come to your room to confiscate the item(s). Students may pick up their phones at the end of the day on the first offense. Parents must pick-up confiscated devices if the offense occurs more than once. Repeat offenders should be referred to a school administrator for disciplinary action.

Do not, in any situation, view students' text messages, photo, etc. If you have a reasonable suspicion that there is inappropriate material present, immediately contact an administrator.

As a professional, please limit your personal use of cell phones to non-classroom hours.

CHILD ABUSE, REPORTING OF

By state law, school employees must report suspected cases of child abuse to the Department of Child Safety and local law enforcement agencies.

Individuals required to report suspected abuse are protected by state law from civil or criminal liability. Administrators are responsible for processing suspected cases of child abuse.

Report any suspicions to an administrator and the student services specialist.

CHRONIC ILLNESS

Chronic Illness is defined as a continuing, medically certified condition that may cause the student to be absent from school frequently (ARS 15-346.) The school shall make homework assignments readily available to students with chronic health conditions during their absences. Credit shall be given for completed homework assignments.

The parent must apply for the chronic illness program and certify via a physician, the student's medical condition. The administration will review students' health condition and determine if chronic illness is an appropriate intervention. The appropriate instructional services needed are to be determined by the teacher and parent. After the student's needs have been agreed upon, the parent and teachers will sign the instructional agreement. Specifics on the delivery of and return of homework assignments and a contact time with the teachers will be part of this agreement.

If the student is classified and served as a student with a chronic health condition and his/her absences amount to 10 consecutive school days, school personnel will meet with the parent to review the instructional delivery needed for the student. If the student's absences amount to 30 school days, another medical certification shall be obtained and reviewed by the teacher and parent.

CLASSROOM MANAGEMENT

Teachers are directly responsible for proper discipline in the classroom and for the conduct of students in the hallway around their room.

SLANT

Students are expected to *SLANT* during classroom instruction. Every girl should understand what to do if a teacher asks her to *SLANT*.

S: Sitting with Professional Posture

L: Leaning forward/Look interested

A: Asking questions

N: Note-taking (they need to be interacting with text/video)

T: Tracking speaker with eyes and attention (kids should be looking at you when you are talking to them)

Preventing Trouble in the Classroom

Prevent trouble in the classroom before it starts by utilizing some of these helpful strategies.

- Quickly master the names of everyone in your classes. Use seating charts if necessary
- Before school begins, please review your students' cumulative file, so you can learn more about their educational needs
- Be sure the classroom is physically comfortable – temperature, lighting, seating/proper visibility for each member of the class
- Be courteous
- Don't stay at your desk – it is expected that you are up and among your students
- State questions clearly and ask students to respond in complete sentences
- All assignments must relate to the learning objectives to ensure on-task behavior
- Do not make a major issue out of trivial offenses
- Don't talk too fast or too loud. Use Accountable Talk to avoid too much "teacher talk." (See Appendix)
- Do not punish the entire group for an individual's mistakes
- Do not make threats you cannot enforce
- Look for ways to be proactive in order to diffuse potential tensions in the classroom.
- Provide immediate and specific feedback often
- Actively involve all students in class, using cooperative learning structures
- Do not delay contacting parents of students who are having academic and/or behavioral problems
- Students should never be "finished" in your classroom – every instructional minute is to be maximized

All teachers are required to be at their doors between periods. Although teachers are expected to handle most problems that arise within the classroom, they should not wait until a situation gets out of hand before requesting assistance. If it becomes necessary to remove a student from the room, send her to the office; do not permit her to roam the halls. It is best, when possible, to send a note of explanation with the student to the office. Be certain to check to see if the student made it to the office. Follow-up is most important.

Student Discipline

At GLAAZ, teachers are primarily responsible for communicating and maintaining an environment that promotes courteous, respectful, and orderly conduct. It is the responsibility of each of us to help maintain a positive educational environment in the building. Each staff and faculty member is responsible for the following:

- Correct any student or group of students engaged in any activity or behavior that is causing a disturbance. This includes enforcing the student dress code
- Step to the door of your classroom during class changes. This will serve to help control traffic in the corridors and will allow you to greet students as they enter the room
- Students should not stand at the door or leave the class at the end of the period until dismissed
- NEVER LEAVE A CLASSROOM OF STUDENTS UNSUPERVISED. If an emergency requires you to leave your classroom, ask a neighboring teacher or school staff member to cover your class
- Please cover classroom procedures and student expectations during the beginning days of class. Before you can teach content, you must norm your class and post the norms in your classrooms

Additionally, at the beginning of the year, the Student Handbook will be reviewed in all classes – please support your colleagues by referring to and reinforcing policies in the handbook.

In dealing with discipline problems in the classroom or elsewhere in the building, teachers are expected to follow these guiding principles:

1. Make every effort to deal with disciplinary infractions in private. Do not engage in disciplinary arguments.
2. Assign the appropriate classroom discipline.

3. Always contact a parent when you discipline their child.
4. When a student is sent to the office for disciplinary reasons a referral form must be filled out and submitted.

Teachers should not stand students outside of the room for disciplinary reasons. No type of physical activity may be used to discipline students.

CLASSROOM SUPPLIES

There are classroom supplies in the front office. If there is something you need that is not available, please see the CAO or the front office staff.

CONFIDENTIALITY

Student grades, discipline issues, personal disclosures, etc. are items subject to confidentiality. These issues should not be discussed in front of students, with other students or with adults other than the parents of the particular student.

Only individuals listed as parent or guardian on Power School may have student information shared with them. Do not share information with a student's emergency contacts.

The law requires that a staff member must break confidentiality if the individual indicates they intend to do harm to self or to others. Reported or suspected cases of child abuse are not subject to confidentiality.

In discussion with parents, do not reveal specific information regarding anyone other than that child's parent/guardian.

If you have specific questions or are uncertain as to confidentiality, please contact an administrator.

COPYRIGHT GUIDELINES

Printed Materials

Permitted:

1. Single copies of:
 - a. Chapter of a book
 - b. An article from a magazine or newspaper
 - c. A short story, short essay, or short poem whether or not from a collective work
 - d. A chart, graph, diagram, drawing, cartoon, or picture from a book, magazine or newspaper.
 - e. Multiple copies for classroom use (not to exceed one copy per pupil in a course)
2. A complete poem if less than 250 words
 - a. An excerpt from a longer poem, but not to exceed 250 words
 - b. Essay, any such work with 250 words or fewer qualifies as a "special work" and only 10% may be used
 - c. An excerpt from a larger printed work not to exceed 10% of the whole 1,000 per class per term, whichever is less.
 - d. One chart, graph, diagram, cartoon, or picture per book or magazine issue

All preceding copying must bear the copyright notice and must be destroyed after one presentation.

Sheet and Recorded Music

Permitted:

1. Emergency copies for an imminent performance are permitted, unless performance related - emergency related, provided they are replacing purchased copies and replacement is planned.
2. Multiple copies (one per pupil) of excerpts not constituting an entire performance unit for more than 10% of the total work may be made for academic purposes other than performances.

3. Purchased sheet music may be edited or simplified provided the character of the work isn't distorted or lyrics added or altered.
4. A single copy of a recorded performance by students may be retained by the institution or teacher for evaluation or rehearsal purposes.
5. A single copy of recordings of copyrighted music owned by the institution for constructing exercises or examinations and retained for same.

Audio Visual Works

Permitted:

1. Creating a slide or overhead transparency series from multiple sources as long as creation does not exceed 10% of photographs in one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
2. Creating a single overhead transparency from a single page of a "consumable" workbook.
3. Reproducing selected slides from a series if reproduction does not exceed 10% of total nor excerpting the "essence" of the work.
4. Excerpting sections of a film for a local videotape (not to be shown over pay cable) if excerpting does not exceed 10% of the total nor the "essence" of work.
5. Stories or literary excerpts may be narrated on tape or duplicated as long as similar material is not available for sale.

Computer Software

Permitted:

1. New copies created as an essential step in the utilization of the computer program in conjunction with a machine that is used in no other manner.
2. A new copy made for archival purpose and that all archival copies are only to be held in case the working copy is destroyed or no longer functions. This back up copy is not to be used on a second computer at the same time the original is in use.

Television/Radio Off-Air Recording

Permitted:

1. A broadcast recording may be made at the request of and used by individual teachers. No broadcast program may be recorded more than once for the same teacher.
2. Off-air recordings may be used once by individual teachers for relevant classroom activities and once for necessary reinforcement during the first 10 consecutive school days after recording.
3. After 10 days, recordings may be used for teacher evaluation up to the end of a 45 day retention periods purposes only. At the end of the 45 day retention period, all off-air recordings must be erased or destroyed immediately.
4. Such recordings need not be used in their entirety but may not be altered or edited and must include the copyright notice on the program as recorded.
5. Copies of off-air recording must include the copyright notice as recorded.

Video Exhibition

Permitted:

1. As part of a "systematic instructional activities" in a teaching environment of a classroom or library, not for recreation, entertainment or cultural value.
2. Directly related to a class unit.
3. In a gym, auditorium, library/media center or workshop provided it is used as a classroom.
4. Without any purpose of direct or indirect commercial advantage.

5. Without payment of any fee or other compensation to performers, promoters or organizations.

Seeking Permission to Use Copyright Materials

Requests for permission shall be in writing. All requests shall identify the user as GLAAZ and the appropriate individual user.

COPY ROOM

The copy room located in the front office has one machine; no code is required. Please follow all etiquette rules associated with using the copier. Anything you print must be picked up promptly. If there are documents in the machine that are not yours, please place them in the “pick-up” basket.

Students may not be sent to pick up or make copies. Teachers are responsible for making their own copies and may not do so during class time. If you need any technical help with the copier, please notify the registrar or parent liaison.

Do not attempt to troubleshoot.

Due to the high cost of color copies, only the front office staff and the administrators have access to print color copies. Teachers should send items they want copied in color to the office staff. Please limit the number of color copies you utilize in your teaching and classroom.

CRISIS

The purpose of a crisis team is to provide direction and coordination of resources following a tragic event or crisis that impacts GLAAZ’s students, staff, and community.

As a staff member becomes aware of a potential crisis, they should obtain information regarding the incident, including the name and phone number of the individual reporting the incident. This information must be forwarded immediately to the administration and the student services specialist.

Members of the crisis team will include site personnel, FloCrit personnel, and when warranted, outside agencies.

CUSTODIAL REQUESTS

All work orders are to be submitted to the Assistant Principal.

DISCIPLINE

The Governing Board has taken a strict stand on student discipline within the educational setting. They strongly believe that no student has the right to distract from the educational process. Furthermore, they insist that each student is granted “due process” rights. It is the task of the teaching staff and administration to work within these frameworks. The purpose of the disciplinary code is to change inappropriate student behavior.

Discipline Process

The following outlines the steps to be taken when a student is disrupting the classroom:

- Instance #1: The teacher holds a personal student conference. The student is made aware of the inappropriate behavior(s). Behaviors, alternatives, and options are explored with the student and the parent.
- Instance #2: The teacher has direct contact or conference with the parent/guardian concerning the the student behavior(s). Behaviors, alternatives, and options are explored with the

student and the parent.

