

Safe, Challenged, Ready



Student Handbook and Course Catalog

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Marcus Englund, Principal

Mission

Peoria Accelerated High School provides a safe and nurturing high school experience. Peoria Accelerated offers a challenging curriculum with rigorous coursework. Campus life provides opportunities for students to enhance their experiences through extracurricular and community involvement. Peoria Accelerated features a core curriculum with experiential, and technology rich learning experiences.

Vision

Peoria Accelerated High School will prepare students to succeed in the global marketplace by providing high quality academics taught in 21st century classrooms.

Academic Goals

1. To increase student academic achievement and improve standardized test scores. To meet and exceed state-developed curriculum standards.
2. To immerse our students in technology, which will ensure that our students will graduate with both the high-quality academic and the technological skills, needed to compete and succeed in post-secondary education and the workplace.

Student Enrollment

Students who wish to enroll in Peoria Accelerated High School may visit the front office Monday thru Friday, between the hours of 7:00 a.m. and 5:00 p.m. to obtain a student enrollment packet. Students are responsible for obtaining all of the necessary documents.

When the enrollment packet is completed, the student and the parent need to arrange a time to take the school's placement test and meet with an administrator for an interview. Students submit the Enrollment Packet to the school at the time of the interview. The purpose of the interview is to acquaint the student and the parent with the rules and expectations set forth for Peoria Accelerated High School students.

It is the responsibility of the parent and guardian to keep the school informed of the current address and phone number. If you change your address or phone number at any time during the year, please notify the school.

Transfers and Withdrawals

If you plan to move let the school know at least three days in advance. The school will prepare transfer materials to help you get started at the new school. Withdraw paperwork will not be completed over the telephone.

Student Placement and Class Selection

Upon enrollment, each student will take a placement exam in reading, writing, and math. The placement exam and the student's most recent transcript will be evaluated to determine credits and courses that are still needed for graduation. Once the transcript and exam are evaluated, the student will be enrolled in the classes best suited to meet his or her individual needs. Students may request alternative courses or specialized electives upon meeting eligibility.

Admission

Admission to Peoria Accelerated High School is open to all students ages fourteen through twenty-one with documentation that they have completed the eighth grade. Students unable to provide eighth grade documentation shall be referred to the principal's office for an interview and consideration.

Every attempt will be made to accommodate students seeking admission. However, due to the capacity of the school's physical plant, Peoria Accelerated High School is limited in its morning and afternoon sessions. When that limit is reached; a waiting list is established based on the students' pre-enrollment date. Should two or more students enroll on the same date, then the principal will conduct a lottery to determine the next student to be enrolled. The waiting list is comprised of two parts for high school students. Part A is for students needing fewer than five (5) credits to graduate, and Part B is for all other students.

Classification of Student

Students in grades 9-12 shall be classified as freshmen, sophomores, juniors, or seniors depending upon the year they entered the 9th grade.

2011-2012 school year	Freshman
2010-2011 school year	Sophomore
2009-2010 school year	Junior
2008-2009 school year	Senior

Enrollment Process

New student enrollment is conditional upon a student/parent interview by an administrator, and completion of a student file with the items listed below:

- Completed Enrollment Packet
- Current Immunization Record
- Certified Copy of Birth Certificate
- Copy of Unofficial Transcript and discipline records from last high school attended
- Withdrawal Slip from last high school attended
- Copy of Custody Papers (if applicable)
- \$20 Activity Fee

Honor Roll Guidelines

Eligibility: Students who meet the high academic and citizenship standards described below will be eligible for honor roll recognition.

1. G.P.A. of 3.5 or better
2. Must be enrolled in 3 or more classes which count toward honor roll for at least the last three blocks.
3. Cannot have any D's or F's on report cards.
4. Student Aide or tutor grades will not count toward honor roll.
5. Incomplete grades must be cleared from the record before a student can qualify for honor roll.

National Honor Society

Students who have a 3.5 GPA after one academic year are eligible for consideration for N.H.S. Students are also considered on the basis of character, leadership, and service. A faculty council selects members and the principal gives final approval.

Graduation Requirements

Credits Required: Diploma 22 Credits (Class of 2012 - 21 Credits)

Credits Required for Graduation & Junior College Entry		Credits Required for Graduation & University Entry	
Language Arts	4 credits	Language Arts	4 credits
Mathematics	4 credits (Class of 2012 - 3 credits)	Mathematics	4 credits
Social Studies	3 credits	Social Studies	3 credits
Science	3 credits	Science	3 credits
Fine Arts	1 credit	Health/PE	1 credit

Health/PE **1 Credit**
Electives **6 Credits**

Fine Arts **1 Credit**
Foreign Language **2 Credits**
Electives **6 credits**

Family Educational Rights and Privacy Act

The Family Education rights and Privacy Act (FERPA) affords families and majority age students rights to their education records within 45 days of the day the school receives a request for access, the right to an amendment of the student's educational records that the student believes to be inaccurate or misleading and the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. If a family or majority age student wishes to file a complaint alleging a FERPA violation he or she should first contact the school leader. If a reasonable solution is not made at the school level the family member or majority age student may contact the school's management company, The Leona Group of. The Director of Student Services will review the complaint and attempt to resolve the situation with the complainant. The complainant has the right to file a complaint with the U.S. Department of Education concerning alleges failures by the school concerning FERPA.

United States Military branches (Army, Air Force, Navy, Marines and Coast Guard) are allowed to access public school directory information for military recruitment purposes. Parents or students may deny access to personal directory information by submitting their request in writing.

Equal Education and Employment Opportunity

Peoria Accelerated High School provides a nondiscriminatory learning environment ensuring that all students and staff are free from discrimination regarding race, color, ethnicity, national origin, gender, religion and disabilities. A lack of English language skills will not be a barrier to admission and participation in the vocational education programs of the school. This commitment extends to all school programs and school sponsored events. In the event a student experienced discrimination the student should report the incident to the school leader within 10 school days. The inability of a student to speak English should not prevent the student from reporting a violation. Every reasonable measure to interpret a non-English speakers concerns will be taken. Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion or disability. If an alleged incident is not resolved at the school level the complainant may contact Peoria Accelerated High School high school's management company, The Leona Group of Arizona. The Vice President for Student Services is The Leona Group of Arizona's compliance officer for Title IX, Title VI, Section 504 and ADA. If a student or family member wishes to contact TLG offices the contact information is 1313 East Osborn Road, Phoenix, AZ 85014. The office phone number is 602-953-2933 and the facsimile is 602-953-0831.

Parents' Right to Know

The No Child Left Behind (NCLB) Act of 2001 [Section 111 (h) (6)] gives parents the right to request and, in a timely manner/understandable format, receive their child's assessment data and the qualifications of their child's classroom teachers. Please contact the School Leader (or Principal whichever is applicable) to review this information.

Student Code of Conduct

Respect and mature conduct in the school is of primary importance to staff members, parents/guardians, and other students. The maintenance of orderly conduct of students is necessary in every school situation to ensure the health and safety of all and to maximize learning. Effective discipline is a necessity for quality education.

Peoria Accelerated High School's fundamental philosophical basis of effective discipline is that students are responsible for their own actions and are expected to show respect and consideration for the right of others. These expectations are the basis upon which our Peoria Accelerated High School Bill of Rights and Responsibilities is formulated.

In addition to appropriate behavior at school, students are expected to exhibit proper behavior on their way to school, on their way home, and when participating in school activities.

Bill of Rights and Responsibilities

- Everyone has the right to live safely
- Everyone has the right to learn
- Everyone has the responsibility to be polite and respectful
- Everyone has the responsibility to be honest
- Everyone has the responsibility to use time wisely

During the interview for enrollment, a student agreement/contract will be reviewed by the school designee and signed by the parent and student to verify that they have been made aware of the rules of the school.

Student Expectations

The following rules and procedures are enforced at Peoria Accelerated High School for the purpose of maintaining a safe, drug-free learning environment:

1. **Fighting, Threats, and Intimidation.** Peoria Accelerated strictly enforces a discipline program on any fighting, threats, or intimidation. Students who participate will face suspension.
2. **Gang Association and Gang Activity.** “Tagging Crews” and “Party Crews” are considered gangs by local law enforcement agencies and are considered such by Peoria Accelerated High School. This includes hand gestures/signs, language, clothing, tattoos, belt buckles, writing, numbers, color combinations, LA, WS, SS, PHX, etc. Students are not allowed to wear any t-shirt that is one solid color. Students violating this policy will face immediate suspension or expulsion. Students are not allowed to possess any type of marker on campus. Possession of a marker will result in community service and confiscation of marker.
3. **Illegal Substances and Weapons.** Any involvement with the possession, use, or sale of any type of drug, alcohol, tobacco, or other controlled substance will result in notification to the authorities. Weapons or any other dangerous items are not permitted on campus.
4. **Abuse of Staff.** In order to maintain a safe, orderly school environment, the authority of school staff members acting in their official capacity must be respected. For this reason, any form of verbal or physical abuse of staff will be treated as a serious offense warranting suspension or expulsion. If concern about a staff member’s exercise of authority cannot be satisfied in direct, appropriate discussion with the individual, that concern should be brought to the attention of the administration.
5. **Students must attend school and arrive promptly.** Peoria Accelerated operates on a Block Schedule. Each Block consists of 36 days. Arizona law requires that a student attend a set amount of time to receive credit. Therefore, if a student accumulates more than one absence during the block, the student may receive a letter grade of an “F” for that class. Any absences accumulated during the week must be flexed by day’s end Friday of the same week the absence occurred. When arriving on campus, students should report immediately to the school courtyard. Any student who has excessive tardies and/or absences may be switched to a different session and/or be suspended or expelled from school. (ARS 15-841)
6. **Respect must be shown to teachers, staff members, other adults and students at all times.** Total respect is required at all times by everyone at Peoria Accelerated High School. This includes the use of respectful language, gestures, actions, and attitude. If a student anticipates a potential problem of any type, the student is expected to seek advice from an administrator, the school counselor or, appropriate school personnel. This rule prohibits fighting, threats, and other acts of violence and vandalism. Additionally, the student will be held responsible for any destruction he or she does to school property.
7. **Closed Campus Policy.** For the safety of the students, Peoria Accelerated High School has a closed campus. Students must remain on school grounds at all times, including the break between classes. Students who become ill or have an emergency must report to the office, receive parental/guardian (if

under the age of 18) and administrative permission, and sign out before leaving the campus. The office may deny permission to leave campus. Failure to obtain permission to leave campus will be considered an unexcused absence or truancy and will result in disciplinary action.

8. **Telephone Calls.** Students may not receive or make phone calls during class hours. A phone is available for student use during non-class hours. If you need to contact your son/daughter, please phone the front office and the front office personnel will get a message to the classroom teacher. Emergency calls from parents will be taken by the front office and the student will be informed immediately. Teachers are available for phone calls before or after school time.
9. **Electronic Devices.** To prevent disruption of the learning environment, students will not be able to use cell phones, personal electronic games, portable radios, iPods, etc unless allowed by individual teachers. that become disruptive are not permitted in the classroom whatsoever. Disciplinary actions will be taken against anyone who violates this policy, including suspension. If a student has a need for a recorder in class, a note will be obtained from the teacher and the recorder checked in through the Assistant Principal's office. **PAHS is not responsible for lost or stolen electronic devices.**
10. **Appropriate Attire is Required.** Students are expected to wear appropriate attire during the school day and at all school sponsored activities. Any attire, which is inappropriate or distracts from the school program, will not be tolerated. These guidelines should be followed:
 - Profane or disrespectful writing on clothing or jewelry is not acceptable.
 - Pictures and/or words on any garment or tattoo must be in good taste with nothing that is obscene, vulgar, or that promotes anything that is illegal. A student will be asked to cover their tattoo if it deemed to be distasteful and not proper for a school setting. PAHS will not provide materials to cover tattoo's. T-shirts that are one solid color are not able to be worn on campus.
 - The body shall be adequately covered. Short shorts, bathing suits, bare chests, white undershirts, halter tops, tube tops, bare midriffs, mesh or sheer garments, etc. are not allowed to be worn. We
 - Hats may not be worn on campus. Hairnets and bandanas may not be worn whatsoever.
 - No athletic jerseys of any type are not allowed at any time.
 - **School administration has the sole discretion to determine attire that is inappropriate.**
11. **Academic Honesty.** Students are expected to complete their own work on any assignment. Any instance of cheating or plagiarism will be referred to school administration and will result in disciplinary action.
12. **Backpacks.** Students are expected to assume full responsibility for the contents of their backpack. Backpacks may be subject to random search at any time.
13. **Anti-Bullying Policy.** Any PAHS student, faculty or parent/guardian should notify school administration immediately in the event of any incident of bullying, harassment, or intimidation. Any incident of bullying, harassment, and intimidation brought to the attention of school administration will be looked into and addressed. Any student who bullies, harasses, or intimidates another student from the school may expect to face disciplinary action, up to and including suspension or expulsion from Peoria Accelerated High School. Students who intentionally make a false report of bullying, harassment, or intimidation may also face disciplinary action. (A.R.S. 15-341)
14. **Alcohol, drug violations & Arizona law.** Alcohol or drug violations on or within 300 feet of school property, at school events, or at any time the student is subject to the district's "good neighbor" policy will result in disciplinary action by school officials, notification of parents, and possible involvement of police. The following provisions of Arizona's drug law are offered as a warning. Arizona judges have no discretion to impose less than mandatory prison sentences and fines. Here is what could happen if you possess, use, or sell nonprescription drugs on or within 300 feet of school property:
 - Students 18 or older will be tried as an adult.
 - If convicted as an adult, the crime will be classified as a felony carrying a minimum mandatory prison sentence of 3 years and 9 months and a minimum fine of \$2,000. (If convicted as a minor, the student may be placed in the custody of the Department of Corrections until the age of 18.)
 - If convicted of a drug offense, the student's driver's license will be suspended until age 18; if the

student does not have a driver's license, the student may be denied a license until the age of 18.

15. **Use & possession of tobacco on campus.** Possession of tobacco products on campus, buildings, parking lots, playing fields, vehicles, and at off campus school sponsored events are a petty criminal offense. Tobacco products' include: smoking tobacco (e.g. cigarettes, cigars), smokeless tobacco (e.g. snuff, twist), cigarette papers and pipes. A person who violates this section (HB2701) IS GUILTY OF A PETTY OFFENSE AND A MAXIMUM FINE OF \$300. (A.R.S. 36-798-03) Parents will be notified. Students may will be disciplined. Cumulative violations could result in a formal hearing and long-term suspension recommendation.
16. **The "Good Neighbor Policy" – Student conduct within the school community.** School rules and other reasonable expectations for student behavior are extended to include student conduct while going to and from school. This includes the responsibility to observe traffic and pedestrian laws and the responsibility to act as a good neighbor, respecting the safety, welfare, and property of others while going to and from school. Failure to act as a good neighbor within the school community may result in disciplinary action (ARS 13-201)
17. **Off Campus Events.** Off campus events are considered an extension of the PAHS campus and any violation at an off campus event will be treated as if the violation occurred on campus.
18. **School ID Cards.** Students are required to wear a school issued ID on campus and at school sponsored events at all times. If asked by school personnel students are required to display ID card. Violations of the above or other activities considered inappropriate may result in disciplinary action. Not wearing a official PAHS ID can result in disciplinary action up to suspension and change of session.

Appeal Process for Student/Parent/Legal Guardian

1. A student and their parent/legal guardian have the right to appeal any suspension over 10 days or an expulsion upon the conclusion of a formal hearing. If a student/parent/legal guardian attends the formal hearing, they will be provided a copy of the appeal process. If a student/parent/legal guardian does not attend the formal hearing, they will be mailed a copy of the formal decision, along with a copy of the appeal process.
2. A student and their parent/legal guardian may appeal the formal decision by writing a letter to the school's governing body. The letter must be sent within 5 days of receiving formal notice of the decision of the hearing officer. The letter must describe in detail any objections to the hearing or the decision reached by the hearing officer.
The letter should be delivered to:
Michele Kaye, 7878 N 16th Suite 150, St Phoenix, AZ 85020
3. Upon receipt of the appeal, the governing body will notify the student/parent/legal guardian of receipt of the appeal.
4. The governing body will consider the appeal based on the record of the hearing. The ruling of the hearing officer will stand unless overturned by a majority decision of the governing body based on a determination that the student was not afforded due process rights or that school policy was not followed.
5. The governing body will issue a decision within 30 days of receipt of the appeal.

