



IMAGINE ROSEFIELD

STUDENT/PARENT HANDBOOK 2010-2011

HOME OF THE ROADRUNNERS!



“Imagine a school where students are engaged in meaningful learning; are encouraged to create, problem-solve and take risks; and are challenged to take increasing responsibility for their learning.”

Imagine Rosefield School

July 2010

Dear Students and Parents:

Welcome to Imagine Rosefield! We are excited about the upcoming school year and look forward to working with you in order to form a close community that will deliver instructional programs of merit, provide a caring, safe and nurturing school climate, and model the highest standards of conduct as we serve your needs throughout the school year!

In our sixth year of operation, we strive to present a very strong academic program in all grades. Teachers have high academic expectations and behavioral standards throughout the school day. The curriculum is rich with learning activities that will challenge and encourage student growth above and beyond the status quo measure. The entire staff is dedicated to the promotion of students' intellectual, emotional and social growth.

In preparation for the school year, we ask that you take the time to read this handbook together. Please pay particular attention to the behavioral standards and dress code sections. It is essential for you to understand and fully support the quality of school climate that the vast majority of parents and students desire to create and maintain at Imagine Rosefield. Everyone at school is expected to model the six pillars of character development. You will hear more about these pillars throughout the school year. A respectful and dignified school environment maximizes the teaching and learning opportunities and makes Imagine Rosefield a special and exciting place to be each day.

We invite you to join the staff at Imagine Rosefield to create the kind of "lighthouse" school that will be a shining light of excellence to our neighbors and the greater Surprise community. We look forward to your help in the classrooms and in the school supporting special events and activities!

It is an honor and pleasure to be able to serve you. I look forward to a wonderful year of learning!

Sincerely,

Bruce Hanna
Principal

School Hours of Operation

The school's instructional day begins promptly and has staggered schedules for student drop off and pick up Monday through Friday. Official office hours during the school year are 7:30 AM to 3:30 PM. No student is to be dropped off at school prior to 7:30 AM. If you need child care before this time, Rosefield has a "for fee" child care program beginning at 6:30 AM and ending at 6:00 PM, Monday through Friday. Information is available in the school office and the website for the before and after child care program. School supervision is **not** available on the campus prior to 7:30 AM.

The parking and space available on campus is limited. Therefore, a strict time schedule must be maintained for the safe and efficient drop off and pick up of students each school day. Please do not come early as it blocks the flow of traffic and only pick up your student at the designated pick up areas listed below. **Please do not pick up or park your vehicle in front of the building.**

Schedule for Student Arrival to School

- School Opens for Breakfast 7:30 AM
- School Arrival for 6th grade Students 7:30 – 7:40 AM
- Class Begins for 6th grade Students 7:45 AM (Sharp)
- School Arrival for Grades 2-5 Students 7:45 – 7:55 AM
- Class Begins for Grades 2-5 Students 8:00 AM (Sharp)
- School Arrival for Grades K-1 Students 8:00 - 8:10 AM
- Class Begins for Grades K-1 Students 8:15 AM (Sharp)

Schedule for Student Departure from School

- Kinders ready for pick up **north** side of bldg. 2:30 PM
- Grade 1 ready for pick up **south** side of bldg. 2:30 PM
- Grade 2 ready for pick up **south** side of bldg. 2:45 PM
- Grade 3 ready for pick up **south** side of bldg. 3:00 PM
- Grade 4 ready for pick up **north** side of bldg. 3:00 PM
- Grade 5 ready for pick up **north** side of bldg. 3:15 PM
- Grade 6 ready for pick up **south** side of bldg. 3:15 PM
- All Students picked up by 3:30 PM

During the first few days of school, teachers will hold up grade level signs at drop off and pick up areas around the campus to help parents spot the correct area to stop. Arrival and departure times and locations will be discussed at "Meet the Teacher Night."

Imagine Rosefield Lunch Schedule

Kindergarten	Lunch	10:30-10:55
	Recess	10:55-11:15
1st Grade	Lunch	10:55-11:20
	Recess	11:20-11:40
2nd Grade	Lunch	11:20-11:45
	Recess	11:45-12:05
3rd Grade	Lunch	11:45-12:10
	Recess	12:10-12:30
4th Grade	Lunch	12:10-12:35
	Recess	12:35-12:55
5th / 6th Grade	Lunch	12:35-12:55
	Recess	12:55-1:15

Welcome to Imagine Schools!

“Learning Communities of Achievement and Hope”

MISSION STATEMENT:

Imagine Schools, an education services provider, operates elementary and secondary (K-12) charter and independent schools in partnership with parents and local school governing boards. At Imagine Schools, we believe that schools serve parents as they fulfill their responsibility to choose and engage in the best academic environment for **their children**. Imagine School’s goal is to provide each student in our schools with a challenging, effective program of study, strong moral development, in a nurturing and orderly learning environment.