Instance #3: The teacher sends an email to the assistant principal with specific details, dates and documentation regarding previous instances and follow through. The Assistant Principal renders a disposition

Rule infractions such as smoking, fighting, drugs, alcohol, theft, etc. should be referred immediately.

Referrals

When a problem arises, the first attempt to resolve it should be at the level of its occurrence. Referral to the office should be made after student-teacher and/or teacher-parent contact have not solved the problem. Naturally, any serious problem should be referred immediately to the assistant principal with the student being sent to the office. Referral forms are available in the office and should be filled out as completely as possible.

Disciplinary Action Definitions

- Closed Classes – The student has a matter that must be discussed in conference with the administration before the student may return to classes. This student should be sent to the administration immediately.
- Detention – A student is assigned detention or after school community service (assigned by the Assistant Principal).
- In-School Suspension – The student is not permitted in regular class or classes. The student is assigned to the office all day (or for designated periods). The student's attendance record will show as on-campus suspension. The student is permitted to turn in work for credit during in-school suspension.
- Off-Campus Suspension – A student is not permitted to be on campus or attend off campus school events for a specified period of time. Any student assigned off-campus suspension and who is found on campus will be charged with trespassing. The student's attendance record will show an off-campus suspension. At the Principal's discretion, work done during the suspension may receive credit. All work is due the day the student returns to school.

DRESS CODE - STUDENTS

Shirts

Solid purple or white GLAAZ logo embroidered Polo shirt
Must be purchased through Educational Outfitters website

Skirts

Purple pleated plaid must be purchased through Educational Outfitters
Solid Black and gray skirts are also permitted
No leggings or tights without skirts

Sweaters and Sweatshirts

Solid black, solid white, solid gray, or purple
College sweatshirts are permitted on Fridays only
Optional GLAAZ logo-sweaters and sweatshirts are now available through Educational Outfitters

Pants

Solid black, solid grey only-ankle length or capris (no patterns, artwork or holes permitted)
No sweat pants, leggings, blue denim or cargo style (side pockets) pants

Shorts/Capris

Solid black, solid grey only- no patterns, artwork or holes permitted

No spandex, basketball shorts, and sweat shorts

Length is to the end of the fingertips or longer and shorts must hemmed

Footwear

Heels no higher than two inches

Sandals/flip flops are allowed

Slippers are *NOT* allowed

Jewelry/Hair/Makeup

Make-up, jewelry, and hair must be professional and not distracting

Appropriate necklaces and/or bracelets are permitted

Earrings sized from studs to small hoops (no larger than a half-dollar) are allowed

Tattoos may be required to be covered

Headwear (all caps/hats, scarves, beanies, stocking caps, “do-rags”, wave caps, etc.) may not be worn inside unless such item has religious affiliation

If, in the opinion of the faculty or staff member, any student’s hair, makeup, jewelry etc., distracts, disrupts, or interferes in any way with the classroom procedures or the educational processes, the student will be asked to leave the classroom or the campus. The student may not return until the condition is corrected or the case is reviewed by the school administration.

Spirit Fridays

Every Friday is designated as “Spirit Friday.” Students are allowed to wear GLAAZ T-shirts and blue jeans that meet dress code. College sweatshirts and t-shirts are also permitted on Fridays.

Theme Days

On days designated as “Theme Days,” dress guidelines will be announced. In keeping with our commitment to preparing students for college, community life, and careers, students are expected to dress appropriately and in good taste at all times while on campus, in the classroom, or on field trips. Inappropriate attire can create distractions. Therefore, the following will never be permitted:

- Spaghetti straps
- Spandex shorts, leggings or tights not covered by shirts, skirts, or pants
- Clothing with any holes
- Gang-related clothing or insignia
- See-through clothing
- Clothing that is skin tight, revealing back, midriff, cleavage, or buttocks
- Clothing that exposes underwear; underwear worn as outerwear
- Attire showing pictures or messages promoting drugs, sexploitation, discrimination, profanity, or violence
- Blouses or tops which are too short, causing the mid-section, including the belly button, to be exposed
- Short shorts or mini skirts
- Headwear (all caps/hats, scarves, beanies, stocking caps, “do-rags”, wave caps, etc.) may not be worn inside unless such item has religious affiliation

First Offense: Student is given a uniform to wear

Second Offense: Student is given a uniform to wear/parent phone conference

Third Offense: Parent must bring appropriate clothing or student is sent home

Subsequent Offenses: May result in short term suspension

DRESS CODE - STAFF

Business casual dress is a middle ground between business formal wear and casual wear. The following are examples of appropriate workplace apparel:

- For women: A reasonable length skirt (not mini-skirt) or full-length trousers of a non-jeans material combined with a top (such as a dress shirt, polo, or sweater set) is considered acceptable. An informal dress with appropriate skirt length is also acceptable.
- For men: A combination of collared shirt (such as a dress shirt or polo shirt), cotton trousers (such as khakis or blue, green, brown, or black trousers) with a belt. A blazer or business jacket and a tie can optionally be added.
- Unacceptable for either gender: gym clothes rumpled or ripped clothing, miniskirts, underwear as outerwear, inappropriately revealing attire such as bare midriffs, and flip-flops.
- Casual Friday: Employees may wear jeans on Fridays with an appropriate top (no offensive images or language). Remember, we still interact with students, parents, and the community, and our professional image is just as important on Fridays as it is the rest of the week.
- Special School Functions: e.g. interviewing external candidates, representing school off-site; conducting tours or participating in board meetings, parent-teacher conferences/exhibitions, annual orientation meetings/back to school night etc. School staff must dress professionally (i.e. as though for an interview)

EMANICIPATION

At age 18, students are legally responsible for themselves. However, unless there are extenuating reasons, the student's parent will not be removed as the contact person on the school's record.

EMPLOYEE SUBSTANCE ABUSE

It is the desire and intention of the district to maintain a safe, healthy working environment for all employees; to ensure the reputation of the district and its employees within the community; to reduce the number of accidental injuries to persons or property; to reduce absenteeism and tardiness; and to improve the delivery of instruction. Therefore, no employee shall use controlled substance and/or alcohol within such time prior to reporting to the job that any effect or evidence of such consumption or use remains and/or can be detected. The policy includes provisions for employees to seek assistance, for drug and alcohol testing of individuals charged with violation of the policy, and strict guidelines for "probable cause" and corrective actions.

See Florence Crittenton Employees Handbook.

EQUIPMENT TAKEN HOME

Under no circumstances are teachers to allow students to take school equipment home.

EXPECTATIONS FOR FACULTY

The GLAAZ teacher is responsible for promoting the educational development of each student by providing daily rigorous and relevant instruction to students in a specified content area. The teacher will implement the developed curricula and ensure student mastery through appropriate differentiation strategies within the educational setting. Extensive knowledge of the content area is required, as well as a thorough understanding of sound educational pedagogy and research-based instructional practices. The teacher will track student learning and create goals to ensure each student makes significant growth.

Essential Functions

Each responsibility listed below is an essential function of the position of teacher at GLAAZ. This information will be considered, as necessary, for compliance with current Americans with Disabilities Act regulations.

Expert Content Knowledge

GLAAZ's rigorous college-preparatory curriculum makes it imperative that faculty have a comprehensive, deep understanding of content so that they can help students create connections across disciplines, relate new concepts and ideas to others, foster in-depth explorations of content through Socratic and inquiry-based learning, and recognize how ideas and skills are transferrable to everyday life.

Rich and Diverse Pedagogical Toolbox

GLAAZ faculty will need to possess and apply a diverse set of research-based instructional strategies, including differentiated instruction, engaged learning/personalization, Socratic seminar/questioning strategies, standards-based curriculum development, critical thinking processes, use of data to inform instruction, interdisciplinary instruction, and technology supported instruction.

Professional Training and Credentials**

GLAAZ faculty will meet all Arizona certification requirements or will meet the standard for appropriately certified status. All faculty members will hold a degree from an accredited four-year college or university, and instructors with master's degrees are strongly preferred. Faculty is expected to exemplify the value of higher education and will be encouraged to pursue advanced degrees through master's or doctoral programs and/or National Board Certification.

High Expectations for Student Achievement

All GLAAZ faculty and staff will support the core belief that all students are capable of making substantial academic progress and enrolling in college upon graduation without need for remediation. On a daily basis, faculty will communicate their expectations for student progress and provide detailed and specific verbal and written feedback regarding student progress.

GLAAZ Leadership Principles

GLAAZ faculty will reflect the core values of Florence Crittenton of Arizona and the school and will model daily the leadership qualities expected of students. Faculty members are expected to exhibit respect for students, parents, and colleagues.

** Certification is a condition of employment and the responsibility of the individual teacher. Teachers are required to maintain current AZ certification.

Teach for America teachers are expected to be Highly Qualified and to pursue AZ certification during their assignment at GLAAZ.

Teacher Resumes

Charter schools are legally required to keep a book of resumes of all present and former instructional staff members. This information must be made available to parents upon request. Please provide your current resume annually. Resumes must include:

- Current teaching assignment
- Professional objective
- Educational background
- Certification
- Professional experience
- Finger print clearance card

Do not include personal information (address, phone number, e-mail address).

EXTRA CREDIT

Opportunities for extra credit should be related to the curriculum. The decision to offer extra credit is an individual teacher's decision. Extra credit may not be offered for student participation in class competitions.

EVACUATIONS

The principal will issue an evacuation order that includes the site to which students are to be taken. (Fire drill site, relocation center, rear parking lot.) Classrooms are to be locked, lights turned off. Teacher takes class roster and must account for all students upon arrival at the evacuation site. Immediately inform the administration if any students are unaccounted for.

Administrative procedures are in place for parent pick-up of students if warranted. Teachers may not release students to parents or to their vehicles.

FACILITY MANAGEMENT

Facility Manager is responsible for facilities management at Florence Crittenton. All work requiring the use of maintenance staff is to be requested through Facility Manager.

FACILITY USAGE

- **During the school day**
Inform the Main Office if you move your class from your regularly scheduled room.
- **After school hours:**
Regular use of a facility after hours should be cleared by the Assistant Principal for issuance of all necessary keys and alarm codes.

FACILITY WALLS

GLAAZ is committed to providing a motivating, literacy rich environment and this must be reflected in our classrooms. To promote literacy, teachers are expected to post information about writing and to showcase student work. Work/posters should reflect current units of study. Teachers are also responsible for keeping the bulletin boards in the hallway up-to-date with outstanding examples of student work, motivational posters, etc.

PLEASE DO NOT ATTACH ANYTHING TO THE BRICK WALLS.

To support Facilities/Maintenance please follow these guidelines:

1. Use only thumbtacks, staples, or scotch tape to hang items on sheetrock walls. Do not use highly sticky tape, duct tape, double sided tape, foam tape, putty. These materials leave residues and damage the plaster when removed.
2. Do not pin, nail, staple, or double side tape items to the doors. Scotch tape only.
3. Do not hang heavy items from ceiling tile supports.
4. Do not pin, nail, staple, or double side tape items to the white boards. Scotch tape only.
5. Remove all materials from the walls and desks for Summer Break.
6. Guests/Community members may use school classrooms during weekends and school breaks. Please leave your classroom presentable, and lock away valuable items.

