

Chandler Traditional Academy Elementary Schools

Procedure Manual 2016-2017



Be Extraordinary!

Full CTA Campuses

CTA Freedom Elementary

6040 S. Joslyn Lane

Gilbert, AZ 85298

480-224-2600

cusd80.com/aboutfreedom



Dual CTA Campuses

Auxier Elementary

22700 S. Power Road

Queen Creek, AZ 85142

480-424-8400

cusd80.com/aboutauxier



CTA Goodman Elementary

2600 W. Knox Road

Chandler, AZ 85224

480-812-6900

cusd80.com/aboutgoodman



Carlson Elementary

5400 S. White Drive

Chandler, AZ 85249

480-224-3800

cusd80.com/aboutcarlson



CTA Humphrey Elementary

125 S. 132nd Street

Chandler, AZ 85225

480-812-6800

cusd80.com/abouthumphrey



Patterson Elementary

7520 S. Adora Boulevard

Gilbert, AZ 85298

480-224-3600

cusd80.com/aboutpatterson



CTA Independence Elementary

1405 W. Lake Drive

Chandler, AZ 85248

480-224-2700

cusd80.com/aboutindependence



Weinberg Elementary

5245 S. Val Vista Drive

Gilbert, AZ 85298

480-812-7500

cusd80.com/aboutweinberg



CTA Liberty Elementary

550 N. Emmett Drive

Chandler, AZ 85225

480-883-4900

cusd80.com/aboutliberty



PREFACE

Special thanks to Dr. Camille Casteel and the Governing Board Members of Chandler Unified School District for their support in providing a traditional school choice for the parents of the district. Chandler Traditional Academies will follow all district guidelines and standards and will provide a structured and accelerated program focused on academic excellence.

Superintendent

Dr. Camille Casteel began her professional career with CUSD in 1971 as a first grade teacher and went on to become the first principal of Weinberg Elementary and associate superintendent, prior to being named superintendent in 1996. She is responsible for the day-to-day operation of Arizona's third-largest school district. Through Dr. Casteel's leadership, Chandler has earned a reputation for student achievement, fiscal responsibility, partnership with parents, staff, and community with all aspects of education, including joint-use collaborative efforts. She is currently a member of the Dignity Health East Valley Hospital Board (since 1988), East Valley Think Tank, the Superintendents Advisory for the Arizona Interscholastic Association (AIA), is a member of the ASU Polytech Community Board, inaugural Board Member for the Regional Health Record Banking Alliance, member of the Chandler Chamber of Commerce Foundation Board and member of the Board of Directors for The Alliance.

Dr. Casteel is a past Arizona Superintendent of the Year and the recipient of leadership awards from the Chandler Chamber of Commerce, Tribune Newspapers and East Valley Partnership. The Governing Board voted on January 14, 2015 to name a new high school in honor of Dr. Casteel. In 2014, she was the recipient of the Arizona School Administrators Dr. Raymond Sterling Kellis leadership award. In 2012, Si Se Puede named Dr. Casteel the Administrator of the Year. In 2011, she was a recipient of a national Tech-Savvy Superintendent Award from eSchool News and was featured in Education Executive's July 2011 edition.

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INTRODUCTION

Philosophy

The Chandler Traditional Academy program was founded on the principle that parents and staff shall work together as partners to provide an education that encourages students to pursue academic excellence to the best of their abilities. The curriculum, pace of studies, and specific expectations for academic achievement, behavior, and dress require a firm commitment from every parent, student, and teacher. By selecting the Chandler Traditional Academy, parents, students, and staff are responsible for and committed to supporting CTA programs, upholding standards, and following the rules and policies of the school.

