



2017-2018 Parent/Student Handbook

Nevada

Positively Impacting the Education of EVERY Student

The following policies and procedures are not intended to be all-inclusive. The Legacy Traditional School Board reserves the right to modify, revise, interpret, apply, suspend or discontinue the following policies and procedures, in whole or in part, at our sole and exclusive discretion.

Version Dated: OCTOBER 3, 2017

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Mission

The mission of Legacy Traditional Schools (LTS) is to provide motivated students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators in cooperation with supportive, involved parents.

Vision

Legacy Traditional School's vision is to positively impact the education of every student.

Philosophy

LTS was founded on the principle that parents and staff will work together as partners to provide an education that encourages students to pursue academic excellence to the best of their abilities. The back-to-basics curriculum, accelerated pace of studies, and high expectations for academic achievement, behavior, and dress code require a firm commitment from every parent, student, and teacher. By selecting a Legacy Traditional School, parents, students, and staff are responsible for and committed to supporting all programs, upholding standards, and following the rules and policies of the school. Legacy approaches the day-to-day delivery of its mission statement via three innovative program models:

Responsible Citizenship Programs - The culture and climate of Legacy; featuring Positive Discipline, and Standards of Citizenship curriculum.

Neo-traditional Instruction – The method of instruction at Legacy, featuring direct teacher instruction blended with technology, and the Depth and Complexity differentiated instruction program.

Conceptual Scholars – Multiple strong educational program options that appeal to varied skill sets, child/family circumstances, and goals of young minds; for example, the Mozart Performing Arts Program and the Momentum Physical Wellness and Health Programs.

Legacy's Program of Instruction effectively delivers State Standards aligned curriculum through whole group, direct-teacher instruction and through individualized, computer-based modules. In conjunction with Legacy's mission statement, this curricular approach is reinforced by a civilized, tolerant and peaceful school culture.

Admission

LTS accepts all students with no specific geographic boundaries within Clark County Nevada. As long as the school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "... [I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

Lottery exemptions as identified in NRS 386.580(2) that Legacy Traditional School – Nevada have adopted include the following:

1. Sibling of a pupil who is currently enrolled in the school;
2. A child of a person who is:
 - employed by the school; or
 - a member of the Committee to Form the School or the Governing Body (Board);
3. A student currently attending a Legacy Traditional School elects to transfer to another Legacy Traditional School;
4. All currently enrolled students that re-register for the subsequent school year.
5. Students qualifying for the McKinney Vento program.

A prospective student expelled or awaiting expulsion from their previous school will not be admitted (NRS 392.4675).

For the situations identified below only, our school will otherwise establish and advertise an enrollment window, which will open from February 1st to February 15th during which it will accept applications (for the 2018-2019 School Year and beyond).

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils, whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3 above is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

Enrollment Procedures Timeline

Upon completion of the initial lottery (if applicable), all applicants will be notified whether or not they have been accepted by email.

Families will have one week to submit the following (once school begins the deadline for submission will be 72 hours):

- On-Line Registration Packet;
- A recent copy of the student's transcript or report card from previous school;
- Previous records regarding placement in special programs, a copy of your child's IEP, MET or 504 Plan (if applicable);
- Information about any disabilities or special health problems, such as seizures, asthma, heart problems, health care procedures or medications;
- The ESEA form;
- Home Language Survey;

- Custody documentation;
- Discipline record (if applicable);
- Affidavit of Home School Instruction (if applicable);
- Parent’s ID- Personal identification of parent/guardian (driver’s license, picture identification) bearing your name;
- Child’s ID/Proof of the child’s identity - a copy of original birth certificate;
- Proof of address: One item proving the student’s home address, such as a recent utility bill, rent receipt, residential lease or sales contract. Unacceptable forms to document proof of address: driver's license, telephone bill or cable bill. Note: Families who are living with a friend or relative due to economic hardship must do one of the following:
 1. If you do not have documentation because you are living in a temporary or homeless situation, call Title I Homeless Outreach Program for Education (480) 270-5438; or
 2. Provide a notarized statement signed by the parent/legal guardian and the owner/renter of the property indicating that it is your place of residence.
- Immunization record: Nevada state law (NRS.392.435 Immunization of Pupils) requires that all children have proof of immunizations as a prerequisite to enrollment in a public school. A student may be enrolled on a conditional status if a parent or guardian submits a certificate from a physician or local health officer citing that the student is in the process of receiving the required immunizations. Unless excused because of religious belief or medical condition, a student may not be enrolled in a public school within Nevada unless his parent or guardian submits to the board of trustees of the school district in which the child resides a certificate stating that the student has been immunized and has received proper boosters for that immunization or is complying with the schedules established pursuant to NRS 439.550.

Up-to-date medical records indicating that your child has had or at least started the following series of immunizations:

1. Minimum of 4 DTap/DTP doses: Final dose must be on or after the 4th birthday.
2. Minimum of 3 Polio doses: Final dose must be on or after the 4th birthday.
3. Two MMR doses: 1st dose must be on or after the 1st birthday. 1st and 2nd dose must be separated by at least 28 days.
4. One Tdap dose: A child enrolling in 7th grade is required to have 1 Tdap (Bordetella Pertussis) regardless of when the last Tetanus (Td) was given. The < 5-year rule since the last Tetanus no longer applies.
5. Two Hepatitis A doses: 2nd dose must be given at least 6 months after the 1st dose. (Required for students new to Nevada or District after July 1, 2002.)
6. Three Hepatitis B doses: Must have a minimum of 4 months between 1st and 3rd dose and > 6 months old when 3rd dose was given. (Required for students new to Nevada or District after July 1, 2002.)
7. Two Chicken Pox (Varicella) doses: 1st dose on or after 1st birthday. 1st and 2nd dose must be separated by at least 28 days if age 13 years of age or older. Minimum interval of 3 months between doses 1 and 2 if age is less than 13 years. (Required for students new to Nevada or District after July 2, 2011.) Physician verification of past disease required for Varicella vaccine exemption.

After completion and submission of all required registration forms and documents, your child will be registered. If registered prior to the first day of school your child will be required to begin school on the first day of school. Should your child not attend during the first three days of the school year, your seat will be returned to the lottery. If registered after school is in session, your child will be required to begin school with Legacy by the start of the next school week. If registered during a school holiday, your child will be required to attend the first day school is in session after registration is completed. If child does not begin active attendance by this date, the seat will be released and returned to the lottery.

*If parents need more time to submit registration document, parents must contact the school for approval of additional time.

Upon initial enrollment and annually upon re-enrollment, parents and students will acknowledge the School Policy Support Agreement re-establishing a commitment to comply with the rules and policies at Legacy Traditional School. Re-enrolling students will also resubmit the ESEA form and updated residency information (if applicable).

LTS reserves the right to administer a grade level placement test to students that have not attended public schools.

For new enrollments that start on the second day after the Christmas Break, LTS will administer a placement test to determine and confirm the entry grade level of the student enrolling. Proper grade placement will ensure a successful transition to LTS.

Policy for Requesting a Teacher and/or Class

By order of the Governing Board, parents are strictly prohibited from requesting school administrators to place their children and/or other students with select teachers or in particular classes. Student placement will be at the discretion of the teachers and administrators.

Parent Request to Change Child's Teacher/Class

LTS does not move a child out of a class based on a parental request. Parents with concerns may request a conference with the Principal to discuss any concerns and request interventions, corrective action, modifications, accommodations and other recommendations in an effort to address parent concern(s).

In special circumstances, Principals may make a recommendation to move a student to a different classroom after seeking the advice of the School Leadership Committee.

Policy Regarding False Statements on Enrollment Documents

Any false statement or purposeful omission of information on enrollment documents (interest forms or enrollment forms), including falsely indicating priority eligibility, may result in revocation of enrollment offers.

Policy Regarding Initial Offer of Enrollment and Non-Response

When a spot becomes available for a student to enroll, the family will be notified by email and/or phone. The school will make at least two attempts to contact the family regarding the open spot and provide a deadline to complete enrollment tasks. Students who do not respond to the enrollment offer or meet the enrollment deadline will be considered to have lost interest and will be removed from the interest list.

Policy Regarding Student Names

Legacy Traditional School enrollment documentation asks parents to provide the student's "legal" name. This is the name listed on the child's official birth certificate. The legal name will be entered into the school's Student Information System (S.I.S.) and will appear on all documentation and paperwork generated from the school S.I.S. such as attendance reports, transcripts, report cards, form letters and certificates. However, in the classroom, a student or family may request that the student is called by a nickname and may write the nickname on classroom assignments, name cards, and other informal classroom publications.

Policy Regarding Non-Attendance in the First Days of School

Legacy Traditional School publishes academic calendars for upcoming school years several months in advance. Families are strongly encouraged to schedule family vacations to ensure that students can attend school on the first day of class. Those students who do not attend school by the third day of scheduled classes will be considered to have made other plans and will be withdrawn from the school.

Kindergarten Enrollment Policy

Legacy Traditional School will enroll students in kindergarten who are five years of age on or before September 30th of the school year. Students who turn five after September 30th will not be admitted to kindergarten until the beginning of the school year following the child's fifth birthday.

First Grade Enrollment Policy

Legacy Traditional School will enroll students in first grade who are six years of age (or older) on or before September 30th of the school year only if the child has completed kindergarten. Students who turn six after September 30th will not be admitted to first grade until the beginning of the school year following the child's sixth birthday. Children who turn seven on or before September 30th of the school year whose parents waived the child's attendance from kindergarten will undergo an assessment to determine whether the child is prepared developmentally to be admitted to first grade. If the district determines that the child is not prepared, he or she must be admitted to kindergarten.

Second Grade Enrollment Policy

Legacy Traditional School will enroll students in second grade who are seven years of age on or before September 30th of their second grade year only if the child has completed kindergarten and first grade.

Policy Regarding Joint Custody and Enrollment

Legacy Traditional Schools will not involve itself in custody disputes or negotiations; its mission is to educate children. If a student's parents have shared or joint legal custody of the student and they disagree about the student's enrollment or withdrawal with Legacy Traditional School, the school will not enroll or withdraw the child until both parents come to an agreement regarding school attendance and present evidence of the agreement to the School. Legacy Traditional School may require parents to furnish the School with a copy of the court order regarding custody and decision-making, and it may require the parents to obtain clarification from the Court regarding education decision-making in order to provide the school with specific direction.

Withdrawals

The parent/guardian of a withdrawing student must notify the school office of their intent to withdraw 24 hours prior to the last day of attendance. On the last day of attendance, the parent/guardian is asked to participate in an exit interview with a member of the campus administration, return all Legacy Traditional School property (books, uniforms, etc.), and complete required withdrawal paperwork. In the event that proper notice is not provided, Legacy Traditional School will require 48 hours to prepare student withdrawal paperwork. Every attempt to collect fees owed will be made at the time of withdrawal. However, in the event that there is a balance due after withdrawal, Legacy Traditional School will make every attempt to collect monies owed, including but not limited to invoicing the parents or guardians, getting in touch with emergency contacts on file, etc. Parents are encouraged to verify that no fees are outstanding at the time of withdrawal.

Classroom Supply List

A suggested classroom supply list for each grade level is provided on the LTS website. Any additional supplies needed throughout the year will be provided by the school.

Program of Instruction

The LTS program develops a solid foundation of fundamental and higher level thinking skills through a structured curriculum that is consistent within each grade level and sequential throughout the grades. The kindergarten through eighth-grade curriculum is taught using whole group, uninterrupted, teacher-led direct instruction. Language Arts is phonics based, supporting the curriculum's rigorous focus on reading, writing, mathematics, social studies, and science. LTS's curriculum exceeds all Nevada Common Core Standards established by the Nevada Department of Education. The advanced curriculum is delivered by highly effective, certified teachers utilizing the research-proven Seven Steps of Instruction. The curriculum selected for each subject area reflects the school's philosophy and overall goal to create and maintain a school culture in which students are healthy, safe, engaged, supported, and challenged. All families choosing to enroll their children in Legacy Traditional School and Legacy's personnel will be provided opportunity, leadership, guidance and support by means of a precisely executed operational plan. Legacy will offer a reward oriented culture and climate, shared and effective leadership, exclusive instructional leadership that leads to highly effective teaching, parent and community engagement, and meticulous study of data to create foundational conditions that allow a highly productive learning environment.

The following procedures are established to make certain that LTS will continue to meet the expectations of parents, teachers, and the administration. Classroom teachers and administrators will utilize the following procedures as a guide for classroom organization, planning, and instruction expectations:

- Students are taught at an accelerated pace and teachers maintain high expectations for academic performance and behavior.
- Grades K-6 are self-contained with heterogeneous groupings established by the teachers and the administration.
- Grades 7-8 are departmentalized with seven periods per day (five core/two elective). The 7th period is recognized as the homeroom.
- Students' desks face the teacher's primary instructional area, in a grid pattern, to create an environment that fosters learning.
- Positive discipline techniques, which focus on positive reinforcement of appropriate behavior, are used to maintain a structured, calm, and orderly classroom environment.
- Each teacher utilizes direct instruction (whole-group teaching). Students are required to be engaged from bell to bell. Classroom activities not directly related to academic tasks are kept to a minimum in all grades. In the early elementary years, students will begin cursive handwriting and Cornell Note Taking (1st semester of 3rd grade).
- Teachers strive to provide academic challenges for all students. Parents are encouraged to provide extended learning activities for their children.
- Teachers help students gain the necessary skills to become productive citizens by modeling and discussing the meaning of citizenship, courtesy, honesty, and respect for personal and public property.
- Whole school announcements are delivered at the daily flag ceremony each morning. Parents are welcome.
- Teachers have high expectations for neatness, spelling, grammar, punctuation, and accuracy of all written assignments.
- Teachers establish a predetermined routine for testing. Students are seated quietly and remain seated during testing. Teachers monitor students during the administration of a test. All necessary materials are provided, and interruptions kept to a minimum.
- Teachers use audio-visual aids that relate directly to the curriculum and are accompanied by written assignments. In keeping with LTS policy, only G-rated video clips may be shown, with administrative approval.
- Participation in all academic programs is required for all students (including -not limited...Nevada standardized testing requirements, etc.)