FACULTY MEETINGS

Staff meetings, Professional Learning Community (PLC) meetings, content area meetings and grade level meetings are held on Wednesday afternoons and Thursday mornings. Attendance at these meetings is mandatory.

Emergency staff meetings (a sudden, unforeseen situation or set of circumstances calling for immediate action) can be called without 24 hour notice.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record; however, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest (A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member including health staff, law enforcement personnel, attorney, auditor, or other similar roles; a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
- A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - Other schools to which a student is seeking to enroll;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

FIELD TRIPS

GLAAZ and the Governing Board establish all field trip information, procedures, and requirements. Field trip guidelines are available in the office and your professional development binder. Although field trips can provide excellent learning opportunities, safety and liability are major concerns. Please read procedural information carefully before planning any field trip.

Attendance

The names, student numbers, and grade levels for all students who have completed the Parental Permission/School Excuse Form and are expected to attend the field trip should be listed on the "Excused from Class" list. This form is submitted to the front office at least three days prior to the trip. On the day of the trip, check all students as they load the van or bus and submit the list to the Office. Retain a copy of the list to take with you on the field trip. Prior to the trip, submit a copy of the parental permission slips to the Assistant Principal and retain a copy of the field trip permission slips to take on the trip.

Transportation

FloCrit vans are reserved through the Florence Crittenton receptionist. If you have funding approval, vans can be rented from A-1. GLAAZ front office staff oversees these rentals. If you need bus passes, you must give the number needed to the Front Office Staff at least one week in advance of the field trip.

Field Trip Request Forms

All field trips must have the approval of the Assistant Principal. All out of state and out of country field trips require the approval of the Superintendent and the Governing Board. Submit in-state field trip requests at least two weeks prior to the trip. Submit out of state and out of country field trip requests at least six weeks in advance to allow for placement on the Governing Board Agenda.

FIGHTS

The recommended procedure for breaking up altercations involves the following steps:

1. Promptly walk, don't run, to the fight so you may visually analyze the situation and mentally form a strategy as you approach.
2. The moment you come in sight of the altercation, use your best cafeteria voice and let the world know you are coming and you want this nonsense stopped immediately.
3. If possible, while walking to the fight, stop at various classrooms and obtain help from other teachers; make sure someone is sent to the office for additional help.
4. Call out to any of the students you recognize and start giving orders: "Mary, go to Mr. Frank's room; Sam, you go to the office and get Mr. Jones; Calvin, Bob, Susie, you are not needed as a spectator – go to your next class immediately! etc." It does not matter what you tell the kids to do. Just remember, kids are accustomed to responding to directions, so give them directions. You want them away from the commotion.
5. If you know the names of the fighters, call out each of their names and let them know who you are. This may be the time for a little humor. If you can get some of the kids laughing, it will ease the tension.
6. In most fights, at least one of the fighters will want to stop fighting. There is no fight if one stops punching and is protected by the staff member. Send one fighter away for the moment, "Go sit in that chair over there". Stay with the aggressive fighter and accompany him/her to the office. Have the other fighter taken the office with another staff member or reliable student. Never together!
7. If you are confronted with a violent fight, get additional help. Don't try to be a hero.

FINAL EXAMS

Final examinations are required by board policy. A student who does not take the final exam due to truancy will receive a zero. Grades will be calculated with the zero for the final. No “incomplete” grades will be given. Make-up for a final exam is only permitted if a student has received prior authorization. It is the student’s responsibility to schedule the make-up test, which must be completed within two weeks in order to receive credit. The following are guidelines to be followed in regard to semester examinations:

- Teachers shall not give semester exams before the scheduled date.
- Semester exams shall be given in grades 9-12.

The Assistant Principal will set the schedule for all final exams. Students who were ill during the exam period and were excused from school should meet with the teacher to schedule and make arrangements. Students who will be absent due to travel, etc. must receive permission from the assistant principal to reschedule their exam.

Teachers shall give a copy of their final examination to the administration if they have students who will be making up their exam during summer. All students’ final exams are to be kept for at least one semester following the exam.

FIRE DRILLS

Procedures

1. When the fire alarm sounds you should report to your assigned location.
2. Direct your students to follow the normal fire drill procedures.
3. Take your “Emergency Procedures” packet with your rosters, grade book, and red and green attendance cards.
4. Lock the classroom door and turn off the lights.
5. Once you arrive at your assigned location, take attendance and account for all students.
6. Hold up your green card if all students are present and your red card if a student(s) is missing.
7. An announcement will be made giving the all clear for you and your students to return to the classroom.

Fire Drill Routes

Post the fire drill escape route in your classroom. Make sure students understand how to exit the room, where the class reports and the importance of accurate attendance reports.

FOOD AND DRINKS

No food or drink is permitted in the classrooms.

Drinking water is permitted inside the classroom providing it is in a container with a lid. In addition, due to possible health hazards, no high energy drinks, such as Red Bull, Rock Star, Monster, etc. are allowed on campus.

Chewing gum is not permitted.

Advisory lunches must have prior approval from the assistant principal. The teacher must be notified the cafeteria of the number of students who will not be attending lunch within 48 hours prior the event.

FUNDRAISERS

Assistant Principal must approve all fundraising events, in order to ensure compliance with GLAAZ policies and to avoid overlapping of sales.

Follow all policies outlined in the GLAAZ Financial Process Policy.

GRADING

Grading Policy and Procedures

GLAAZ believes that grades are:

Accurate – The same piece of student work receives the same grade regardless of who the teacher is.

Fair – Differences in grades should reflect variations in the quality of work, not differences in gender, ethnicity, or social class.

Timely – Students and parents should be told about grades early enough to correct problems.

Specific – Students should get detailed information about how to improve, not just a summative grade or comment.

The following Scale Worksheet can be used to guide the development of rubrics:

Score 4.0 (Exceeding) – More Complex Demonstrations of learning go above and beyond what was explicitly taught
Score 3.0 (Meeting) – The Learning Goal or Expectation
Score 2.0 (Approaching) – The Simpler Stuff Student demonstrates foundational knowledge, simpler procedures, isolated details, and vocabulary.
Score 1.0 With help, the student can perform Score 2.0 or 3.0 expectations.

Report cards are issued four times a year. In the middle of each grading period, progress grades are reported on PowerSchool. Refer to the school calendar for dates progress grades and report cards are due. Teachers are responsible for inputting grades into PowerSchool on a regular basis (See Reporting Academic Progress to Parents) in order for parents/guardians and the students to monitor their progress. At a minimum, update grades in PowerSchool every two weeks.

The following suggestions will help avoid misunderstanding student grades:

1. Teachers will clarify their grading system to students and parents early in the semester and will remain consistent to the described system. Have parents and students sign a course syllabus.
2. Teachers should make sure that sufficient grades have been recorded throughout the grading period.
3. Students who do not take the final exam will receive a zero for the exam.
4. A call home or a written report is expected for any student who significantly drops their grade after deficiency reports have been sent. (Board Policy) Grades should be posted on PowerSchool on a regular basis.
5. It is important to document all contacts with the student's home (i.e., deficiency reports, telephone calls made, notes sent, etc.).
6. Grades are to be recorded on Power School at least every two weeks.

Grade Changes

When an error has been detected after the report cards have been printed, a grade change form must be filled out. These forms are available from the Registrar. The teacher should inform the parent of the grade change by telephone or in writing. The grade change must be approved by the CAO (signature required).

GUEST SPEAKERS

Teachers are encouraged to utilize community members as resource persons in the classroom whenever it is convenient and beneficial. Teachers must notify the front office prior to the visit. Guest speakers must sign in at the lobby and wear a visitor's badge.

HOMEWORK

GLAAZ believes strongly that homework is a valuable learning activity. Among its many applications include skill reinforcement, self-discipline, responsibility, wise use of time, and an opportunity for parents to observe what the student is learning in school. Assignment of appropriate homework is encouraged. GLAAZ will support teachers in holding students accountable for completing all homework assignments.

The purposes of homework are:

- Preparation: Provides background for future lessons and units of study.
- Practice: Reinforces learning to help students' master specific skills.
- Extension: Ask students to apply skills they have already met in a new situation.
- Integration: Requires students to apply many different skills to a large task, such as reports, projects, and creative writing.

Homework should be seen as an opportunity to make mistakes and learn from those mistakes. As such, not every assignment needs to be used for evaluation purpose, but every assignment turned in to the teacher should be acknowledged with feedback, including, but not limited to, teacher comment, peer feedback, and/or self-evaluation.

Communication between teachers and parents regarding homework is considered essential. Parents need to be advised of what is expected of their children and how they can reinforce the learning potential of the work assigned. Each school handbook should contain suggestions for parents regarding homework.

School administrators and teachers are to strive toward encouraging the development of appropriate study skills necessary for homework as well as graduating the amount of homework that students receive from grade to grade.

While it is the intent of this policy to encourage homework, parents may appeal to teachers or administrators to moderate homework or overall class schedules where the quantity of homework has brought the student to diminishing returns through fatigue.

Homework assigned to students with special needs will and should align with their needs, as addressed and specified in their Individual Education Plan (IEP).

INSTRUCTION

The following questions guide the planning of instruction at our school:

1. What are students supposed to know and do? (standards)
2. How do you know when students have learned? (evidence)
3. What do you do when students haven't learned? (intervention)
4. What do you do when students already have learned? (differentiation)

Although the school does not require a specific lesson planning template, it is expected that all instruction is planned in advance and reflects those elements of instruction that improve student learning:

- AZ State Standards
- Learning Goals

- Success Criteria
- Anticipated duration of lesson/unit
- Technology to be integrated
- Key vocabulary
- Introductory activity/hook
- Direct instruction
- Guided practice
- Assessment
- Closure activities

KEYS

Keys for building, rooms, and storage areas are issued to staff members. Whatever keys are misplaced, lost, or stolen, the security of property is jeopardized and significant time and expense is required to remedy the problem. The following policy will be followed regarding school keys:

1. Do not leave keys unattended on a desk, in a room, or hanging in a door.
2. Avoid putting keys down anywhere. Frequently, “lost” keys are found on the copy machine or in the attendance area.
3. Keys should NEVER be given to students.
4. All instances of missing lost or stolen keys MUST be reported to the Assistant Principal on the same day the loss is discovered.
5. Teachers may be asked to assume the cost of re-keying areas affected by their losing school keys.
6. Duplication of any school key is not permitted.

LESSON PLANNING

Lesson plans should be developed at least one week in advance. The plans should be comprehensive enough to enable a substitute teacher to teach the lesson. The major objective/standard of each day’s lesson should be listed in the plans and posted on the board. When several texts or reference books are used in the classroom, names of these books should appear in the plans. Plan books should be kept at school in a convenient place in or on the teacher’s desk so they will be available for use by a substitute.

LOCKDOWNS

Safety

It is our responsibility to make sure that students are fully aware of what to do in an emergency situation, stressing the importance of following directions and making sure that everyone is accounted for.