- **Imagine** a school where students are engaged in meaningful learning; are encouraged to create, problem-solve, and take risks; and are challenged to take increasing responsibility for their learning!
- **Imagine** a school where every student is expected to participate, learn, grow, contribute and succeed at reaching appropriate academic goals, and where students and teachers alike work hard and are held accountable for meeting these high standards.
- **Imagine** a school where teachers not only nurture students’ intellectual growth, but also challenge students to develop virtuous characters by teaching and modeling virtues such as kindness, justice, gratitude, integrity, and perseverance.
- **Imagine** a school where each person in the school, child and adult alike, is respected and valued for his gifts and contributions to the school.
- **Imagine** a school where parents and the local school staff participate significantly in maintaining the mission and direction of the school.

OPERATING PHILOSOPHY:

Imagine Schools seeks long-term, renewable partnerships with local schools to provide teaching, administrative, financial management, leadership, financing and other operating services to local elementary and secondary (K-12) charter schools, public schools, independent schools, and faith-based schools.

Imagine Schools is **not** a school management/consulting company.
Imagine Schools does **not** partner with local for-profit schools.
Imagine Schools **is** an employee-owned education services provider.

Character formation of students receives at least as much emphasis and scrutiny by Imagine Schools as academic achievement. Creating a joy-filled, successful academic experience for students, parents, and teachers, where a thirst for learning is fostered and satisfied, is a primary goal of Imagine Schools.

OPERATING PHILOSOPHY:

Teacher and principals typically are employees of Imagine Schools.

Imagine Schools will delegate educational and economic decisions to its teachers and other employees working in the partnership school. These employees are empowered and equipped to make decisions consistent with our mission and shared values. This philosophy is an extension of the unique management approach developed and advocated by CEO, Dennis Bakke.

Three shared values guide Imagine School's decisions and activities:

Integrity

Integrity means **wholeness**, or how things fit together. In the school setting it means we must balance the teaching and modeling of character development and academic achievement. It drives us to live the same values outside the schoolhouse as we do inside. It requires us to give the same priority to the stewardship of resources as we do to the development of virtuous characters and the attainment of academic success. Of course, it also means living up to our commitments to students, parents, and the local community. Integrity requires freedom mixed with responsibility and accountability.

Justice

Justice means **to each person what he or she deserves and to each person what is appropriate**. Since each student, employee, parent and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness of equality, but that everyone is treated uniquely and appropriately.

Fun

In partnership with local schools, Imagine Schools strive to create the most fun and successful schools possible. The fun value requires extraordinary decentralization of decision making to teachers, staff, and students to create a joy-filled school. Imagine Schools believes that each person was born to use his mind, heart, and physical skills to take actions, make decisions, and be held responsible for the results. The key to an exciting, fulfilling and enjoyable school is creating an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the results.

The Philosophy of Imagine Rosefield

We encourage all parents to read in more detail about Dennis W. Bakke's approach to organizational thinking and school structure by visiting the websites: www.DennisBakke.com and www.imagineschools.com. Dennis Bakke's book, *Joy at Work* is available in most large bookstores including Amazon's website: www.Amazon.com/JoyAtWork. Small reading groups led by parents for parents are being organized this school year by the PTO. Additionally, booklet summaries of the book will be available for the small reading groups as well. Join a group this year and learn the details of the Imagine Schools unique work practices.

Imagine Schools is different from other providers of educational services. We are positive that knowing the differences and seeing the philosophy in action will convince you of the value added approach we use at Imagine Rosefield. Shared decision-making by the staff creates that special enthusiasm and spirit of joy that transcends into the classroom! Everyone benefits when staff members demonstrate this joy! Happy reading!

School Culture at Imagine Rosefield

At Imagine Rosefield, we believe that the school culture and environment have a significant positive or negative impact on learning. We follow the *Effective Schools Research*, developed by school researcher, Professor Ronald R. Edmonds, as a guide to help establish a positive teaching and learning environment. A brief summary of these elements of effective schools are:

- **Clear School Mission:** There is a clearly articulated mission for the school to which the staff is committed. The staff shares an understanding and commitment to instructional goals, priorities, assessment procedures, and accountability.
- **Instructional Leadership:** The principal acts as the instructional leader who communicates the mission of the school to the staff, parents, and students, and who applies the characteristics of effective schools in managing the instructional programs.
- **Home and School Partnership:** Parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.
- **High Expectations:** The school staff demonstrates an attitude of high expectations that students can attain a mastery of the curriculum and that they have the capability to help students achieve such mastery.
- **Opportunity to Learn and Student Time on Task:** Teachers allocate a significant amount of classroom time to instruction in, and practice of, basic skills areas. The most important instructional objectives are planned and achieved during the school day, and are reinforced with homework assignments.
- **Safe and Orderly Environment:** There is an orderly, purposeful atmosphere, which is free from threat or physical harm for both the students and staff. The school communicates and enforces a clear, consistent discipline policy. Student uniforms or a dress code contributes to the decorum and seriousness of the learning environment.

- **Frequent Monitoring of Student Progress:** Feedback on student academic progress is frequently obtained. Multiple assessments are used, and the results help improve individual student performance and the overall instructional program.

Roadrunners Character Development Plan

At Imagine Rosefield, we strongly believe in developing the mind, body and character of our student body. How do we accomplish this? We believe that we must model, provide instruction and allow students learning opportunities to practice character development skills. Through the **Character Counts Program**, we are committed to implementing methods to help children learn and develop attitudes of respect and responsibility towards themselves and others.

We are committed to teaching the foundational principles necessary to be well adjusted citizens. We strongly believe that parents play a primary role in supporting the school’s efforts in the development of sound character traits for their children. Parents will play an important role in character development throughout the school year. Ronald Edmonds (*Effective Schools Research*) recommends that schools build a positive environment by an expressed staff attitude of high expectations and the development of a safe and orderly school culture. Further, Imagine Schools are committed both to teaching academics as well as the teaching of character traits and attitudes that can be measured in student behavior and academic achievement over time.

Every student and staff member has a right to work in a school environment where he/she feels safe and respected. To this end, we have established our **Strive for Six** school rules which compliment the **Character Counts Education Plan**. Students will have the opportunity to participate in year-long character education assemblies, class activities and special events that will assist them in acquiring the necessary skills that produce **people of character!**

What are the “**Strive for Six**” school rules?

1. I will stay on task.
2. I will be a good listener.
3. I will cooperate and follow directions.
4. I will use a quiet voice.
5. I will keep my hands and feet to myself.
6. I will be respectful of others around me.

All students are expected to follow the “Strive for Six” school rules.

Perhaps it is best expressed in the “**Kids at Hope**” Pledge:

“As adults and Treasure Hunters we are committed to search for all the talents, skills and intelligence that exist in all children and youth! We believe that all children are capable of success...no exceptions!”

The Six Pillars of Character

TRUSTWORTHINESS: Be honest, don't deceive, cheat or steal, be reliable...do what you say you'll do, have the courage to do the right thing, build a good reputation, be loyal, stand by your family, friends, and country.

RESPECT: Treat others with respect, follow the Golden Rule, be tolerant of differences, use good manners, be considerate of the feelings of others, don't threaten, hit or hurt anyone, deal peacefully with anger, insults and disagreements.

RESPONSIBILITY: Do what you are supposed to do, persevere, keep on trying! Always do your best, use self-control, be self-disciplined, think before you act, consider the consequences, be accountable for your choices.

FAIRNESS: Play by the rules, take turns and share, be open-minded, listen to others, don't take advantage of others, and don't blame others carelessly.

CARING: Be kind, be compassionate and show you care, express gratitude, forgive others, and help people in need.

CITIZENSHIP: Do your share to make your school and community better, cooperate, stay informed, be a good neighbor, obey laws and rules, respect authority, and respect the environment.

As mentioned before, Imagine Rosefield believes it is imperative that the emotional and social development of students is cultivated concurrently with the academic development of students. A strong character education program will result in a positive increase in student academic achievement and development. Ultimately, students will recognize the role they play in taking increasing responsibility for their learning. The “**Strive for Six**” school rules are linked with specific character traits in the “**Strive for Six in Character**” section that follows. Each rule has a pillar character descriptor(s) and a non-inclusive list of examples that students **will** and **will not** do as a student at Imagine Rosefield.

“Strive for Six in Character”

I will be respectful of others around me. (Caring and Fairness)

Students **will:** be tolerant of differences, give “put ups,” take turns and share, be open-minded, listen to others.

Students **will not:** give put downs, make fun of others, use bad language, make racial comments, threaten, harass, or bully others, lie or spread rumors.

I will be a good listener. (Respect)

Students **will:** respect authority, listen, cooperate, do what they need to do.

Students **will not:** talk back, argue, talk out of turn, wait or turn away, interrupt lessons, roll eyes, make faces, sign their parents' names to papers.

I will cooperate and follow directions. (Citizenship)

Students **will**: complete work on time, work quietly, listen, cooperate with others, obey school rules, make a positive difference at school each day.

Students **will not**: refuse to work, make unnecessary noises, disrupt the class routine, talk out of turn, prevent others from learning.

I will stay on task. (Trustworthiness)

Students **will**: follow directions and work hard to stay on task and complete work as assigned.

Students **will not**: interrupt others who are working hard.

I will keep my hands and feet to myself. (Responsibility)

Students **will**: take responsibility for their actions, use self-control.

Students **will not**: kick, hit, push, trip, pinch, spit, slap, bite, fight or touch others inappropriately, pull hair, or throw objects.

I will use a quiet voice. (Citizenship)

Students **will**: take responsibility for control of their voice and use a quiet and appropriate voice at all times.

Students **will not**: yell, scream, or use an inappropriate voice at any time.

All students at Imagine Rosefield will earn citizenship grades and be marked on report cards each nine weeks. Compliance with “**The Six Pillars of Character**” will be the standard used in determining a citizenship grade.

Standards of Student Conduct

Philosophy of Discipline

The vast majority of students make easy and appropriate adjustments to school. For these students, the development of self-discipline is a matter of normal physiological and psychological growth. Character education and special character trait activities are provided as an important part of the school’s instructional program. As a result, the character education program assists students to make appropriate choices as they mature into “young adults.” Strict rules and penalties for violators are needed for only a few students and are applied with the aim of modifying behavior patterns rather than punishing offenders.

Positive student behavior is essential to maintaining a proper learning atmosphere in school. In any community, whether it is civic or school, certain standards of behavior are mandatory upon its citizens. Conformity to commonly accepted norms of behavior, particularly with respect to the rights of others, is basic to the preservation of our way of life.

The most effective discipline is self-discipline. One of the primary aims of Imagine Rosefield is to develop and reinforce in each student a level of self-discipline in preparation for a successful, self-directed life.

Together, parents and students are encouraged to read this section carefully and discuss its contents. The purpose of presenting this section in the Student/Parent Handbook is to provide information about expectations, rules and procedures for correcting unacceptable behavior.

Responsibilities of Students, Parents, and Schools

The majority of our students come to school to learn! Relatively few students are responsible for disciplinary incidents. Every precaution must be taken to prevent violent acts at our school that endanger both students and staff members. There are high expectations for the safety and welfare of students and staff members. It is necessary to provide the student with the opportunity to learn and the teacher the opportunity to teach under the best school culture possible. In order to provide an appropriate environment for learning, significant responsibilities must be assumed by the students and parents, as well as the school.

Responsibilities of Students

- To attend school and classes regularly and punctually.
- To come to each class with proper books, materials, and completed assignments.
- To be considerate of the rights/property of other students, staff, and school.
- To make a sincere effort in their classes and to involve themselves in the school program.
- To follow the regulations of the school and respect the authority of the teacher and other staff members.
- To develop standards of acceptable personal conduct.
- To report weapons, harassment, and other threatening or dangerous conduct.

Responsibilities of Parents

- To read and understand the **Standards of Student Conduct** section in the Handbook.
- To insist upon the regular and punctual attendance of their children as required by the laws of the State of Arizona.
- To understand, and to insist, that their children comply with the rules of the school concerning conduct and attendance and to cooperate with the school in the enforcement of these rules.
- To insist that their children behave appropriately during school hours and at all school-sponsored activities.
- To provide the means for their children to be prepared for school each day with lunch or lunch money, books, and necessary materials.
- To play an active part in seeing that necessary time and effort are spent on homework.

- To be aware of dress and grooming requirements and to see that their children's appearance and clothing strictly follow the dress code as described in the enrollment process and in the Handbook.
- To understand the importance of safety for students and staff at school, to know what their children bring with them to school, and to insist that their children comply with the school's expectation for safety.
- To model respect and appropriate relations ("The Six Pillars of Character") with teachers and the other school staff.

Responsibilities of the School

- To respect the personal worth, dignity and needs of each student. Model "The Six Pillars of Character."
- To provide qualified, caring and competent teachers.
- To provide a school culture conducive to learning.
- To provide special services for children with special needs.
- To keep parents well informed on the behavior and performance of each child.
- To develop and distribute to parents and students reasonable rules and regulations governing student behavior and attendance.
- To provide fair and reasonable standards of conduct and to enforce those standards using appropriate disciplinary action.
- To provide every reasonable safeguard for the protection of health, safety and welfare of all students.
- To cooperate with public agencies in matters involving students.
- To comply with the laws of the State of Arizona.
- To encourage high standards of personal integrity on the part of both students and staff.

Student Conduct and Discipline

Imagine Rosefield expects student conduct to contribute to a productive and engaging learning climate. Students shall comply with the school's written rules, pursue the prescribed course of study, submit to the lawful authority of staff and conduct themselves in an orderly manner at school during the school day or during school-sponsored activities.

Imagine Rosefield gives careful attention to procedures and methods whereby fairness and justice in discipline shall be assured each student. The objective of disciplining any student is to change behavior as a result of the learning process. It is essential that in the disciplining process, each student is assisted to develop a positive attitude toward self-discipline; each student realizes and accepts responsibility for one's actions; and each student understands the role he/she plays in maintaining a productive learning climate necessary for the welfare of the total student body and staff.

Various disciplinary procedures shall be used by school personnel to correct behavioral problems. Examples include, but are not limited to, reprimands, conferences, detention, fines,

and loss of privileges. Additionally, students may be denied participation in extracurricular activities. Titles, positions of responsibility, and other privileges granted to students may also be revoked. In cases of serious infractions or repeated failure to comply with school rules, suspension or expulsion may be used. A referral to law enforcement may also be made. Parental assistance shall be requested when persistent violations of school rules occur. Students shall be liable for discipline, suspension, or expulsion for misconduct as outlined in the Imagine Rosefield Student/Parent Handbook.