Responsible Citizenship

Legacy Traditional School's Standards of Citizenship Curriculum is designed to help children develop a love for the United States of America. The lessons explore the responsibilities and privileges that come with being a U.S. citizen. The curriculum also teaches students about kindness and caring, which are essential behaviors of responsible U.S. citizens and fundamental building blocks for a safe learning environment.

Notice of Non-Discrimination

Legacy Traditional School does not discriminate on the basis of race, color, national origin, sex, disability, or age in admission to its programs, services, or activities, in access to them, in treatment to individuals, or in any aspect of their operations. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinators:

Campus Assistant Principal
McKinney-Vento Homeless Liaison

Amanda Buda
504 Compliance Officer
Deputy Superintendent of Exceptional Student Services
480-270-5438

Janisha Hackett
Title IX/ADA Coordinator

HR Director
480-270-5438

For further information on notice of non-discrimination, contact the following agency:

US Department of Education
Office for Civil Rights
1244 Speer Blvd., Ste. 310
Denver, CO 80204
800-421-3481

Parent Volunteers

Legacy Traditional School feels that active parental involvement is critical to the success of the students and the school. Families are required to volunteer 12 hours per year. Volunteering can include time in the classroom, after school activities, events, or helping prepare teacher materials from home. Please see the classroom teacher, a PTO board member, or the office for more information. We encourage parents to visit their child's classroom frequently and take an active part in the education of their child. Our goal is to have at least one parent in each classroom every day. In order to volunteer in the classroom or chaperone a field trip, parents must log into SchoolCare Works to complete a Parent Volunteer Fingerprint Application and pay a fee. Once completed, parents must complete the screening information requested by Accurate Background and be approved by the administration. This process must be completed every two years. In support of the dress code, parents are asked to wear modest attire and to cover all visible tattoos that may be deemed inappropriate or offensive when on campus for lunch, visiting classrooms, attending school-sponsored events, or volunteering. Parents must make arrangements for other children under their care when volunteering in order to avoid unnecessary distractions for students.

Volunteers MUST:

- Be a parent/legal guardian or grandparent volunteering in child's assigned classroom or a common area/activity (library, lunchroom, playgrounds, field trips);
- Have an approved Accurate Background screening;
- Sign-in at the front desk each time on campus;
- Follow appropriate dress code requirements.

K-6 Academics

Kindergarten - 6th Grade Core Subjects:

Integrated Language Arts

The language arts program is based on the Spalding Method using *The Writing Road to Reading* (2012). As a total language arts program, Spalding integrates direct instruction in listening, speaking, spelling, writing, and reading. The Spalding mission is to develop skilled readers, critical listeners, accomplished speakers, spellers, writers, and lifelong learners. A strong emphasis on grammar, both oral and written, is stressed at LTS. The language arts program will integrate the following components:

Spelling

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

The Spalding Scale is used as an evaluation tool to determine students' needs. At the beginning of the school year, grades 3-6 will enter the Spalding rule pages. Students' proficiency in phonograms and spelling is evaluated, and students will be offered remediation as needed.

Vocabulary

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

Composition

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

Reading/Literature

Comprehension and vocabulary skills are developed utilizing high-quality contemporary literature as well as the classics. A strong emphasis is placed on listening and reading comprehension, literary appreciation, passage structure, and mental-action strategies used to develop comprehension skills. While Spalding is our primary integrated language arts curriculum, LTS supplements with the *Journeys* anthologies and approved literature studies. A list of Spalding-approved literature is available on the LTS website. To foster an appreciation for literature, students may participate in Silent Sustained Reading (SSR) each day. Each student is required to have a book available in his or her desk to read at all times. Additionally, the teacher may read aloud to their class for up to 15 minutes per day.

Three to four detailed book reports are required throughout the year. Books used for book reports must be approved by the teacher. Failure to complete the required book report is considered a missed long-term assignment. Students are not permitted to repeat book reports from previous years.

LTS also requires students to read at home, Monday through Thursday, and encourages students to read for enjoyment on weekends.

Oral Communication

Appropriate listening, speaking, and memorization exercises are required at each grade level. LTS provides a selection of quality poetry/prose, sections from the U.S. Constitution, or alternative selections. Students will memorize appropriate material for their grade level and then recite it in front of their class. Students are graded based on established criteria, not solely on completion of the memorization exercises. The goal of this activity is to practice fluency and expression in recitation while developing public speaking skills. Generally, grades K-6 will memorize and recite one item each grading period.

Mathematics

As an accelerated school, LTS teaches Saxon Mathematics one full grade level above the student's actual grade (e.g., a kindergarten student is taught using 1st grade curriculum). This program focuses on a spiral curriculum with continuous reinforcement by the inclusion of mastery and practical applications of basic mathematical practices. Students will understand that mathematical problems have absolute answers and that precision, accuracy, and fluency are required. The use of calculators to complete assignments or homework occurs only when directed by the teacher. The mathematics basic facts program is taught to the mastery level using timed drill, repetition, and memorization for automaticity in an effort to achieve appropriate accuracy and speed.

The Saxon math program, along with hands-on activities and practice with manipulatives, is utilized in primary grade levels.

Social Studies/History/Geography

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

Science

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

Kindergarten – 6th Grade Special Area Classes

General Music

General Music class emphasizes music appreciation, music history, music literacy, composition, and music performance. Students will sing, play instruments, listen and move to music! Grade level music performances are held throughout the school year, and student participation is required for grades 3-6. An alternative assignment may be completed for students that are unable to attend or are absent on the day of performance.

Library

During library time, students have the opportunity to check out books and enjoy a short lesson or story read by the librarian. Students are responsible for books they check out from the library. If there is damage or the book is lost, a fine will be incurred.

Each class will have the opportunity to visit the library once a week for 30 minutes. During this time, students will learn to use the library, enjoy a story read by the librarian, and have the opportunity to check out books.

Computers

Computer class introduces students to the basics of computer use, keyboarding, cyber-safety, and the use of various software programs for academic purposes.

Art

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

Spanish

Spanish class introduces students to basic vocabulary, pronunciation, grammar, and basic conversational skills. Students

will also explore the cultures of Spanish-speaking countries and communities.

Momentum Fitness Track

Physical education is a focus of Legacy Traditional Schools, which approaches the subject holistically. The school's physical education program called Momentum blends a foundation of overall physical fitness (including aerobic activities to improve coordination, strength, and physical conditioning) with a traditional physical education program (including sports, activities, and games). Athletic training introduces students in K-8 to physically invigorating sports-related activities that lead to life-long enjoyment of physical fitness. Activities range from individual workouts to team competitions designed specifically to develop discipline, work ethic, integrity, leadership, teamwork, and character. Through Athletic training, students build coordination, strength, and improved fitness, which builds confidence and skills for athletic activities. *Dynamic Physical Education* is a research proven curriculum offered to all K-4 students. Students enjoy games, sports, competitions, and activities while gaining athletic movement, control, and coordination as well as awareness and rule competency. *Sports Education* is a cross-curricular element of the Momentum Fitness Track program for grades 5-8, which requires all students to participate in various sports roles such as player, referee, coach, trainer, statistician, and more, giving students an appreciation for sports and an authentic, well-rounded, sports experience. Nutrition and good health choices are integrated into daily school activities. Topics include proper portion sizes, making wise food choices, and basic nutrition education. Legacy Schools also observe "Wellness Weeks" where good nutrition and regular exercise habits become a school and community-wide celebrated theme. Health and nutrition for children and adults are heavily emphasized in this program. This balance of physical and intellectual achievement empowers students and supports parents' objective: Having children live fulfilling, responsible, and successful lives.

Mozart Performing Arts Track

The goal of the Mozart Performing Arts track is to instill a lifelong love of music – whether as performers, educators or patrons. Students enrolled in the Mozart Track will have four weekly music classes; piano class, instrumental music (band/orchestra), and general music with an emphasis on vocal technique, music literacy, and music history. Mozart students will have opportunities to perform in both instrumental and vocal ensembles. Concepts taught as part of the Mozart Performing Arts Track include ear-training, music literacy, music theory, and composition. Piano class emphasizes the development of basic keyboard skills, music reading, and conceptual understanding pertinent to early level study. Included is an introduction to harmonization, sight reading, improvisation, and basic keyboard repertoire.

7th and 8th Grade Core Academic Classes

English Composition

LTS utilizes *Prentice Hall Writing Coach* curriculum for 7th and 8th grades. *Prentice Hall Writing Coach* provides rigorous grammar and writing instruction. *Prentice Hall Writing Coach* works seamlessly with *Prentice Hall Literature*. It is organized around the same themes and uses the same Big Questions as *Prentice Hall Literature* to help keep literature lessons and writing instruction on track. Students will be required to complete large writing projects throughout each semester.

Literature

LTS utilizes the *Prentice Hall Literature* curriculum for 7th and 8th grades. *Prentice Hall Literature* provides a scaffolding approach to rigorous instruction, enabling students to build a solid literacy foundation that is necessary for success in college and careers. Exposure to rich literature selections with increasing text complexity across genres builds students' literary and cultural knowledge, so they become comfortable reading different text structures and understand the elements that appear in the selections.

Math

LTS utilizes the Saxon math program which focuses on a spiral curriculum with continuous reinforcement by the inclusion of mastery and practical applications of basic mathematical practices. Students will understand that mathematical problems have absolute answers and that precision, accuracy, and fluency are required. The use of calculators to complete classwork or homework occurs only when directed by the teacher. Specific courses (Course 3, Algebra I, or Geometry) are assigned based on a placement test and prerequisite courses.

Social Studies/History/Geography

LTS utilize a State Standards-Based Social Studies curriculum for grades 7-8. Students in 7th grade focus on the foundation of the U.S including the Revolution, the Constitution, and the Civil War. Students in 8th grade focus on the effects of the Great Depression, global conflict, and civil rights on culture, politics, and the economy. Embedded in the curriculum is an emphasis on responsible citizenship and America's place in the global history and economics. Citizenship and patriotism are emphasized in the study of history, geography, and government.

Science

LTS utilizes a state standards-based science curriculum for 7th and 8th grades. Hands-on science labs, content area research, and data analysis enable students to construct a deep understanding of scientific concepts and principles. Students exercise logical thinking and decision-making skills to communicate results of investigations, hypotheses, and experiments.

7th and 8th Grade Elective Classes

The following elective classes are offered based on student interest and enrollment:

Computers I and II

Junior High Computers students develop and refine the skills learned in elementary Computer class. Computers I & II will include (but are not limited to) keyboarding, cyber-safety, research skills, basic coding, and the exploration of various computer and software applications

Physical Education

Junior High Physical Education students will increase overall physical fitness and sport-specific skills. Students will develop the five essential core fitness components: muscular strength, muscular endurance, flexibility, cardiovascular strength, and body composition. Additionally, students will improve sportsmanship and learn sport-specific skills, rules and the many health benefits of playing sports. Our curricular resources include *Intro to Sport Education* and *Fitness for Life for Middle School*.

Junior High students may dress out for PE. Dress-out uniforms consist of the official Legacy PE Dress-out Attire, OR a pattern-free red, white or blue T-shirt and pattern-free red, black, or blue fingertip length gym shorts or athletic pants. Skin tight pants are not permitted. Athletic shoes are required to participate in class.

In the event of medical necessity, students may be excused from physical activity in P.E. class for up to two days per grading period with a parent note. Anything exceeding two days requires a note from a health care professional. Students who are excused from physical activity may earn their daily participation points by completing a written assignment in class.

Two-Dimensional Art

Two-dimensional (2D) Art students utilize a variety of two-dimensional media and techniques to create art projects that emulate historically significant artists and art styles. Students also explore art appreciation, art history, the principles of design, and the seven elements of art. This class explores the basics of art appreciation, history, principles, and the seven elements of art: line, space, shape, form, value, color, and texture. Activities include working with two-dimensional media including drawing and painting.

Three-Dimensional Art

Three-dimensional (3D) Art is designed for students who enjoy expressing or exploring their creativity in ways other than drawing and painting. Students work in real space instead of flat surfaces, and explore aesthetics, art history, art styles, art appreciation, art materials, and techniques. Students also learn how to utilize the elements and principles of design in order to create captivating and engaging works of art.

Band

Junior High woodwind, brass and percussion students develop and refine the skills learned in elementary band in an ensemble setting. Emphasis will be placed on tone production, rhythm, melody, harmony, articulation, balance, blend and dynamics. Students will prepare at least two performances each year featuring music of various genres and cultures. Students participating in band must provide their own instrument and method book.

Orchestra

Junior High string students develop and refine the skills learned in elementary orchestra in an ensemble setting. Emphasis will be placed on tone production, rhythm, melody, harmony, articulation, balance, blend and dynamics. Students will prepare at least two performances each year featuring music of various genres and cultures. Students participating in orchestra must provide their own instrument and method book.

Choir

Junior High vocalists develop and refine the skills learned in elementary general music in a choral ensemble setting. Emphasis will be placed on vocal technique, rhythm, melody, harmony, articulation, balance, blend and dynamics. Students will prepare at least two performances each year featuring music of various genres and cultures.