Procedures

1. An announcement will be made on the PA system: *“This is a lockdown.”*
If necessary, you will be advised to turn on your computer for further information. You will be advised of alternative methods of communication.
2. After the announcement, lock your door. For students who are out of your classroom, they will be swept into a safe place.
3. Do not open/unlock the doors to your classroom for anyone.
4. Email the front office staff (vsaenz@glaz.org/lgutierrez@glaz.org) with the names of students absent or unaccounted from your room and students who have been swept and put in to your room. Please also indicate if you had a student who was out of the classroom at the time and who has not come back. For those classrooms

that have no one absent, please indicate that by writing “No student absent” in the subject line. We need to hear from you one way or another.

5. Prep Hour Teachers: Make sure that you email front office staff to indicate your location.
6. Keep students away from the doors and windows. Maintain as much quiet and calm as possible.
7. Staff should check their email and cell and work phones for messages at the time of lockdown and periodically throughout the lockdown for information.
8. Wait for information from the office. Do not call the office.

DO NOT COMPROMISE YOUR SAFETY OR THE SAFETY OF YOUR STUDENTS

MAILBOXES

Each teacher is issued a mailbox. The mailboxes are located in the copy room. Teachers should check their mailbox at least once each day for daily communication. Students may not pick-up mail from the secured mailbox.

MAKE-UP WORK

It is the student’s responsibility to ensure that all work is obtained and made up upon return from any absence. It is the responsibility of the teacher to make the assignments available to the student. Students returning from an excused absence will have an amount of time at least equivalent to the number of days absent to complete the assignment. Long-term assignments that have been so designated are due on the day of return to class.

Students with truant absences are not eligible to receive credit for the work that is missed while absent. Teachers are expected to correct and return any work received by students with truant absences, but shall not issue credit for the assignments.

Students serving off-campus suspension must be provided with work missed. They may or may not be allowed to turn in work for credit. See the suspending administrator for details on each case.

McKINNEY-VENTO ACT

The McKinney-Vento Homeless Assistance Act and Arizona Statutes require that homeless children and youth have access to a free, appropriate public education, comparable to that provided to the children of any Arizona resident and consistent with Arizona’s mandatory school attendance laws. Please notify an administrator if you learn of a student that is homeless (temporary or long-term.)

McKinney – Vento Act Rights of Children and Youth in Transition is located in the appendix.

MEDIATION

The purpose of mediation is to provide students with an avenue to solve or, at least, mediate their differences before the problem gets out of hand and results in violence. Referrals are made to the administrators.

MEDICAL

Prescription Medication

Short term prescription medication must be checked into the office and can only be administered and monitored by an office designee if it is brought to school in the original container and with the RX label intact. Prescription medications must also be accompanied by a permission slip signed by the parent or guardian.

Over-the-Counter Medication

Over-the-counter medication, such as aspirin, can only be administered to students if a permission slip signed by the parent or guardian is on file in the main office.

OPEN DOOR POLICY

At GLAAZ, we believe that teaching is a public activity and that no one should be working in isolation. To that end, our classroom doors are open, literally and figuratively. We strive for a culture that is reflective and collegial; visiting each other's classrooms to learn from our colleagues contributes enormously to our success. Just as we expect our students to learn from each other, so should we.

The Agency conducts frequent tours of GLAAZ. Classroom visitors are commonplace and should be welcomed.

PARENT COMMUNICATION

We believe that parents are our partners in education; therefore, we expect constant communication between home and school. Your first contact with a parent should always be positive. Teachers should contact the families of all students in their classes within the first two weeks of the school year. Teachers should keep careful records of parent conferences, other contacts, and attempts to contact parents. This is important documentation that contributes to our teacher evaluation process. Parents should never be surprised by a grade. Please be available when necessary to **meet** with a parent before or after school in order to support and empower parents to advocate on behalf of their child.

Parent Ambassador Leaders (PALS) meet once monthly and it will be important for teachers to be represented at these meetings. Each teacher attends one meeting per year.

Teacher Initiated Conference

Teacher may contact by telephone or via email or mail. The following are guidelines for the conference:

1. Put the parent at ease.
2. Only provide information that is factual, observable or measurable.
3. Point out some potential problems observed in the student.
4. Indicate the problem that the student is having in class. Have evidence handy in the form of the test grades, dates of absences, samples of work, etc.
5. Map out a plan that you have designed for the student to be more successful.
6. Give them a task in the plan.
7. Include a feedback system in the plan.
8. End the conference emphasizing the team approach of the parent and teacher working together to assist the student. Always try to part with positive comments.
9. Document every contact or attempt at contact.

Parent Initiated Conference

1. Ask if this is a convenient time for them to conference at the start of the conversation.
2. Have a plan written out to guide the conversation.
3. Report only what is factual, observable and measurable.
4. Remember to listen too.
5. Check for your understanding of their message.
6. Provide closure and end on a positive note if possible.
7. Document the telephone conference.

PARENTAL CONCERNS

Parental Complaint Involving Employees

A process has been set up by the School Board to handle parental complaints involving employees. The parent must first confer with the staff member involved concerning any possible complaint. If the parent is not satisfied with outcome of the conference with the teacher, the immediate supervisor will schedule a meeting between the parent, staff member, and him/herself.

Parental Complaint Involving Instructional Materials

A process has been set-up to handle parental complaints of instructional materials. Parents/ guardians who have lodged a complaint shall be granted the option of having their children excused from using the challenged materials.

PARKING (STUDENTS)

Students may only park in the Charlie's parking lot. Students are not to sit in cars or loiter in the parking lots.

PARKING (STAFF)

Employees may park in the parking lot of Charlie's and in spaces open around the building. Please do not park in the visitors' spaces in front of the school. Remember to lock your vehicle. GLAAZ is not responsible for any stolen items or damage to your car.

PERSONAL LEAVE

Teachers planning to use personal leave must notify the principal at least one day in advance, except in case of emergency. This notification is for planning purpose only, not for prior approval.

Prior approval, however, must be given by the principal for personal leave days immediately preceding or following a regularly scheduled school holiday. Exceptions to prior approval may be granted for unforeseen circumstances.

PERSONAL PROPERTY

Personal or individual property brought on any GLAAZ facility is the responsibility of the individual (staff, students or parents) bringing the item on site.

GLAAZ is not responsible for lost, stolen or damaged personal items brought on a GLAAZ facility at any time.

PHONE/CLASSROOM

Each classroom has a phone. Monitor the use of the phone. If a student is assigned to answer calls, he/she should be trained in basic phone etiquette. For example, "Mr. Brown's room, student speaking. May I take a message or should I interrupt the lesson?"

All classroom phones have voicemail. Please set up your voicemail at the start of the school year.

PROFESSIONALISM

Reference: Arizona Revised Statutes (ARS) §15-539

It is the District's strong desire that every employee, in his/her working relationships, treat superiors, colleagues, and subordinates with dignity and respect. Therefore, district personnel must conduct themselves in a courteous and professional manner in all interactions with co-workers, students, parents, vendors, and others with whom employees

interact in furtherance of the District's mission. Employees shall not engage in offensive, inappropriate, rude, uncivil, or harassing behavior toward other district employees. Any conduct in violation of the foregoing, that serves to obstruct, disrupt, or interfere with the work of district employees may be cause for disciplinary action.

PROFESSIONAL ACTIVITIES

Professional Development

GLAAZ focuses on the improvement of student learning through the professional development of its staff. Additionally, to build the capacity of our school, we are able to offer financial incentives through Proposition 301 and School Improvement Grant funds. To be eligible for these incentives in the 2019-2020 academic year, teachers must complete a Professional Growth Plan, which is also related to the Teacher Evaluation Framework. Information regarding completion requirements will be discussed and provided to each teacher the first week of school. While many professional development activities will be job-embedded, faculty members are encouraged to seek learning opportunities outside the workplace. Many workshops and courses are available through ADE, and other educational organizations. Faculty members are required to maintain personal records of 180 clock hours of professional development activities; or 12 semester hours of education coursework posted on official transcripts; or a combination of the two to renew teaching certification through the Arizona Department of Education. **Again, it is the teacher's responsibility to keep current documentation of certification and fingerprint clearance card.**

Curriculum

The CAO is the instructional leader at GLAAZ. Throughout the year, curriculum guides will be refined as necessary. Teachers must provide a syllabus, a curriculum map and a pacing guide for each class taught, that outlines curriculum units and anticipated student products. See Appendix. Students and parents must be notified of any changes made to a class syllabus.

Professional Learning Communities

The fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively. Because our school is so small, much of our committee work will require the participation of all staff members. To build a collaborative culture, weekly professional learning community meetings are held to clarify what students must learn and how we will monitor each student's learning. To that end, we commit to the following:

- Begin and end our meetings on time and stay fully engaged during each meeting.
- Maintain a positive attitude at team meetings – no complaining unless we offer a better alternative.
- Listen respectfully to each other.
- Contribute equally to the workload.
- Make decisions on the basis of consensus and best interest of students.
- Encourage one another to honor our commitments and candidly discuss our concerns when we feel a member is not living up to those commitments.
- Fully support each other's efforts to improve student learning.

PROFESSIONAL WORK DAY

The professional workday for teachers is based upon their professional responsibilities and duties. Teachers may be required by the building administration to report prior to school and to remain after school to attend to those matters which properly require attention at that time, including consultations with parents when scheduled directly with the teacher. The instructional workday shall commence at 7:30 AM and conclude at 3:30 PM. Teachers must be on campus during this time.

PROGRESS REPORTING

Progress (mid-semester grades) grades are posted on PowerSchool. However, teachers need to make documented contact with parents anytime a student is failing their class.

PUBLIC DISPLAY OF AFFECTION

GLAAZ has specific guidelines regarding public displays of affection. Good taste calls for students to conduct themselves as ladies at all times. It is in poor taste to show “unbecoming public displays of affection” at school or school-related activities.

PURCHASING

GLAAZ financial policies must be followed when purchasing supplies and equipment. The front office has all appropriate forms. All purchases must have prior approval from CAO. Always attain permission for reimbursement prior to purchase of items.

REGISTRAR

The School Registrar is responsible for student records. She secures and records all transfer student records. It is the School Registrar responsibility to see that all grades are completed properly on grade sheets and recorded on the permanent records. The School Registrar answers all requests for transcripts and other information requested from the permanent records.

The cumulative folder for each student is kept in the front office. These folders contain both current and past information regarding grades, test scores, anecdotal observations, and other information. Because these records are helpful in providing teachers with information pertinent to the student’s progress and development, it is expected that all teachers review Cumulative Files during the first week of school.

RELIGIOUS ACTIVITIES

Neither the school nor any member of the staff may promote, endorse, or participate in any organization or activity of a religious nature on campus during the school day. The school day begins when a staff member arrives and concludes when the staff member has completed all instructional and extracurricular duties. This policy does not prevent staff members from participating in such activities off campus after the school day or on campus after the school day if the facilities have been reserved through the office and the event is non-school sponsored. Students may participate in Religious activities during school day.

