

Armadillo Technical Institute



2011-2012 Student Handbook

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Introduction: A Note To Parents and Students

Armadillo Technical Institute is Southern Oregon's oldest Public Charter School, and one of the first 12 schools chartered in Oregon. **Being a public school, ATI does not charge tuition: ATI is funded by State School Funds.**

Open to grades 6 through 12, ATI is a purely choice school. Only students and their families decide whether or not they enroll in a Public Charter School. Public Charter Schools are prohibited from discriminating in enrollment for any reason: If you are grade 6 through 12 the state of Oregon tells us the order in which we admit students.

ATI is a program created by staff, parents, students, and the Phoenix-Talent School District. As a private 501c3 organization we operate as a separate entity within the Phoenix-Talent School District on the basis of our charter agreement. Our charter was a collaborative process with the district, and we wrote the charter together. Our relationship with Phoenix-Talent School District is positive and appreciated.

ATI is an intentionally small, highly personalized, program of intense instruction and academic work. We have high academic standards, and students are expected to work to their highest capacity. At ATI, ATTITUDE is everything, and by that we mean, students need to be serious about their education and willing to learn. We place students according to their pre-assessments, requiring students to take classes at a level that will challenge them. The work here is hard, but students receive infinite opportunities to revise work until they achieve the grade that they want. We don't give D's at ATI; we rework assignments for a higher grade.

ATI is not for everyone, but for those students who decide they like it here, ATI is very successful. Like any other public school, ATI has students on IEPs and students who are far ahead of grade level. We have students who have never experienced difficulty and students who are high risk. What matters is a student's willingness to care, try hard, and rework it until it's correct.

ATI uses technology to accommodate students who learn more three dimensionally than the average student. By this we mean students who have to try it, make their mistakes, and fix their mistakes before they will understand how to do it. We do far less lecturing and far more work in class than many mainstream classes. For the most part, we want students to work on their projects and assignments at school, so they can get the help they need. With the exception of reading, ATI seldom expects homework to be done at home.

The *Student Handbook* will give you an overview of our program. There's really nothing else like it in Jackson County: We have the smallest classes, best student to computer ratio, and the most personalized program of any public school in the county.

With only 95-100 students in our day program, we don't expect ATI to be right for every child, so consider your choice carefully. Talk about it as a family, and consider the commitment that you are making if you come. That word, **commitment**, is critical. Our staff makes a complete commitment to our students: We're willing to do what it takes to help you succeed academically. Your performance and learning matter deeply to us, so we expect these things to matter to you every day that you walk in the door. The only reason to attend ATI is because you want to. When a student wants to come to ATI, 90% choose to stay.

Please ask many questions, study the handbook, and make a fully informed decision. If you decide that ATI is the place for you get ready for an exciting journey through the world of ideas with teachers who are excited by what we're teaching. Welcome to ATI.

Armadillo Technical Institute
Southern Oregon's Oldest Public Charter School
Located in the Phoenix-Talent School District
Founded September, 2000

Mission Statement:

ATI is a unique community inspiring thoughtful individual choices in learning and growth.

Admissions

1. Attend Orientation: Fridays at 3:45 PM **Students who receive special education services:**
 - Use the process above
2. Attend an Interview & Submit the completed Admissions Packet including:
 - The Signed Enrollment Form
 - Birth Certificate
 - Immunization Record
 - Insurance Card**During *Intake*, ATI staff schedule a placement meeting to determine if services can be provided at ATI. In most cases they can.**
3. Complete the *PASS Intake Program* (See Pages 5 & 6) **Lotteries:**
 - On July 1 of each school year, new students enrolling prior to July 1 are either admitted, or a lottery is held.
 - A second lottery is held on August 1, if the program did not fill by July 1.
 - During the remainder of the year, new students enter at the beginning of each trimester and each progress report period in the mandated order..
 - Students are called and have 24 hrs to respond.

Order in which state law REQUIRES ATI to enroll students:

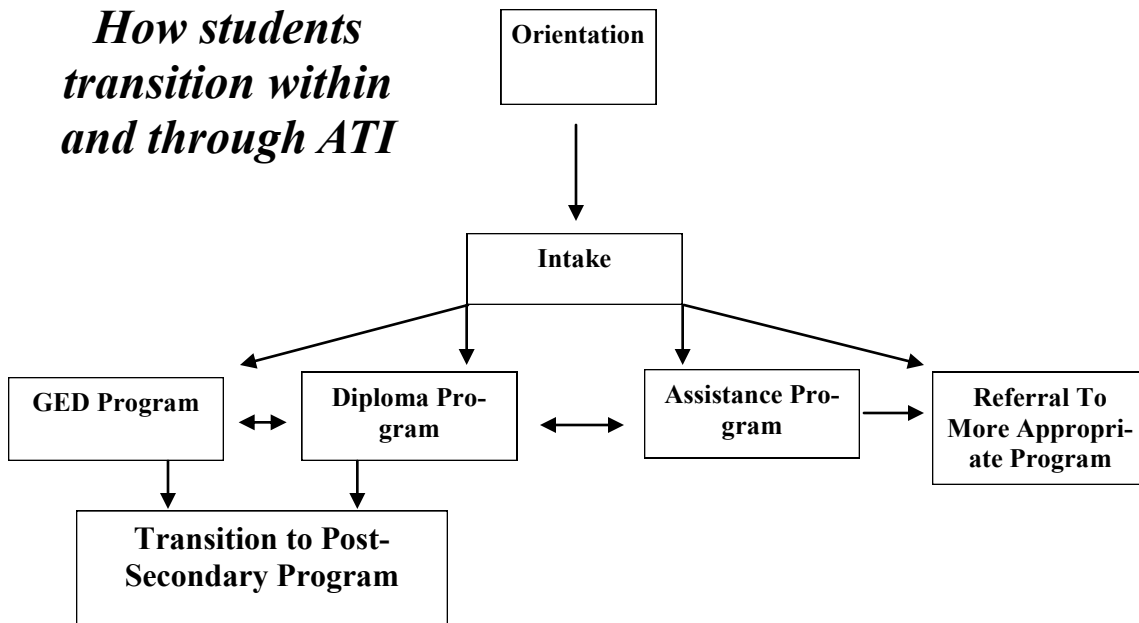
1. Returning students
 2. Siblings of current students
 3. Students residing inside Phoenix-Talent School District
 4. Students residing outside Phoenix-Talent School District
- Fees:**
- **\$25 per student per year:** Payment plans can be arranged.

PASS Intake Program

All Students Must Complete Intake in Order to Become Full-Time ATI Students

WHAT IS IT:	WHEN IS IT:	WHY DO IT:
<ul style="list-style-type: none"> • A 3 week training and evaluation program • A program designed to make sure that ATI students know how to do what we do at ATI • A program designed to make sure that a complete academic and support program is in place for each student • A program to help students know for sure that ATI is the program for them • A program designed to work closely with families so that students have a positive start and greater success. 	<ul style="list-style-type: none"> • The first 3 weeks of a student's enrollment at ATI. • 8:30 AM - 12:20 PM • Takes place every day. • As students demonstrate the ability to PASS, their schedule will be increased. 	<ul style="list-style-type: none"> • It's better to find and solve any learning barriers before students start their regular program. • Academic standards at ATI are very high, and students need to know how to perform academically BEFORE they get behind. • When parents are very involved with their child's school, the child does better. • We need to know how a student learns and functions in order to create a program and schedule that is likely to succeed.

How students transition within and through ATI



ATI Intake Program

All Students Must Complete Intake in Order to Become Full-Time ATI Students

Assessments to be Completed:

- Academic Readiness
 - MAPS Assessment in Reading and Math
 - Writing Assessment
 - Keyboarding
- Needs Assessment:
 - Academic Background
 - Credit situation
 - Learning/Working Style
 - Economic
 - Free/Reduced Lunch Eligibility
 - Health Insurance Status
- Risk History Assessment
 - Interview with student
 - Interview with Parent
 - Evaluation of transfer records

Intake Curriculum (PASS)

ATI expects students to learn how to PASS prior to entry into the main curriculum.

P Presence: What it means to be present.

A Achievement: What achievement at ATI is and how one accomplishes it.

S Socialization: What it means to be a positive peer and how to achieve it.

S Striving: The skills that lead to the attitudes and effort successful learning requires.

To be **PRESENT** requires a student to be in the classroom, but it also means being involved: Participating, staying on task, using the time for what it was intended. Simply showing up, while important, is not enough.

To **ACHIEVE** a student must be **PRESENT**, and demonstrate the ability and willingness to work on something until it meets the requirements. Simply turning something in, while important, is not enough.

A **SOCIALIZED** student understands that different behaviors are appropriate for different settings, and then chooses to use the behaviors that promote both his/her and others' success in the classroom. Knowing what is expected, while important, is not enough.

STRIVING means knowing what it takes to get the job done, and then doing whatever it takes: extra time, extra effort, etc. Students who **STRIVE** succeed because they actively pursue their goals. Having goals, while important is not enough.

What's A Charter School Anyway?

Oregon defines 3 types of publicly funded schools:

1. Mainstream Schools or Traditional Public Schools
2. Public Charter Schools
3. Private Alternative Programs

All of these schools are funded by State School Funds AND MAY NOT CHARGE TUITION.