Traditional Curriculum

The CTA 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 sixth grade curriculum is taught using direct teaching techniques, whole class instruction and other approved teaching methods, including small groups, and has minimal interruptions for non-curricular programs or activities. A variety of research based instructional strategies are implemented across grade levels. The phonics-based Spalding method is the foundation of the CTA language arts curriculum. The Saxon math program is advanced one grade level across the school. Special area classes, such as library, music, and physical education are included in the curriculum. Technology will be incorporated throughout the curriculum as appropriate in accordance with adopted State Standards and within district guidelines.

***Please be sure to review the Elementary Handbook and sign required agreements. The CTA Handbook is a supplemental Procedure Manual for students enrolled in Chandler Unified School District's Traditional Academy Program.**

ADMISSIONS

All CTA schools follow the same CUSD admission and enrollment procedures, which can be found on all school and district websites.

CURRICULUM PROCEDURES

The following curriculum procedures are established to ensure that the Chandler Traditional Academy will continue to meet the expectations of parents, teachers, administration, and the Chandler Unified District Governing Board.

Classroom teachers and administrators shall utilize the following procedures as a guide for classroom organization and planning:

Classroom Organization

1. Utilization of departmentalized teaching methods, to take advantage of the strengths of individual teachers may be implemented.
2. Students' desks shall face the teacher's primary instructional area.
3. Appropriate discipline techniques, which focus on positive reinforcement of appropriate behavior, shall be used to maintain a structured, calm, and orderly classroom atmosphere.

Curriculum Instruction

1. Each teacher shall utilize whole class instruction, direct teaching, and other approved methods with an emphasis on meeting individual needs. Instructional time and students' time on task shall be maximized. Classroom activities not directly related to academic tasks should be kept to a minimum in all grade levels.
2. Each teacher shall provide an assignment for students to be actively engaged at the beginning of each day.
3. Teachers shall strive to provide academic challenges and interventions, as needed for all students. Parents will also be encouraged to provide extended learning activities for their children.

4. Teachers shall help students gain the necessary skills to become productive citizens by modeling and discussing the meaning of good citizenship, courtesy, honesty, and respect for personal and public property, and expect students to follow their example.
5. Students shall remain in class until their assigned dismissal in order to maximize instructional time. Teachers on duty in the afternoon may leave their classes a few minutes early in order to be at their duty stations when the students are released.
6. Whole school announcements, visitors and guest observers, and individual messages to students shall not interfere with instructional time. When possible, messages and announcements will be delivered during the first or last 15 minutes of the school day to minimize interruptions.
7. Teachers shall provide and establish a predetermined routine for testing. Students should be seated quietly and remain seated during testing. Teachers will monitor students during the administration of a test. All necessary materials will be provided and interruptions kept to a minimum.

CURRICULUM

District Objectives

The Chandler Traditional Academy shall meet or exceed all curriculum objectives established by the Chandler Unified School District. A sequential curriculum will be utilized in the areas of language arts, math, and reading. New material is introduced each year, which builds upon the previous year's curriculum. Quality teaching strategies will infuse the relationship of the subject matter to real world situations.

Generally, curriculum in the areas stated will be textbook based. Curriculum selected for each subject area will reflect the CTA philosophy and the importance of basic skills acquisition.

Spalding Integrated Language Arts

The language arts program will include the Spalding Method using The Writing Road to Reading along with the guidance of Succeeding in Reading with the Spalding Method Teacher's Guide. 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, will be stressed on all CTA campuses.

All language arts teachers at CTA shall have completed, or be enrolled in, the Spalding I course within five months after the date they are hired. Teachers shall complete the Spalding II course prior to the start of their third year teaching at a CTA campus.

The language arts program shall integrate the following components:

1. Spelling and Handwriting

Spelling is a phonics-based program with emphasis on daily written and oral phonics drills. Phonics along with Spalding manuscript and/or cursive handwriting shall be directly taught and maintained as standardized penmanship for all grade levels. Students in third through sixth grades are expected to write primarily in cursive.

2. Composition

In accordance with grade level expectations, each student shall participate in creative writing experiences as well as written book reports and research papers. Written assignments shall include narratives, informatives, and informative-narratives. Persuasive and argumentative writing forms are also taught.

Teachers shall encourage students' creativity while maintaining high expectations for grammar, spelling, punctuation, and neatness. Rubrics will be used as a scoring tool to evaluate these composition genres as well as the use of correct grammar, writing mechanics, and neatness.

3. Reading/Literature

Reading skills shall be developed utilizing quality literature, the HMH Journeys, Succeeding in Reading with the Spalding Method Teacher's Guide, and various expository text along with the phonic skills learned in spelling and handwriting. A strong emphasis shall be placed on listening and reading comprehension, literary appreciation, passage structure, and mental actions.

Each class may be read to daily for enjoyment. This activity will not exceed 15 minutes.

Students shall have Silent Sustained Reading (SSR) each day in conjunction with some sites that use the Accelerated Reader (AR) program. Each student shall have a library book available at his desk to read at all times.

Book reports are required throughout the year. The number of reports is determined by each grade level. Detailed book reports shall be on books approved by the teacher within the students' personal reading level range. Students shall not be allowed to re-repeat book reports from previous years for book reports.

Accelerated Reader may be used by select sites for reading motivation.

Required AR goals and books shall be equally divided into the four grading periods. Students should set reading goals to achieve appropriate levels.

AR points and individualized reading goals may be monitored by every classroom teacher.

- Students may be required to fill out a reading log daily. Parents shall monitor and initial the log.
- Teachers shall develop a system to keep track of the number of books/pages read. Teachers should monitor student progress towards their goal.

4. Oral Communication

Appropriate listening, speaking, and memorization exercises shall be required at each grade level. Students shall memorize and recite material appropriate for their grade. The teacher may select quality poetry or prose, sections from the constitution or other patriotic memory pieces, or a relevant piece that highlights an area of study. Students shall receive credit for completion of the memorization exercises. The goal of this activity is not simply to memorize and recite, but to practice fluency and expression in recitation.

- Grades K-2 one item each grading period
- Grades 3-6 two items each grading period

Mathematics

Mathematics shall include the mastery and practical application of basic mathematical principles. Students shall understand that mathematical problems have absolute answers and that precision and accuracy are required. Students use higher level thinking skills to solve conceptual problem Math solving applications. The use of calculators to complete classwork or homework shall occur only when directed by the teacher.

The mathematics basic facts program shall be taught to the mastery level using drill, repetition, and memorization to achieve appropriate accuracy and speed. Grade level year-end goals/expectations are as follows:

- Grade 1 (+ -) 30 problems in 1 ½ min.
- Grade 2 (+ - x) 100 problems in 4 min.
- Grade 3 (+ - x /) 100 problems in 3 ½ min.
- Grade 4 (+ - x /) 100 problems in 3 min.
- Grade 5 (+ - x /) 100 problems in 2 ½ min.
- Grade 6 (+ - x /) 100 problems in 2 min.

District adopted math (Saxon, MyMath or Go Math), along with hands on activities and practice with manipulatives, and other district approved and adopted materials shall be utilized at all grade levels to ensure the mastery of the standards and proficient mathematical practices. The math program shall be advanced one year at all grade levels.

Social Studies/History/Geography/Government

The Chandler Traditional Academy shall utilize social studies materials adopted and approved by the Chandler Unified School District.

The history and government program consists of the study of ancient history, American history, Arizona history, world history, and grade level appropriate current events. Geography may include the study of place, location, regions, relationships within places, and map skills appropriate to grade levels. Citizenship and patriotism shall be emphasized in the study of history, geography, and government. Each school has a program of study for Character Education.

Science

Science shall include the application of scientific principles in the areas of physics, chemistry, life science, and earth and space sciences. Students shall use the five steps of inquiry with a “discovery” approach, with themes adopted for each grade level by Chandler Unified School District, utilizing the Harcourt Arizona Edition textbook. Programming such as Project Lead the Way and Defined Stem may be used to supplement science instruction.

Technology

Technology shall be integrated into the CTA curriculum as an additional resource that offers the student quality practice or for reference or communication as related to a specific subject. Computer skills, such as keyboarding will be taught where developmentally appropriate. Students will enhance the writing process using Word, Excel, Power Point and other programs to create documents.

Internet access requires a signed electronic user agreement to be on file for each student.

Special Area Classes

1. Library

A library program for grades kindergarten through six shall be provided by a qualified teacher. Instruction shall occur in separate facilities specifically designed for library services. The library program shall:

- Correlate library skills for each grade level with classroom curriculum. The librarian shall be aware of classroom activities that relate to specific library skills and reinforce those skills.

1. Music

Music for grades kindergarten through six shall be a required subject. Music shall be taught by a qualified music specialist.

The music program shall:

- Emphasize music appreciation, music history, note reading, composition, rhythm, instrument identification and choral skills.
- It also includes the opportunity for students to perform during music instruction.
- It may include a musical performance by each class during the school year.

Dual classic/traditional sites may follow the block schedule for band or orchestra.

3. Physical Education

Physical education (PE) for grades kindergarten through six shall be a required subject.

PE shall be taught by a qualified physical education specialist.

The program shall instruct each student in various physical skills to promote good health and lifelong involvement in physical activities. Students will participate in activities such as Field Day, Fun Runs or participation in Running Club or other physical activity clubs.

Appropriate athletic/PE (Tennis, Running, or Basketball) shoes are required to participate in class and in intramurals. Open-toed shoes, or shoes exposing any skin, will not be permitted. Shoes must have a soft, non-marking, standard-sized sole (no platform or high-heeled shoes).

Shoes shall also be tied tightly/correctly to promote safety of the owner and others around them.

Water bottles are encouraged for PE classes but must not be a distraction in the class-room. Only WATER is permitted in a water bottle-no flavored water or other drinks.

CURRICULAR ACTIVITIES

Curricular activities are activities conducted during regular school hours. Specific activities shall include assemblies, classroom parties, field trips, and flag observances. Other academically related activities may include Art Masterpiece lessons, Battle of the Books, Junior Achievement, the science fair, spelling bee, and teacher-directed activities. These activities can vary by site.

Students are expected to be well-behaved during all curricular activities. A student may be excluded from a curricular activity at the discretion of the teacher or principal. Games and recreational activities shall be related to an academic endeavor.

Classroom Parties

Classroom parties shall be limited to a maximum of three (3) per school year. The parties shall be held the last hour of the school day when possible. The celebrations shall generally include a winter, a Valentine's, and an end-of-the-year party.

Field Trips

1. Field trips shall be related to the curriculum and appropriate to students' grade level.
2. 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 additional field trips.
3. Teachers should ensure that similar field trips are not repeated at different grade levels.
4. The teacher shall preview material pertinent to the field trip.
5. Teachers shall provide clear objectives and assignments for field trips. Teachers may require students to take notes and/or collect data for reports.
6. Ratio of adult chaperones shall be in accordance with Chandler Unified District guide-lines.
7. Activity Fees may be assessed and vary by site.

Flag Observance

The goal of the flag observance shall be to encourage patriotism and enhance school unity, spirit, and pride.

1. A flag observance shall be held at a time and place designated by the principal as appropriate.
2. The flag observance shall consist of the Pledge of Allegiance and a moment of silence which may be led by a Student Council member if available. All students shall be encouraged to participate in the pledge and songs. Individual students or classes may have the opportunity to sing a patriotic song or recite a poem or original creative writing.
3. Each class may have the opportunity to make patriotic presentations during flag observances throughout the school year.
4. At the end of the flag observance, weekly announcements may be made. In addition, school or individual recognition awards may be given.
5. Classroom teachers shall conduct the Pledge of Allegiance as well as other brief patriotic activities in their individual classrooms on all other days.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an integral part of the Chandler Traditional Academy. These activities may include orchestra, band, chorus, running club, drama, sports, yearbook, computers, and Student Council. Extracurricular activi-

ties shall be conducted before or after regular school hours or during lunch and shall not be graded. Activity Fees may be charged according to district guidelines and may vary by site.

Band, Orchestra, and Chorus

To be eligible to participate in these and other extracurricular activities, specific academic and behavior standards may be required. Students who elect to participate in these groups, either before or after regular school hours, will have the opportunity to perform or participate in special activities during the school year. Students who consistently arrive late or are not picked up on time following these activities will be removed from the program.

HOMWORK/ASSIGNMENTS

Homework is assigned to aid each student in time management, personal responsibility, skills practice of concepts taught in class, the strengthening of basic skills, developing study skills, developing initiative, and fostering independent learning. The homework policy will further keep parents involved in their child's academic progress, and the CTA curriculum.

Daily homework will be due at the beginning of the next school day. Friday homework may be given to finish long-term assignments in the upper grades, however minimal homework may be assigned over weekends or before a holiday.

Types of homework assigned may include:

- completing work started in class,
- weekly spelling,
- writing themes, short stories, or compositions,
- practicing specific skills,
- researching for long-term projects,
- memorizing material to be recited in class,
- listening, observing, and evaluating radio, TV, forums, concerts, and other programs related to courses,
- conducting interviews and gathering information from authoritative sources,
- working on notebooks, maps, and other projects related to course activities,
- 15 to 30 minutes of nightly reading with maintenance of the reading log for AR.

The CTA will meet or exceed Chandler Unified School District's homework requirements:

Grade Level	Minutes per Day
Kindergarten-2nd	15-30
3rd-4th	25-40
5th-6th	40-60

In addition to a specific homework assignment, students are expected to spend 15 to 30 minutes in additional reading related to the Accelerated Reader Program as well as other quality literature. The student may be read to, may read silently, or may read to parents or others in the home. Your child may experience difficulties if they have excessive absenteeism, are new to CTA, or during new or difficult concepts, requiring more time than is stated above. Please contact your child's classroom teacher with specific concerns.

Teacher Responsibilities

The teacher shall:

- input grades weekly into Infinite Campus
- provide appropriate feedback.
- assign meaningful and grade level appropriate homework.
- make every attempt to keep homework consistent at each grade level.
- take into account long-term assignments when assigning daily homework.
- ensure that all homework is a review of classroom assignments.
- respond in a timely manner when homework concerns are brought to their attention.
- send home weekly graded assignments.

Student Responsibilities

The student shall:

- keep an accurate record of assignments on daily log or agenda.
- have necessary materials to complete assignment.
- complete assignments on time.
- do their own work.

- apply and practice skills learned in class.
- strive for the highest quality work possible.
- provide parents with accurate homework sheets.
- do their homework to the best of their abilities.
- communicate to parents and teachers when concepts are new or difficult.

Parent Responsibilities

The parent shall:

- check his/her child's homework for accuracy, completeness, and neatness, *sign homework assignment sheet as required
- sign up for the parent portal on infinite campus and check student progress
- supervise completion and correction of inaccurate and untidy work
- encourage systematic study show interest in the assignment
- commend satisfactory progress
- provide the proper conditions suitable to study
- read all communications regarding homework
- ensure proper materials and supplies are available for completing assignments
- contact the teacher in a timely manner when homework concerns arise

Homework Hints and Suggestions

- Find a private place to work, undistracted by TV, videos, siblings, etc.
- Be comfortable, yet structured
- Reserve time each evening for long-term projects
- Pay careful attention in the classroom. It is critical that each child utilizes available class time to avoid falling behind
- Record accurate information on homework sheets in your best handwriting
- Organizational skills are essential. **KEEP HOMEWORK IN A NEAT FOLDER AND CLEAN OUT DAILY**
- Be positive! Remember that the goal of homework is to review and reinforce what your teacher has taught
- If a concept is new, or the student is new to our school, try working in shifts or using a timer. Short concentrated efforts at new concepts will alleviate added stress on the children and parents
- Be flexible! Try something new or different to help your children understand their homework
- Praise your child for his or her efforts!
- Lastly, if the frustration level escalates, and both parent and child are frustrated, **Stop!** Take a break from the homework, and if you can, try again later. Otherwise, add a note to the bottom of the homework sheet, advising the teacher of the situation

CUSD Grading Guidelines

What is CUSD's policy on giving a student a zero for a missing assignment?

A teacher can give a student a zero for a missing assignment as long as they have followed these procedures:

- Teacher has given ample time prior to progress reports or report cards.
- Teacher has communicated to the student that he/she has a missing assignment either through verbal communication or a missing assignment report through Infinite Campus. The missing assignment has been identified in Infinite Campus by flagging an "M" in for the assignment. If left as an "M", Infinite Campus will automatically assign a zero for this assignment.
- Teacher has communicated and has documented that they have **successfully** contacted the parents about the missing assignment. It may be easy to notate this in the comments section in Infinite Campus.
- If applicable, provide accommodations for the student. This may include extra time, computer access, excused assignments for when life gets in the way, etc.

What is the lowest grade a teacher can assign to a student for an assignment turned in?

If an assignment is turned in, then the lowest score they can receive is a 50%. CUSD believes that it is in our students' best interests to promote learning by allowing students to earn at least 50% on completed work.

Can points and/or percentages be deducted for assignments/projects that are turned in late?

No points and/or percentages should be deducted from any assignment/project due to lateness. A grade should represent the content learned, not behaviors that promote learning. Late work should be noted in Behaviors that Promote Learning, not in the grade, and marked appropriately in Infinite Campus. This is a good use of the comments section in Infinite Campus.

Can an assignment that was guided in class be given as homework?

Any guided assignments/homework can be graded as long as the instruction took place prior to sending the work home.

What is the policy for work from students who are absent?

Per district policy, "For each day missed, the student has an equal number of days to makeup. Failure to do so may result in a failing grade or no credit."

When must all late/missing work be turned in by?

All late/missing work must be turned into the classroom teacher no later than 5 school days prior to the end of the grading period to be considered for credit.

GRADING AND REPORT CARDS

Grading and report cards shall be given in accordance with Chandler Unified District guidelines for elementary schools. Both progress reports and report cards will be issued electronically through Infinite Campus. Please take time to review the reports with your student.

SCHOOL SERVICES

Chandler Traditional Academy offers services to enhance school unity, parental involvement, and an environment that promotes student success, care, and safety.

Kids Express provides before and after school care for the CTA campuses. Information is available at the Chandler District office or on school and district websites.

Fundraising

The Chandler Traditional Academy Parent Teacher Organization (PTO) may direct fundraisers each school year. Families are encouraged to participate together in this activity. Door-to-door sales by students are strongly discouraged.

Other fundraising activities on campus involving students shall take place before school, after school, or at lunchtime, and must be approved by principal.

Parent Volunteers

A parent volunteer organization will be established. At least one adult from each family that enrolls their child at the Chandler Traditional Academy is encouraged to volunteer a minimum of 5 hours for the school during the school year. It is hoped that parents, who have schedules and time commitments that allow, will volunteer many more hours than this. We welcome and appreciate the time our parents can devote to their child's education, but also understand that time available is different for each individual parent. Volunteering your time can be accomplished in a variety of ways, either at school or at home.

SCHOOL ORGANIZATIONS AND COMMITTEES

The success and operation of the Chandler Traditional Academy (CTA) is due, in part, to the attendance and participation of parents, teachers, and administrators in school organizations and committees; therefore, participation is strongly urged.

Parent-Teacher Organization (PTO)

This volunteer parent-teacher organization meets each month to support academic endeavors. PTO activities include fundraising, building school community and spirit, and the governance of the school and its functions. The PTO officers

are elected by the membership, and a board representative shall serve on the Site Council.

Site Council

A school site council shall be established at the CTA to provide a cooperative procedure for determining goals and educational philosophies of the school. The council, like all other governance or administrative units of District, operates within the guidelines of District Governing Board policy, budget, ethics, and law. This governing body is organized with representation of parents and staff to uphold the educational foundation of the school. The Site Council meets at least 4 times each year. Children are not to attend Site Council meetings.

Meetings

- The council shall meet regularly and more often if business dictates.
- Operating procedures of the council shall be determined by the council.
- Minutes of each council meeting shall be taken, and the results of actions shall be distributed to the members and shall be made available to the general public.

Minutes of the previous meeting will be available in the school office.

Discipline

CTA shall utilize positive discipline programs at all grade levels. Good behavior shall be recognized with positive reinforcement and rewards.

Consequences for inappropriate behavior are clearly defined and enforced.

The CTA schools follow the CUSD elementary student handbook behavior and discipline guidelines.

DRESS CODE

An enforced dress code will contribute to the CTA's academic environment. The guide-lines will meet or exceed the CUSD guidelines. Hybrid schools may follow CUSD Dress Code guidelines. Just as dress codes address professional standards in the workplace, the CTA "prescribed" dress code promotes the purpose of academics. "Prescribed Dress" means that all students are expected to dress in a neat attractive fashion reflecting pride in themselves and their school. It is both the parents' and the child's responsibility to ensure compliance with these standards. The CTA's mandatory dress code options are as follows:

MONDAY – THURSDAY:

GIRLS

Bottoms:

- **Pants** – Plain dark navy blue or khaki
- **Jeans** – Plain dark navy blue denim (no fading, logos, or designs)- No tight-fitting or big/baggy styles
- **Shorts /skirts** – Must be of modest length—approximately to the knee
- **Capris** – Plain dark navy blue denim or khaki – tight fitting and leggings are not permitted
- **Dress/jumper** – Plain navy blue, red, or khaki (no pin stripes or designs)
 - Jumpers must have a dress code appropriate shirt underneath.
- No tight fitting or big/baggy bottoms will be allowed.
- Tights or leggings may be worn under jumpers, skirts, or dresses in solid red, white, or blue.

Tops:

- **SOLID** navy blue, red, or white shirts
- All shirts must be solid in color with no pin stripes or logos of any kind with the exception of the CTA campus-specific logo shirt.
- A collar and sleeves are required.
- The collared shirt and the long-sleeved shirt do not have to be the same color, i.e., red can be worn with white or navy blue, navy blue can be worn with red or white, and white can be worn with red and navy blue.
- All shirts **must be tucked in.**

All jewelry will remain on the owner. Jewelry shall be worn in the manner designed. Pierced body jewelry, other than earrings in the ears, is not to be allowed. Hair shall be neatly groomed. Appropriate hairstyles and cuts, as well as natural hair colors, are acceptable. Bangs shall be worn above the eyebrows or pinned away from the eyes.

No face make-up or eye make-up shall be worn at school.

BOYS

Bottoms:

- **Pants** – Plain dark navy blue or khaki
- **Jeans** – Plain dark navy blue denim (no fading, logos, or designs)
- **Shorts** – Must be of modest length-approximately to the knee. No tight fitting or big/baggy bottoms will be allowed.

Tops:

- **SOLID** navy blue, red, or white shirts
- All shirts must be solid in color with no pin stripes or logos of any kind with the exception of the CTA logo shirts.
- A collar and sleeves are required.
- When long-sleeved shirts are worn under the collared shirt, the shirts must be red, white, or navy blue.