REPORTING ACADEMIC PROGRESS TO PARENTS

GLAAZ is dedicated to the continuous development of each student and believes that teachers should make every effort to assure success of every student in every class. Teachers, in working with students and parents as partners, should document efforts that have been made when a student is not making adequate progress in a class or subject of study. The criteria for assigning grades or other evaluation marks should be developed to accurately reflect student learning and should be mathematically fair.

Parents of students will be able to monitor progress of their students in all classes through an electronic system provided by the district. Teachers will keep these records up to date by entering data no less frequently than once every two weeks. Grade reports, to serve as official records of progress, will be issued to parents of students in all grades at the end of each quarter. Progress reports are published at the 4 1/2 week mark of each semester. Upon request and for a limited period of time, parents may receive a weekly progress notification in specific subject areas.

RESTRAINT OF STUDENTS

While acting within the scope of their duties, employees of the district may exercise the amount of physical restraint reasonably necessary to protect the safety of students and self. Reasonable restraint would most commonly take the form of firmly holding a student to keep him or her from harming others. Whenever possible, the staff members should

first verbally direct the student to cease his or her actions. Any restraints used must be immediately reported to the administration.

SCHEDULE CHANGES

There are two types of schedule changes:

Teacher Initiated

If a student has been misplaced in a course due to a lack of prerequisite courses or aptitude for subject, teachers may generate a schedule change. The sooner a misplaced student can be changed to a class where he/she can achieve success, the better. Two weeks' time should be ample for all teachers to determine a student's ability to succeed in their class.

Student/Parent Initiated

Students and parents may request a change in a student's course selection for the following reasons:

1. Errors appearing on computer schedule (i.e. 2 classes during the same block)
2. Changes needed to meet graduation requirements.
3. Failure of the prerequisite course or has not taken prerequisite course.
4. Changes required for the health of the student (Attach doctor's documentation)
5. Successful completion of an accredited course during the summer (Attach documentation)
6. Inappropriate placement as determined by teacher/counselor consultation.

All changes must go through the Assistant Principals office.

School Safety Reporting (A.R.S. 15-153)

Harassment, Bullying, Hazing and Threats of Harm (A.R.S. 15-341)

GLAAZ is committed to providing all students and staff with a safe school environment in which all members of the school community are treated with respect. Accordingly, students have the right to be free from any form of harassment, bullying, hazing or threat of harm. Students have the right and responsibility to report harassment, found to be involved in these activities are subject to disciplinary consequences that may include warning, censure, suspension or expulsion from school, depending on the severity of the incidences and/or frequency of offenses. Counseling, mediation, community service and other programs where the student takes responsibility for the action may be used as alternative consequences.

Harassment or bullying is conduct that interferes with or limits the ability of an individual to participate in or benefit from the district's programs or activities. The conduct includes, but is not limited to oral, written, graphic, electronic or physical in nature. Bullying is any behavior that subjects a student to insults, taunts or challenges that are likely to intimidate or provoke. Harassment categories include, but are not limited to, gender, race, religion, handicapping conditions or sexual orientation. Harassment or discrimination against individuals who are immigrants, who speak another language or speak with a foreign accent, is also a violation of this policy.

Threats include any form of verbal or written statements or any other behavior that suggests that a person may do harm to another person or property. Students who threaten persons or property may be referred for expulsion or long-term suspension unless the administrator and parent agree that the student will participate in programs such as mediation or community service.

Threats against the life or health of another person are serious offenses and are subject to immediate removal from the school environment and investigation into the potential seriousness of the threat. Students who threaten the life of

another student or adult may be subject to expulsion from school. In cases of threats perceived to be serious by Administration, the parent has the option of a psychological evaluation conducted by a trained school psychologist to evaluate and explore possible contributing factors in a student's aggressive behavior.

If you are being harassed, intimidated, threatened or bullied: Make your feelings clear; tell the person who is harassing, intimidating or bullying you to stop. A bully may think you support the harassing, intimidating or bullying if you do not speak up. If the harassing, intimidating or bullying continues after telling them to stop, report the activity to the teacher, counselor, principal or other adult.

If you see someone being harassed, intimidated, threatened, or bullied: Never join in the harassing, intimidating or bullying behaviors. Resist any peer pressure to take part in abusive behavior. Help the person being bullied get out of the situation safely, ask if it has happened before, and encourage them to report the harassment to the teacher, counselor, principal, or other adult.

Hazing is defined as any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into an affiliation with, or the maintenance of, membership in any organization that is affiliated with the school;
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

Organizations that violate the hazing policy may forfeit their right to conduct operations on the campus.

Any staff member who is directly involved in, knowingly permits, authorizes or condones any form of harassment, bullying, hazing or threats of harm is subject to disciplinary action by the administration and may be reported to law enforcement.

Discipline

Students must respect the reasonable authority of all teachers, administrators, and other staff members to control student conduct at school and school activities. Violations of stated school policies may result in discipline, suspension, or expulsion. Failure to comply with reasonable requests shall be construed as insubordination and cause for disciplinary action.

It is the responsibility of the staff and administration to set the tone for the educational progress of the students within the building. Students should be aware that the regulations related to students' dress, expected behavior, or procedures are not necessarily limited to the guidelines in this pamphlet. Extreme fads, or circumstances not covered will be treated as inappropriate by the administration. Students will be expected to do their part in maintaining the appropriate atmosphere and will be required to follow all directions given by any staff member. Failure to do so will be considered as insubordination and will unfortunately subject the student to disciplinary action. If students have questions regarding any circumstances not listed, the student should check with the GLAAZ Administration.

Campus Behavior

- Avoid using profanity and racial, ethnic, or sexual slurs
- Refrain from all forms of harassment and intimidation
- Respect of another's belongings
- No vandalism /damage to classrooms, restrooms or other school property
- Show respect and courtesy to others on campus: students, faculty, parents, guests, etc.
- Refrain from yelling
- Handle differences peacefully

- Treat all GLAAZ equipment with care and respect
- Proper behavior is expected at any school-sponsored activities
- GLAAZ is a drug, alcohol and tobacco free school

The “Good Neighbor” Policy: Student Conduct within the School Community (A.R.S. 13-201)

School rules and other reasonable expectations for student behavior are extended to include student conduct while going to and from school and while off campus during the normal school day. This includes the responsibility to observe traffic and pedestrian laws and the responsibility to act as a good neighbor, respecting the safety, welfare, and property of others during lunch hour. Failure to act as a good neighbor within the school community may result in disciplinary action (A.R.S. 13-201).

Drug Free School Zone (A.R.S. §13-3411)

The mission of the Drug Free School Zone is to guarantee a safe environment on and around the school campus. This will be accomplished through enhanced enforcement and prosecution of drug, weapon and other criminal laws as well as through the use of drug and gang awareness programs. With cooperation between local law enforcement, school districts, prosecutors, parents and the community-at-large, our children and their teachers will be afforded the fundamental right to a safe educational environment. Arizona law A.R.S. §13-3411 provides for stiffer penalties for those caught selling, using or possessing drugs within 1,000 feet of a school campus. Law enforcement authorities will be notified in any situation where a person is suspected of violating §13-3411.

Alcohol and Drug Violations and Arizona Drug Law (A.R.S. 13-3411)

Alcohol or drug violations on or within 300 feet of school property, at school events, or at any time the student is subject to the district’s “good neighbor” policy will result in disciplinary action by school officials, notification of parents, and possible involvement of police. The following provisions of Arizona’s Drug Law (A.R.S. 13-3411) are offered as a warning. Arizona judges have no discretion to impose less than mandatory prison sentences and fines.

Here is what could happen if you are under the influence, in possession of, or sell drugs on or within 300 feet of school property:

- If 18 or older, you will be tried as an adult.
- If convicted as an adult, your crime will be classified as a felony carrying a minimum mandatory prison sentence of three years and nine months and a minimum fine of \$2,000. (If convicted as a minor, you may be placed in the custody of the Department of Corrections or Juvenile Corrections until the age of 18.)
- If convicted of a drug offense, your driver’s license will be suspended until age 18; if you do not have a driver’s license, you may be denied a license until the age of 18.

Return to School

Whenever a student has been determined as using drugs for non-medical purposes and has returned after the appropriate suspensions, an effort should be made by school personnel and parent(s) or legal guardian(s) to prevent the problem from recurring. The process could include, but not necessarily be limited to, the following:

- Utilization of community-based programs
- Ongoing contact with student’s counselor to determine need for additional support from community agencies
- An effort made by the student’s teachers or counselor to help the student emphasize the positive alternatives to drug-using behavior

Parental Involvement Regarding Drug Violations (A.R.S. 15-843)

Whenever there is a reasonable suspicion that a student is suspected of violating the school drug policy and is questioned by the school principal or designee, her parent(s) or legal guardian(s) shall be notified that such questioning took place. When it has been determined that a student has violated the school drug policy, the student parents shall be notified. Additionally, parent conferences are not only encouraged, but shall be required throughout any disciplinary procedures (see A.R.S. 15-843) relating to this section.

Drug Use by Persons other than Students or Employees (A.R.S. 13-2911)

Persons other than students or employees suspected of distributing, possessing, or under the influence of such substances, shall be reported to the principal or the person in charge. If the principal or person in charge is reasonably certain it has occurred, he/she shall inform law enforcement authorities, (see A.R.S. 13-2911) except that if it appears that the individual is an adult and is under the influence of alcohol and is not disorderly, then the principal or the person in charge shall use discretion in notifying law enforcement authorities and shall take action as seems appropriate.

Due Process

Any student whose behavior while on or around campus is alleged to be in violation of GLAAZ's expectations for our learning community shall be referred to the administration for disciplinary action. It is the policy of GLAAZ to remove students from class who are disruptive to the educational process. It is the role of the student to be accountable for the student behavior in class. If a student is unable to work appropriately in class, the student shall be removed from the class. Minor infractions of the rules and regulations concerning student conduct will be handled by the faculty and administration.

Every student has the right to education. Whenever a student is deprived of their right to education through disciplinary proceedings such as suspension or expulsion, the student is entitled to due process. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension or expulsion. Suspensions less than ten days are not appealable.

Suspension (A.R.S. 15-Chapter 8, Article 843)

When a student has been referred to an administrator for a violation of school regulations, the administrator will determine the nature of the violation and the resulting disciplinary action to be imposed if the charges are found to be accurate. The administrator then decides if the violation would subject the student to the possibility of a short-term or long-term off-campus suspension. GLAAZ will inform the parent in a timely manner to inform them of the impending suspension. In instances where the action by the student has the potential to endanger their safety, the safety of others, or cause a severe disruption in the relationship with GLAAZ and Florence Crittenton Services of Arizona or other institutions which have an agreement with GLAAZ to provide services necessary for the successful operation of the school, the issue may go immediately to the Governing Board for expulsion, even if the student has not had a previous suspension. The policy for GLAAZ which related to student suspension is based upon Arizona Revised Statute, Title 15- chapter 8, Article 843 which reads in part "...the authority to suspend a pupil or student from school is vested in the superintendent, the principal, or other school officials granted the power by the Governing Board of the school district."