<u>Mainstream</u>	<u>Public Charter School</u>	<u>Private Alternative Program</u>
<ul style="list-style-type: none"> • Funded by State School Funds 	<ul style="list-style-type: none"> • Same: NOT AN ALTERNATIVE PROGRAM 	<ul style="list-style-type: none"> • An Independent public school funded by State School Funds and tasked with helping students who are “unable to benefit” from the mainstream curriculum for any reason.
<ul style="list-style-type: none"> • Enrollment is determined by the district(s). 	<ul style="list-style-type: none"> • Enrollment is open to any student; the order is set by the state. 	<ul style="list-style-type: none"> • Enrollment controlled by student’s home school and the alternative program: Students must meet the program profile.
<ul style="list-style-type: none"> • The school may not discriminate against students on any basis except the grade level that the school serves. 	<ul style="list-style-type: none"> • The School may determine grade levels and number of students it will serve at a time. 	<ul style="list-style-type: none"> • Same
<ul style="list-style-type: none"> • Students must be working toward the required state performance goals and must take the annual assessments. 	<ul style="list-style-type: none"> • Same 	<ul style="list-style-type: none"> • Same
<ul style="list-style-type: none"> • The schools are required to be accredited, so that credits will transfer among schools when students move. 	<ul style="list-style-type: none"> • Same: ATI is accredited by the Northwest Association Accreditation Commission. 	<ul style="list-style-type: none"> • Most are accredited, but it is not necessarily a requirement.
<ul style="list-style-type: none"> • Besides academic classes, these schools offer a variety of extra-curricular activities, counseling and transition services. 	<ul style="list-style-type: none"> • Most don’t offer extra-curricular activities. ATI does offer counseling and extensive transition and school-to-work services. 	<ul style="list-style-type: none"> • These programs are expected to offer counseling and other services necessary for the population(s) for which the program is designed.

ATI Programs

ATI Diploma Program: A grade 6-12 Program that uses small, interdisciplinary classes to teach the skills required for high school graduation. Credit is awarded only for work that meets the appropriate state standard for the task. Students may work on the task until it meets the standard.
(85 Students)

ATI has designed its program to be specifically different from what is available everywhere else in Jackson County. ATI builds its program on the use of technology because technology allows students to find, evaluate, and produce information in a more three dimensional way: Many students do not learn effectively from the traditional lecture, step-by-step approach. Some students learn by tackling a task in their own order, making mistakes, and then fixing the mistakes. Think of the difference between reading a book and surfing the internet. Book's are sequential; the internet is three dimensional.

Students are placed in courses that match their current levels in Reading, Writing and Math. Classes that are at the high school level (Algebra, for example) earn high school credit regardless of the student's age.

For students who can't or don't wish to attend a morning schedule. ATI provides instruction until 5:10 PM.

Schedule* **Monday-Thursday, 8:30 AM until 2:10. 3:05 or 4:05 PM**
Fridays. 8:30 AM until 11:30 AM

ATI GED Programs:

(30 Students) A program for students who will be 16 years of age or older during the trimester in which they enroll.

Schedule: **10:20 AM-6:10 PM (Monday-Thursday)***
8:30-11:30 (Friday): Students are expected to attend 15 hours per week.

- **Schedules may have flexible start and end times within hours listed**

Your Child's Rights To Special Education Services

Special Education:

The Individuals with Disabilities Education Act (IDEA) is a federal special education law that requires school districts to provide a free appropriate public education to eligible children with disabilities. A free appropriate education means special education and related services, described in an Individualized Education Plan (IEP), and provided to children in the least restrictive environment. The Phoenix-Talent School District offers a wide range of special education services. More information can be obtained from your child's teacher, the building special education teacher, or the school's principal. You may also call the Phoenix-Talent School District Special Programs Office at (541) 535-7520

Child Find Requirements:

Public Law 105.17 known as the Individuals with Disabilities Education Act (IDEA) requires that school districts provide a free and appropriate education to all disabled children and young adults from birth through 21 years of age. The Phoenix-Talent School District requests assistance with the identification of any disabled children ages 0 through 21, who are not enrolled or currently being served in one of the District's schools. If you know of any disabled children ages 0 through 21, who are not receiving education services, please call the Phoenix-Talent School District's Special Programs Office. The Phoenix numbers are (541) 535-7520

Section 504 of the Rehabilitation Act of 1973:

Some children may have a disability that affects a major life activity but does not fit into one of the categories of disability under the Individuals with Disabilities Education Act (IDEA). These children may be protected by a different law, which is Section 504 of the Rehabilitation Act of 1973. The rights of "504 only" children and their parents are in some ways similar and in some ways different from the procedural safeguards provided by the IDEA. For more information about Section 504, contact the Phoenix-Talent School District's Section 504 coordinator at (541) 535-7520 .