Hair shall be neatly groomed and trimmed. **Hair length shall not be longer than the ear lobes on the side or fall below the collar in the back.** Bangs shall be worn above the eyebrows. Appropriate hairstyles, cuts, or colors are acceptable. No headbands, hats, or caps shall be worn at school except hats approved by the teacher or principal for sun protection on the playground.

FRIDAYS:

Tops can be red, white, or navy blue. Background color must be red, white, or navy blue. Students are encouraged to wear their spirit shirts (with school mascot), or may wear shirts that have an American patriotic theme. No collars are required but they must have sleeves. Schools may prescribe alternate Friday dress such as that from a school-sponsored group or the PTO. **All shirts must be tucked in.**

OUTERWEAR:

Outerwear, including sweaters and sweatshirts, worn in the classroom must be predominantly navy, red, or white. A very small logo on the front of the solid navy, red, or white outerwear is acceptable. If the outerwear is worn outside and not inside the building, it may be any color.

SHOES:

Shoes must adhere securely at the heel and be tied properly if they were designed to do so. (Flip-flops and heelys are not acceptable). Open-toed shoes are acceptable as long as they adhere to the heel.

On scheduled P.E. days, students are expected to wear tennis shoes to ensure safety.

Issues of improper dress are addressed by the teacher. Repeat offenders shall be counseled by the principal, and final decisions on dress code shall be made at the discretion of the principal.

Parents

Parents are urged to discuss the CTA dress code with their children to foster thorough understanding. If questions occur, the school nurse, teacher, or principal may be contacted.

SCHOOL RULES AND REGULATIONS

Drop-off and Pick-up of Students

Please stay in line while entering the parking lot and pull as far forward as possible along the curb. Students shall enter or exit cars at the curb. Parents shall remain in their cars. Parents who need to leave their cars shall do so only after parking in an established parking space. Students shall be accompanied at all times by an adult when walking from the curb to the parking lot. Parents must sign in students arriving late, and sign out students leaving early. Please refrain from talking on a cell phone at any time while picking up and/or dropping off your students.

Visiting the office during drop-off or pick-up times

Parents needing to park their car to come into the school during drop off or pick-up times shall carefully pass the line of cars on the left, and park in an established parking space. Do not leave cars unattended in the drop off or pick-up lines.

Bicycles, Skates, Scooters, and Skateboards

Only students in grades two through six may ride bicycles per CUSD policy. Students shall:

1. leave bicycles in designated area.
2. not have skates, skate shoes, skateboards, or scooters on campus.
3. walk their bike through the crosswalk and to the bike rack.
4. walk their bike from the bike rack through the crosswalk.

Playground Rules

Students shall:

1. play in the designated areas.
2. play away from irrigation and muddy areas.
3. only throw or kick items specifically designed to be thrown or kicked.
4. use good sportsmanship at all times.
5. play safe non-violent games (no tackling, grabbing clothing, tripping or pushing).
6. use playground equipment as intended.
7. obtain permission from the teacher or staff on duty before leaving the playground.
8. not handle broken glass or harmful objects and report the item to the

staff on duty.

9. not play tag on the playground equipment.
10. swing in only one direction.
11. not play with footballs, soccer balls, or kick balls on the basketball courts or near the playground equipment.
12. Please refer to each school's site-specific considerations.

Restroom Rules

Students shall:

1. obtain permission from a teacher or staff on duty.
2. keep restrooms neat and clean at all times.
3. wash hands and leave the restroom when finished.
4. not play in restrooms.

CTA Procedure Manual Parent/Student Contract

We have read in detail, understand, and agree to abide by the conditions set forth in the Policy and Procedure Manual, i.e., curriculum, homework and grading expectations, behavior/discipline, and dress code, of Chandler Traditional Academy.

Date _____

Name of Student _____

Parent/Guardian Signature _____

Parent/Guardian Signature _____

Student Signature _____

Please return this page to your child's teacher by August 5, 2016.



Chandler Unified School District
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