Expulsion Process

- In all action concerning the expulsion of a student, the Governing Board shall decide in executive session, whether to hold a hearing or to designate one or more hearing officers to hold a hearing to hear the evidence, prepare a record and bring a recommendation to the Board for action. Should the Governing Board determine that it will not designate a hearing officer it will also decide whether the hearing shall be held in executive session? The Governing Board shall give written notice, at least five working days prior to the hearing by the Governing Board or the hearing officer or officers designated by the Governing Board, to all pupils subject to expulsion and their parents or guardians of the date, time and place of the hearing. If the Governing Board decides that the hearing is to be held in executive session, the written notice shall include a statement of the rights of the parents or legal guardians to indicate their objection to the Governing Board's decision to have the hearing held in executive session. Objections shall be made in writing to the Governing Board.
- No student shall be expelled unless the Governing Board has determined such punishment is applicable after a formal hearing is held by the Governing Board or a designated hearing officer.
- Parents may formally withdraw a student from school before the hearing. However, GLAAZ reserves the right to continue with the expulsion proceedings even if a student withdraws from GLAAZ.
- Students who are expelled may not reapply for admission within the current school year. Students who are expelled may apply for the next school year subject to Board approval

- The Individuals with Disabilities Education Act (IDEA) prohibits a school district from expelling a special education student until the Individualized Education Program (IEP) team has met. If the IEP team determines that the student's misconduct was not caused by the student's disability, a special education student may be expelled and the District may cease all educational services.

Fighting vs. Rough or Inappropriate Play

Fighting, defined as physical contact with another person intended to cause harm, is never appropriate on a school campus. This is distinguished from the type of play — especially that of younger students — in which participants may exceed the bounds of good judgment without intending to injure one another. Response to inappropriate play must be measured by the age of students and type of endangerment that results.

Firearms/Weapons (A.R.S. 13-3 101 through 13-3110)

It is strictly prohibited to possess firearms, any type of explosive devices, knives, or other dangerous instruments on district school grounds or at a school sponsored activity. A.R.S. 13-3 101 through 13-3110 further prohibits the concealment of weapons and possession of explosive devices and sales thereof.

1. Police will be notified and student may be prosecuted.
2. Parents will be notified.
3. Student will be suspended up to ten days to await a hearing.
4. If found guilty, the school shall make a recommendation for either a long-term suspension or expulsion.

Any student whose behavior while on campus is alleged to be in violation of the school's rules may be referred to the administration. In every incident, a written report of the alleged violation must be prepared in detail by the person(s) initiating the referral. The report must include the time, place, observed behavior, names of witnesses, description of violation, et cetera, and be delivered to the administrator within five (5) school days of the referring person's first knowledge of the alleged violation.

Gang Association or Activity

"For the purposes of school discipline, a gang shall be defined as a group of three or more persons who

- (1.) Have a name
- (2.) Claim a territory
- (3.) Have rivals/enemies
- (4.) Interact together to the exclusion of others, and
- (5.) Exhibit antisocial behavior often associated with crime or a threat to the community.

"Gang behavior that initiates, advocates, or promotes activities which threaten the safety or well-being of persons or property on school grounds, or which disrupts the educational environment, is strictly forbidden. Any student wearing, carrying, or displaying gang clothing, symbols or paraphernalia; exhibiting behavior or gestures which symbolize gang membership; causing and/or participating in activities which intimidate or adversely affect the educational pursuits of another student or the orderly operation of the school shall be subject to disciplinary action."

The following will be used to prohibit inappropriate and/or gang-related behavior on campus:

- Graffiti symbolizing gang membership or identification can inflame hostility between gangs and create a potentially violent situation. Students using graffiti may receive a suspension from school. Throwing signs may result in suspension.
- Baseball caps cannot be worn inside any enclosed area or they will be confiscated and returned to the student at the end of the school year. Baseball caps containing gang identification/graffiti will be turned over to the police department and can be retrieved by parents.
- Before or after-school altercations will be reported to the police immediately. School personnel, if necessary, will do follow-up.
- Weapons will be turned over to the police. Students will be suspended.

- Fighting will result in automatic suspension.
- Intimidation will warrant suspension.
- Students traveling to and from school who attend gang fights, and are identified by police, may receive detention by school personnel and/or a citation for loitering by the police.
- Students who continue to disrupt the educational process or pose a threat to other students due to gang-related behaviors will be recommended for long-term suspension or expulsion.

Reporting Suspected Crimes or Incidents (A.R.S. 15-153)

Staff members are to report any suspected crimes against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Chief Academic Officer who shall be responsible to local law enforcement.

Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Harassment, Bullying, and Hazing and Threats of Harm section of the Student/Parent Handbook. (A.R.S. 15-341)

SEARCH AND SEIZURE

GLAAZ administrators have the right to search students and seize contraband. The U.S. Supreme Court has held that the Fourth Amendment warrant and probable cause standard does not apply to school officials who search students suspected of violating school rules. Instead, the legality of a student search depends upon reasonableness of the search in light of all circumstances.

- School administration must have reasonable suspicion that the student violated a law or school rule.
- The scope and extent of the search must be limited to what is reasonable to serve the search purpose or prevention a suspected infraction of law or school rules.
- The search must not be excessively intrusive in light of the student's age and sex and of the gravity of the suspected infraction

Teachers do not have the right to search and seize contraband. Immediately contact an administrator if you have reasonable suspicion.

SECURITY

Security Gate - South End Parking lot

A security gate has been installed on the south end of the parking lot. This gate is electronically operated, and there will be no automotive or pedestrian traffic in/out of this gate.

Security Cameras

Security cameras have been installed for your safety and to prevent vandalism. These cameras monitor the entry to the parking lot from Mariposa to the Southside Pierson exit. Cameras are also located in the school building and are monitored 24-7 by staff.

Entering the School

The front doors of the school remain locked until 8:00 a.m. Employees may enter the school in the morning through the side door on the northwest side of the building. All visitors should enter and exit through the front door.

SEXUAL HARASSMENT

Sexual harassment consists of unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of sexual nature. This policy includes district personnel and students. Sexual harassment and related offenses, as outlined in Board Policy, will subject offenders to discipline, which may include warning, censure, suspension, expulsion, or dismissal. Sexual harassment may include, but is not limited to:

1. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering gestures, or display of sexually suggestive objects, pictures or cartoons where they create a hostile environment for an employee.
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
3. Implying or withholding support, implying or withholding grades earned or deserved or suggesting that a scholarship recommendation or college application will be denied.
4. Offering or granting favors such as grades, promotion favorable assignments, etc. in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows the occurrence for such conduct, must immediately inform the building administrator.

STANDARDIZED TESTING

All GLAAZ students will participate in state-mandated testing including the AIMS Science and AzMerit. In addition, all 9th, 10th and 11th grade students will take the PSAT. The Administrators will work closely with staff to coordinate screening, formative testing, benchmark testing, and all state-mandated tests. See school calendar for Testing Dates.

STUDENT ACTIVITY ACCOUNTS

All clubs are governed by the Assistant Principal and all club accounts are held in the safe in the Assistant Principal's office.

1. Clubs must submit a list of officers for current year before the club account will be opened.
2. A copy of the club's bylaws must be provided to the office
3. Clubs cannot spend money they do not have. If the account does not have sufficient funds to cover the requested purchase, it will not be forwarded.

Follow all procedures outlined in the GLAAZ Club Finance Policy. Examples of forms are located in the addendum.

TEACHER ASSISTANTS

Serving as a teacher aide (TA) should be a learning experience for the student. In addition, it should enable the teacher to use time more efficiently. The purpose of the TA program is not to provide the teacher with a servant. The following guidelines apply:

1. TA duties should be academically related but should not include responsibilities for attendance or grade books which are solely teacher responsibilities.
2. Teachers are responsible for the supervision of TA's. If not otherwise engaged in activities, aides should be in the classroom studying. Aides are not to be dismissed to roam the campus if the teacher does not have work for them.
3. Aides should be juniors or seniors, when possible.
4. Students are limited to 0.5 TA credits per semester. Pass/fail only.
5. Although TA's are most often very trustworthy and honest students, giving school keys to students is NOT permitted. Keys are the sole responsibility of the teacher.

TEACHER EVALUATION FRAMEWORK

In order to formally evaluate teachers, the Chief Academic Officer implements the Teacher Evaluation Framework, which is comprised of goal setting, a fall conference, at least two informal observations, and at least two formal observations per year.

Teacher Evaluation System, Fall Conference Annual Student Growth Plan, Classroom Observation, and AVID Classroom Observation Tool are located in the appendix.

TEACHER RESUMES

Charter schools are legally required to keep a book of resumes of all present and former instructional staff members. This information must be made available to parents upon request.

Resumes must include:

- Current teaching assignment
- Professional objective
- Educational background
- Certification
- Professional experience
- Do not include personal information (address, phone number, e-mail address).

SUBSTITUTES

Substitutes are available for absences; however, there may be times when teachers and administrators will need to share the responsibility of covering the classes of absent teachers.

- **Pre-planned absences:**
Notify the Assistant Principal in advance
Request the time in Paycom
- **Workshop/Conventions:**
In addition to arranging a substitute for class coverage, teachers attending workshops/conventions need to complete the following forms:
Professional leave (needs principal's signature)
School board approval for any out of country or out of state trips (with or without students)
- **Unplanned absences:**
In case of teacher illness, family illness, or bereavement, teachers must notify the principal directly
- **Substitute folder:**
Each teacher should have a substitute folder that contains general directions about the class and the location of the lesson plans, grade books, seating charts, emergency information etc

Each teacher must submit two days of emergency sub plans to the front office prior to the first day of each Semester

SUPERVISION

Students assigned to a teacher must remain in their supervision during the entire class period. Students may not be left unsupervised. Although teachers are not routinely given specific assignments to supervise students beyond the instructional period in the classroom, all teachers share a general responsibility to monitor student behavior anywhere on campus at any time. Staff members will be given specific supervisory assignments for assemblies and other large gatherings, opening of school, and emergency situation. Whenever a staff member observes a student behavior which violates school rules, threatens safety, or promotes disruption, the staff member should deal with the situation or report it to the administration depending on the circumstances.

TEACHER RESPONSIBILITIES

Professional Responsibilities

1. Teachers are expected to assume as part of their professional responsibility the sponsorship of one student organization or membership in one building committee. Sponsorship assignments shall be made by the principal after consulting with teachers to determine their interests and preferences.
2. Teachers are encouraged to participate in the following areas:
 - a.) Professional organizations, either of a board nature or those pertaining to subject areas.
 - b.) In-service training sessions.
 - c.) System wide committees.
 - d.) A reasonable number of school functions.
3. Consideration will be given for teachers to have meaningful input into building level decisions. Principals will make every effort to schedule those meetings when all staff affected can be involved.
4. When a regular teacher is absent, it is his/her responsibility to have available to the substitute those materials necessary to conduct the activities of the day.
5. The work assignment is the main focus of the professional assignment where the greatest amount of time is spent. The teacher must be in the classroom during these periods which are assigned as teaching periods unless other arrangements have been specifically made with the building administration.
6. Directory: Because of emergencies that may occur during the school year, teachers shall be required to make home telephone numbers and addresses available to the CAO. Such information shall not be released for commercial purposes.
7. Part time teachers may not be available to attend all meetings, but are responsible for all materials presented.