Armadillo Technical Institute Complaint Form

Armadillo Technical Institute
106 N Rose St / PO Box 1560
Phoenix, Oregon 97535-1560
541 535-3287

Name of person filing complaint:

Address:

Phone:

Description of problem (Use back, if needed)

Has this complaint been discussed with the following people? (Please check)

___ Employee against whom the complaint is filed?

___ The student's team leader?

___ Either the Kim DeCosta (Human Resources) or Lynne Claflin (Personnel)?

If not, please explain.

Date

Complainant's Signature

Complaint Process:

1. Try to resolve the problem with the staff person in question
2. If that is unsatisfactory, ask the student's team leader to mediate
3. If that is unsatisfactory, complete the *Complaint Form* and file it with Kim DeCosta or Lynne Claflin.
4. If a satisfactory resolution is not reached, the matter will be forwarded to the Site Comm.

ATI's Educational Philosophy

- Students need a challenging curriculum that starts where they are at and requires them to progress to higher levels of learning.
- While State Assessments are required, and are one way to evaluate student performance, we believe that challenging projects requiring integrated skills, higher level thinking, and research provide the experience students need to prepare for higher education.
- We expect all students to transition from ATI to Post-High School education programs, whether University, Community College, or Professional-Technical in nature. Currently, students need 2 years of education beyond high school to advance beyond minimum wage, no benefit work.
- We are preparing students for whatever educational options they **might** choose, regardless of what they say now. The average American can expect to change careers every 5 to 7 years in the modern economy. Education never stops, and we want them well prepared.
- The primary reason for attending any school should be progress toward graduation. It does not make sense for students who are not progressing to stay at ATI.
- We believe that barriers to education, whether academic or behavioral, need to be addressed as soon as they are identified by the school, family or student, accessing support services necessary to solve the problem.
- Parents should feel as welcome at ATI as they are at home. If you want to drop in, go to class with your student, or talk with staff, we invite you to do so.
- What a student does is more important than what a student says. Behavior and performance matter, and are what we evaluate.
- We believe most work should be done at school, but some homework is necessary: Students are expected to complete homework at home or take the necessary time to complete it at school.
- We believe that students should be rewarded, not penalized for revising work that has not met the standard. ATI does not penalize students for taking longer or needing more help on an assignment. We encourage students to improve their grade and reward them when they do.
- We believe that students who **need** to spend more time on their work, should spend more time on their work. ATI provides more additional work/help time than any other school in Jackson County. If students need to get caught up, we expect them to do so.
- We believe that students should take responsibility for their behavior.

Evaluation & Support

Teams:

- ATI does not want students to slip through the cracks.
- Each student is assigned to a teacher (team leader) who:
 - Tracks academic performance
 - Contacts students when they are absent.
 - Arranges conferences with parents.
 - **On-Campus students eat lunch with their team.**
- ATI has an *Assistance Program* that brings the education to the student, rather than having students go to several classes:
 - It is available in the afternoons only.
 - Each student is evaluated daily
 - In most cases on-going counseling support is required.
 - This is the most intensely structured environment in the ATI program, and students who do not improve will be referred back to their home school for alternative education

ATI Performance Standards:

- Students are evaluated on an on-going basis. Each student receives a Progress Report every 3 weeks that is mailed home. ATI students are expected to maintain:
 - 90% Attendance
 - 80% caught up on work
 - No major policy violations
- If a student is not complying with Performance Standards, one of the following occurs:
 - A Performance Intervention and development of an Improvement Plan.
 - Referral back to the home school.

Lunch

- 11:30 to 12:20 each day
 - **Open Campus Determined Weekly:**
 - **100% attendance for the week**
 - **90% Work Completion**
- Eating options:
 - Brown bag it
 - Buy a school lunch (students who qualify for free or reduced lunch can access it through ATI.)
 - Go off campus and get lunch
 - Bring food to prepare at lunch.

Cleanup

- ATI students are responsible for cleaning the building.

Required Materials:

- 3 ring notebook
- Lined paper
- Pen/pencil
- Dividers
- Basic scientific calculator (graphing calculator is required for advanced math).
- Thumb drive (Recommended)
- (Headphones if you plan to listen to music during your work time. You may not wear headphones during lectures or discussions.)