Discipline

The Imagine Rosefield School Wide Behavior Discipline Plan has three levels of response depending on the nature of the offense, the age of the student and the frequency of inappropriate behavior. **Level I:** First time offenders and infrequent offenders will be disciplined according to the individual teacher or the team discipline plan. Parents should be contacted by the teacher and/or team. Pro-active measures are implemented to assure successful future student choices.

Level II: This level is for the students who commit more serious offenses or continue to frequently repeat offensive behaviors. A level 2 referral is written and given to the office.

Level III: Level 3 is for students who continue to behave inappropriately after being referred in the past or the behavior is a Group A Offense and is a serious infraction of school rules that needs immediate attention. Level 3 consequences may result in suspension/expulsion from school.

Infractions listed below are grouped into two categories according to the seriousness of the offense, with **Group A Offenses** the most serious. These infractions and penalties apply to all students while on school premises or at school sponsored activities. All types of infractions may not be included and modifications will be made, if necessary, at the discretion of the building principal upon consultation with the Regional staff. Law enforcement authorities will be contacted when appropriate.

GROUP A OFFENSES

1. Unprovoked assault (including physical and sexual assault).
2. Fighting.
3. Open acts of defiance or disrespect toward teachers or other staff.
4. Unlawful interference with school authorities; interference with administrators or teachers by force, violence, or any coercion.
5. Refusal to participate in an investigation.
6. Profane, obscene, or abusive language, or actions toward teachers or other school staff.
7. Theft of school or personal property, unauthorized entry (teacher's desk or personal items), including another student's cubbie.
8. Malicious destruction/vandalism of or damage to school or personal property.
9. Trespass (unauthorized presence or refusal to leave when ordered to do so by school officials or by other authorized personnel, including the school's teachers and staff).
10. Setting of fires, setting off false alarms, making false reports to emergency services personnel, bomb threats, use or possession of explosive devices including smoke bombs or firecrackers.

11. Weapon offenses. Possession or use of all types of firearms or other potentially dangerous instruments or weapons. Weapons and replicas of weapons are forbidden on school property. Weapons include, but are not limited to: firearms, knives, metal knuckles, straight razors, explosives, noxious or irritating gasses, poisons, drugs, or other items fashioned with the intent to use, sell, harm, threaten, or harass students, staff members, parents, and patrons.
12. Extortion, blackmail, or unlawful coercion: obtaining money, property, or action against a person's will by threat, violence, or intimidation.
13. Possession or use of all types of irritating or poisonous gases; i.e. mace and pepper mace.
14. Use or possession and/or the sale or distribution of drugs (controlled substances) and alcohol. Evidence of use and/or possession of alcoholic beverages or illegal/unauthorized drugs or narcotics, including marijuana and related paraphernalia, is prohibited in any form at school, or at a school-sponsored activity. Substances purported to be illegal are also prohibited. This includes consumption prior to arrival at school or school-sponsored activities. The sale or distribution of or conspiracy to sell or distribute alcoholic beverages or illegal/unauthorized drugs or narcotics, including marijuana and related paraphernalia, is prohibited in any form at school or at school-sponsored activities. Substances purported to be illegal are also prohibited.
15. Intimidation, racial slurs, or threat of harm to others.
16. All sexual conduct is prohibited on school premises or at school sponsored activities.
17. Hazing, menacing, intimidation, indecent exposure, or any act that injures, degrades, or disgraces another person.
18. Harassment: behavior which causes the victim or victims to feel pestered, tormented, bullied, or persecuted. Harassment includes verbal as well as physical misconduct, particularly when the action is based on race, sex, national origin, religion, age, or disability. Sexual harassment is defined as any deliberate, uninvited, unwanted, and unwelcome sexual advances, requests for sexual favors, and/or other verbal, visual, written or physical conduct of a sexual nature directed at a person because of his or her gender.
19. Any display or signal for the purpose of identifying youth gang membership or youth gang support.
20. Secret societies/gangs and the soliciting of others for membership in any gang. No student on or about school property or at any school activity: shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang; shall commit any act or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership or gang affiliation; and shall use any speech or commit any act in furtherance of the interests of any gang or gang activity including, but not limited to soliciting others for gang membership, requesting any person to pay protection or otherwise intimidating or threatening any person, committing any other illegal act or other violation of school policies or rules, and inciting other students to act with physical violence upon any other person.
21. Threatening, planning to commit violence, or inciting other students to act with physical violence upon any other person, or the school in general.
22. Failure to report to authorities, weapons or dangerous conduct.
23. Serious violation of computer user network agreement.

PENALTIES FOR GROUP A OFFENSES

Immediate suspension with possible recommendation for expulsion with a case by case analysis of the degree that the student is a threat to the safety and welfare of the other students and staff members at school. The school may refer the offender to the police for possible legal action and require the offender to participate in a safety assessment with law enforcement authorities.

GROUP B OFFENSES

1. Refusal to identify oneself to school staff when on school grounds or at a school-sponsored activity.
2. Leaving school grounds without permission.
3. Being in an off-limits area.
4. Disturbance or disruption of the school environment, including but not limited to: classrooms, cafeteria, halls, the school grounds, and facilities and/or school activities; use of disruptive devices such as water balloons, squirt guns, noisemakers, laser pointers, and electronic devices.
5. Failure to obey general school rules and procedures.
6. Profane or obscene language, gestures, or possession of obscene or pornographic materials.
7. Sexual behavior including but not limited to inappropriate touching, lewd and suggestive behavior, sexually explicit drawings, writing or language while at school or school sponsored activities.
8. Gambling.
9. Improper display of affection.
10. Unauthorized use and/or possession of school documents, the defacing or forging in part or in whole of any document used in official school business including parental notes.
11. Tobacco.
12. Cheating.
13. Possession of incendiary devices including lighters and matches.
14. Uncooperative attitude following the daily classroom procedures and processes established by teachers and staff.
15. Uncooperative behavior or attitude with substitute teachers and all other staff members.

PENALTIES FOR GROUP B OFFENSES

Consequences for offenders of Group B infractions may include, but are not limited to staff/student/parent conferences, referral to counselor, required written student action plans, in-school discipline, loss of privileges and/or participation in extracurricular activities, detention, school/community service, campus improvement, in-school suspension, or suspension from school. Consequences from the above list may be used in combination in order to have the desired learning outcome. Continued or repeated violations of Group B Offenses may result in more serious disciplinary action including long term suspension and expulsion. The essential purpose of consequences at this level is to change unacceptable student behavior. The most effective consequences will be used to help the student make more appropriate choices while in school.

Dress Code Standards for Imagine Rosefield

As part of the enrollment policy and parent agreement to support the dress code at Imagine Rosefield, all students are expected to adhere to the following standards of dress while attending school or attending an off campus school sponsored activity. Parents are expected to insist that their children follow the dress code and are expected to enforce this policy at home. In instances where a student is not appropriately following the dress code, parents will be notified and asked to bring appropriate clothing to school. Parents have the best opportunity to insure that their children are in compliance with the dress code. The guidelines have been designed because they are basic, serve the purpose for which they were intended and are simple to understand. If anyone has questions about the dress code, please contact the office or ask your teacher for clarification at “Meet the Teacher Night.” It is expected that the dress code will be embraced and supported by parents so very limited enforcement is necessary at school. However, if students are not conforming to the dress code standards listed below, then the administration will contact parents and ask them to bring appropriate dress to school. Continued defiance or non-compliance will result in discipline and possible suspension. All final decisions regarding appropriateness of the uniform, headwear, shoes, hair style, and general appearance of the student, is given to the administration.

You may select from the following dress choices:

GIRLS

Polo Shirts with Collars and Imagine Schools Logo (long or short sleeves) *Light Blue, Navy Blue, or White*

Skorts, Skirts, or Shorts (no more than 3 inches above the knee) *Navy or Khaki*

Pants (all pants with belt loops require a belt) *Navy or Khaki*

BOYS

Polo Shirts with Collars and Imagine Schools Logo (long or short sleeves) *Light Blue, Navy Blue, or White*

Shorts (length not to be below the knee) *Navy or Khaki*

Pants (all pants with belt loops require a belt) *Navy or Khaki*

OPTIONAL

Sweatshirts with Imagine Schools Logo (solid colors with **no writing or logos**) *Light Blue, Navy Blue, or White*

Cardigan Sweaters *Light Blue, Navy Blue, or White*

Both Boys and Girls will be required to wear shirts “tucked in.”

THE FOLLOWING DRESS WILL NOT BE ACCEPTED

No hats or bandanas (Administrative exceptions on outdoor sport days)

No beepers, cell phones, hand held games, or portable CD/MP3/tape players

No boots, jelly shoes, shoes with heels over 1 inch, or sandals without back support
No tattoos or facial piercings
No oversized or baggie pants or pants with hems dragging on the ground
No oversized shirts or shirts that are “long hanging”
No gum, unnatural hair color or hair styles

Kindergarten Program and Extended Day Program

For school year 2010-2011 the State of Arizona is providing for half day kindergarten for all eligible students. At Imagine Rosefield our cut off date for a student entering kindergarten is to be five years of age by or on August 31st. If parents would like to have a full day program for their student we will offer an extended day program. To participate in the extended day program the fee is \$600.00 for the full school year.

Attendance

Arizona Revised Statutes (A.R.S. 15-802) mandates that children between the ages of six and sixteen years shall attend school for the full time school is in session within the district in which the child resides. Regular attendance is essential if students are to receive the best possible educational opportunities.

A child who is habitually truant or has excessive absences may be considered an incorrigible child as defined in A.R.S. 8-201. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in A.R.S. 15-802 subsection B, paragraph 1. This is 18 days in a school year. Parents may be prosecuted by Arizona State law for failure to send their child to school on a regular basis.

It is the responsibility of the parent to authorize any absence of the pupil from school and notify the school in advance, or at the time of any absence. We ask that you please contact the school at least 30 minutes prior to the start of the school day program.

Examples of excused absences are the following.

- Death in the family
- Doctor’s appointment
- Court appearance for the child
- Illness
- Religious holidays
- Lack of immunizations- 5 days only
- Lice- 3 days only
- Family Emergencies

Examples of unexcused absences are keeping a child home to care for siblings, vacation, lack of immunization (more than 5 days) and lice (more than 3 days).

Please contact the school if your child will be out of school for an extended period of time. If your child is absent 10 consecutive school days, his/her name will be automatically taken off

the school attendance roster as required by the Arizona Department of Education rules. Prolonged absences will be reviewed on a case by case basis by the school administration.

If your child is late to school, please bring him/her to the school office and report it to the attendance secretary. An admit slip will be given to your child and he/she will be sent to class. Those students who are tardy to class during the school day will be sent to the office and be issued a tardy slip. Students who have continued patterns of poor punctuality will receive consequences. Please drop off your child at school at least 10 minutes prior to the start of class. This insures that your child will have ample time to be ready for the school day with his/her teacher.

Student Health and Safety Information

Students' health and safety is the school's primary responsibility. The following information describes the precautions taken to protect the well being of all students. If your child has any specific health, safety or security needs, please inform the health aide so that appropriate accommodations can be made.

IMPORTANT: Students with a fever will be sent home and cannot return to school until fever free for 24 hours without the use of fever reducing medications.

Arizona law requires children to be current on their immunizations in order to attend school. Documented proof of required vaccinations is needed for students entering Imagine Rosefield. If an immunization would put your child at risk for medical reasons, you and the child's physician must sign a Request for Exemption Form. Personal or Religious Exemption forms are also available and can be obtained from the school health office. Exempt students will be excluded from school if there is an outbreak for which they have not been immunized. The following is required of all students.

Kindergarten – 5th Grade Immunization Requirements

DTAP*	4-5 doses
Polio**	3-4 doses
MMR***	2 doses
Hepatitis B	3 doses
Vaccella	1 dose (or history of chickenpox)

6 Grade / 11 years old Immunization Requirements

DTAP*	4-5 doses
Polio**	3-4 doses
MMR***	2 doses
Hepatitis B	3 doses
Td	1 dose if more than 5 years since last DTAP
Meningococcal	1 dose at 11 years old

Special Notations

- * DTaP/DTP/DT: Five doses of DTaP/DTP are required for school entry unless the fourth dose is given on or after the fourth birthday. DT is only acceptable when accompanied by a letter stating a medical contradiction to DTaP/DTP.
- ** Polio: Four doses are required for school entry, unless the third dose of an all IPV or OPV schedule is given on or after the fourth birthday, in which case 3 doses are needed. However, when the sequential or a mixed IPV/OPV schedule is used, four doses are always required to complete the primary series.
- *** Measles, Mumps and Rubella: A second dose of measles vaccine, given at least one month after the first one is required for entry to grades K-6. Serological proof of immunity is acceptable. Both doses must be after 1st birthday.

If you have any questions about immunization, contact your physician or the school health aide at 623-344-4300.

Hearing and vision screenings will be performed on various grades throughout the year. If you DO NOT want your child screened please notify the nurse in writing.

Our health aide is able to assist students who are ill or injured, as well as dispense prescribed medication. Parents or students may also wish to consult with the aide on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern.

Students must be free of head lice and nits. It is important for parents to routinely check their children's hair for lice. Lice are small insects about the size of sesame seeds. Nits are tiny yellowish-white oval eggs attached to the hair. Nits don't come off easily like dandruff or lint. Lice do not jump or fly. They are transmitted via head-to-head contact, and personal articles such as hats, combs and pillows. Please remind your children not to share these items with other children. When head lice are identified at school, the nurse notifies parents of affected students and provides information on treatment of the hair and the household. Students must be free of head lice and nits after treatment in order to return to school. Spraying pesticides for the control of head lice at home or at school is not recommended.

The school aide is trained to administer initial treatments for minor injuries. The student's emergency contact will be notified by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's file. It is critical that the school has up-to-date telephone numbers for parents and alternate contacts in an emergency. Please keep the school informed of any changes throughout the school year in this regard. In the event of an emergency, the student will be transported to the nearest hospital. The school offers information regarding the purchase of student accident insurance. The school is not responsible for reimbursement of medical expenses. In case of injury that occurs in the classroom or on the school grounds, the person in charge at the time of the accident will report it to the aide or school office, which will then begin processing an Accident Report Form for recording pertinent information. Even though doctor or hospital care is not required, an Accident Report Form must be filed so that there is written record of the nature of the injury and circumstances of the incident.

The district/school does not carry accident and health insurance for students' medical or dental costs if they are sick or injured during school activities. Parents are responsible for their children's insurance. An optional school-day accident and health policy is available for purchase at the beginning of the school year through a private agency. Information on the coverage and cost is provided to students at the start of the school year.

School personnel are sometimes asked to administer medication to students during school hours. School personnel may cooperate if the following conditions are met:

1. All medication must come in its original container. Prescription medication must have an unaltered pharmaceutical label attached. Over-the-counter medication, dietary supplements and other non-prescribed medication must be labeled with the student's name, medication name, directions concerning dosage and time of day to be taken.
2. The parent or legal guardian must complete and sign a Parent's Consent for Giving Medication at School. A new form must be completed at the beginning of each new school year and/or anytime the medication or dosage changes.
3. All medication, including over the counter, must be administered and stored in the health office.
4. The parent or guardian is notified when additional medication is needed and when unused or discontinued medication needs to be picked up from school.

Students may not carry or self-administer medication (including over-the-counter drugs) or dietary supplements unless the aide and principal grants permission and signs a formal plan.

Special Education

The Individuals With Disabilities Act Amendment of 1997 (IDEA) is a federal special education law that requires school districts, charter schools and other public education agencies to provide a free, appropriate public education to eligible children with disabilities.

Children with disabilities, and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth through age 21. IDEA and its implementing regulations also provide methods to help you assure that your input is considered. If your child is having difficulty in school, there may be a number of contributing factors. The first step is to visit with the teacher to determine what interventions and classroom strategies have been tried to help your child succeed. If the interventions are unsuccessful, a referral for special education evaluation may be one of many considerations. A written request can be made to the administration. If special education disabilities are suspected, the school is required to evaluate your child to identify and document whether your child has any disabilities that affect his/her ability to learn. The special education evaluation will be done only after the school has held a meeting with the parents where the tests and procedures recommended can be explained. The evaluation will be conducted according to federal and state requirements and will include information that parents provide. Following the evaluation, the school will provide parents with complete results within 60 calendar days of the written consent to test.

Technology

Imagine Rosefield may provide the use of electronic information services, including the Internet. Use of these services is a privilege, not a right, and must be in support of education and the educational goals of the school. The school uses filtering software to block access to information that may not be appropriate for youth in a school setting. Imagine Rosefield will make reasonable efforts to prevent such access by using Internet filtering tools and teacher supervision, but, ultimately, students are responsible for their own behavior. Therefore, the school does not assume liability for inappropriate use or access of information via electronic information services. The school has an internet connection that is protected by a firewall system. The firewall protects our internal network from intrusions or piracy over the internet, while permitting access to the World Wide Web by staff members and students. Since internet content is constantly changing, all Imagine Schools use a Content Filter List, which automatically updates to protect students from objectionable material.

Reporting Child Abuse

State law requires school employees to report reasonably suspected cases of neglect, non accidental injury or sexual offenses against children to Child Protective Services or local law enforcement agencies. Child Protective Services workers and law enforcement officers may conduct interviews at school. Child Protective Services will assess the seriousness of the child abuse allegation and determine the lawful procedures to be followed, including the communication with parents.

Volunteering

Parents are encouraged to participate in school-related activities. Volunteers may also be involved in monitoring the playground and assisting with school events. The result of parent assistance makes Imagine Rosefield a great school with positive parent support. All volunteers must sign in and out at the front desk in the office and wear a school's visitor badge. If a volunteer wants to conference with a teacher in the course of the school day, the school asks that an appointment be made with the teacher so the conversation can be professional and confidential.

Classroom Placement

Great care is taken to find the optimal classroom placement for each child who attends Imagine Rosefield. It is primarily the current teachers' responsibility to create class assignments at the end of the school year for the next school year. Teachers work with current grade level teams and the next year's grade level team to form classes, along with the administration. There are many factors to consider when students are placed in a new classroom. Heterogeneous groups are created with equity in class size and gender ratios. Teachers consider data about current level of academic performance including special needs, work habit and social/ emotional maturity. Parent input is valued regarding the individual needs of your child. If parents have input in the process regarding placement for their children, current year teachers need that information in writing no later than May 1st. Because of the difficulty of creating a well-balanced group of students in each classroom, **requests for a specific teacher will not be taken**. Every effort will be made to create a high energy classroom that will support learning needs for student growth and school success.

Field Trips

Throughout the school year, children are taken on field trips as a class project. Field trips are arranged when the teachers feel they will enhance and expand learning. Such trips are sponsored and may be funded by the school. They are often selected on the basis of educational value and are considered to be an extension of the classroom. Costs to the student are kept to a minimum. Parent permission is required for each student to participate in the field trip and must be given on the approval school form.

If students' attendance on any field trip is contingent on a behavior contract with the class, parents must be notified of these conditions prior to the planning of the field trip. Adequate supervision is a key to effective field trips. For that reason, parents who wish to accompany a class on a field trip should not plan to bring other children in their family.