Preparation for Classroom Activities

Preparation should include, but not limited to:

1. Planning lessons and/or activities to achieve daily and unit objectives.
2. Developing the plan and method of evaluating student work.
3. Reviewing subject matter.

Service to Students and Parents

Teachers are expected to spend a portion of their time in providing individual academic guidance to students. Teachers shall keep parents informed when students are in danger of failing. Teachers shall be available for conferences.

Staff Meeting

Each teacher is expected to play a constructive role by attending and participating in faculty meetings, department meetings, and/or grade level meetings.

TEXTBOOKS

The care and security of expensive texts is paramount to our ability to purchase new text iterations on a reasonable cycle. Teachers are asked to require book covers on texts, to encourage and reward text care, to take precautions to secure texts at distribution and collection times, and to make sure students are aware of their responsibility for book and materials checked out to them. Lost or unusable items must be paid for at full replacement costs.

TRANSPORTING STUDENTS IN PRIVATE VEHICLES

The school district discourages transporting students in private vehicles for liability and insurance reasons. When a teacher transports a student in his/her own vehicle, the driver's insurance becomes the insurance company of record. The driver assumes full responsibility for the welfare of the student(s) being transported. Should an accident occur and the driver (coach, teacher, parent, volunteer, etc.) is found negligent by the insurance company, it is within their right to sue the driver for the insurance company's expenses paid out to the injured of the accident. The driver's personal possessions are at risk whenever students are transported in his/her vehicle or in a vehicle he/she is driving.

Vehicles that are rented via the Student Activities Accounts will be covered under the district insurance.

VANS

Should you require an agency vehicle for a field trip during the school hours or after school, contact the person designated as "lead" in the residential program. (This is the person carrying the campus lead cell phone: 602-525-1431 or extension 178).

Keys should be returned to the receptionist or campus lead to be placed in the lock box at the front desk. Please be sure to complete the sign in – sign out log which is also located at the front desk.

VISITORS

GLAAZ is a closed campus. Please direct all visitors to the office and give them no information about any student. Visitors are not permitted to go to classes or to speak with students. Students will be asked to come to the office if the matter is of sufficient importance.

Strangers loitering on or near the campus should be reported immediately to an administrator. If such persons are in an automobile, it is important to obtain the license number. If they appear in the building, ask that they report to the office or leave and then call administration to alert them to the visitor's presence. Do not forcibly try to remove anyone.

Students are not permitted to bring friends or relatives to school.

APPENDIX

Bell Schedule

Monday	Tuesday	Wednesday Early Release	Thursday Late Start	Friday
Breakfast 7:30 – 8:00	Breakfast 7:30 – 8:00	Breakfast 7:30 – 8:00	Breakfast 7:30 – 8:00	Breakfast 7:30 – 8:00
1 st Period AVID 8:00 – 9:00 (60)	1 st Period AVID 8:00 – 9:00 (60)	1 st Period AVID 8:00 – 8:55 (55)	1 st Period AVID 9:00 – 9:51 (51)	1 st Period AVID 8:00 – 9:00 (60)
2 nd Period 9:03 – 10:33 (90)	2 nd Period 9:03 – 10:33 (90)	2 nd Period 8:59 – 10:15 (76)	2 nd Period 9:54 – 11:06 (72)	2 nd Period 9:03 – 10:33 (90)
3 rd Period 10:36 – 12:06 (90)	3 rd Period 10:36 – 12:06 (90)	3 rd Period 10:19 – 11:35 (76)	3 rd Period 11:09 – 12:21 (72)	3 rd Period 10:36 – 12:06 (90)
1 st Lunch/1 st Adv 12:08 – 12:38	1 st Lunch/1 st Adv 12:08 – 12:38	1 st Lunch/1 st Adv 11:37 – 12:07	1 st Lunch/1 st Adv 12:23 – 12:53	1 st Lunch/1 st Adv 12:08 – 12:38
2 nd Lunch/2 nd Adv 12:38 – 1:08	2 nd Lunch/2 nd Adv 12:38 – 1:08	2 nd Lunch/2 nd Adv 12:10 – 12:40	2 nd Lunch/2 nd Adv 12:55 – 1:25	2 nd Lunch/2 nd Adv 12:38 – 1:08
4 th Period 1:10 – 2:40 (90)	4 th Period 1:10 – 2:40 (90)	4 th Period 12:44 – 2:00 (76)	4 th Period 1:28 – 2:40 (72)	4 th Period 1:10 – 2:40 (90)
5 th Period Tutoring 2:45 – 3:30 (45)	5 th Period Tutoring 2:45 – 3:30 (45)	Early Release 2:00	5 th Period Tutoring 2:45 – 3:30 (45)	5 th Period Tutoring 2:45 – 3:30 (45)

GLAAZ School Calendar 2019-2020

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
23-31: PD Teachers						
August						
01: PD Teachers						
02: Freshmen Orientation						
03: First Day of School						
September						
02: Labor Day						
30: 40 th Day						
October						
04: Quarter 1 Ends						
9-11: Fall Break						
24-25: Student Led Conference						
November						
11: Veteran's Day						
27-29: Thanksgiving Break						
December						
19-20: Finals						
20: Quarter 2 Ends						
20: Teacher Work Day						
20-31: Winter Break						
January						
01-03: Winter Break						
06: Semester 2 begins						
16: 100 th Day						
20: Martin Luther King Jr.						
February						
17: Presidents' Day						
March						
06: Quarter 3 Ends						
12-13: Student Led Conference						
16-20: Spring Break						
31: Cesar Chavez Day						
April						
10: Spring Recess						
May						
21: Graduation						
20-21: Finals						
21: Last Day of School						
22: Teacher Work Day						
First Day/Last Day						
PD /Work Day for Teachers						
School Closed						
Student Led Conference						
Finals						

GRADE CHANGE FORM

Teachers: Use this form to change a student's grade or comment after the report card has been printed and distributed. Do not try to change the grade in the computer. This form must be completed and returned to the School Registrar.

Student's Name _____ **Grade** _____

Teacher's Name _____ **Date** _____

Course Name _____

Grade as it now appears:

Grade to be changed to:

Quarter 1 _____

Quarter 1 _____

Quarter 2 _____

Quarter 2 _____

Quarter 3 _____

Quarter 3 _____

Quarter 4 _____

Quarter 4 _____

Please give an explanation and documentation for grade change and attach to this sheet
(Ex: printout from grade book)

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

TEAR OFF BOTTOM PORTION AND GIVE DIRECTLY TO STUDENT

Student Name _____

Course Title _____

Your grade for Quarter 1,2,3,4 _____ **has been changed to** _____

Teacher's Signature _____ **Date** _____

Sample Syllabus

Course Title Government 2019-2020

Instructor:

Hours Instructor is available: **M-F 7:30am-3:45pm**

Telephone: **(602) 288-4518 x ____**

Email: ____@glaaz.org

The best way to contact _____ is by email. The most effective way to set up a phone conversation or a meeting would be to email _____ directly.

Our Mission Statement:

Our mission is to provide young women an opportunity to achieve high school and college academic success simultaneously while nurturing self-confidence and developing leadership skills in an academically rigorous environment.

AVID Mission Statement:

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

What does it mean to be an AVID school?

AVID, Advancement via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

Instructor Information:

Course Description:

Course Expectations and Policies:

OUR GOAL:

STUDENT WORK INCLUDES: (more information will follow)

- **Composition Notebook with Cornell notes and daily assignments**
- **Student Led Conferences (Fall)**
- **Integrated Newspaper Project (Fall)**
- **Student Exhibition (Spring)**
- **Daily Homework**
- **Group Work**
- **Unit Projects**

GRADING POLICY

1. **Assignments: At the Girls Leadership Academy, we believe that all class work is meaningful and contributes to student learning. It is our expectation that all assignments will be completed by each student. Missing assignments are not an option. If an assignment is not completed on time, it is expected that the student will complete and turn in the assignment as soon as possible.**
2. **Scoring Work**
 - a) **Homework: We believe that practicing skills is an essential component of mastering content, so homework assignments will be checked daily. However, we believe that daily homework is not where students demonstrate mastery of content. Therefore, daily homework will not be factored into**

course grade calculation. Research shows that there is a direct and positive correlation between completing homework and performance on assessments. Parents will be able to monitor progress and completion of homework via PowerSchool.

3. Assessments: Students will be graded on their mastery of content. This could take many forms. Students will demonstrate their understanding in quizzes, projects, presentations, class discussions as well as formal exams. If a student does not meet expectations on a learning objective, the student will be given additional opportunities and modalities with which to demonstrate their learning, and this will be factored into their grade.

4. Grading Scale

Student work will be graded on a 4 point scale according to the following guidelines:

4.0	Exceeds Expectations/Standard
3.0	Meets Expectations/Standard
2.0	Approaches Expectations/Standard
1.0	Falls Below Expectations/Standard

Students must achieve a grade of C or better in this course in order to pass. All class work and homework must be completed at a proficient ("C") level. Assignments that fall below this benchmark will be returned to the student, who must revise and resubmit for credit.

ATTENDANCE

Attendance is a critical aspect of learning and a crucial part of success at GLAA. The school will maintain a strict policy regarding attendance so that students will be able to take full advantage of the extraordinary opportunity extended to them. All students are expected to be regular and punctual in their attendance. Excessive tardiness or a pattern of unwarranted absenteeism is cause for administrative withdrawal. Punctual transportation to and from school is a student's responsibility; a missed bus, missed ride, or car problems is not a valid excuse for an absence.

Year at a Glance

. This list/timeline is subject to change

THE UNIT	TOPIC
Quarter	
Unit 1	
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Unit 6	

Student Name: _____

Please Print

Parents and Students:

Please sign below to indicate that you have looked over this syllabus with your student and understand what is expected of them. Thank you!

(Parent/Guardian Signature)

(Student Signature)

Rights of Children and Youth in Transition

GLAAZ shall provide an educational environment that treats all students with dignity and respect. Every child and youth in transition shall have access to the same free and appropriate educational opportunities as students who are not children and youth in transition. This commitment to the educational rights of children and youth in transition and unaccompanied youth, applies to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a “child or youth in transition” under the McKinney-Vento Act if he or she is presently:

- Sharing the housing of other persons due to the loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds or trailer parks due to the lack of alternative adequate accommodations; are living in a shelter, temporary shared housing, or transitional living program; are abandoned in hospitals.
- Have a primary nighttime residence that is a private or public place not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings.
- Migratory children and youth who are living in a situation above.
- In temporary or transitional foster care placement

A child or youth will be considered to be in transition for as long as he or she is in a living situation described above.

NOTE - *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The general term youth also includes unaccompanied youth.