Transportation

- ATI **provides** each student with a picture ID/RVTD Bus Pass. Students may:
- Drive if they have insurance, a license. (Students may not transport middle school students during lunch) A parking permit is required: Student must park in the assigned parking area.
 - Take the Phoenix-Talent school bus: Check with the High School.
 - Take RVTD (There are bus stops within walking distance.)
 - Car pool
 - Ride with parents

ATI Graduation Requirements through 2012

Fine/Tech. Arts	(3.00)
General	2.00
Careers	.50
Keyboarding	.50
World Studies	1.00
U. S. Studies	2.00
Includes:	
U S History	
Economics	
U S Government	
Health	1.00
Language Arts	4.00
Includes:	
Literature	
Research	
Writing	
Publications	
Presentation(.50 Required).	
Math (1 credit in Algebra)	3.00
Physical Ed.	1.00
Personal Finance	.50
Science	3.00
Electives	5.50
Total	24.00

- Proficiency Requirements:**
- **Reading**
- Personalized Learning:**
- **Education Profile & Plan**
 - **Career Related Experiences**
 - **Extended Applications**

ATI Graduation Requirements 2012 - 2013

Fine/Tech. Arts	(3.00)
General	2.00
Careers	.50
Keyboarding	.50
World Studies	1.00
U. S. Studies	2.00
Includes:	
U S History	
Economics	
U S Government	
Health	1.00
Language Arts	4.00
Includes:	
Literature	
Research	
Writing	
Publications	
Presentation(.50 Required).	
Math (1 credit in Algebra)	3.00
Physical Ed.	1.00
Personal Finance	.50
Science	3.00
Electives	5.50
Total	24.00

- Proficiency Requirements:**
- **Reading**
 - **Writing**
- Personalized Learning:**
- **Education Profile & Plan**
 - **Career Related Experiences**
 - **Extended Applications**

ATI Instructional Environments

Seminars:

- Interdisciplinary classes in which students are earning credit in more than one discipline. Most Social Studies classes are Seminars.
- All students are working on the same curriculum with the same assignments, although the assignments might be at differing levels to match students' current level of skill.

Guided Studies:

- Classes limited to 15 or fewer students
- All students are studying the same curriculum, but they may not all be at the same place at the same time: There are more options for individualization.
- Most math courses are Guided Studies.

Field Studies:

- Students are given an intensive study in an area that is as close to the real world as we can make it.
- These classes are highly project oriented.
- Publications and many technology specialty courses such as CAD, Audio Technology or Multimedia are Field Studies.

Independent Study:

- Classes designed to allow students to work independently on an area of interest or need
- A class that allows students to get extra time to complete homework in a particularly challenging course taken during the day.
- Students often take a class needed for graduation that is not being offered or conflicts with another class they need.
- Students often use the class for additional study time.

Community Based Learning

Elective Work Experience:

- Paid or unpaid work done in the community that is not a career internship.
 - Paid Work = 220 Hrs/1.0 Credit
 - Volunteer = 130 Hrs/1.0 Credit

Community Activities Courses

- Courses or activities completed in the community. PE, Fine and Technical Arts, Careers are often activities which a student may use to earn credit at school. An examples would be a student taking a fitness class, participating in a local play, completing a course of study sponsored by a local agency (Parenting, Work Readiness, etc.).

Cooperative Work Experience/Job Shadows/Internships.

- Credit earned by participating in a true career preview learning experience.
- Students spend time in an actual business (one usually chosen by the student and the School-to-Work Counselor) learning how the career opportunities.
- Internships (Often in technology) give students the opportunity to have a work experience doing the work in the career under the tutelage of a community professional. Internships require a high level of commitment on the part of the student, and usually a certain level of skill.
- Tutoring: Students often have the opportunity to tutor younger students at Phoenix Elementary in areas like reading. Again, a high level of commitment and responsibility is required.

Students may also take a course at Phoenix High School if there is room in the class.

ARMADILLO TECHNICAL INSTITUTE -- COUNSELING SERVICES & POLICIES

1. Various levels of counseling are available at ATI through partnership with Phoenix Counseling, a counseling program located in Phoenix, Oregon.
2. The ATI Team may require a student to participate in counseling as part of a performance contract if he/she has a chronic behavioral issue (such as anger management) that could not be resolved through a normal disciplinary process. In addition, ATI may require a student to undergo a chemical dependency assessment if he/she has violated the Drug & Alcohol Policy - this assessment can be provided through Phoenix Counseling, or parents can obtain these services through another community resource at their own expense.
3. Schools and social service agencies face many important and complex youth confidentiality issues. Situations arise which involve the interpretation of state and federal laws and regulations. Some will require a legal opinion. It is not within the scope of this handbook to address these complex issues. [The following description is limited to the aspects of school policy and procedure, youth record-keeping, and confidentiality.](#)
4. All counseling services are provided by trained staff [who work](#) under clinical supervision. Counseling services provided to the students by ATI are ***funded by Insurance or Oregon Health Plan (if available), and through grants and State School Funds: There is no cost to families of ATI students.***
5. If for some reason a student is unable to make a set appointment, you are requested to notify the counselor **AT LEAST 24-HOURS IN ADVANCE.**
6. Any information divulged by a student or his/her family in the course of treatment will be held in strictest confidence and will not be divulged by Armadillo Technical Institute to any person or agency without [student's](#) written permission, with the exception of:
 - Statements made of intentions to commit suicide or homicide (*See #4 for more details.*)
 - Statements indicating that child abuse has been or intends to be committed (*See #5 for more details.*)
 - Information about you that would facilitate treatment in a medical emergency.
 - If ATI staff is subpoenaed to testify in court, confidential information may have to be provided without client permission. This occurs only in a small number of cases, usually when there is a child custody or parental rights termination hearing.
7. Counselors are required by law to notify authorities if students are believed to be a danger to self or others. If we believe a student is in danger of hurting him/herself, we may need to make a referral to another agency. If we believe that a student may harm another person, we are mandated to inform the intended victim of the threat, as well as, the police department.
8. We are required by Oregon law to report child abuse.: **1) unnecessary physical force; 2) sexual advances; 3) denial of food, clothing or shelter.** Child abuse is reported in order to protect students should they return home, to be sure the guardians receive treatment if they are abusive, and to protect other youth living in the home.

9. All counselors are required to review with potential youth the “*Counseling Policy and Confidentiality Disclaimer Form*” and to obtain “*Informed Consent*” from youth and/or families before proceeding in counseling services sponsored by ATI.

Youth under Age 14:

We MUST have written consent from parents or guardians to provide ANY services. To seek or release youth information, we must have written consent from the youth and parents/guardians.

Youth Ages 14 through 18:

We should have written consent from parents/guardians to provide services. However, if parents/guardians refuse to allow consent, the adolescent may participate (ORS 109.675) and the parents/guardians will not be obligated financially. Phoenix Counseling records will document parental/guardian refusal and program goals will be directed toward cultivating parental/guardian consent and involvement **except** in the following circumstances:

- a) If a youth demands that their parents/guardians not be informed of their participation. However, project goals will be directed toward parental/guardian consent and involvement, unless there is a clear indication to not do so (such as with a minor youth who has been sexually abused by a parent).
 - b) An emancipated minor (whether emancipated under the provisions of ORS 109.510 and 109.520 or 419B.550 to 419B.558) or emancipated by virtue of having lived apart from the parents or legal guardian while being self-sustaining for a period of 90 days prior to obtaining treatment.
- C Counselors are legally and ethically required to keep all information disclosed strictly confidential within the [ATI team](#). Sometimes it may be necessary to discuss a situation with other service providers and agencies. Before this happens, we will need written permission from the student and parent/guardians by signing an “*Authorization To Release Confidential Information*” form. In the case of youth receiving services without parental/guardian knowledge or consent, information may be shared with only the youth’s written consent.

It is Armadillo Technical [Institute’s](#) goal to provide high quality counseling services to all persons without regard to race, religion, sex, ethnicity, age, disability, HIV status, sexual orientation, or ability to pay. If you have questions or concerns about our services or the counseling process in general, please let your counselor know. If you continue to have questions or concerns, you may contact [your Team Leader OR one of the Co-Directors](#).

ATI Polices

ATI behavior policies apply FROM THE TIME A STUDENT LEAVES HOME IN THE MORNING UNTIL THAT STUDENT RETURNS HOME AT THE END OF THE DAY.

VIOLENCE AND HARASSMENT POLICIES APPLY ALL THE TIME WHEN INVOLVING ATI OR PHOENIX-TALENT STUDENTS.

Compliance:

- Students are expected to comply with directions given by staff and volunteers.
- If a student disagrees with a direction, the student is expected to comply and discuss it with the instructor at a convenient break in class or after class.
- If the instructor has made an error, he/she will fix it.
- Non-compliance can result in isolation, removal from class or referral back to home school.

Dress Code:

- Clothes must cover underwear and/or the parts of the body underwear is meant to cover.
- Clothes may not have drug, alcohol, sexual, racial or violent references or advertisements.
- Violators will be asked to put on covering clothes or go home, change, and return to school.

Language:

- Students are expected to use language appropriate for a work place, which means: swearing, disparaging remarks, off color comments, etc. are inappropriate for ATI.
- Students will be required to rephrase inappropriate language, and students may be sent home when the problem persists. (In some cases, there are medical conditions that may cause an exception here, but the condition must have a diagnosis, and a treatment plan in place.)

Tobacco:

- It is illegal to possess or use tobacco on any campus funded by State School Funds. It is a policy violation to be using tobacco at any time/place during the school day or to be in a group where a violation is occurring.
- 1st violation results in one month closed campus and completion of Tobacco Cessation.
- 2nd violation results in restriction to campus for the remainder of the year and receipt of a tobacco citation.
- 3rd violation results in referral back to the home school.

Drugs & Alcohol:

- It is illegal to possess, use, or distribute drugs or alcohol.
- ATI will require a urinalysis and an assessment of students who demonstrate behavior consistent with drug and alcohol use, including but not limited to: Inconsistent attendance, skipping classes, wide mood or behavior swings, possession of drug paraphernalia, frequent talking about drug and alcohol use, sudden drops in academics. (See the Counseling Policy on pages 10-11 for more information on assessments and available counseling.)
- Students who: admit to use, are determined through testing and assessment to be using drugs, or are caught using drugs or alcohol, are required to complete the assessment process and then follow the proposed treatment plan. Students who do this will either remain in

school while they continue their treatment or be given a slot in the program when they complete their treatment (in the case of residential placement).

- When a student is suspected of use, a conference is held, assessment may be required, or an improvement plan may be instituted, which, if completed, negates the need for assessment. Failure to complete the plan will result in a required assessment.
- Students caught using or possessing drugs or alcohol at school are:
 - Suspended and reported to authorities
 - Required to undergo an assessment
 - May return to school when the assessment is scheduled
 - Are restricted to campus until the treatment plan is completed
 - Undergo random urinalysis conducted at school
 - Remain in school as long as the treatment plan is followed
- Students who do not complete a required assessment an/or treatment plan will be referred back to the home school.

Loitering:

- Students are expected to use **ONLY** streets that have sidewalks.
- Students may not linger on private property in the neighborhoods.

Weapons:

- Possessing a firearm on a school campus is a felony requiring expulsion and a police report.
- Other weapons are confiscated and may be retrieved by parents/guardians
- A repeated non-firearm offense results in confiscation for the remainder of the school year.
- Multiple weapons offenses may result in referral back to the home school district.

Physical Contact is limited to hand shakes, hand holding, and brief hugs. Behavior beyond these limits (horse play, play fighting, kissing, etc.) may result in being sent home.

Violence/Harassment:

- Physical contact that is threatening, proceeds from a threat, or appears to be a physical conflict is defined as violence: Includes physical abuse to property and/or possessions.
- Unwelcome behavior that is designed to irritate or threaten another. This behavior includes sexual and other forms of harassment and may be physical, verbal or technological in nature. In most cases the behavior has been confronted and has continued. (Again, some medical conditions may result in a variation to this policy consistent with the diagnosis and treatment plan.)
- When violence or harassment occurs the following procedure is followed:
 - Suspension of the student(s) involved.
 - The event is investigated.
 - A staffing with the student and parent is scheduled
 - The student may be referred back to the home school (instances of assault or vandalism are reported to the Phoenix Police Department.)
 - A reentry plan may be required that may include:

- Required counseling
- Drug/Alcohol Assessment and testing
- Psychology evaluation
- Mediation between the parties AND their families
- On campus restriction.

Overt Threats:

- An “Overt Threat” is any statement that communicates an intent to do harm to another person. “I’m going to kill you.” is an example.
- As do all public schools, ATI takes such statements seriously.
- When an “Overt Threat” is reported,
 - The student is suspended
 - A report is made to the local authorities
 - The student is not readmitted until the investigation is completed and the threat is determined to be benign.
 - At that point, the “Violence/Harassment” policy is followed.

Technology Use Policy:

- Technology is central to ATI’s academic program, and students are expected to use the technology at school for the purposes for which it is intended:
 - Research
 - Assignments
 - Projects
- Any other use of the technology requires staff permission
 - Violation of the policy may result in:
 - Restricted computer use, suspension or referral back to the home school.
- Students may bring Mp3 Players to school: They must use headphones and comply with instructor limits or the device will be confiscated for the day. A second offense requires the parent to pick up the device and it is prohibited at school for one month.
- Students may bring cell phones: They must be on vibrate, used at lunch/breaks or with instructor permission only. Violations result in confiscation for the day.

Plagiarism:

- Plagiarism is the use of another person’s words, ideas, or work product without giving credit to that person.
- Plagiarized work must be redone in order to receive credit, and in some cases a new project will need to be completed.

Academic Progress:

- ATI students will be expected to earn a minimum of 2.0 Credits per Term (1.8 credits for middle school students.)
- Students earning between 1.6 and 2.0 credits, may make up the work, or attend Summer Term to make up the difference.
- Students who do not earn 1.6 Credits in any term will go on an Academic Improvement Plan for the following Term.
- Failure to meet the requirements of the Academic Improvement Plan will result in referral back to the home school for appropriate alternative education.
- Students who do not earn 6.0 Credits in any Academic Year will be expected to attend Summer Term each year until the total is an average of 6.0 Credits Per Year.

- When a student completes all the behavior, attendance, and on task requirements of an Academic Improvement Plan, but is still behind, an extension may be offered.
- Students near graduation (Less than 5 credits remaining) who are not meeting the minimum Progress Toward Graduation and accompanying Academic Improvement Plan may be transferred to Afternoons, Evenings, Distance Learning, Half Time, or GED, as an alternative to referral back to the home school.

Attendance

- Students are expected to attend 90% of the time
- Absences are to be excused: Defined as absences resulting from: Illness, Family Emergency or an Appointment. Excused absences require contact from parent or guardian (email or phone) in advance or within 24 hours of the absence. Partial day absences **MUST** be excused at or before the time the student checks out of school.
- In order for a student to check out of school with an excused absence, the student must:
 - Notify the Team Leader
 - Wait until the Team Leader has verified permission with a parent/guardian
 - Check out with each remaining teacher for work.
 - Sign out in the office.
 - A student who does not follow the protocol will be given an Unexcused absence which cannot be excused later.

Discipline and Intervention Process:

Step 1: Redirection

- The student is reminded what is expected. If this works, no further action is needed.
- We do not expect to redirect a student more than once in a class period.

Step 2: Time Out or Isolation

- If redirection is unsuccessful the student may request or the teacher may require a time out:
 - The instructor tells the student where it is to be taken and when the student is expected to return.
 - The student may be allowed/required to work alone in a quiet area in order to avoid continued distracting behavior.

Step 3: Removal and Conference

- When steps 1 and 2 have been unsuccessful the student may be required to go home. Parent/Guardian will be contacted and transportation arranged.
- The student may not return until a conference has been scheduled, hopefully within 24 hours.
- Solutions and Improvement Plans may be required at this stage.

ATI Staff:

Important Numbers:

Staff	Highly Qualified Status*	Office Phone	535-3287
Kim DeCosta		FAX	535-7089
Careers	Not Applicable		
PE	Not Applicable		
Technical Art	Not Applicable	Emergency Phone	
Allie Gilligan		Mike's Cell	890-1939
Technology	Not Applicable		
Health	Not Applicable	Email	armadillotech@gmail.com
Nicolaj Imhof			
Science	Yes		
German	Yes		
Jeff Johnson			
Special Education	Yes		
Math	Yes		
Ellen Marks			
Language Arts	Yes		
GED	Not Applicable	Site Committee meets the 3rd Wednesday of each month at 7:00 PM at ATI.	
Josh Bald			
Language Arts	Yes		
Social Studies	Yes	The Budget Committee meets the 2nd Tuesday of each month at 5:30 PM at ATI.	
Math	Yes		
Lynne Claflin			
Science	Yes		
Math	Yes	These are open meetings and anyone may attend.	
Michael Warner			
Language Arts	Yes		
Social Studies	Yes		
Kathie Zodrow			
Math	Yes	Parents are invited to join the Site or Budget Committees. Requirements are:	
Social Studies	Yes	<ul style="list-style-type: none"> • 1 year commitment beginning in October of each year. • An email address 	
Linda Nelson			
Volunteer Coordinator			

*Federal law requires public schools to disclose the highly qualified status of its teachers in core curriculum areas. A person can be highly qualified through teacher licensure or education equivalent to a bachelors and/or masters degree in the area being taught, or both. ATI staff currently meet the No Child Left Behind requirements in all subjects.

ATI Student Handbook Verification Form

After you have read the student handbook, please verify that you have covered and understood the areas below by initialing in the appropriate space and signing/Dating the form. This completed form is a requirement for enrollment.

<u>Item</u>	<u>Parent/Guardian</u>	<u>Student</u>
• <i>Note To Parents and Students</i> , Pg 3		
• ATI Programs and Daily Schedules, Pg 9	_____	_____
• Intake & PASS Program Pgs 5-6	_____	_____
• ATI's Educational Philosophy, Pg 11	_____	_____
• Cleanup Pg 11	_____	_____
• Required Materials Pg 11	_____	_____
• Graduation Requirements Pg 12	_____	_____
• Counseling Services and Policies Pg 14	_____	_____
• Compliance Pg 16	_____	_____
• Dress Code Pg 16	_____	_____
• Language Pg 16	_____	_____
• Tobacco Pg 16	_____	_____
• Drugs & Alcohol Pg 16	_____	_____
• Weapons Pg 17	_____	_____
• Physical Contact/Violence/Harassment Pg 17	_____	_____
• Overt Threats Pg 18	_____	_____
• Technology Use Pg 18	_____	_____
• Plagiarism Pg 18	_____	_____
• Academic Progress Pg 18	_____	_____
• Attendance Pg 19	_____	_____
• Attendance Pg 19	_____	_____
• Discipline and Interventions Pg 19	_____	_____

I have read the handbook sections initialed above and understand the information they contain.

Student Signature

Date

Parent/Guardian Signature

Date