Musical Theatre

Young actors explore different aspects of musical theatre production including vocal technique, choreography, character development, verbal expression, stage movement, memorization, improvisation skills, and stage presence. Class activities include interviewing, storytelling, and formal speaking/acting with scripts.

Guitar

Guitar students develop and refine musical and technical skills, which will enable them to perform basic guitar music. Previous music or guitar experience is not required. Emphasis will be placed on music reading (including chord symbols), tone quality, rhythm, melody, harmony, articulation, balance, blend and dynamics. Students will prepare at least two performances each year featuring music of various genres and cultures. Students participating in guitar class must provide their own instrument.

Music and Media Technology

Music and Media Technology students explore the connections between music, media, and technology in our daily lives. Students navigate the many roles of a 21st-century musician by learning to create, edit, and produce music using MIDI controllers and music technology software. Projects will range from creating musical representations of impressionist artwork to scoring music and sound effects for film and other media. Students will have the opportunity to set personal goals and monitor their own progress through a student-designed, project-based, blended media class.

Music Exploration

Music Exploration students explore various aspects of music as performers, composers, and historians. Previous music experience is not required. Students will learn basic music reading, notation, and composition utilizing percussion instruments, recorders and/or piano, and voice. Curriculum includes a survey of music careers, and musical genres including jazz, blues, rock, country, classical, and world music.

Spanish I

Students in Spanish I are introduced to the study of the Spanish language and its culture. Students perform basic functions of the language and become acquainted with some elements of its culture. Students focus on the development the skills of listening, speaking, reading and writing with an emphasis on using Spanish in instruction and classroom activities. This course focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles in Spanish-speaking countries. Proper Spanish grammar is incorporated throughout the course.

Spanish II

Spanish II begins with an in-depth review of Spanish 1. This course will further build and expand basic grammatical structures and key vocabulary terms learned in Spanish I. An emphasis is placed on increasing and improving the skills of listening, speaking, reading and writing. Students will learn new vocabulary and grammar necessary for more sophisticated readings and complex dialogues. Students engage in a variety of activities to foster a better understanding of the language and culture.

Yearbook

Yearbook students conceptualize, design, edit, and publish the yearbook for the current academic year. Students learn the basics of planning and design, photography and layout, communication, professionalism, coordination and scheduling, advertising, sales, editing, and interviewing. Yearbook students may attend events outside of normal class time in order to fulfill responsibilities or to

meet deadlines.

Curricular Extension Activities

Tutoring

Teachers and parents share the responsibility of ensuring children are academically successful. Tutoring provides assistance to students in academic need as determined by the teacher. Teachers will communicate with parents if their child(ren) is in need of tutoring. LTS teachers provide a minimum of 60 minutes per week of tutoring before and/or after school. Students may attend any and all tutoring sessions that meet their academic and scheduling needs for the grade level or content area teachers (for JH). Students must sign in for each tutoring session to provide a record of attendance. Parents should talk to the teacher if they feel their child is in need of tutoring.

Science and Engineering Fair

A school-wide Science & Engineering Fair will be held each year. All elementary and junior high Science & Engineering Fair participants will be entered into a school-level Science & Engineering Fair. Winners from the school-level Science & Engineering Fair will compete at the Regional District Science and Engineering Fair as well as the AzSEF (Arizona Science & Engineering Fair) or SARSEF (Southern Arizona Research Science and Engineering Fair). Elementary students in grades 4th-6th have an option complete a science fair/engineering design project in lieu of their book report and poem recitation for GP3. Junior high students in grades 7th & 8th will conduct a science fair/engineering design project as a part of their grade in GP2 & GP3. All students who complete a science fair/engineering design project will be entered in the school-level Science & Engineering Fair.

Spelling Bee

All grade levels have classroom spelling bees and teachers in grades 3-8 select the top speller from their classes to participate in the annual school-level spelling Bee. Qualifying students advance to the district, county/regional, state, and national level competitions.

Poetry Recitation, Oratorical Contest, and Writing Contest

Students in grades 3-8 may have the opportunity to be invited to compete in poetry recitation, speech and writing contests each year.

Geography Bee

Students in grades 4-8 have the opportunity to participate in the National Geographic Geography Bee event held during the school year. Qualifying students are given the opportunity to compete in state and national level competitions.

National Junior Honor Society

National Junior Honor Society (NJHS) provides an opportunity for 7th and 8th grade students to be recognized for their academic and character achievements. Some of the requirements for induction into NJHS include a GPA of 3.5 or higher and teacher recommendations.

Wellness Education-Fitness for Life

In conjunction with our physical education program, LTS has adopted *Fitness for Life: Elementary School*, an innovative school-wide wellness program. *Fitness for Life* promotes total school and community involvement by using physical education lessons, classroom activities and discussions, recess, before and after school activities, and family nights to deliver appropriate physical activity and teach concepts, which promote health-related fitness and active lifestyles. *Fitness for Life* improves students' physical fitness through the combined impact of classroom activity breaks, physical education lessons that provide maximum opportunity for physical activity, and reduced caloric intake through better nutrition.

Student Council

Student Council provides an opportunity for 4th through 8th grade students to learn organization, leadership, and teamwork skills. Each council member has a set of duties that must be performed for the elected office held. Both elementary and junior high student council members will consist of the following elected positions: president, vice president, secretary, historian and treasurer. All 4th through 6th grade students with a cumulative grades greater than 70% are eligible to run for any of the elementary student council elected positions, however, only 6th grade students can run for the president's position. All 7th and 8th

grade students with a cumulative grades greater than 70% are eligible to run for any of the junior high student council elected positions, however, only 8th graders can run for the president's position. In addition, there are many responsibilities that are required by student council members which include afterschool student activities, fundraising, organizing events and community service while serving as a positive example to their peers.

Recognizing Individual Student Excellence (RISE) Gifted Program (NAC 388.435)

The RISE gifted program is open to students in grades 3-8 who meet eligibility requirements. These students are challenged to collaborate on specific goals involving critical thinking and problem-solving activities through exploratory units of study that integrate the academic disciplines, meeting the needs of each of the areas of giftedness. Gifted teachers focus 80% of their activities and questioning strategies on the third and fourth level of the Depth of Knowledge Scale, addressing strategic and extended thinking with high levels of academic rigor. The Board adopted, Gifted Program Policies and Procedures for the (RISE) Recognizing Individual Student Excellence program is available upon request.

Extracurricular Activities

Extracurricular activities are an integral part of LTS. Extracurricular activities are conducted before or after regular school hours and are not graded. Achievement certificates and awards may be given to recognize participation. Only students who are participants in extracurricular activities may attend.

Band, Orchestra and Choir Club (4th – 8th)

To be eligible to participate in band, orchestra, and choir club, students must be in grades 4-8. Students who elect to participate in these clubs have the opportunity to perform during the school year. Participation in band, orchestra, or choir requires a one-year commitment.

School Musical

Legacy Traditional School musical cast members develop artistic ability, teamwork, and character in a safe environment through acting, singing, dancing, staging, costuming and other elements of theater production. Participation in the school musical is based on audition and academic eligibility. Participation in the school musical is available to students based on audition. Grade levels vary by campus.

After School Clubs (K-8)

Participation in school clubs is based on availability and student interest. Club offerings *may* include running club, PE club, Lego club, band/orchestra club, cheer club, etc. Club sponsors may include staff members and/or parent volunteers. Students may participate in club programs after school as sponsors are available. To be eligible to participate, a student will:

Extracurricular Athletics

Legacy Traditional School athletes develop sportsmanship, character, and athletic skills. These values will promote the best possible athletic experience. Our goal as parents, coaches and students is to demonstrate victory with honor. Sports may include cross-country, flag football, volleyball, basketball, co-ed soccer, softball, and baseball. Participation in extracurricular athletics is based on academic eligibility and grade level.

Before and After-school Care “Legacy Kids Care” (LKC)

LKC is a non-licensed, before and after school program. LKC provides a safe, structured, caring, enriching, and affordable program led by Legacy Traditional School trained and experienced staff at all campuses. LKC is designed with our busy parents in mind. LKC students remain on-site, eliminating the need for additional transportation to a child care center. Students participate in fun, educational activities, spend time with friends, and receive homework help (afternoon sessions). LKC is available before and after school from 6:00 a.m. to 6:00 p.m. Day camps/Intersession and summer camp options are available. Tuition fees apply. Part and Full-time options are available.

Additional School-Wide Activities

Kindergarten – 6th Grade Classroom Parties

Classroom parties are limited to a maximum of four (4) per school year: Fall, Christmas, Valentine's Day, and End-of-the-Year. Parents may bring in party items for these occasions before school or one hour before the party. Please contact the child's teacher if a child is in need of an accommodation.

Birthdays

Students' birthdays are recognized at flag ceremony and by classroom teachers with a small gift. Celebrating birthdays is a non-curricular activity; therefore, LTS do not allow food or other items to be brought in to celebrate birthdays. However, a book donation to the classroom library is welcomed. It is policy that students do not distribute invitations to parties on campus. Parents may voluntarily provide their personal contact information to be placed in a public directory for the purpose of invitations, carpooling, classroom events, etc. Parents may request a copy of their child's classroom directory from the teacher for student contact information.

Field Trips

Field trips are related to the curriculum and appropriate to students' grade levels. One field trip may be scheduled with the principal's approval each year. Under special circumstances, and with prior approval from the principal, teachers may schedule two field trips. Students are expected to adhere to the LTS dress code. Every field trip will have clear academic objectives. Teachers may require students to take notes and/or collect data for reports. Arrangements for the field trip, parent notification and permission slips, transportation, lunch, and adult chaperones are determined at least two weeks in advance. Parent phone calls are not accepted in lieu of a signed permission slip. Parents may choose not to allow their child to attend a field trip. Students must ride the bus to the field trip and ride the bus back to the school. Field trips are a privilege, not a right. Students who exhibit positive behavior throughout the year will be eligible to participate. All parents chaperoning a school field trip must LTS background clearance prior to attending the field trip. Custodial guardians are considered chaperones. Volunteers must dress modestly. When chaperoning, parents are not to attend class field trips with children other than those in the class.

Flag Ceremony

A flag ceremony is held each morning. The goal of the Flag Ceremony is to encourage Responsible Citizenship and enhance school unity, spirit, and pride. The flag ceremony consists of the Pledge of Allegiance and a moment of silence led by the Principal or designee. In addition, a variety of patriotic songs, poems, original creative writing, or character instruction may be included. All students are encouraged to participate in the Pledge and songs. Each class may have the opportunity to make patriotic presentations during flag ceremony throughout the school year. At the end of the flag ceremony, announcements may be made. In addition, birthdays and school or individual recognition awards will be acknowledged.

Homework Assignments

Homework is assigned to reinforce daily learning activities, as well as aid each student in time management, personal responsibility, develop study skills, and foster independent learning. The homework policy will reinforce parents' active involvement in their child(ren)'s academic progress. Homework is assigned Monday through Thursday, except before a holiday, student conferences, on state testing days, and the day of a child's grade level music performance (K-6 only). Daily homework is due at the beginning of the next school day for K-6 students and at the beginning of each class period for 7th-8th grade students. Please see the following list for the typical homework given per grade level. This may vary from day to day and is a general approximation at each grade level.

Parents wishing to gather homework missed due to an excused absence or on the day of an early sign out may do so at 3:15 pm in the front office. To prevent any delay in retrieving class work/homework, parents are encouraged to contact their child's teacher prior to their arrival at 3:15 pm.

Kindergarten homework may include:

- Math: approximately 10 to 20 problems and a math facts sheet.
- Phonograms/Spelling: activities and worksheets that reinforce phonograms and spelling words.

1st - 6th Grade homework may include:

- Math: approximately 10 to 20 problems and a math facts sheet.
- Phonograms/Spelling: activities and worksheets that reinforce phonograms and spelling words.
- Science and Social Studies: study weekly for quizzes/tests.

7th and 8th Grade homework may include:

- Math: approximately 10 to 20 problems.
- ELA English: Approx. 15- minute writing/grammar activity.
- Literature: Approx. 15-minute reading comprehension/vocabulary activity.
- Social Studies: Approx. 15-minute
- Science: Approx. 15-minute
- Electives: complete class work and/or study for quizzes/tests as needed.

Other types of homework assigned may include:

- Writing themes, short stories, or compositions.
- Drilling and practicing specific skills.
- Researching for long-term projects (i.e., research papers, science fair, book reports, etc.) .
- Memorizing material to be recited in class.
- Conducting interviews and gathering information from authoritative sources.
- Working on notebooks, maps, and other projects related to course activities.

Reading homework for Kindergarten – 8th grades:

- Reading—In addition to a specific homework assignment, students are **encouraged** to read each evening. Students may be read to, may read silently, or may read to parents and others in the home.
Kindergarten - 1st grade = 15 minutes per night
2nd - 3rd grade = 20 minutes per night
4th - 6th grade = 30 minutes per night
7th - 8th grade = 40 minutes per night
- Poetry—Each grading period, students are expected to make a selection from the provided list and read, memorize, and recite a poem in class.
- Book Reports—Each grading period, students are expected to select a book and complete a detailed book report after reading the book.

If a child is taking an excessive amount of time to complete homework assignments, please note this on the homework slip or contact the teacher directly. This information is used to assess both individual and class mastery of concepts, as well as determine proper homework load. Your child may experience difficulties if he/she has excessive absences, is new to LTS, or is learning new or difficult concepts. Grades K-6 utilize daily homework slips, and grades 7-8 use a daily homework planner. These can be used as a communication tool between parents and teachers and should be signed by the parent Monday through Thursday.

Teacher Responsibilities Regarding Homework

The teacher will:

- Assign meaningful and grade level appropriate homework that reinforces daily learning objectives.
- Monitor comprehension and provide appropriate feedback. Make every attempt to keep homework consistent within the grade level.
- Take into account long-term assignments when assigning daily homework.
- Communicate in a timely manner with parents and students when homework issues arise.
- Respond in a timely manner when homework concerns are brought to his/her attention by a parent.
- Provide appropriate feedback.

Student Responsibilities Regarding Homework

The student will:

- Keep an accurate record of assignments and provide parents with accurate homework slips.
- Complete his/her work on time.
- Apply and practice skills learned in class.
- Strive for the highest quality work possible by completing homework to the best of his/her ability.
- Communicate to parents or teacher when concepts when having difficulty.

Parent Responsibilities Regarding Homework

The parent will:

- Provide the proper conditions suitable to study.
- Check his/her child's homework for complete and neatly written responses.
- Sign homework assignment slips/daily planner
- Supervise completion. Read all communications regarding homework.
- Ensure that proper materials and supplies are available.
- Utilize the comment section of the daily homework slip or daily planner to communicate as necessary.
- Contact the teacher in a timely manner when homework concerns arise.
- Support school homework policies.
- Monitor his/her child's grades and attendance.

Long-term Assignments (assigned more than one week in advance)

Examples of long-term assignments include, but are not limited to, book reports, poem recitations, science projects and research papers.

- Long-term assignments submitted after the due date will result in a 0 percent (0%) for students at all grade levels.
- Long-term assignments are due at the beginning of the school day for K-6 students and at the beginning of each class period for 7-8th-grade students on the given due date.
- When a student is absent, long-term assignments are due at the beginning of class the first day the student returns.
- Teachers use discretion to determine guidelines in acceptance of late assignments due to extreme circumstances.

Grading and Report Cards

LTS has four grading periods. Progress reports are emailed mid-grading period to provide consistent to provide an opportunity to address academic or behavioral needs of the student. Report cards are emailed and a paper copy is sent home at the end of each grading period. Report cards provide information regarding the student's academic and behavioral performance. Report card envelopes are signed by the parent and returned to the teacher in a timely manner.

Parents are encouraged to access their child(ren)'s grades at any time at <http://www.legacytraditional.org/parent-portal>. Parent Portal account access information is provided during the first week of the school year and may be requested from the registrar at any time.

Parents may request to meet with their child's teacher at any time throughout the year to discuss their child's performance.

Grading Scale: LTS grades 1st – 8th grades utilize the following grading scale:

A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%

F 0-59.9%

Kindergarten

All areas receive O (Outstanding), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory).

Elementary School (Grades 1-6)

Homework and all academic subjects receive a letter grade of A, B, C, D, or F.

All specials, academic effort, and citizenship, receive an O, S, N, or U.

Junior High (Grades 7-8)

All core subjects and elective courses receive a letter grade of A, B, C, D, or F. LTS begins each grading period with a fresh start. LTS implements a 45, 45, 10 formula to calculate semester grades.

Grading Period One Final Percentage = 45% Semester 1 Weight

Grading Period Two Final Percentage = 45% Semester 1 Weight

Mid-term Exam Administered in GP 2 = 10% Semester 1 Weight

Grading Period Three Final Percentage = 45% Semester 2 Weight

Grading Period Four Final Percentage = 45% Semester 2 Weight

Final Exam Administered in GP 4 = 10% Semester 2 Weight.

Example: *Scores shown are based on a 100 pt. system

Grading Period	Semester Weight	Score	Weighted Semester Score (45/45/10)
Period 1	45%	80	36
Period 2	45%	82	36.9
Final	10%	82	8.2
Final Semester Grade			81.1

Progress Reports

All parents (K-8) receive Progress Reports midway through the grading period regarding their child’s academic and behavioral performance.

Report Cards

Parents receive a report card at the end of every grading period for grades K-8. Report cards include information regarding the student’s academic and behavioral performance. Report card envelopes are signed by the parent and returned to the teacher in a timely manner.

Parent-Teacher Conferences/Student-Led Conferences

Conferences are scheduled each fall and spring; attendance is expected of all parents. Additional conferences may be requested by

teachers, parents, or administrators at any time throughout the year. The spring conferences provide an opportunity for students to highlight progress.

Promotion/Retention

Legacy Traditional Schools will promote a student when they demonstrate proficiency of fundamental skills that are needed to be successful at the next grade level. The retention of a student in his/her grade level is the final intervention step to ensure these skills are achieved before advancing to the next grade level.

Students must demonstrate accomplishment of the standards in reading, writing, mathematics, science and social studies adopted by the Nevada Department of Education. Legacy values all academic disciplines by providing a well-rounded program of instruction. The Promotion and Retention Policies reflect our back-to-basics philosophy, rooted in the belief that students will be successful across all disciplines when they are proficient in the foundational skills of reading, writing, and mathematics.

If the student does not meet the Promotion Criteria for his or her grade level, parents will be notified of available interventions. Interventions may include, but are not limited to tutoring, summer school, and grade-level retention.

Kindergarten – 6th Grade Promotion (NRS 386.583)

Students will be promoted in K-6th grades when they have demonstrated proficiency of a combined 70% or above in the foundational academic subjects of language arts (writing, grammar, reading, spelling and phonograms) and math at the conclusion of the school year.

7th and 8th Grade Promotion NRS (386.583)

Students will be promoted in 7th/8th grades when they have demonstrated proficiency of a combined 70% or above in their core academic subjects of literature, English, math, science, and social studies at the conclusion of the school year.

Policy Prohibiting Self-Retention and Self Promotion (NRS 386.583)

Legacy Traditional School takes its role as a part of the educational community seriously and respects the decisions made by other educational institutions and professionals. Therefore, a student who adequately completed a grade level at a previous school must enroll in the next sequential grade level available. Parents may not “self-retain” or “self-promote” by selecting a lower or higher grade level during the enrollment process. Should this occur, the school administration would meet with the parent and discuss consequences, including, but not limited to, withdrawal of the student or a change in grade. Written proof of retention or accelerated promotion by the former school must be submitted in writing in order for the grade change to be valid at Legacy Traditional School.

Positive Discipline

LTS utilizes a positive discipline program to reinforce appropriate behavior in order to create an environment conducive to accelerated learning. Appropriate behavior is praised publicly and reinforced in all grade levels.

Principal's Pride:

K-2 – All students who earn all “O’s” or “A’s” (excluding: Homework, Academic Effort, Citizenship, Computers/Library, PE, and Music courses)

3-6 – Students who earn all “As” (excluding: Academic Effort, Citizenship, Computers/Library, PE, and Music courses)

7-8 – Students who earn all “As” in all subject areas (including electives)

Honor Roll:

K-2 –Students who earn an “O”, “S+”, “S”, “A”, or “B” in all subject areas (excluding: Homework, Academic Effort, Citizenship, Computers/Library, PE, and Music courses)

3-6 –Students who earn an “A” and “B” in all subject areas (excluding: Academic Effort, Citizenship, Computers/Library, PE, and Music courses)

7-8 – Students who earn an “A” and “B” in all subject areas (including specials)

“Caught Ya’s” Positive Affirmations

Caught Ya’s are given to K-8 students by staff members when they demonstrate positive citizenship and character on campus or at a school-sponsored activity. The students are recognized throughout the school year.

Standards of Citizenship Character Awards

Teachers will select students that best demonstrate the trait chosen for each grading period in the Standards of Citizenship curriculum, which include Citizenship, Responsibility, Loyalty, and Service. Selected students will be publicly acknowledged during Flag Ceremonies.

Junior High PRIDE Program

Junior High Teachers implement the PRIDE program in conjunction with positive discipline to reinforce an environment conducive to accelerated learning. Students who exhibit appropriate behavior consistently are eligible to participate in PRIDE Program activities at the end of every grading period. Refer to the Junior High PRIDE packet for further details.

Student Discipline Policy

Kindergarten – 6th Grade Five Steps of Discipline

LTS maintains a highly structured, safe, and orderly environment. Respect and courtesy are expected at all times. In an effort to redirect inappropriate behavior, when the teacher has exhausted all positive discipline strategies, the following steps will be taken:

Step 1 – Warning

Step 2 – Moved to the back of the classroom for the duration of the lesson or assignment or complete campus beautification time

Step 3 – Return to the back of the classroom for an extended period of time and complete a work.

Step 4 - Sent to Administration, followed by a written referral.

A student may be referred directly to the office when deemed necessary.

Administrative Disciplinary Steps

Violations of classroom or school rules requiring intervention beyond that of the classroom teacher are handled according to the following disciplinary process.

*Step 1— Conference with the administrator.

*Step 2— Conference with the administrator and parents (plus teacher/staff if necessary) and an appropriate consequence is determined.

*Step 3— Suspension for remainder of the day and the parent must attend a re-admittance conference with the administration before the student returns. A Student and Parent Behavior/Academic Commitment will be established.

*Step 4— Short Term Suspension (1-3 days) and the parent must attend a re-admittance conference with the administration before the student returns.

*Step 5- Long Term Suspension (4-9 days) and the parent must attend a re-admittance conference with the administration before the student returns.

*Step 6- Expulsion (≥ 10 days). The long-term or permanent removal of a student may be pursued based on the infraction and in accordance to State and Federal law. The school administration will follow Procedural Due Process procedures for all long-term and expulsion considerations.

*Principals use discretion on implementing steps. Disciplinary action may begin at any step, and steps may be combined depending on the severity of the offense. Principals will reference its Infraction = Consequence Matrix to determine consistent student consequences based on the infraction(s). The Infraction = Consequence Matrix can be located in Appendix I of this handbook.

Should a student suspension for an infraction be granted following an investigation and a conference between the school administration, parent(s), and student, the school administration will obtain a ‘Suspension Notice’ outlining the offense, consequence, and dates of the out-of-school suspension. All parties will sign the Suspension notice during the conference. A conference or some other form of communication with the parent or legal guardian of the pupil must take place before the pupil is allowed to return to school.

A student who has been suspended or expelled shall not be permitted on school property and shall not be permitted to participate in school functions or activities without special permission by the administration prior to the student's participation.

NRS 386.585 (3) A pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is selling or distributing any controlled substance or who is found to be in possession of a dangerous weapon as provided in NRS 392.466 may be removed from the charter school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, which must be conducted as soon as practicable after removal, for suspension or expulsion of the pupil.

Habitual Disciplinary Problem; Suspension and Expulsion (NRS 392.4655)

Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem.

1. Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in 1 school year:

(a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school;

(b) The pupil has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on the pupil's way to or from school; or

(c) The pupil has a record of five suspensions from the school for any reason.

2. At least one teacher of a pupil who is enrolled in elementary school and at least two teachers of a pupil who is enrolled in junior high, middle school, or high school may request that the principal of the school deem a pupil a habitual disciplinary problem. Upon such a request, the principal of the school shall meet with each teacher who made the request to review the pupil's record of discipline. If, after the review, the principal of the school determines that the provisions of subsection 1 do not apply to the pupil, a teacher who submitted a request pursuant to this subsection may appeal that determination to the board of trustees of the school district. Upon receipt of such a request, the board of trustees shall review the initial request and determination pursuant to the procedure established by the board of trustees for such matters.

3. If a pupil is suspended for initiating a fight described in paragraph (b) of subsection 1 and the fight is the first such fight that the pupil has initiated during that school year, or if a pupil receives one suspension on the pupil's record, the school in which the pupil is enrolled shall provide written notice to the parent or legal guardian of the pupil that contains:

(a) A description of the acts committed by the pupil and the dates on which those acts were committed;

(b) An explanation that if the pupil is suspended for initiating one additional fight or if the pupil receives five suspensions on his or her record during the current school year, the pupil will be deemed a habitual disciplinary problem;

(c) An explanation that, pursuant to subsection 3 of NRS 392.466, a pupil who is deemed a habitual disciplinary problem must be suspended or expelled from school for a period equal to at least one school semester;

(d) If the pupil has a disability and is participating in a program of special education pursuant to NRS 388.520, an explanation of the effect of subsection 6 of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(e) If applicable, a summary of the provisions of subsection 4.

A school shall provide the notice required by this subsection for each suspension on the record of a pupil during a school year. A school may include the notice required by this subsection with notice that is otherwise provided to the parent or legal guardian of a pupil which informs the parent or legal guardian of the act committed by the pupil.

4. If a pupil is suspended for initiating a fight described in paragraph (b) of subsection 1 and the fight is the first such fight that the pupil has initiated during that school year, or if a pupil receives four suspensions on the pupil's record within 1 school year, the school in which the pupil is enrolled may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation, a voluntary agreement by:

(a) The parent or legal guardian to attend school with his or her child.

(b) The pupil and the pupil's parent or legal guardian to attend counseling, programs or services available in the school district or community.

(c) The pupil and the pupil's parent or legal guardian that the pupil will attend summer school, intersession school, or school on Saturday, if any of those alternatives are offered by the school district.

If the pupil commits the same act for which notice was provided pursuant to subsection 3 after he or she enters into a plan of behavior, the pupil shall be deemed a habitual disciplinary problem.

5. If a pupil commits an act the commission of which qualifies the pupil to be deemed a habitual disciplinary problem pursuant to subsection 1, the school shall provide written notice to the parent or legal guardian of the pupil that contains:

(a) A description of the qualifying act and any previous such acts committed by the pupil and the dates on which those acts were committed;

(b) An explanation that pursuant to subsection 3 of NRS 392.466, a pupil who is a habitual disciplinary problem must be suspended or expelled from school for a period equal to at least one school semester;

(c) If the pupil has a disability and is participating in a program of special education pursuant to NRS 388.520, an explanation of the effect of subsection 6 of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(d) If applicable, a summary of the provisions of subsection 6.

The school shall provide the notice at least 7 days before the school deems the pupil a habitual disciplinary problem. A school may include the notice required by this subsection with notice that is otherwise provided to the parent or legal guardian of a pupil which informs the parent or legal guardian of the act committed by the pupil.

6. Before a school deems a pupil a habitual disciplinary problem and suspends or expels the pupil, the school may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation, a voluntary agreement by:

(a) The parent or legal guardian to attend school with his or her child.

(b) The pupil and the pupil's parent or legal guardian to attend counseling, programs or services available in the school district or community.

(c) The pupil and the pupil's parent or legal guardian that the pupil will attend summer school, intersession school, or school on Saturday, if any of those alternatives are offered by the school district.

If the pupil violates the conditions of the plan or commits the same act for which notice was provided pursuant to subsection 5 after he or she enters into a plan of behavior, the pupil shall be deemed a habitual disciplinary problem.

7. A pupil may, pursuant to the provisions of this section, enter into one plan of behavior per school year.

8. The parent or legal guardian of a pupil who has entered into a plan of behavior with a school pursuant to this section may appeal to the board of trustees of the school district a determination made by the school concerning the contents of the plan of behavior or action taken by the school pursuant to the plan of behavior. Upon receipt of such a request, the board of trustees of the school district shall review the determination in accordance with the procedure established by the board of trustees for such matters.

(Added to NRS by 1997, 2489; A 1999, 2110)

Suspension or expulsion of pupil for battery on employee of school, possession of firearm or dangerous weapon, sale or distribution of controlled substance or status as habitual disciplinary problem; limitations for pupils with disabilities (NRS 392.466).

1. Any pupil who commits a battery which results in the bodily injury of an employee of the school or who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus must, for the first occurrence, be suspended or expelled from that school.

Suspension, expulsion or exclusion of pupil with disability. (NAC 388.265, NRS 385.080, 388.520)

1. A pupil with a disability may not be suspended, expelled, or excluded from attendance by a public agency except upon compliance with the provisions of this section, 34 C.F.R. §§ 300.530 to 300.536, inclusive, and 20 U.S.C. § 1415(k). School personnel may consider any unique circumstances, including, without limitation, the disciplinary history of the pupil, the ability of the pupil to understand consequences, whether the pupil expresses remorse and whether support was provided before the misconduct, on a case-by-case basis when determining whether to make a change of placement for a pupil with a disability who violates a code of conduct for pupils.

2. Before initiating any suspension, expulsion or exclusion that will result in a change of placement for the pupil during a school year, the public agency shall convene a meeting of relevant members of the committee, as determined by the parent and the public agency that developed the pupil's individualized educational program pursuant to NAC 388.281. The public agency may appoint other qualified personnel to meet with those relevant members of the committee.

3. The public agency, the parent, the relevant members of the committee, and any other qualified personnel appointed by the public agency to meet with the relevant members of the committee shall:

(a) Consider all information relevant to the behavior subject to disciplinary action, including, without limitation:

(1) Evaluations and diagnostic results, including, without limitation, relevant information supplied by the parents of the pupil;

(2) Observations of the pupil; and

(3) The pupil's individualized educational program and placement.

(b) Determine whether the behavior of the pupil was a manifestation of the disability of the pupil. In carrying out the requirements of this paragraph, it must be determined whether the conduct in question was:

(1) Caused by or directly and substantially related to the disability of the pupil; or

(2) The direct result of the public agency's failure to implement the pupil's individualized educational program.

If the public agency, the parent and the relevant members of the committee determine that either subparagraph (1) or (2) is applicable to the pupil, the conduct must be determined to be a manifestation of the disability of the pupil.

(c) Prepare a report containing their findings and conclusions.

4. The public agency shall provide to a pupil with a disability who is suspended, expelled or excluded a free appropriate public education in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., on the 11th school day that the pupil is removed and during any subsequent school day in the same school year in which the pupil is removed from school.

5. As used in this section:

(a) "Change of placement" occurs under the circumstances described in 34 C.F.R. § 300.536.

(b) "School day" means any day, including a partial day, during which pupils are in attendance at school for instructional purposes.

Disturbance of school; assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties (NRS 392.910)

1. It is unlawful for any person to disturb the peace of any public school by using vile or indecent language within the building or grounds of the school. Any person who violates any of the provisions of this subsection is guilty of a misdemeanor.

2. It is unlawful for any person to assault any pupil or school employee:

(a) Within the building or grounds of the school;

(b) On a bus, van or any other motor vehicle owned, leased or chartered by a school district to transport pupils or school employees; or

(c) At a location where the pupil or school employee is involved in an activity sponsored by a public school.

Except under circumstances described in paragraph (c) or (d) of subsection 2 of NRS 200.471 or in NRS 200.571, any person who violates any of the provisions of this subsection is guilty of a misdemeanor.

3. It is unlawful for any person maliciously and purposely in any manner to interfere with or disturb any persons peaceably assembled within a building of a public school for school district purposes. Any person who violates any of the provisions of this subsection is guilty of a misdemeanor.

4. For the purposes of this section “school employee” means any licensed or unlicensed person employed by a board of trustees of a school district pursuant to NRS 391.100.

Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties (NRS 392.915)

1. A person shall not, through the use of any means of oral, written or electronic communication, including, without limitation, through the use of cyber-bullying, knowingly threaten to cause bodily harm or death to a pupil or employee of a school district or charter school with the intent to:

(a) Intimidate, harass, frighten, alarm or distress a pupil or employee of a school district or charter school;

(b) Cause panic or civil unrest; or

(c) Interfere with the operation of a public school, including, without limitation, a charter school.

2. Unless a greater penalty is provided by specific statute, a person who violates the provisions of subsection 1 is guilty of:

(a) A misdemeanor, unless the provisions of paragraph (b) apply to the circumstances.

(b) A gross misdemeanor, if the threat causes:

(1) Any pupil or employee of a school district or charter school who is the subject of the threat to be intimidated, harassed, frightened, alarmed or distressed;

(2) Panic or civil unrest; or

(3) Interference with the operation of a public school, including, without limitation, a charter school.

3. As used in this section:

(a) “Cyber-bullying” has the meaning ascribed to it in NRS 388.123.

(b) “Oral, written or electronic communication” includes, without limitation, any of the following:

(1) A letter, note or any other type of written correspondence.

(2) An item of mail or a package delivered by any person or postal or delivery service.

(3) A telegraph or wire service, or any other similar means of communication.

(4) A telephone, cellular phone, satellite phone, page or facsimile machine, or any other similar means of communication.

(5) A radio, television, cable, closed-circuit, wire, wireless, satellite or other audio or video broadcast or transmission, or any other similar means of communication.

(6) An audio or video recording or reproduction, or any other similar means of communication.

(7) An item of electronic mail, a modem or computer network, or the Internet, or any other similar means of communication.

(Added to NRS by 2001 Special Session, 184; A 2009, 690)

Bullying and Cyber-Bullying Is Prohibited in Public Schools (NRS 388.139)

Threats

Student and staff safety is of utmost importance. All threats are taken seriously and processed in accordance with the LTS Threat Assessment protocol. In the school environment, threats may be defined as expressions of intent to do harm or to act out violently. Threats may be verbal, symbolic, or written. School personnel, students, parents, and community members will report all threats to the school administration. The Threat Assessment protocol is available for review upon request.

Bullying

According to the Nevada Revised Statutes, "Bullying" means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes the person to suffer harm or serious emotional distress;
2. Exploits an imbalance in power between the person engaging in the act or conduct and the person who is the subject of the act or conduct;
3. Poses a threat of immediate harm or actually inflicts harm to another person or to the property of another person;
4. Places the person in reasonable fear of harm or serious emotional distress; or
5. Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

"Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in [NRS 200.737](#).

Various bullying prevention efforts are implemented at Legacy Traditional Schools including Week of Respect, Responsible Citizenship curriculum and instruction, as well as the utilization of Positive Discipline. All forms of bullying conduct must be taken seriously, and school personnel, students, parents, and community members must report bullying to the school administration, no matter which type. The School Bullying Policy is available for stakeholder review upon request. Any individual submitting a false report of bullying will face strict consequences for a deliberate, hurtful action against another.

Hazing

"Hazing" means 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:

- (a) 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 an educational institution.
- (b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. All forms of hazing conduct must be taken seriously, and school personnel, students, parents and community members must report hazing to the school administration, no matter which type. The School Hazing Policy is available for stakeholder review upon request. Any individual submitting a false report of hazing will face strict consequences for a deliberate, hurtful action against another.

Harassment

According to the United States, Office for Civil Rights, “Harassing Conduct” may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. All forms of harassing conduct will be taken seriously, and school personnel, students, parents, and community members must report harassment to the school administration. The Harassment Policy is available for review upon request. Any individual submitting a false report of harassment will face strict consequences for a deliberate, hurtful action against another.

Week of Respect (NRS 388.145)

Each year, LTS-Nevada will observe a “Week of Respect.” The information delivered during the Week of Respect will focus on:

1. Methods to prevent, identify, and report incidents of bullying and cyber-bullying;
2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
3. Methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying.

General Rules

Students will:

- Follow instructions given by staff.
- Show respect to adults and fellow students.
- Use only wholesome and courteous language.
- Only consume water on campus during school hours other than in the lunchroom.
- Respect other individuals’ properties and do not take items belonging to others.
- Help preserve school property and grounds.
- Walk on the sidewalks in a quiet and orderly manner.
- Settle disagreements without fighting or threatening to fight.
- Not participate in public displays of affection.

Uniform and Dress Code

The School Governing Board has discretionary powers with regard to the setting of school policies, including the requirement that students wear uniforms to school to support the mission. One of those expectations is the mandatory uniform dress code, which LTS has deemed appropriate in order to contribute to and promote the academic environment.

To attend class, all students must be in compliance with all aspects of the Student Uniform Dress Code policy, including the requirements related to hair. It is the responsibility of both parents and students to understand and comply with all Student Uniform Dress Code standards.

LTS teachers ensure that students are in compliance with the Mandatory Uniform Dress Code daily. When instances of non-compliance are identified, the school will notify parents. Parents may be required to bring appropriate dress or footwear to the school for their child(ren).

The Mandatory Uniform Dress Code

Students are expected to come to school in a presentable manner that demonstrates respect for themselves and their school. All school attire should be fitted, clean and neat. Hairstyles should be neatly groomed and non-distracting.

Mandatory Uniform Dress Code Options for Girls

<p>Pants <i>All pants must be worn at the natural waistline.</i></p>	<ul style="list-style-type: none"> • Pants (uniform style) must be plain navy blue or khaki. Cargo pants are not allowed. • Jeans may be worn as long as they are plain dark blue denim. Jeans with fading, designs or embellishments are not allowed. Nor are skinny jeans or jeggings. • Capris may be worn as long as they are plain navy blue, dark blue denim or khaki. They must fit properly and have no embellishments.
<p>Shorts & Skorts <i>All shorts and skorts must be worn at the natural waistline.</i></p>	<ul style="list-style-type: none"> • Shorts & Skorts may be worn as long as they are plain navy, dark blue denim or khaki. They must fit properly, have no embellishments, and be longer than fingertip length. • Tights & leggings must be in a solid color of red, white or navy blue.
<p>Dresses & Jumpers</p>	<ul style="list-style-type: none"> • Dress/jumper (uniform style) are acceptable as long as they are plain navy blue, dark blue denim, red or khaki, with no stripes or other design. • Jumpers must be worn with a dress code appropriate shirt underneath and be knee length. • It is requested that shorts be worn underneath all skirts and jumpers for modesty during play. • Tights, leggings must be in a solid color of red, white or navy blue.
<p>Shirts</p>	<ul style="list-style-type: none"> • All shirts must be a solid color (no pinstripes or logos of any kind are allowed). The only exceptions are solid colored shirts with the LTS logo. • All visible undershirts must be solid red, white or blue. • A collar and sleeves are required. • All shirts must be tucked in. •
<p>Outerwear</p>	<ul style="list-style-type: none"> • Sweaters, sweatshirts, jackets, or hoodies -- worn inside -- must be in a solid school color of red, white or navy blue (either plain or with a Legacy logo). • No caps may be worn at school except for sun protection outside. Bandanas are not permitted.
<p>Shoes</p>	<ul style="list-style-type: none"> • Shoes must be closed toe and adhere securely at the heel and be tied properly if they were designed to do so. • Flip-flops, shoes made solely of flip flop material (e.g., Crocs), “Jellies”, high-heeled, wedges or any footwear deemed unsafe or inappropriate by the administration are not acceptable. • “Heelies” or roller shoes can only be worn if the wheels are removed.
<p>Hair</p>	<ul style="list-style-type: none"> • All students shall maintain their hair in a clean, well-groomed manner. Extreme hairstyles/cuts are not acceptable. • If bangs are worn, they must be above the eyebrow. • Hair must be a color that would naturally occur on the individual; severe or contrasting highlights are not permitted (reds, greens, blues, pinks, etc.).

Mandatory Uniform Dress Code Options for Girls

Jewelry	<ul style="list-style-type: none"> Minimal jewelry is permitted. Accessories must not be a distraction to the educational environment; all jewelry remains on the owner. Jewelry is worn in the manner designed. Pierced body jewelry, including gauged earrings, are not allowed. Only one pair of post earrings is permitted.
Cosmetics	<ul style="list-style-type: none"> Face or eye makeup is not to be worn at school by students in grades K-6. For girls in grades 7-8, lightface makeup that is natural looking may be worn. It should not be excessive or disrupt the educational process. Visible tattoos are not permitted.

Mandatory Uniform Dress Code Options for Boys

<p>Pants</p> <p><i>All pants must be worn at the natural waistline.</i></p>	<ul style="list-style-type: none"> Pants (uniform style) must be plain navy blue or khaki. Cargo pants are not allowed. Jeans may be worn as long as they are plain dark blue denim. Jeans with fading, designs or embellishments are not allowed.
<p>Shorts</p> <p><i>All shorts must be worn at the natural waistline.</i></p>	<ul style="list-style-type: none"> Shorts must fit properly, have no embellishments, and be longer than fingertip length.
Shirts	<ul style="list-style-type: none"> All shirts must be a solid color (no pinstripes or logos of any kind are allowed). The only exceptions are solid colored shirts with the LTS logo. All visible undershirts must be solid red, white or blue. A collar and sleeves are required. All shirts must be tucked in.
Outerwear	<ul style="list-style-type: none"> Sweaters, sweatshirts, jackets or hoodies -- worn inside -- must be in a solid school color of red, white or navy blue (either plain or with a Legacy logo). No caps are allowed at school except for sun protection outside. Bandanas are not permitted.
Shoes	<ul style="list-style-type: none"> “Heelies” or roller shoes can only be worn if the wheels are removed.
Hair	<ul style="list-style-type: none"> Hair is neatly groomed and trimmed. Hair length should not be longer than the bottom of the earlobes on the side or fall below the collar in the back. Hair length in front must not fall below the eyebrows or otherwise interfere with or

Mandatory Uniform Dress Code Options for Boys

	<p>obstruct student vision.</p> <ul style="list-style-type: none"> • Hair fasteners may not be used to manipulate hair length that would fall below the collar if unrestrained. • Extreme hair designs and hair colors that materially interfere with schoolwork, create disorder or disrupt the educational program are not permitted. Examples of extreme hair designs that are prohibited are Mohawks of any length or faux-hawks and other hairstyles longer than an inch.
Jewelry	<ul style="list-style-type: none"> • Bracelets or any jewelry that the school administrators determine to be vulgar, lewd, profane, offensive, or carries a veiled sexual, gang, or violent message is prohibited. • Earrings and pierced body jewelry is not permitted to be worn.
Cosmetics	<ul style="list-style-type: none"> • Face or eye make-up is not to be worn at school by male students. • Fingernail polish is prohibited. • Visible tattoos (ink or temporary) must be covered.

Dress Out of Uniform Days

Dress Out Days will be celebrated on designated days throughout the school year. Staff and students may show school spirit on these days by following the designated themes announced each grading period, and are encouraged to make a \$1 donation to be utilized for school activities. Students may wear athletic wear for Field Day. Dress out clothes and footwear need to be modest, appropriate and fall within the dress code guidelines for fit, length, neatness, and are at the administration’s discretion.

Picture Days

Picture Days include School Picture Day and 8th Grade Promotion Picture Day. Students may either wear their school uniform or “dress up” for school pictures. “Dress up” clothes and footwear need to be modest, appropriate and fall within the dress code guidelines for fit, length and neatness. Specific guidelines for Picture Days are:

1. Collared shirts
2. Blouses must be sleeved and opaque
3. Flat, close-toed shoes (no heeled dress shoes)
4. Hair must follow dress code policy

Drop-Off and Dismissal

Specifics on drop-off and pick-up are provided by the individual schools. Generally, drop-off period is from 7:30-8:00 a.m. There is no supervision for students until 7:30 a.m. Pick-up is from 2:40-3:15 p.m. at all schools.

Procedure:

- Pick-up signs are required to pick up a child from campus, or the parents are required to provide identification in the front office.
- All signs must be clearly visible.
- Parents are expected to maintain appropriate school behavior when on school grounds.
- If parents are consistently late picking up their child, a fee is incurred.

Late Pick Up

Parents are required to pick up their student(s) immediately after school. Pick up will be completed by 20 minutes of the expressed dismissal time. Students picked up after these times will be considered a Late Pick Up.

On the first Late Pick Up in a grading period, parents are provided with a Warning Notice. On the second Late Pick Up parents receive a Final Warning. On the third Late Pick Up in the same grading period, parents will be charged \$1.00 per minute late, per student, for the time the child is left on campus after the expressed Pick Up times. If Late Pick Ups are excessive, parents may be subject to legal action.

After school activities, including tutoring, have varying dismissal times. Pick up for after school activities will be completed within 10 minutes of the designated dismissal time. If Late Pick Ups are excessive, students may be subject to removal from the activity.

Unsupervised Release Procedures

Parents may request to have their child released off campus to walk or ride their bikes at the conclusion of the school day. This arrangement may be made to include each week day or for specific, identified school days. In order to do so, parents must select the unsupervised release option of “bike” or “walk” on the online enrollment form. Changes may be made at any time in the front office. Unsupervised release students are provided with a school issued zip tie that is to be placed on their backpack.

At dismissal each day, unsupervised release students initial the classroom form under the day of the week they are walking and have the teacher initial next to theirs. If the student is participating in an after school activity (club, sport, tutoring, etc.), they are still required to initial the sign-out sheet before they leave the classroom.

In the case of an emergency requiring the student to walk, the parent is asked to email the teacher or secretary so there is a temporary written release on file.

Attendance

Regular attendance at school creates a positive attitude toward responsibility, which will carry over into adult life. Each student enrolled in school is expected to be in attendance each day the school is in session, except in the case of sickness or an emergency. In the event that a student does not attend school, the parent or guardian must call and leave a message on the school attendance voicemail or email the school attendance email account by 10:00 a.m. in order for the absence to be considered “excused.” Please note that an email to the classroom teacher will not suffice. Both the attendance voicemail and email can accept messages 24 hours a day. Parents are welcome to call late in the evening or very early in the morning.

Phone calls and text messages will be sent at 9:30 a.m. each morning to notify parents of absent students who are still showing as unexcused. Any absent student who has not had a parent contact the attendance office by 10:00 a.m. will be coded as “unexcused”. An email will be sent at 10:15 a.m. confirming the child’s absence and subsequent attendance code.

Interference with pupil attending school; penalty (NRS 392.900)

It is unlawful for any person, against the will of a pupil attending any public school, to beat, whip, detain or otherwise interfere with the pupil while the pupil is on his or her way to and from school. Any person who violates any of the provisions of this section shall be guilty of a misdemeanor.

Perfect Attendance Awards

Perfect attendance awards are presented to students at the end-of-the-year award ceremony. Awards are given to students who had no reported absences to the state information system.

Tardy Students

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

Student Early Check Out

Every effort should be made to schedule appointments outside of school hours to avoid missing instructional time. If a child must leave school prior to the end of the school day for a scheduled appointment (e.g. dentist and doctor), parents are required to come to the office and sign their child out before leaving the campus. Parents must be ready to present an ID at the front office to verify their identity. For the safety of the students and to minimize front office disruption, the school does not allow students to sign out during the last ten minutes of the school day unless there is an emergency. If a student leaves campus without permission, a conference occurs with the principal, teacher, parent or guardian, and student before readmission to classes is granted. Parents should be aware that students who leave early before a certain time may be marked as absent for half or all of the day. Please check with your individual campus registrar for times and details.

Compulsory Attendance

Parents and guardians shall send children between the ages of seven and eighteen years to a public school during all the time the public school is in session in the school district in which the child resides. Legacy Traditional School requires that students attend for 90% of the school days in session in order for a student to advance to the next grade level.

Extended Vacations

All family vacations should be scheduled during scheduled school breaks. Absences due to vacation will be considered unexcused absences. Per Nevada state statute, extended absences will result in an automatic withdrawal of the student from school. (NAC 387.280 (3) and 387.200 (e))

Missed Assignment Due to an Absence (*excluding long-term assignments*)

All students are provided one week to make up missed assignments/assessment(s) due to absences. This does not include long-term assignments. Work not completed by the assigned time is considered late and will not be accepted. In extreme circumstances, administrators can provide an exemption with notification prior to the one-week due date.

Playground Rules

1. Play in the designated areas.
2. Obtain permission from the teacher or staff on duty before entering or leaving the playground.
3. Play away from irrigation and muddy areas.
4. Only throw or kick items specifically designed to be thrown or kicked and use good sportsmanship at all times (no throwing rocks or wood chips).
5. Play safe, non-violent games (no tackling, grabbing clothing, tripping or pushing).
6. Use playground equipment as intended.
7. Report harmful or dangerous objects to the staff on duty.
8. Follow all other rules as established by the staff.
9. Students may eat a snack during recess or break in the designated area.

Restroom Rules

1. K-6th-grade students may use the restroom as needed.
2. 7th-8th-grade students may use the restroom during passing period or with individual bathroom passes. Students are given 20 bathroom passes per grading period to use if they need to go in between passing periods.
3. Students sign out and/or obtain a restroom pass.
4. Keep restrooms neat and clean at all times.
5. Wash hands and immediately return when finished.
6. Report any issues concerning the restroom to your teacher.
7. Students are only permitted to use student-designated restrooms throughout the campus for supervision and safety. These may include single gender restrooms with stalls or unisex facilities.
8. Adults are not permitted to use student restrooms. They are only permitted to use designated adult facilities located throughout the campus.

Items to be Left at Home

We ask parents to ensure that items are not brought to school that would disrupt the learning environment, are unsafe, or could potentially cause injury or damage. This includes (but is not limited to) toys, pets, electronic devices*, gum and candy, trading cards, sports equipment, rollerblades, or skateboards. *If any electronic device (including a cell phone) is heard or seen on campus during the school day, faculty or staff confiscates the item, and it may only be released to the parent. Cell phones may be used after dismissal.

Textbook Policy

The criteria used to determine the damaged book fee is as follows:

- Pencil writing that can be erased = 25% of book price
- Ink writing that cannot be erased = 100% of book price
- Torn pages that can be repaired = 50% of book price
- Lost or damaged completely = 100% of book price
- Water damage to book = 25% -100% of book price

Textbooks must be returned at the end of the school year or a replacement fee is assessed. Transcripts and report cards are released upon receipt of payment in full of assessed fees. Students must return or replace textbooks and/or sports uniforms in order to attend the end of the year field trip.

Food Service

As a convenience to LTS families, Food Services provides lunch for purchase each full class day for a cost of \$2.75 for students and \$3.50 for adults. À la carte items are also available for purchase. Milk, juice, or water is \$.50. LTS does not have a free or reduced lunch program at this time. Assorted breakfast items are available before school for purchase from 7:30 - 7: 50 a.m. for a cost of \$1.50. Students may also bring a lunch from home. Lunches brought after student drop-off are taken to the late lunch table for students to retrieve at lunchtime. Please be sure to mark lunches with student names, grade, and classroom teacher if necessary. *(No snack time is allowed during instructional time; students may choose to eat a snack during recess or break).* **LTS is not an allergy-free school or a nut-free school.** If a child is in need of an accommodation, please contact the child's teacher.

Lost and Found

Items such as jackets, backpacks, lunch totes, water bottles, etc., that are left on school grounds are taken to the lost and found. Items left unclaimed are donated. Please mark student items clearly with your student's name.

Internet Policy

It is current LTS policy that students are not allowed to access the internet at home as part of any homework assignment or project; this includes specific websites that faculty direct students to, teacher pages, and so on. There are no exceptions in any area.

Teachers may put assignments, Cornell notes, and so forth on their teacher pages for parents to access. Parents, however, may access the internet on the student's behalf and of their own volition, and these materials can be passed to the student by the parent. This is acceptable if the parent initiates the use of the internet at home and not as directed by an LTS employee as a requirement to complete an assignment.

Technology Use Agreement

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

Parent Volunteers

Legacy Traditional School feels that active parental involvement is critical to the success of the students and the school. Families are required to volunteer 12 hours per year. Volunteering can include time in the classroom, after school activities, events, or helping prepare teacher materials from home. Please see your child’s classroom teacher, or the office for more information. We encourage parents to visit their child’s classroom frequently and take an active part in the education of their child. Our goal is to have at least one parent in each classroom every day. In order to volunteer in the classroom or chaperone a field trip, parents must complete a Parent Volunteer background check and be approved. This process must be completed every two years at the expense of the parent. In support of the dress code, parents are asked to wear modest attire and to cover all visible tattoos that may be deemed inappropriate or offensive when on campus for lunch, visiting classrooms, attending school-sponsored events, or volunteering. Parents must make arrangements for other children under their care when volunteering in order to avoid unnecessary distractions for students.

Volunteers MUST:

- be a parent/guardian volunteering in own child’s classroom or a common area/activity (library, lunchroom, playgrounds, field trips)
- have a completed background check on file
- sign-in at the front desk each time on campus
- follow appropriate dress code requirements

School Visits

In order to maintain the safety and order of the campus, all parents and visitors must sign in at the front office before entering the campus or classrooms. Individuals not scheduled to volunteer in their child’s class, yet wanting to visit or observe a classroom, may do so for fifteen minutes and at the discretion of and accompanied by an administrator. Parents may not escort their child to their class during instructional time. LTS parents and extended family members are welcome to attend the following school-related events on campus:

- Flag Ceremonies
- Lunch in the Cafeteria (not including recess)
- Parties – 4 annually (Fall, Christmas, Valentines, End-of-the-Year)
- Talent Show
- Award ceremonies

****ALL visitors must follow the appropriate dress code requirements when attending these events and sign-in at the front office. ****

Parents On-Campus Behavior

If a parent’s behavior on campus reduces the school’s ability to effectively serve students, the parent is asked to refrain from coming on campus and/or withdraw their child(ren) from the school, depending upon the discretion of the administration. Please note Nevada Revised Statutes 392.915 and NRS 392.910, abuse of a school employee/student or interferences/disturbance of the operations of a public school is a misdemeanor.