According to the McKinney-Vento Act, eligible students have rights to:

- Immediate enrollment, meaning without delay: Documentation and immunization records *cannot* serve as a barrier to the enrollment in school.
- School Selection: McKinney Vento Act eligible students have a right to select from the following schools:
 - The school he/she attended when permanently housed (School of Origin)
 - The school in which he/she was last enrolled (School of Origin)
 - The school in the attendance area in which the student currently resides (School of Residency)
 - Remain enrolled in her selected school for the duration of transition, or until the academic year upon which they are permanently housed.
- Participate in programs for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc.
- Transportation Services: A McKinney-Vento Act eligible student attending her School of Origin has a right to transportation to and from the School of Origin.
- Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a child or youth in transition, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The child and youth in transition Liaison will assist you in making decisions, providing notice of any appeal process, and filling out dispute forms.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending.

If the dispute arises GLAAZ shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issue or school are relatedly delaying or denying the enrollment of children and youth in transition.

The Parent, unaccompanied youth, or school district may appeal the liaison's decision as provided in the state's dispute resolution process.

If you have questions, call [602-288-4518](tel:602-288-4518)

Girls Leadership Academy of Arizona Teacher Evaluation System

The Girls Leadership Academy of Arizona Teacher Evaluation System is dedicated to increase levels of performance and knowledge of the teaching staff to promote current and future success of all teachers and students of GLAAZ.

The purpose of the Teacher Evaluation System is to promote learning and improve practice that will increase student achievement. The Teacher Evaluation System allows for dialogue, collaboration, reflection, professional development and recommendations for improvement.

All teachers' evaluations will result in a performance rating of one of the four classifications in five domains:

Highly Effective-The highly effective teacher consistently exceeds expectations in the mastery of the state board of education's professional teaching standards and this teacher's students generally make exceptional levels of academic progress. This is determined by at least one formal observation and two informal observations.

Effective- The effective teacher consistently meets expectations and this teacher's students generally make satisfactory levels of academic progress. This is determined by at least one formal observation and two informal observations.

Developing-The developing teacher does not consistently meet expectations and this teacher's students generally do not make satisfactory levels of academic progress. This teacher's performance requires a change. This is determined by at least one formal and two informal observations.

Ineffective-The ineffective teacher consistently fails to meet expectations and this teacher's students generally make unsatisfactory academic progress. The ineffective teacher demonstrates minimal competency in the state board of education's professional teaching standards.

At the beginning of the contract year, teachers will identify student achievement patterns (identified by state, school, or classroom assessments) that will be used to develop a plan for student growth during the school year.

By the end of the first quarter, teachers will develop a school wide goal, a PLC goal, and an individual goal to address learning needs of students. These goals will be summarized in the Fall Conference Annual Student Growth Plan. Teachers will meet individually with the Chief Academic Officer to review and finalize three mutually agreed upon goals (School Wide Goal, PLC Goal, and Individual Goal). Galileo is used at the school level to measure student growth through pre, benchmark and post-test assessments. Successful achievement of the three goals will be monitored through ongoing conversation and observation. Written documentation will be submitted at the end of the school year.

The Fall Conference Annual Student Growth Plan is reviewed and signed by both the teacher and the Chief Academic Officer. The rubric descriptors are also reviewed during the conference.

Domains:

Domain I:

- The Student and the Learning Environment
- Component 1a: Create an Environment of Respect and Rapport
- Component 1b: Manage Classroom Procedures
- Component 1c: Manage Student Behavior
- Component 1d: Organize Physical Space for Learning

Domain II:

Instructional Practice

Component 2a: Planning and Preparation

Component 2b: Delivery of Instruction

Component 2c: Engaged Learners

Domain III:

Instructional Practice

Component 3a: Assess Learners

Component 3b: Provide Feedback

Component 3c: Reflection and Collaboration

Domain IV:

Student Growth Plan

Component 4a: Teacher Plan for Learner Academic Growth

Component 4b: Measure Learner Data/Plan

Domain V:

Leadership and Collaboration

Component 5a: Takes on Leadership Roles at the School

Component 5b: Teacher Works Collaboratively

During the school year, all teachers will be evaluated at least three times through observation (a minimum of two formal and two informal) by one or more trained evaluators (Chief Academic Officer, Assistant Principal, and Director of Assessment and College Readiness) by April 1. Written feedback is provided for both formal and informal observations. The observers will meet with the teacher after observations to provide feedback. This should be completed within five school days of the observation. The Classroom Observation Forms are filled out by the observer prior to the post observation conference.

If the observer has concerns relative to the teacher's performance during the observation, these concerns will be documented on the observation form and communicated to the teacher during the post observation conference. Suggestions for improvement will also be documented on the form.

Two evaluation cycles will be completed annually for all teachers by May 15. Two informal observation forms and two formal observation/final observation forms will be submitted by May 1. All teachers will receive a summative evaluation with ratings on all domains and a calculation of points to determine the level of performance.

FALL CONFERENCE ANNUAL STUDENT GROWTH PLAN

Teacher's Name _____ Date of Conference _____

Supervisor's Name _____ School Year _____

1. The mutually (teacher/evaluator) agreed upon Student Learning Goal to improve student achievement of your students this year: **select one of the below* **Teacher's Individual Goal** ☐ **PLC Goal**
☐ **School Wide Goal** ☐
2. The SMART GOAL (Strategic/Specific, Measureable, Attainable, Relevant/Results-based, Time-bound) I will implement to address student growth will be:
[Click here to enter text.](#)
3. The Data/Information that serves as the basis for the goal includes:
[Click here to enter text.](#)
4. RESOURCES & SUPPORT I will include:
[Click here to enter text.](#)
5. The method, tools, and timeline for monitoring student progress are:
[Click here to enter text.](#)
6. The EVIDENCE of student growth and learning to support achievement of my goal(s) will be:
[Click here to enter text.](#)

Teacher's Signature [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Evaluator's Signature [Click here to enter text.](#)

Date: [Click here to enter a date.](#)



CLASSROOM OBSERVATION

Date:	Time:	Teacher:
Evaluator: Dawn Woods		Grade level/ Class Observed:
<p>GROWTH N/A= Not Observed/ Not Applicable 0= Elements should be present but were not (INEFFECTIVE)</p> <p>RATINGS 1= Elements are used in a limited fashion or have minimal impact (INEFFECTIVE)</p> <p style="padding-left: 40px;">2= Teacher is developing in use of elements (DEVELOPING)</p> <p style="padding-left: 40px;">3= Teacher is proficient in use of elements (EFFECTIVE)</p> <p style="padding-left: 40px;">4= Teacher is exemplary in use of elements (HIGHLY EFFECTIVE)</p>		



CLASSROOM OBSERVATION

Date:	Time:	Teacher:
Evaluator:		Grade level/ Class Observed:
		Publication and Production
GROWTH N/A= Not Observed/ Not Applicable 0= Elements should be present but were not (INEFFECTIVE) RATINGS 1= Elements are used in a limited fashion or have minimal impact (INEFFECTIVE) 2= Teacher is developing in use of elements (DEVELOPING) 3= Teacher is proficient in use of elements (EFFECTIVE) 4= Teacher is exemplary in use of elements (HIGHLY EFFECTIVE)		

Domain I: The Student & Learning Environment

Component 1a: Create an Environment of Respect & Rapport

Component 1b: Manage Classroom (Meeting) Procedures

Component 1c: Manage Student Behavior

Component 1d: Organize Physical Space for Learning

Growth Rating

Domain II: Instructional Practice

Component 2a: Planning & Preparation

Component 2b: Delivery of Instruction

Component 2c: Engaged Learners

Domain III: Instructional Practice

Component 3a: Assess Learners

Component 3b: Provide Feedback

Component 3c: Reflection & Collaboration

<u>Growth Rating</u>
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Domain IV: Student Growth Plan

Component 4a: Teacher Plan for Learner Academic Growth

Component 4b: Measure Learner Data/Plan

Domain V: Leadership & Collaboration

Component 5a: Takes on Leadership Roles at the School

Component 5b: Teacher Works Collaboratively

Comments/ Recommendations for Professional Growth:

Teacher's Signature

Date

Evaluator's Signature

Date _____

Growth Rating	

AVID CLASSROOM OBSERVATION TOOL
Instructional Techniques & Learning Strategies

Date:	Time:	Teacher:
Evaluator:		Grade level/Class Observed:
GROWTH N/A=Not Observed/Not Applicable 0=Elements Should be present but were not RATINGS 1=Elements are used in a limited fashion or have minimal impact 2=Teacher is developing in use of elements 3=Teacher is proficient in use of elements 4=Teacher is exemplary in use of elements		
College Readiness Environment <input type="checkbox"/>	<input type="checkbox"/> college banners/pennants/posters/apparel <input type="checkbox"/> graduation requirements/college entrance requirements/testing notices <input type="checkbox"/> evidence of teacher's college experience student samples of rigorous coursework <input type="checkbox"/> student-centered seating arrangement facilitating collaboration <input type="checkbox"/> social contract/community agreements	Comments:
Writing to Learn <input type="checkbox"/>	<input type="checkbox"/> take focused notes using 2/3 column and/or Cornell way w/questions in left margin & summary at end <input type="checkbox"/> engage in pre-writing activities/quick writes to develop thinking <input type="checkbox"/> use learning logs/summaries/reflections/interactive notebooks <input type="checkbox"/> use graphic organizers <input type="checkbox"/> have evidence of using the writing process <input type="checkbox"/> participate in the AVID writing curriculum	Comments:
Inquiry <input type="checkbox"/>	<input type="checkbox"/> analyze an academic task and articulate expectations (using levels 1, 2, and 3) <input type="checkbox"/> process information and make connections <input type="checkbox"/> synthesize information into new understandings <input type="checkbox"/> evaluate information/hypothesize <input type="checkbox"/> extend and apply learning <input type="checkbox"/> ask questions to seek clarification <input type="checkbox"/> inquire to probe for additional information <input type="checkbox"/> question to problem solve <input type="checkbox"/> ask questions to self-regulate	Comments:
Collaboration <input type="checkbox"/>	<input type="checkbox"/> exhibit a strong sense of mutual respect and support <input type="checkbox"/> develop products/solve problems together <input type="checkbox"/> engage in rigorous academic discourse <input type="checkbox"/> challenge one another to think deeply about the task at hand <input type="checkbox"/> focus on the content and build on each other's thoughts <input type="checkbox"/> participate in Socratic questioning/Seminar <input type="checkbox"/> participate in Philosophical Chairs <input type="checkbox"/> participate in Jigsaw activities <input type="checkbox"/> engage in collaborative (& research) projects	Comments:
Organization <input type="checkbox"/>	<input type="checkbox"/> maintain organized binders and/or folders <input type="checkbox"/> keep up-to-date planners for assignments, homework, in and out of school activities, and long-term projects <input type="checkbox"/> use tools to track progress and grades in core classes <input type="checkbox"/> have developed 4 or 6 year plans	Comments:
Reading <input type="checkbox"/>	<input type="checkbox"/> use pre-reading activities, KWL, vocabulary mapping <input type="checkbox"/> "mark the text." Numbering, highlighting, underlining, circling (Interacting with Text)	Comments:

