

# Magnet Traditional School A+

2017-2018  
Parent and Student Handbook



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## SCHOOL YEAR

The school year begins on August 2, 2017 and ends May 23, 2018.

## DAILY SCHEDULE

Playground supervisors are on duty at 7:00 a.m. For safety reasons, students are **not** to be on school grounds prior to 7:00 a.m. The school day starts promptly at 7:20 a.m. After 7:25 a.m., parents **must** come in to the office and sign their late student(s) in to the school in the Late Students Sign-In Book. Lunch periods are: sixth through eighth 10:35-11:10; K-2 11:05-11:40; and third through fifth 11:35-12:10.

Students' dismissal starts at 2:20 p.m. **There is no supervision after 2:30 p.m., therefore students are not allowed on school grounds after this time unless accompanied by a parent. The parent is then responsible for supervising their children.**

If children need to be taken out of school early, parents are to come to the office and sign the register. The secretary will send for the child. For our students' safety, they will only be released from the office to their legal parents or guardians.

Please remember that when students are taken out of school before dismissal that it is disruptive to the learning process of the student and the entire class. If excessive early dismissals are due to a chronic illness, the nurse and the office need to have documentation from the doctor on file. Also, please be reminded that student early release does affect your students' perfect attendance record.

## DISMISSAL SCHEDULE

PEER & Kindergarten.....2:15 p.m.  
1<sup>st</sup>-3<sup>rd</sup> Grds & Bus Riders.....2:20 p.m.  
4<sup>th</sup>-8<sup>th</sup> Grds.....2:23 p.m.

Walkers, Student Pickups.....2:25 p.m.  
Last Call For All Bus Riders.....2:27 p.m.  
Early dismissal starts at 12:20 p.m.

## TRANSPORTATION

Phoenix Elementary School District provides Transportation to all students within its boundaries who reside farther than one mile from Magnet Traditional School.

Students are expected to follow all school rules at the bus stop and on the bus. They are also expected to follow all rules set by the bus driver. Inappropriate behavior at the bus stop or on the bus will result with the loss of bus privileges and parents will be responsible for transporting students to and from school.

## PARENT PICK UP:

Parents who pick up their children at dismissal time, should park in the rear parking lot so as not to block school busses. **Parents are expected to exit their vehicles and walk to the front of the multi-purpose room to pick up their child by 2:20 p.m. Students will be kept in gated area until parent comes to escort them to parking lot.**

## WALKERS:

Students will be dismissed to first floor to meet staff crossing guards. They will be escorted out north or east doors to the crosswalks. They must walk with Staff Crossing Guards.

**Please send a note to the school office if there is a change in the method your child will be returning home. Please do this each time there is a change.**

## CAFETERIA

All students will be served breakfast and lunch free of charge. However, when asked, all families will be required to complete an income application form. **If you will be having lunch with your child, you must eat cafeteria food.** The cost of an adult lunch is \$2.50. All food must be consumed on the

premises. **Also, if your child will be bringing a sack lunch to school, it may not be fast food (i.e., McDonald's, Burger King, etc), soda, or candy.**

Phoenix Elementary has implemented a new menu program that gives all students food choices at breakfast and lunch. Cold cereal, milk and juice will be offered at breakfast daily, along with the menu items printed for each day. Students will have a choice of two (2) entrees for lunch daily, along with a vegetable, fruit, bread, milk, and juice.

Students must choose a minimum of two (2) items offered at breakfast and a minimum of three (3) items offered at lunch. One of the lunch items must be an entrée. The purpose of this program is to create more choices as well as to reduce food waste and food cost.

## **DRESS CODE**

Students are expected to dress in the proper uniform attire. The dress code is established to promote an atmosphere conducive to learning. **It is the parents' responsibility to ensure students comply with the dress code.**

The uniform attire at the Magnet Traditional School is:

**Boys:** Navy blue or khaki twill pants, corduroy pants or shorts (**no cargo**) with a solid white or navy blue shirt. Shirts are to have a collar. Have your son kneel - the shorts should just touch the floor. They should not bunch or fold up; if they do, they are too long. T-shirts worn underneath the shirts must be white.

**Girls:** Marymount plaid jumper, Marymount plaid skirt or skort, navy or khaki pleated skirt or skort, navy or khaki pants or shorts (boy's or girl's style) with a **solid white or navy blue** blouse. Skirts and skorts can have a zipper but only in the back or on the side. Blouses are to

have a collar. Solid red, white, navy blue, or black cardigan sweaters may be worn in class. **No tennis skirts are allowed.**

Have your daughter stand with her hands at her sides. The skirt or shorts should be no shorter than three to four inches above the knee. Shorts or skirts are not to be rolled up at the waist or cuff.

**Belts:** It is mandatory that boys and girls in grades 3-8 wear a belt if they have clothing that has belt loops. Belts are to be plain, black, brown or navy. Students are to wear appropriate belt buckles. If the belt buckle is questionable, the principal will decide.

**Sweaters and sweatshirts:** Solid red, white, navy blue, or black cardigan, (button down the front), crew neck or V-neck sweaters may be worn over a uniform shirt in the classroom. Solid colored red, white, navy blue, or black crew neck or Magnet logo sweatshirts may also be worn inside the building over a uniform shirt.

**Jackets, coats, and hoodie sweatshirts:** Jackets, coats, and hoodie sweatshirts can only be worn **outside** the school buildings and must be removed once a student enters a school building. Students in grades K-2 can wear coats in the cafeteria during their lunch period because it is difficult to carry their lunch trays and their coats at the same time.

**Shoes:** Shoes may be worn with no more than a two-inch sole. **Sandals or any open-toed shoes and boots are not allowed.** Shoes must be enclosed, front and back. **Heelies and shoes that light up while walking are not allowed.** Sneakers must have laces or velcro straps, the straps must be secured.

**Socks:** Socks or tights must be worn. Solid color white, navy blue or black socks or full-length tights and knee-high socks are acceptable for girls only. **However, leggings**

**that go to the ankle are not allowed. Only standard styled socks. Socks must be visible (1/2 inch or longer from the top of the shoe/sneaker). No loud or colorful socks are allowed.**

**Hair Styles:** Only conventional hairstyles are permitted. Boys are not allowed to wear tails, mohawks or excessively long hair (i.e., hair must be above eyebrows, cut up and over ears, and above the shirt collar in the back). **No facial hair is allowed. Boys are not allowed to wear shaved initials or designs as hairstyles.** Girls are not to wear their bangs in an excessively teased up fashion. No chemicals should be used to change/alter the color of a student's hair. Dyed, colored, spiked, streaked, or highlighted hair is not allowed for either boys or girls.

**Jewelry:** Boys are not allowed to wear earrings. Girls may wear modest earrings. They are not allowed to wear large hoop or hanging earrings and should wear no more than one earring in each ear (no larger than the size of a nickel). Jewelry such as excessively large rosaries or crucifixes is not allowed. **No visible body piercing is allowed.**

#### **Miscellaneous:**

- ◆ No makeup or nail polish is permitted. (Includes foundation, colorless mascara, eyeliner, clear nail polish, etc.);
- ◆ A maximum of two items total can be worn on wrists;
- ◆ No tattoos;
- ◆ No writing or drawing on body;
- ◆ No artificial nails;

- ◆ No colored contacts;
- ◆ **All pants** are to be of standard twill or corduroy style (must have a zipper or elastic). **No jean-style or denim pants are allowed or topstitching.** Pockets are limited to the standard front and back position. Pockets that go down along the side of the pant leg or gathered bottom seams are not permissible. **No cargo pants. No capris, No skinny jeans are allowed. Pleated fronts are acceptable. Pants and shorts are to be worn at the waist.** No rivets on pockets. No button down pants. **No excessively large labels. Labels should be restricted to name of brand not embroidered art and should be no larger than 1 x 1 inch. If label does not fit this description they are to be taken off. Pant legs are not allowed to be rolled up.**
- ◆ Baggy or oversized uniforms are prohibited. Uniforms may not be more than one size larger. This pertains to pants, shorts, shirts, blouses, skirts, jumpers, skorts, sweaters, and jackets.

**Hats:** Hats/caps are not allowed in the school buildings. They can be worn during all recesses and P.E. classes to protect students from the sun/general weather.

#### **Shirts/blouses**

- ◆ Blouses and shirts must have a collar, be completely white or navy blue with no decorations. Blouses are not to have any lace.
- ◆ **Sleeves/straps on shirts and dresses must be full or capped.**
- ◆ T-shirts are only permissible if worn as an undershirt and they must be plain white with no logos.
- ◆ Shirts and blouses must be worn tucked in at all times not rolled or bloused.

**Non-Uniform Days:** The 2<sup>nd</sup> Friday and last school day of each month students may attend school in regular clothes for a fee of \$1.00 per student. The funds raised go to student clubs and PTO. **Participation is voluntary.** Every Friday is **Spirit day**, which is an opportunity for students to wear their MTS shirts or MTS sports/club shirts.

**At Magnet Traditional School, a uniform policy exists; a dress code is enforced. Students should follow the same dress code standards.** Students will not be allowed to wear excessively short shorts, skirts, sheer, see-through or lingerie type blouses, tank tops (are not be worn at all), spaghetti straps, excessively long shorts or pants or excessively large clothes. District regulations are to be observed on non-uniform days: no gang attire, t-shirts with obscene or drug-related messages, bare midriff, backless or strapless blouses. School policy on hairstyles, make-up, earrings, and hats remain the same on these days.

Should a student choose to violate this policy, they will be required to change clothes. They will also forfeit the privilege to participate in the next non-uniform day.

**The Principal will make the final determination as to appropriate apparel in a questionable circumstance.** On a regular uniform day, if a student chooses to break the uniform policy: 1<sup>st</sup> offense: parents will be called. 2<sup>nd</sup> offense: a parent will be required to pick up the child or the uniform can be dropped off at school. 3<sup>rd</sup> or more offenses: the principal will determine consequences.

## **SCHOOL RULES**

Students are expected to act appropriately throughout the school day. The atmosphere at the Magnet Traditional School is orderly and highly structured. Misbehavior is not tolerated. Respect, courtesy, and honesty are

emphasized. Parents are expected to reinforce all rules at home. **Attending the Magnet Traditional School is a privilege, not a right.** Therefore, students who cannot maintain the high discipline standard will be removed from this school.

The following is a list of the Magnet Traditional School Rules.

Magnet Traditional School Students:

- ◆ Respect school property and other people's private possessions;
- ◆ Remain on school grounds at all times;
- ◆ Leave toys, gum, food, make-up, CDs, and other non-school related items at home, (These items will be confiscated and returned only to parents if brought to school);
- ◆ Consequences may be given if a student is caught with these and other non-school related items;
- ◆ Walk quietly throughout the hallways at all times;
- ◆ Settle disagreements without fighting or threatening to fight;
- ◆ Respect adults and fellow students;
- ◆ Play non-violently in the designated playground area;
- ◆ Know and follow all rules;
- ◆ **MTS is not responsible for lost or stolen items.**

## **CELL PHONES**

We all want our children safe and for some a cell phone is necessary to communicate with parents' after school off campus. However, once students enter the campus grounds, cell phones are not to be visible, must be turned off and stored in backpacks. The staff has been instructed to confiscate all cell phones being used during these hours. A parent or guardian **MUST** come to school to pick-up

the confiscated cell phone. Students can ask to use a school phone if needed.

## CLASSROOM RULES

Since general school conduct relates both to the individual classroom setting and to school in general, the responsibility for preventing and for addressing infractions of expected conduct rests with teachers, support personnel, with the final in-school responsibility resting with the Principal.

**Categories of behavior considered in the area of general school conduct include, but are not necessarily limited to, the following:**

### Disrespectful behavior:

- ◆ falsifying school records or forging signatures;
- ◆ impudence, refusal to follow instructions of school personnel, talking back;
- ◆ use of profane and/or abusive language and/or obscene gestures;
- ◆ general sexual harassment;
- ◆ threats toward others or their property;
- ◆ defacing or writing on or damaging any school property.

### Disruptive behavior:

- ◆ loud behavior in classrooms, cafeteria, hallways, etc.
- ◆ pranks;
- ◆ possession of non-school related items;
- ◆ inappropriate public displays of affection.

### Bullying:

Intentional negative acts repeated over time:

- ◆ physical (e.g. spitting, hitting, kicking, pushing, tripping, shoving, stealing)
- ◆ verbal (e.g. name-calling, teasing, taunting, making threats)
- ◆ psychological (e.g. social exclusion, extortion, intimidation, spreading rumors,

manipulating social relationship)

### Illegal behavior (any behavior that is in violation of local, state, federal laws or Board policy):

- ◆ possession or distribution of pornography;
- ◆ indecent exposure;
- ◆ gambling;
- ◆ theft or possession of stolen goods or property;
- ◆ bribery;
- ◆ vandalism;
- ◆ burglary, robbery or extortion;
- ◆ use of, possession of, or distribution of alcohol or other illegal drugs on school property or at school sponsored events;
- ◆ inciting disturbances;
- ◆ fights with or possession of weapons on school property or at school sponsored events;
- ◆ any behavior that is in violation of local, state, federal laws or Board policy;
- ◆ graffiti (class 6 felony).

## CONSEQUENCES

The area of general conduct may include infractions from relatively small and mild to those of a very serious nature and also address behaviors from a single infraction to a pattern of infractions on the part of a student. **The specific action taken in any given situation will have to be determined in terms of the facts and circumstances of the specific case.** Thus, action taken in cases of infractions on general school conduct may include the following:

- ◆ Counseling by teacher with students;
- ◆ Notification of parent/guardian by teacher
- ◆ Conference with parent/guardian called by teacher;
- ◆ In-class sanctions;
- ◆ Referral of student by teacher to social worker;

- ◆ Referral of student by teacher to principal/designee;
- ◆ Conference with student by principal/designee;
- ◆ Notification of parent/legal guardian by principal/designee;
- ◆ Conference with parent/legal guardian by principal/designee
- ◆ Remaining after school for detention actively involved in meaningful activities;
- ◆ In-school sanctions;
- ◆ A student-parent plan developed to prevent such infraction from continuing;
- ◆ **Arrest by Phoenix Police Department in cases of illegal behavior;**
- ◆ Suspension from school;
- ◆ Other action as specified by principal/designee;
- ◆ Administrative Consequences.

The following rules have been established for all classrooms. Teachers teach both classroom and school rules during the first few weeks of school. Periodic reviews occur throughout the school year.

In the classroom, Magnet Traditional School students:

- ◆ follow directions;
- ◆ come to class prepared to work;
- ◆ stay in their seats at all times unless instructed otherwise;
- ◆ respect others;
- ◆ complete daily assignments on time;
- ◆ do not interrupt during instruction;

#### **Consequences for inappropriate behavior in the classroom:**

Consequences for inappropriate behavior in the classroom are strictly enforced. They are as follows:

- 1ST LEVEL- warning

- 2ND LEVEL- noon detention, after 3 noon detentions a 1-hour after school detention will be issued, parent(s) will be notified 24 hours in advance, if student is in PEER they will not be allowed to attend that day.

- 3RD LEVEL- teacher/parent/child conference

#### **Administrative consequences will apply for repeated violations of school or classroom rules:**

- 1<sup>st</sup> LEVEL- Parent conference with Principal/Teacher. Consequences may include one week of noon detention, suspension, or Saturday school.

- 2<sup>ND</sup> LEVEL- Parent/Principal/Teacher Conference. Social worker is contacted for assistance and alternative consequences. After school detention may be assigned.

- 3<sup>rd</sup> LEVEL- Student is removed from MTS.

\* Students have the right to a due process hearing when the decision to remove a student is exercised by administration. Administration will set up a hearing when requested by a parent/student.

\* **Five infractions of any kind within a month (i.e., detentions, late assignments, gum, dress code violation, etc.) will constitute an administrative consequence**

**NOTE:** Non-school related items that are brought to school, i.e., toys, gum, food, any game system, IPOD/MP3 players, radios, etc., will be confiscated by the teachers/principal. They will not be returned to students. Parents or guardians must come to school to pick up these items from the principal. **Lost or stolen property is not the responsibility of MTS staff.**

## ATTENDANCE AND TARDIES

Attendance and academic success go hand in hand. Whenever a student is absent, they miss essential instruction. Therefore, we urge parents to send their children to school every day unless they are ill or an emergency arises. If your child is absent, please **call 257-2921 before 8:30 a.m.** the day of the absence or the day before if possible. As required by law, when the student returns after being absent, he or she must bring a written note signed by the parent/guardian explaining the absence. If a child is absent more than three days due to an illness, a doctor's note is required. This note is to be given to the teacher. **PLEASE DO NOT LEAVE STUDENT ABSENCES ON THE PRINCIPAL'S VOICE MAIL.**

**In order to qualify for perfect attendance, students must be present every day, all day. Tardiness and parents taking students out of school early disqualify students for perfect attendance.**

Students that miss more than ten consecutive days for unapproved medical/unverified reasons will be removed from this school.

**It is extremely important that your child be punctual. If a child arrives at school after the bell rings, the child must first report to the office and obtain a pass to enter class. Arizona State Law and PESD require the parent(s) to escort the late student(s) to the office and sign them in the Late Student Sign-In Book. Tardiness is disruptive to the learning process. It has a negative impact on the entire class.** Parents will be reminded by the school principal of the policy through written correspondence each month. Please be reminded that the Phoenix Elementary School District #1 and Magnet Traditional School participate in the CUTS LITE program **If your child has excessive absences, tardies, or late pickup you will be contacted by a**

**juvenile probation officer regarding truancy. Three tardies equals one absence.**

## PARENT TEACHER CONFERENCES

Parent/teacher conferences are held during each school year. Check the school calendar annually for these dates. Student progress is discussed during parent teacher conferences and we believe it is important that parents attend; therefore, **all conferences are mandatory.**

If a parent fails to attend a scheduled conference for unforeseen reasons, it is his/her responsibility to call the teacher to reschedule within two days. Failure to attend conferences will result in the student being removed from this school.

## STUDENT PROMOTION

Students must be at or above grade level to be promoted to the next grade. Grade level performance is determined by student scores on DIBELS (K-1), TerraNova (grade 2), or AIMS-DPA (grades 3-8) assessments as well as classroom performance. Eighth grade parents that do not complete their volunteer hours, attend parent/teacher conferences, and attend at least seven PTO meetings per the school contract, will have their child removed from the eighth grade promotion ceremony. Students who are failing a subject will not be allowed to attend eighth grade promotion ceremony.

## PARENTAL INVOLVEMENT

Parents are expected to attend all parent/teacher conferences and/or MFAST team meetings and individual meetings, a minimum of 7 PTO meetings, and any scheduled parent meetings. In addition, parents are expected to participate in some form of voluntary work a minimum of 12 hours during the school year. **At least 7** of these hours need to be completed on-campus/in class and at

least 2 hours need to be completed volunteering directly with PTO. It is **mandatory** that parents set an **appointment** with teachers when they plan to be in the classroom to assist and fulfill volunteer hours. This enables teachers to prepare work and materials **prior** to a parent's visit. All volunteer hours are to be completed by May.

## **VOLUNTEER HOURS**

Volunteer time requirements are per family **not** per child. Family friends cannot complete volunteer hours. "Qualified" volunteer hours are:

- ◆ 7 hours minimum (but not limited to) on the campus.
- ◆ Attending **MFAST** meetings **count** as in classroom volunteering.
- ◆ Advisory Council representatives and alternates (meeting times count). **You must attend meetings to get credit.**
- ◆ PTO Executive Board/members at large (membership and meeting times count).
- ◆ MTS Coaches (must be a Magnet team, not a team that has some MTS students on the roster).
- ◆ Participants on school sponsored committees; book fair, holiday shop, spring carnival, etc.
- ◆ Administrative/Professional services to help the school/students.
- ◆ Completing schoolwork at home for the school/teachers.
- ◆ Donations, regardless of amount will be awarded ½ hour of time per 24 hours (maximum 3 hours given).

An agreement to fulfill the parental involvement requirement is signed by parents. Teachers and parents will keep track of the volunteer hours. **Failure to fulfill parent volunteer hours and PTO meeting requirements will result in the child being removed from this school or parents may**

**have to attend Parent Academy classes on campus.**

## **PTO/PARENT ADVISORY COUNCIL**

Magnet Traditional School has two organizations where parents have a voice. The first is Parent Teacher Organization (PTO). PTO meetings are held each month, usually the third Wednesday. Parents are expected to attend seven PTO meetings during the year. The purpose of this organization is to plan and organize fundraising and other special events for the benefit of the students. The PTO is also a place where parents may meet and share ideas with other parents. The entire parent body has the opportunity to vote on non-academic issues concerning our students.

The second committee is the Advisory Council. The Advisory Council is mandated by the State. Each grade level has one representative and two alternates. One teacher represents each grade level. There is one parent and one teacher vote per grade level. The parents of that grade level elect representatives and alternates. The purpose of the Advisory Council is to give the parents a voice in the decision-making process of the school. Parents may bring issues and concerns to the Council through their representatives. Any parent who wishes may attend these meetings, however, only elected parents may vote. Notes from Advisory meeting will be shared at the PTO meeting.

## **SCHOOL VISITS**

Parents are encouraged to visit their child's classroom to take an active role in the education of their child. For safety reasons, we ask that parents first check in at the office before proceeding to their child's class. **This procedure is state law.** A visitor sticker will be given to all parents/guests. Please wear this sticker on your upper chest area so we can

easily identify you. If you do not have a visitor sticker, you will be asked to report to the school office to retrieve one. **Please leave young children at home since they can distract students.** High school students can visit after 2:20 p.m.

Lengthy conversations with the teacher or instructional assistant during class time should be avoided so that class may be conducted as usual. Should the need arise for parents to speak to teachers in person, **appointments are to be made**, as daily instruction and duty responsibilities (yard duty, bus duty, etc.) are not to be disrupted.

### **CALLS TO SCHOOL PERSONNEL**

If you find it necessary to talk on the phone

with your child's teacher, please call before or after school. Because classrooms are never left unattended, it is impossible for a teacher to come to the phone during class time. However, you may leave a message with the office (602-257-6281) and the teacher will return your call within 24 hours. Call the office for immediate attention. You are welcome to call the Principal at any time during the school day.

### **SCHOOL WEB SITE**

We encourage all students and parents to view the Magnet Traditional School web site to retrieve school information. The address is [www.phxelem.k12.az.us](http://www.phxelem.k12.az.us) – click on “Schools” and select Magnet Traditional School. There is information and resources for parents and students.

## EDUCATIONAL PROGRAM

### PHILOSOPHY

It is the philosophy of the Magnet Traditional School that a highly structured learning environment that emphasizes mastery of the basic academic skills and concepts by nurturing the mental process, fostering self-discipline, and developing task commitment and self-motivation best prepares students to become self-reliant and productive adults.

### SPECIAL EDUCATIONAL FEATURES

Classrooms have computers available for student use. The computers are utilized by students to enhance higher level thinking skills in the content areas. Accelerated units and other programs are used. Students are also taught reasoning, logic, and problem solving through various activities and materials on a daily basis.

In order to widen students' perspective of the world, classical children's literature is integrated into the classroom curriculum at each grade level. Various perspectives and philosophies are introduced to students through the literature component. Literature skills are taught at every grade level.

Instructional assistants (paraprofessionals) work directly with the classroom teachers to implement the educational program. They conduct learning activities with children in small groups or on a one-to-one basis in order to provide alternative instructional strategies to meet the needs of all students and thus, improve student achievement.

Teachers implement activities that promote an understanding and acceptance of diverse cultural backgrounds. In addition, various multi-cultural assemblies are held for students

throughout the year. Mutual respect and acceptance is emphasized.

All K-6 classes at Magnet Traditional School are self-contained. Grades 7-8 are departmentalized, meaning students will have different teachers for different subjects. Our goal-students' needs will be met within the classroom.

ALPS (Gifted Program) is a pull out program for those students that test at an 88% or higher on the district gifted assessment. If a parent or student is interest in testing for ALPS, please notify the homeroom teacher. When an ALPS student misses regular classes, they are responsible for the homework but not the class work.

### HOMEWORK POLICY

Daily homework is a component of the Magnet Traditional School. **It is assigned Monday through Thursday, except for nights when there is a PTO meeting.** Through homework, children learn responsibility and time management; parents are informed about what their children are studying; and academic growth is enhanced.

All homework is due the following morning. If homework is not done, or turned in incomplete, a noon detention will be issued. If the incomplete assignment is completed during noon detention, the highest score a student may receive for the assignment is 77%. If it is not completed during noon detention, it will automatically turn into a zero. **If students have five late assignments in a month, an administrative consequence will follow.**

Parent responsibilities regarding homework

are as follows:

- ◆ To provide a time and place where students can work without distraction;
- ◆ To ensure the homework is completed;
- ◆ To work closely with the teacher if a problem occurs;
- ◆ To examine the child's work and provide encouragement.

The approximate homework times by grade level are listed below:

- ◆ K-2<sup>nd</sup> grade 15-20 minutes
- ◆ 3<sup>rd</sup> grade 20-40 minutes
- ◆ 4<sup>th</sup>-6<sup>th</sup> grade 40-50 minutes
- ◆ 7<sup>th</sup>-8<sup>th</sup> grade 20 minutes per content area in Math, Science, Social Studies, and Language for a maximum of 80 minutes.

**\* These times do not include unfinished seatwork that is sent home.**

\* As part of their homework, children should read for a minimum of **20 minutes** each night.

The classroom teacher will determine a certain quantity of daily class seatwork to be completed prior to lunchtime. If it is not completed, it will go home as additional homework to be turned in the following morning for full credit. Accommodations for students with special needs (i.e., special education) will be made.

**Unfinished daily seatwork completed at home is not part of the actual homework time listed above.**

Students will be given twice the amount of time they were absent to make up missed assignments (i.e., if absent one day, two days will be given to make up assignments). Assignments should be turned in on a timely basis. If assignments are not turned in, no credit will be given.

## **GRADES**

The following grading scale is utilized.

A 94%-100%

B 86%-93%

C 77%-85%

D 69%-76%

F Below 69%

In order to make Honor Roll, students must have an overall grade point average between 3.42-4.0. Honorable Mention students must have an overall grade point average between 3.0-3.28. Honor Roll and Honorable mention assemblies will be held at the end of each grading period. Students must have a letter grade of C or better in Special Areas to remain on Honor Roll or Honorable Mention.

## **MEDIA**

A certified librarian/teacher teaches these classes. A degreed library paraprofessional assists students needing extra help and manages the circulation of the books.

The library curriculum incorporates the Arizona State Standards for the application of reading, writing, and technology. It is a strenuous course that requires the students to combine the separate classroom skills to create their own papers. Each grade draws on previous years skills (alphabetical order, author studies, parts of a book, dictionary skills and encyclopedia usage) to use a library to research the unknown. All grades study the many types of literature (genre). Many assignments are connected with classroom assignments to enrich the separate skills taught in the classroom.

In library classes, keyboarding is taught by using a web based typing programs.

Microsoft office: Word processing, PowerPoint, and Excel are used to complete assignments.

Students are given a letter grade for library class (except kindergarten). Library grades are not computed with the overall grade point average of the student. **However, students must pass library with a “C” or better in**

**order to make Honor Roll or Honorable Mention.** It will be the Media Specialist discretion that all library assignments be redone for a 77%. Parents should be aware that the application of skills requires thinking. It is always more difficult to think than to perform repetitive skills.

## **ART**

All Magnet Traditional School students from kindergarten through grade eight receive regular art classes. The art classes consist of hands-on art projects designed to increase the child's abilities in all other academic disciplines by creating connections to math, science, and social studies. In the primary grades the general focus is on increasing fine motor skills, identifying and applying shapes and colors, and the proper use of materials and tools. Older students complete artwork that is a practical application of many of the skills they learn in their regular classrooms. Most art projects require the use of mathematics such as proportions and measurement. They also involve science in their work with color mixing, balance, and composition. Grades five through eight are given monthly art history lessons. Slides are shown sequencing world art from ancient through contemporary to create an understanding of the causes and effects art has had on world events and history.

Students are given a letter grade for art class (except kindergarten). Art grades are not computed with the overall grade point average of the student. **However, students must pass art with a "C" or better in order to make Honor Roll or Honorable Mention.**

## **MUSIC/BAND**

A qualified music teacher teaches weekly music classes. Grades K-8 participate in General Music and Choral. In General Music

class, students will learn musical concepts, notation, rhythm, pitch, composition, history, ensembles, and etiquette.

Band and Strings are offered as an elective for 4-8 grade students. In Band class, students will learn skills such as general playing skills, tone production, tuning, and ensemble. Students in Band are responsible for lost instruments. Students are given a letter grade for music/band (except kindergarten). Music/band grades are not computed with the overall grade point average of the student. **However, students must pass music/band with a "C" or better in order to make Honor Roll or Honorable Mention.** Music and band students have on-site and off-site opportunities such as school concerts, All-State, and the District Festival.

## **PHYSICAL EDUCATION**

The physical education program at MTS is taught by a qualified P.E. teacher. This program provides an opportunity for students to grow and develop mentally and physically through the refinement of the body through physical activity. Students learn conditioning, develop agility, and gain knowledge of the rudiments of various sports activities such as softball, kickball, basketball, volleyball, etc.

It is extremely important that students view physical education as an extension of the classroom and realize that it is a specialized academic area. Students are expected to dress appropriately. Shorts or slacks must be worn. Rubber soled athletic shoes and socks (1/2 inch or more visible) must be worn.

If a student has an injury, illness, or other medical concern and must be excused from the physical education class for an extended period (more than one day) a note is required from the doctor.

Students are graded on participation, knowledge, and physical skill. Periodic testing (both physical and mental) is an

integral part of the physical education program. Students are given a letter grade for this class (except kindergarten). The physical education grade is not computed with the overall grade point average of the student. **However, students must pass physical education with a “C” or better in order to make Honor Roll or Honorable Mention.**

## BASIC SUBJECT CURRICULUM

### KINDERGARTEN

Reading: Students are taught to recognize all lower and upper case letters. They are taught to associate corresponding sounds of all letters in beginning and ending positions. Short vowel sounds and blend sounds are taught as well. They learn the concept of rhyming, the left to right sequencing, to note detail, sequence, classify, draw conclusions, and follow directions. **Independent reading will be required daily. Kindergarten students will need parental assistance with reading.**

Math: Counting by ones; matching numbers with picture sets; matching equivalent sets of numbers; interpretations of addition and subtraction word problems by using pictures; recognition of penny, nickel and dime; and addition and subtraction of whole numbers are taught. Students are also taught to extend and recognize number patterns; identify number of parts in a shape; the basic shapes; compare size; spatial relationships; determine the use of clocks; calendars, rulers and thermometers; and recognize and understand the addition, subtraction, and equal symbols.

Language: Students learn to recognize and write their names, to identify nouns and verbs through visual clues, to expand length and complexity of speech, to understand question forms, to increase receptive vocabulary, and form simple sentences using visual aids.

### FIRST GRADE

Reading: A strong phonics based approach is used to teach consonants, short and long vowels, variant vowels, silent letters, and consonant digraphs and blends. Dolch sight words are mastered in context. Students learn both recall and inferential comprehension skills. Map, graph, chart, book parts, and dictionary skills are learned through a practical approach. Oral reading is consistently practiced to develop fluency. **Independent reading will be required daily as part of student’s homework.**

Math: Students learn the following number concepts: place value of whole numbers and cents to the tens place, order and compare numbers to 99, identify and write basic fractions, tell time to 1/2 hour, skip counting, and the basic shapes. Students learn to add two 1-digit numbers, three 1-digit numbers, and two 2-digit numbers without renaming. Subtraction of two 1-digit numbers and two 2-digit numbers is taught. Strategies for solving story problems using subtraction and addition as well as measurement skills are also taught.

Language: Students learn to identify and use basic nouns, pronouns, verbs, and adjectives. They learn to write complete statement and question sentences with correct punctuation and capitalization. The basic use of commas and quotation marks is introduced.

### SECOND GRADE

Reading: Prior phonic skills are reviewed and expanded. Students widen their word attack skills by learning to identify and read consonant clusters, medial consonant digraphs, vowel digraphs and diphthongs, r-controlled vowels and silent letters. The following word structure skills are taught: contractions, plurals, abbreviations, possessives, compound words, syllables, affixes, and base words. Barbe and Dolch sight words are drilled and mastered. Recall and

inferential comprehension skills are taught. Study skills are developed through the application of chart, graph, dictionary, and book parts skills. **Independent reading will be required daily as part of the student's homework.**

Math: Addition and subtraction regrouping with two and three digit numbers is taught. Multiplication with twos to fives and basic whole number division are taught. Students learn to solve story problems with the four operations. Conceptual skills are maintained and broadened by teaching the rounding of numbers, place value to 999, counting by two and tens, comparing and ordering numbers and money, and identification of fractional parts of a region. Standard and metric units of measurement and conversion are learned, as well as geometrical identification and comparisons of shapes.

Language: Proper and plural nouns, present and past tense verbs, helping verbs, pronouns, adjectives and adverbs are learned. Distinction of complete sentences from phrases is refined. Proper sentence structure of statements and questions, including capitalization and punctuation is further developed. Commas, quotations, and basic capitalization rules are learned and applied.

### **THIRD GRADE**

Reading: Previous phonic and word attack skills are reviewed and expanded. Students are taught grade level contractions, compound words, root words, affixes, syllabication rules, and alphabetizing to the third letter. Literal and inferential comprehension skills are taught. The following reference skills are learned: map, chart, graph, diagram, dictionary, encyclopedia, and book parts. Grade level sight words are drilled and used in context. **Independent reading will be required daily as part of the student's homework.**

Math: Students are taught four-place addition

and subtraction with regrouping, multiplication facts, and division facts. They learn to solve two-step story problems using the four operations. Place value to 100's, rounding numbers, comparing and ordering numbers to 1,000's, telling time to the minute, elapsed time, making change, standard and metric measurements and conversions, and geometric concepts and shapes are learned.

Language: Students learn to write and identify the four types of sentences. They learn to identify the subject and predicate in sentences. Plural, common, proper and possessive nouns; regular, irregular, helping, past and present tense verbs; adjectives; adverbs; correct use of pronouns and the verb "to be" are taught. Proper mechanics and grammar usage are also taught.

### **FOURTH GRADE**

Reading: The following phonics and word attack skills are taught: r-controlled vowel variations, vowel patterns, vowel digraphs, grade level affixes, root words and parts, syllabication, synonyms, antonyms, and homophones. Critical reading is taught through inferential comprehension reading skills. The following reference skills are learned: proper selection and use of book parts, dictionary, encyclopedia, atlas, almanac, thesaurus, periodicals, newspaper, maps, graphs, and diagrams.

Math: The following number concepts are taught: place value to 1,000,000; odd and even numbers; expanded notation; prime numbers; decimal place value to 1,000th; rounding whole numbers and decimals; comparing whole numbers, decimals, and fractions. Addition and subtraction of 5-digit numbers with regrouping, addition and subtraction of decimals with regrouping, addition and subtraction of like and unlike fractions, multiplication of 3-digit numbers, and division by 2-digits are taught. Strategies for solving two step story problems using the four

operations; fraction concepts; time concepts; measurements; shapes; geometric lines, figures, vocabulary and concepts are mastered. **Independent reading will be required daily as part of the student's homework.**

Language: The parts of speech, sentence types, and sentence mechanics are expanded and mastered. Students learn proper grammar usage including subject verb agreement, pronoun use, double negatives, correct verb tense, and correct adjective comparisons.

### **FIFTH GRADE**

Reading: Prior phonics skills are refined, including consonant digraphs and clusters, and variant vowel combinations. Students also refine and apply their word structure skills through the study of affixes, Greek and Latin roots, syllabication, synonyms, antonyms, homonyms, and homographs. Analytical skills are further developed through the application of inferential reading comprehension skills. Proper selection and utilization of reference and visual material, including cross-referencing is taught. **Independent reading will be required daily as part of the student's homework.**

Math: The four operations are expanded, including multiplication of 4-digit numbers and division by 3-digit numbers. Decimal and fractional concepts and computation are studied, including multiplication of decimals, division of decimals by whole numbers, and multiplication and division of fractions, and mixed numbers. Grade level geometry and measurement skills are taught. Logic is taught through the application of statistics, probability, and multi-step problem solving.

Language: Sentence types, structure, usage, and parts are studied, as well as the parts of speech. Proper grammar usage, capitalization and punctuation including periods, question marks, exclamation points, all comma rules, quotation marks, apostrophes and colons are

learned.

### **SIXTH GRADE**

Reading: The following decoding skills are reviewed and mastered: variant vowel and consonant combinations, root parts, syllabication and affixes. Analytical and inferential comprehension skills are further developed. Cross-reference and analytical skills with reference and visual material are mastered. **Independent reading will be required daily as part of the student's homework.**

Math: Computation of whole numbers, fractions, mixed numbers, decimals, integers, and percents are mastered. Conceptual skills including factoring, the properties of all operations, place value of whole numbers and decimals, expanded notations, estimation, rounding, exponents, and multiples are learned. Grade level geometry and metric and standard measurement skills are also taught. Probability, ratios, statistics, proportions and multi-step, and operational word problems are learned to further develop logic skills.

Language: Sentence parts, types, mechanics, usage, identification, clarity, and appropriateness are reinforced and mastered. Identification and proper usage of speech parts are taught. End punctuation, commas, quotation marks, colons, and apostrophes are reviewed and mastered.

## **SEVENTH GRADE**

Reading: Students are taught to evaluate, analyze, and comprehend reading material through the application of higher order inferential skills. Reading fluency and word attack skills are polished through the application of previously learned phonics skills. Latin and Greek root parts and affixes are studied for further vocabulary development. Reference and visual materials are studied and used in a higher order thinking application that focuses on cross-reference and deductive reasoning.

Math: Computation of numbers, decimals, fractions, mixed numbers, and integers are reviewed and refined. Exponents, geometrical measurement, and number concepts are expanded. Pre-algebra concepts, formulas, and number sentences are taught. Critical story problem solving, probability, statistics, ratios, proportions, and estimations are further developed.

Language: Writing mechanics and parts of speech are reinforced. Proper usage, clarity, and appropriateness of grammar and sentences are learned at an elevated level.

## **EIGHTH GRADE**

Reading: Analysis, identification, and incorporation of new vocabulary are learned throughout all subject areas. Critical thinking skills are broadened through the application of inferential comprehension, analysis, reasoning, problem solving, and deduction. Identification, interpretation, and application of figurative language are taught. Students learn the following organizational skills: outlining, note taking, webbing, and summarizing. Analysis of grade level affixes and root parts are also taught.

Math: Grade level measurement, geometrical and number concepts are taught and applied. Computation of decimals, fractions, mixed numbers, integers, exponents, radical, and real numbers are learned. Students expand their knowledge of algebraic concepts, formulas, and expressions through the implementation of the Algebra I curriculum. Elevated critical story problem solving, probability formulas, statistics, ratios, and proportions are refined.

Language: Sentence types, parts, expansion, clarity, and appropriateness are mastered. Grammar usage is refined. Mechanics are also refined through application.

## **Magnet Traditional School Compact Principal/Teacher Agreement**

The Principal and staff are committed to Magnet Traditional School. Therefore, we agree to:

- ◆ Demonstrate high expectations that every student can achieve.
- ◆ Provide a supportive and effective learning environment that allows students to be challenged by rigorous grade level curriculum. Students are also provided with academic support within the school day through small group instruction and differentiated instruction.
- ◆ Provides opportunities for positive communication between school, parent, and student; such as the semiannual curriculum nights, Kids @ Hope day, PTO meetings, ad Book Fair & family reading nights.
- ◆ Provide a high quality curriculum and rigorous assignments that engage students in meaningful work through the use of accelerated instruction in the areas of reading and mathematics.
- ◆ Provide homework assignments that are related to the subject matter.
- ◆ Provide additional support for all students during the day through the use of school wide interventions in the area of mathematics and reading.
- ◆ Encourage students and parents by providing information about the student's progress on a biweekly basis.
- ◆ Respond to parent requests in a timely manner (no more than forty-eight hours). Parents may contact teachers via the telephone, email, etc.
- ◆ Review the rules of conduct as outlined in the student handbook with classes.
- ◆ Provide opportunities for parents to volunteer on committees and numerous subcommittees that are organized through our school PTO as well as participating on Student Advisory Council. All parents are also encouraged to actively participate within their child's classroom beyond the mandatory ten volunteer hours.

### **Parental Agreement**

I am committed to Magnet Traditional School and share in the responsibility for supporting my child's learning. Therefore, I agree to:

- ◆ To support the Magnet Traditional School program, philosophy, staff and PTO.
- ◆ To support the standards of student conduct.
- ◆ To furnish a suitable study area for my children at home and ensure that his/her homework is completed.
- ◆ To attend all parent/teacher conferences (a m and an additional one if requested and all MFAST team meetings and individual meetings.
- ◆ To attend a minimum of seven PTO meetings and some form of volunteer work (12 hour min.) as agreed upon by the teacher and parent.
- ◆ To participate in all school activities.
- ◆ To ensure that my child/ren are at school on time and promptly picked up at 2:20 p.m. and 12:20 p.m. on early dismissal days.

I understand that my child/ren may be returned to his/her home school should this contract not be fulfilled.

## Student Agreement

I agree to abide by the following school and class rules:

- ◆ To respect school property and other people's private possessions.
- ◆ To remain on school grounds at all times.
- ◆ To leave toys, gum, food and other non-school related items at home.
- ◆ To walk quietly throughout the hallways at all times.
- ◆ To settle disagreements without fighting or threatening to fight.
- ◆ To respect adults and fellow students.
- ◆ To play non-violently in the designated playground area.
- ◆ To know and follow all rules and follow directions.
- ◆ To come to class prepared to work
- ◆ To stay in my seat at all times unless instructed otherwise.
- ◆ To complete daily assignments on time
- ◆ Not to interrupt during instruction.

Furthermore, I agree to:

- ◆ Abide by the school dress code.
- ◆ Be responsible for bringing any notice from my teacher, principal, parents or guardian to or from school.
- ◆ Reflect pride by exhibiting proper behavior in all locations-bus stops, busses, PEER program, cafeteria, field trips and after school activities.

I understand that I may be returned to my home school if this contract is not fulfilled.

Parent signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

School Administration: \_\_\_\_\_