Parental Concerns and Feedback

LTS believe that timely, open, and honest communication is vital to the success of the students and the school. Parents and students are encouraged to respectfully provide feedback and express concerns about any part of the LTS program to the classroom teacher or school administration. LTS will make every effort to listen and attempt to quickly resolve the concern. If a student or parent/guardian has a problem or complaint, he or she may schedule a meeting with the school Principal.

School Communication

Legacy Traditional School uses automated communication software called Alert Solutions, which is imbedded in Infinite Campus, our Student Information System, to quickly contact parents and staff regarding school events, daily attendance, emergencies, and other school related items. Parents are able to customize their preferences regarding what types of messages and what forms of communication they receive in our PowerSchool Parent Portal. Additionally, parents may “unsubscribe” from our notification system.

Social Media at Legacy

LTS’s social media sites are places where parents, staff, alumni, and friends are encouraged to interact. Specific questions of the school should be individually and personally addressed by school’s office and administration staff. Parents are encouraged to call the school should they have any questions. LTS reserve the right to remove anything deemed as inappropriate and terminate involvement by users who post such content:

- Abusive or personal attacks;
- Material that is unlawful, obscene, defamatory, threatening, harassing, abusive, slanderous, hateful or embarrassing to any other entity;
- Third party advertising;
- Chain letters or ‘spam.’

Teacher Education and Background (NRS 391.097)

Parent or guardian may request information regarding professional qualifications of teachers and paraprofessionals; annual notice of right to request information.

1. Upon the request of a parent or legal guardian of a pupil who is enrolled in a public school, the board of trustees of the school district in which the school is located or the governing body of the charter school, as applicable, shall provide to the parent or guardian information regarding the professional qualifications of the pupil’s teachers. The State Board shall prescribe the time by which such information must be provided after receipt of the request by the school district or charter school. The information provided must include, without limitation:

(a) For each teacher who provides instruction to the pupil:

(1) Whether the teacher holds a license for the grade level and subject area in which the teacher provides instruction;

(2) Whether the teacher is:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teacher is employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teacher is employed;

and

(3) The degree held by the teacher and any other graduate certification or degree held by the teacher, including, without limitation, the field in which each degree or certification was obtained; and

(b) If a paraprofessional, as defined in NRS 391.008, provides services to the pupil, the qualifications of the paraprofessional.

2. At the beginning of each school year, the board of trustees of each school district and the governing body of each charter school shall provide written notice to the parents and guardians of each pupil enrolled in a school within the school district or enrolled in the charter school, as applicable, that a parent or guardian may request information pursuant to subsection 1. The State Board shall prescribe the date by which the notice required by this subsection must be provided.

3. The information required pursuant to subsection 1 and the notice required pursuant to subsection 2 must be provided in a uniform and understandable format and, to the extent practicable, in a language that parents and guardians can understand.

Please allow the Human Resources department three (3) days upon request to gather this information.

Grievance Procedure

A grievance is a formal complaint about an issue of concern. If a student or parent/guardian has a problem or complaint, he or she may send a written grievance to the school or schedule a meeting with the school Principal. The Principal will make every effort to find a resolution. If the matter cannot be resolved at the school level, a written grievance may be sent to the district office for further assistance.

Title IX Grievance Procedure

LTS has implemented a grievance procedure to ensure compliance with Title IX’s prohibition on sex discrimination in educational programs and activities that receive federal financial assistance and to promote the resolution of complaints of sex discrimination or harassment in a prompt and equitable manner. LTS is committed to maintaining an educational and working environment free of sex discrimination and encourages any individual who believes he or she has been subjected to discrimination on the basis of sex to notify LTS’s Title IX Coordinator, either informally or through a formal written grievance. The Title IX Coordinator will either attempt to informally resolve the complaint or assess and investigate the formal grievance as appropriate, and then make a determination on the merits of the complaint, which may be appealed pursuant to the policy.

A full copy of the Title IX Grievance Procedure and Grievance Report Form may be obtained by contacting LTS’s Title IX Coordinator or at your school’s front office.

Distribution of Non-school Literature/Items

Students may distribute materials 30 minutes before school hours and 30 minutes after school hours at any entrance or exit to the school and at any “gathering area(s)” approved by the Principal. The location of distribution in each of these areas shall be designated by the Principal.

Services to the Homeless Population

Children who are determined homeless are provided with certain rights in schools that ensure an equal opportunity for education.

The term “homeless children and youth” means individuals who lack a fixed regular and adequate nighttime residence (A); and (B) includes—(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings ... (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in 2015, ensures educational rights and protections for children and youth experiencing homelessness.*

McKinney-Vento Regulations

All students are required to fill out a McKinney-Vento form upon enrollment. If your living arrangement is both temporary and the result of economic hardship, you may qualify for services under the McKinney-Vento Act. The purpose of this law is to provide academic stability for students of families in transition.

You may want to talk with our Homeless Education Liaison if your family’s temporary living arrangement is one of the following:

- You are living with friends or relatives, or moving from place to place because you cannot currently afford your own housing.
- You are living in a shelter or a motel.
- You are living in housing without water or electricity.
- You are living in a place not considered traditional housing, such as a car or a campground.

A student may also qualify as an “unaccompanied youth” if he or she is living with someone who is not a parent or guardian, or if he or she is moving from place to place without parent or guardian. Children who qualify under McKinney-Vento have the right to:

- Attend the school they were attending when their family was forced to move to a temporary address because of economic hardship, even if that school is in another school district. The choice must be a reasonable one that is in the best interest of the children involved.
- Contact the Homeless Education Liaison if you are not sure.
- Stay in this school for the duration of the school year if their families are forced to move to another temporary address because of economic hardship. Receive assistance with transportation to attend school while they in temporary housing
- Start school immediately while people at the school help families obtain school and immunization records or other documents necessary for enrollment.
- Enroll in school without having a permanent address.
- Participate in the same programs and services that other students participate in.
- Receive any applicable Title I services.

Dispute Resolution

If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond quickly in writing. During the dispute, the student must immediately be enrolled in the school and provided transportation until the matter is resolved. The Homeless Education Liaison will assist you in making a decision, providing notice of any special process, and filling out dispute forms. You have the right to appeal a decision to the state level. If you have questions, contact the district office.

Contact Information:

LTS Homeless Coordinator

3201 South Gilbert Road
Chandler, AZ 85286
Phone: (480) 270-5438

English Learners (EL)

Legacy Traditional Schools is committed to supporting English Learners (EL) by providing a positive path toward English language acquisition with an inclusive model of instruction using the guiding principles of language development through the WIDA (World-Class Instructional Design and Assessment).

Identification of ELs

Legacy Traditional Schools will use the three questions on the home language survey, which is completed by all parents of students upon enrollment, in accordance with Nevada Administrative Code (NAC) 388.620. If the parents of the student indicate that their child’s primary language, initial language, or primary language spoken at home is other than English, the school will administer the appropriate version of the W-APT (WIDA-ACCESS Placement Test) for the student’s grade level.

Servicing EL students

After the ELs parents (or legal guardian) have consented to their child being a part of the EL program, they will receive appropriate language servicing from teachers who have received (or are in the process of receiving) a TESL (Teaching English as a Second Language) endorsement. Legacy Traditional School believes that EL students should be supported in their English language acquisition with an inclusive model of instruction, helping them reach full proficiency in age-appropriate, academic English with their grade level peers.

Monitoring/ Evaluation/ Exit

Legacy Traditional Schools will monitor and evaluate EL students' English language progress with classroom assessments, annual state assessments and through the administration of the annual WIDA ACCESS test. These assessments will not only monitor the growth of the EL in their language acquisition in reading, writing, speaking, and listening, but it will also help identify a need for future instruction. Once a student demonstrates English proficiency on the WIDA ACCESS test, he/she has qualified to exit the school's EL program, but he/she is monitored for two years using school-wide, district-wide and state-wide assessment results. If the student demonstrates that they are still in need of support in English language acquisition, they are given appropriate English language intervention services by their classroom teacher that will target specific areas of language need. If monitoring reveals that the student is no longer in need of EL services, the child will be exited from the EL program.

PROCEDURES

Qualification for EL Program

For students whose primary home language form indicates a language other than English, they will be administered the W-APT (WIDA ACCESS Placement Test). The results of this test will indicate whether or not this student will qualify to receive EL services. If a kindergarten student tested earns a score on the W-APT that is less than twenty-nine (29) points, the student will be identified as an EL who is eligible for servicing. If a student in grades 1-8 scores below a five (5) in literacy (reading and writing) and in their composite score, they are considered to be an EL who is eligible for servicing.

Conversely, if the home language survey does not indicate a language other than English, but a student's teacher sees that they are struggling in English, the teacher can meet with parents, specialists and school administration to determine if the administration of the W-APT is appropriate (as per NAC 388.625 and 388.630).

Curriculum and Instruction of ELs

The instruction of ELs at Legacy Traditional School will be an inclusive model in order to support these students equitably in academic English and the Common Core State Standards in their general education classroom. The curriculum will involve the implementation of the WIDA framework for Language Development Standards including the Guiding Principles of Language Development:

- Age-Appropriate Academic Language in Sociocultural Contexts- a vehicle for communicating and learning.
- Performance definitions- delineating the specifics of English language proficiency.
- Standards and their Matrices- benchmarks used to describe possible student trajectories for academic language development.

Annual Reassessment of ELs

In accordance with NAC 388.645, Legacy Traditional School will annually reassess each EL student with the WIDA ACCESS test. WIDA ACCESS for ELs (Assessing Comprehension and Communication in English State-to-State for English Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as ELs. (<https://www.wida.us/assessment/access/>)

If an EL student scores as proficient on the WIDA ACCESS test, he/she is monitored for two years through their school-wide, district-wide and state-wide assessments to determine if they are still in need of English language acquisition services. If he/she still needs these services, specific needs will be targeted and he/she will receive them in an inclusive setting in the general education classroom by a TESL-endorsed (or in the process of becoming endorsed) teacher. If the results of this testing show that he/she does not need additional English language services, they are exited from the EL program.

Professional Development

Teachers will have the opportunity to receive training provided through the WIDA Consortium, which will assist them with the WIDA English Language Development Standards and their implementation in the classroom, along with academic language, and alignment (standards to test/standards to standards). This training will also assist the teachers in developing an awareness of how the English Language Development Standards and Performance Indicators inform both formative and summative assessments for ELL students.

Additionally, the teachers will receive instruction concerning assessments (both the W-APT and the WIDA ACCESS) and the interpretation of the scoring reports. Teachers will also have access to the *Essential Actions*, a handbook for the implementation of WIDA’s Framework for English Language Development Standards. In addition, they will also have access to “The Features of Academic Language in the WIDA Standards,” “WIDA’s Performance Definitions for Listening and Reading” and “WIDA’s Performance Definitions for Speaking and Writing.”

The school will access the PowerPoint presentations and training videos that are available in the “Training Toolkit” on the WIDA Consortium site (<https://www.wida.us/>) for use with teachers, administrators and parents. These resources will greatly assist the school in helping teachers with the instruction of their ELL students, as well as help with test administration and parental support.

Parent Communication

Communication with the parents of ELLs will take place at parent/teacher conferences, student-led conferences, and scheduled meetings to share testing results, answer parent questions, and discuss instructional plans for the student.

Each semester, the school will also send home information (in both English and Spanish) to parents on how to support their ELL student at home in their acquisition of English.

Additionally, WIDA Webinars (in both English and Spanish) will be available for the parents of ELL students to view. These webinars include the following titles:

- “My child is an English Language Learner. What does that mean?”
- “My child is an English Language Learner. How is my child’s language development supported at school?”
- “My child is an English Language Learner. How do I know if my child is making progress?”

Finally, if the school has more than 20% of the students qualify as ELLs, then the school will form an advisory committee that will work to obtain parent input on the establishment of school-level policies and procedures for the ELL program.

Student Health Services

LTS has a staffed health office on campus in order to provide the basic health services necessary to support students during school hours. The primary role of health services at LTS is to support the learning environment through the promotion of health in both the individual student and the school community. Health office staff aids students with basic first aid, illnesses, medication administration, and other duties as determined by the district and building administration. The parents are responsible for providing the health office with a Student Health Screening form upon enrollment, as well as updates in health status as they occur, in order for health services to provide appropriate care.

Basic medical supplies, such as bandages, gauze, wound wash, tweezers, elastic wrap, athletic tape, nebulizer, finger splints, cotton swabs, and toothbrushes are available in the health office. Specialized equipment and materials, when necessary for care during school hours and ordered by a licensed health care provider, must be provided by the parent. Examples of such equipment include nebulizer tubing and attachments, specialized wound dressings, spacers for inhalers, and diabetic supplies.

Illness Policy

Students must be healthy and in attendance in order to learn effectively. Therefore, it is important to limit the spread of communicable disease and illness within the school community. Students with symptoms of certain communicable diseases, such as chickenpox (varicella), whooping cough (pertussis), “stomach flu” (norovirus and others), and the “flu” (influenza), need to remain home until they are no longer contagious or cleared by a licensed health care provider. See the health office for specific guidelines and more information. **However, in general, students may not remain at school with a fever greater than 100.4 degrees F, vomiting, or diarrhea. Students exhibiting these symptoms may not return to school until fever free without the use of fever-reducing medications for 24 hours, free of vomiting for 24 hours, and free of diarrhea for 24 hours.**

Any student with an open wound that is draining discolored or foul smelling discharge will be sent home with a recommendation for further evaluation. Open wounds must be covered during school hours.

Students who become ill during school hours may not leave without visiting the health office and having a parent sign them out at the front office desk.

Lice Policy

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

Medication Policy

Prescription medication and over-the-counter (OTC) medication may be given by the health assistant or another staff member, as delegated by the building principal, during school hours. Students may not carry and self-administer medication unless specified below. Prescription medication will only be administered during school hours under the following conditions:

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

The health office stocks a limited supply of OTC medications for administration during school hours, with the exception of the first hour and last hour of the school day. These OTC medications include acetaminophen (Tylenol), topical hydrocortisone cream, topical triple antibiotic ointment, and lip balm (Vaseline or Carmex). **OTC medication administration must be indicated on the student health screening form in addition to verbal parent permission for any school hour administration.** All OTC medication will be administered per label directions.

Other OTC medication may be administered in the health office on an “as needed” basis provided that the same conditions are met for prescription medication with the exception of a licensed health care provider order (see above). Any OTC medication administration exceeding three (3) consecutive days must be accompanied by a written order by a licensed health care provider.

Students may carry rescue inhalers for asthma (albuterol, levalbuterol) and emergency epinephrine for the treatment of anaphylaxis (Epi-Pens, Auvi-Q). A self-carry/self-administration form must be filled out by the parent and student and renewed each school year. Students are responsible for the safe and responsible use of these medications and must report to a staff member or to the health office when used during school hours.

Hearing and Vision Screenings

LTS screens the vision, hearing, and scoliosis of students per NRS 392.420. If a parent chooses to have their child “opt-out” of the screenings, the parent must contact the Health Assistant in the health office. For both hearing and vision screenings, parents will not receive a notice home unless your student fails the screening.

Emergencies

In the event of an emergency, the school will attempt to contact the parent or emergency contacts provided by the parent on the annual enrollment form. If the condition is life threatening, beyond the scope of the health office staff, or the parents/emergency contacts cannot be contacted, the school will contact Emergency Medical Services (EMS) to assess and treat the student. If medical transport is required, as determined by EMS, the parents are responsible for any costs incurred.

Pest Control

LTS buildings and grounds are treated for pests each month. Notices are posted on the entrance to the building two days in advance of treatment.

Family Education Rights and Privacy Act – FERPA

Annual Notification to Parents Regarding Confidentiality of Student Education Records

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.

Contact Information:

LTS Registrar

3201 South Gilbert Road, Chandler, AZ 85286
Phone: (480) 270-5438

Legacy Traditional School Title I Parent Involvement Policy

Legacy Traditional School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school will work to ensure that the required parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA that is reviewed annually with parents.

- The school will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the Title I Plan (or Title I Schoolwide Plan), developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school submits the plan to the State Department of Education and provide a rebuttal process or additional meetings, if requested.
- The school is governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) that parents are encouraged to be actively involved in their child’s education at school;*
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Contact Information:

LTS Title I Coordinator
 3201 South Gilbert Road
 Chandler, AZ 85286
 Phone: (480) 270-5438

Legacy Traditional School Title I Parent Involvement Plan

1. Legacy Traditional School will take the actions including, as appropriate, the establishment of parent committees to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA.
2. Legacy Traditional School will involve parents in an annual evaluation of the school to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. Legacy Traditional School will provide necessary coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Legacy Traditional School will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies.
5. Legacy Traditional School will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - the State’s academic content standards,
 - the State’s student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators.

6. Legacy Traditional School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and technology use, as appropriate, to foster parental involvement.
7. Legacy Traditional School will educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.
8. Legacy Traditional School will ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.
9. Legacy Traditional School will convene an annual Title I meeting to discuss the Title I Plan and this Parent Involvement Plan. Additional meeting times can be requested by parents. In addition, information from the meeting will be posted on our website.

School/Parent Compact

School Responsibilities - Legacy Traditional School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to exceed the state's academic achievement standards.
2. Hold parent-teacher conferences twice annually during which this compact is discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress, at least twice a grading period.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities - The parent will:

1. Provide encouragement to their child to do well in school and be a good student in the classroom by respecting the teachers, school staff, and other students.
2. Provide an environment and schedule at home that helps the learning process and ensures that their child will attend school every day, with the willingness to learn and actively participate in school activities.
3. Provide out-of-school learning activities in order to spend parent/child learning time together.
4. Read all notes, flyers, and correspondence from the school and promptly respond, as needed, to a teacher or staff member concerning educational activities or other information.
5. Become knowledgeable of other ways to assist their child in learning by reinforcing lessons from school and other opportunities for learning in the community.
6. Communicate with the teachers and staff regarding anything that directly affects their child's ability to learn.
7. Become knowledgeable concerning the education standards and subject matter that affect their child and inquire about the status of their child's work.
8. Participate in the classroom and/or the school to ensure that the school is meeting the educational needs of their child.
9. Be aware of and follow all rules and regulations of the school.
10. Encourage and ensure student participation in any supplemental instructional programs as recommended, including any tutoring in-class and before and after school.

Student Responsibilities - The student will:

1. Complete his/her classwork and homework every day and ask for help when needed.
2. Give to his/her parents all notices and paperwork received from the school each day.
3. Be aware of and follow all rules and regulations of the school.
4. Attend and actively participate in any supplemental instructional programs as recommended, including any tutoring in-class or before and after school.

Parent involvement activities in the school will include opportunities for:

1. Parents/guardians to volunteer and be involved in school activities.
2. Staff development and parent education opportunities.
3. Parents/guardians to provide home support for their students' education.
4. Parents/guardians to participate in school decision-making.

The full Title I plan is available at the district office.

Contact Information:

LTS Title I Coordinator

3201 South Gilbert Road

Chandler, AZ 85286

Phone: (480) 270-5438

Exceptional Student Services

Legacy Traditional School's Exceptional Student Services department oversees programming for students with disabilities and maintains compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Legacy Traditional School provides a free, appropriate, public education (FAPE) to students with disabilities in accordance with state and federal statutes and regulations.

Child Find

As a charter school, Legacy Traditional School meets IDEA's Child Find obligations by identifying, locating, and evaluating all children with disabilities who are in need of special education and related services within the enrolled population of the school.

Special Education

To qualify as a student with a disability under IDEA, a child must be of school age, in need of specially designed instruction, and must meet the eligibility criteria for one or more of the following physical or mental disabilities, as set forth in Statutes: autism; developmental delay; emotional disability; hearing impairment; other health impairment; specific learning disability; mild, moderate, or severe intellectual disability; multiple disabilities; multiple disabilities with severe sensory impairment; orthopedic impairment; preschool severe delay; speech/language impairment; traumatic brain injury; and visual impairment. Legacy Traditional School engages in identification procedures to ensure that eligible students receive FAPE, including special education and related services, individualized to meet student needs. To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities include a review of data (cumulative records, enrollment records, health records, report cards, and achievement test scores), hearing and vision screenings, and speech/language screenings. Students who struggle academically or behaviorally may also be referred to the school's Child Study Team for pre-referral interventions. When screening or pre-referral intervention results suggest that a student may have a disability, the school's special education team seeks parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child may have a disability may request a multidisciplinary evaluation by submitting a request to the school psychologist or Deputy Superintendent of Exceptional Student Services.

When a student is identified as eligible for special education, the school's Special Education Multidisciplinary Team will develop an Individualized Education Plan (IEP) in order to identify the student's needs for special education and related services. At least annually, the student's IEP will be reviewed and revised. At least triennially, the student will be re-evaluated to determine if he/she still meets the eligibility criteria as a student with a disability in need of specially designed instruction.

Legacy Traditional School provides special education services to all eligible students in the Least Restrictive Environment and in alignment with their individual needs. Legacy Traditional School provides academic and behavioral support services, itinerant vision and hearing services, speech therapy services, occupational therapy services, physical therapy services, and counseling services as required for the student to benefit from the special education program.

Section 504

To qualify as a student with a disability under Section 504 of the Rehabilitation Act of 1973, a child must be of school age and must have a mental or physical impairment that substantially limits one or more major life activities. If determined to be eligible for protection under Section 504, a student will receive a 504 Plan to outline accommodations and services necessary to provide the student with an equal opportunity to participate in and obtain the benefits of the school's programming to the maximum extent appropriate to the student's abilities.

Identification procedures for Section 504 are the same as those of special education. Upon suspicion that a student may meet the Section 504 definition of a student with a disability, the school will follow multidisciplinary consent and evaluation procedures similar to those for special education identification. However, evaluations under Section 504 are not limited to formal evaluation instruments, because the definition of a student with a disability is broader under Section 504 than it is under IDEA. Parents who suspect their child may have a disability may request a multidisciplinary evaluation by submitting a request to the school psychologist or the 504 coordinator.

Confidentiality of Student Records

Legacy Traditional School maintains student records for all students, including students with disabilities. In order to release records or personally identifiable information, parental consent or consent of an eligible student who has reached the age of majority under state law must be obtained before any information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). Confidentiality of personally identifiable information is protected by Legacy Traditional School at the collection, storage, disclosure, and destruction stages. Destruction of any education records of a child with a disability is done in accordance with IDEA regulatory requirements.

For more information or to file a complaint, contact the following agencies:

Office of Special Education
Nevada Department of Education
(775) 687-9171

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202
1-800-872-5327

Questions/ Additional Information

Parents may obtain additional information about programs and services for students with disabilities and parental due process rights by contacting Amanda M. Buda, the Deputy Superintendent of Exceptional Student Services 504 Compliance Officer, at 480-270-5438.

Weekly Instructional Minutes by Grade Level

Grade Level	K	1	2	3	4	5	6	7	8
Reading	425	500	500	450	450	450	450	270	270
Writing/Grammar	350	350	350	315	315	315	315	270	270
Mathematics	400	400	400	450	450	450	450	270	270
Social Studies/History/Geography	125	125	125	125	125	125	125	270	270
Science/Health	150	150	150	175	175	175	175	270	270
Momentum/Mozart (3-6)				225	225	225	225		
P.E.	60	60	60						
Music	60	60	60						
Computers	30	30	30	30	30	30	30		
Art/Spanish	30	30	30	30	30	30	30		
Jr. High Electives								540	540
Lunch	175	175	175	175	175	175	175	175	175
Recess	95	95	95						
Patriotism/Flag Ceremony	25	25	25	25	25	25	25	25	25
Weekly Minutes	1925	2000	2000	2000	2000	2000	2000	2090	2090

Office Hours: 7:30 a.m. – 4:00 p.m.

Start and Dismissal Times

Kinder: 8:00 a.m. – 2:40 p.m.

1st - 6th Grade: 8:00 a.m. – 2:55 p.m.

Jr. High: 8:00 a.m. – 3:10 p.m.

Locations of Legacy Traditional Schools

CHANDLER CAMPUS

3201 S Gilbert Road

Chandler, AZ 85286

Phone: 480.270.5422 | **Fax:** 480.932.7848

Mascot: Titans

CASA GRANDE CAMPUS

1274 E O'Neil Drive

Casa Grande, AZ 85122

Phone: 520.421.2323 | **Fax:** 520.421.4443

Mascot: Eagles

NW TUCSON CAMPUS

3500 W Cortaro Farms Road

Tucson, AZ 85742

Phone: 520.505.3640 | **Fax:** 520.579.6833

Mascot: Mustangs

MARICOPA CAMPUS

17760 N Regent Dr.

Maricopa, AZ 85138

Phone: 520.423.9999 | **Fax:** 520.423.9997

Mascot: Lions

QUEEN CREEK CAMPUS

41800 N Barnes Parkway

San Tan Valley, AZ 85140

Phone: 480.655.5553 | **Fax:** 480.655.5558

Mascot: Patriots

AVONDALE CAMPUS

12320 W Van Buren Street

Avondale, AZ 85323

Phone: 623.344.0330 | **Fax:** 623.932.7848

Mascot: Lynx

LAVEEN CAMPUS

7900 S 43rd Ave

Laveen, AZ 85339

Phone: 623.334.0472 | **Fax:** 888.420.5454

Mascot: Longhorns

GILBERT CAMPUS

2747 S Recker Rd.

Gilbert, AZ 85295

Phone: 480.397.9260 | **Fax:** 480.397.9264

Mascot: Grizzlies

SURPRISE CAMPUS

14506 W. Sweetwater Ave.

Surprise, AZ 85379

Phone: 623.299.9820 | **Fax:** 623.299.9821

Mascot: Falcons

NORTH CHANDLER CAMPUS

1900 N. McQueen Rd.

Chandler, AZ 85258

Phone: 480.757.5400 | **Fax:** 480.757.5401

Mascot: Coyotes

GLENDALE CAMPUS

13901 N. 67th Ave.

Glendale, AZ 85306

Phone: 623.219.4300 | **Fax:** 623.219.4301

Mascot: Gladiators

PEORIA CAMPUS

7877 W. Hillcrest Blvd.

Peoria, AZ 85383

Phone: 623.299.9825 | **Fax:** 623.299.9826

Mascot: Pumas

NORTH LAS VEGAS CAMPUS

5024 Valley Drive

North Las Vegas, NV 89031

Phone: 702.342.0880 | **Fax:** 702.342.0881

DISTRICT OFFICE

3201 South Gilbert Road, Ste. A

Chandler, AZ 85286

Phone: 480.270.5438

Addendum I

Infraction = Consequence Matrix

Rules of behavior, prescribed punishments and procedures to be followed in imposing punishments (NRS 386.585)