Student Attendance Requirements

Peoria Accelerated operates on a Block Schedule. Each Block consists of 36 days. Arizona law requires that a student attend a set amount of time to receive credit. Therefore, if a student accumulates more than one absence during the block, the student may receive a letter grade of an "F" for that class. Any absences accumulated during the week must be flexed by day's end Friday of the same week the absence occurred. All absences are encouraged to be phoned into the office on the day of the absence. At the end of the block, the earned credit is then applied to the transcript. This system offers the student the motivational advantage of being able to earn a positive reward in a shorter amount of time. It also allows the student who has fallen behind to catch up and graduate before the end of the school year.

Class Schedule

Classes are 4 days a week, Monday through Thursday. Student can start any period as long as they take three classes. Teachers are on campus Monday through Friday to assist students with tutoring when necessary and needs to be set up with each individual teacher. Morning and afternoon sessions are closed campus.

Daily Schedule

Period 1	7:50 am - 9:30 am
Period 2	9:35 am - 11:15 am
Lunch	11:15 am - 11:35 am
Period 3	11:35 am - 1:15 pm
Period 4	1:20 pm - 3:00 pm
Period 5	3:05 pm - 4:45 pm
Period 6	4:50 pm - 6:30 pm

Flex Schedule

Period 1	7:50 am - 9:30 am
Period 2	9:35 am - 11:15 am
Lunch	11:15 am - 11:35 am
Period 3	11:35 am - 1:15 pm
Period 4	1:20 pm - 3:00 pm

Student Attendance Policy

In order to receive credit for a course, the student must attend class and complete all work required at a level that is acceptable by the teacher.

Attendance is mandatory. If a student misses ten consecutive days (Excused or Unexcused) of classes, then she/he is dropped from school and must re-enroll in Peoria Accelerated High School. An excused absence requires the student to bring in a doctors note from a health care provider to the attendance clerk to be put in that students file. Excused absences still must be flexed.

If an illness or emergency occurs that keeps the student from attending school, the parent or guardian must contact the school and explain the reason for missing classes. When the student returns, she/he is responsible for completing all work and time missed. In the event of a hospitalization or doctor's appointment, Peoria Accelerated High School requires an original signed note from the healthcare provider.

If an extended absence should occur, the student must arrange a meeting with parents and teachers to discuss the coursework and class time missed prior to returning to school.

All absences should be phoned into the office on the day of the absence. PAHS will call home for all absences – regardless of the reason. All coursework must be made up within the week the absence occurred.

C.U.T.S. Program

School attendance is not only a good habit, state law requires it. Arizona State Law (15-802.A, 15-803.E) requires every person who has custody of a child between the ages of six and sixteen years shall make sure the child attends school for the full time school is in session unless unable to attend due to illness or another legitimate reason.

To encourage and improve school attendance, Peoria Accelerated High School has implemented a truancy program in partnership with Maricopa County Juvenile Court. This truancy program is called C.U.T.S. (Court Unified Truancy Suppression) DIRECT-CITE Program. We are tracking attendance very closely. Your child is expected to be at school every day, unless there is an excused reason not to be. An absence is defined as a minimum of one missed class period per day. An unexcused absence will count as a truant day as defined by law. A student is "habitually truant" if he/she has five or more unexcused absences from school OR is absent more than ten percent of the required number of school days per block whether the absence is excused or unexcused.

When a student has five or more unexcused absences or excessive absences (excused OR unexcused), the student

can be cited to the CUTS DIRECT-CITE Program through the Juvenile Court. The hearing will be held at the Juvenile Court Facility. Both parent(s) and the child will be expected to appear at the hearing. Consequences at the hearing may include the following: required attendance of the parent and the child at an education class (to be held on Saturdays), work hours assigned to the child, counseling, etc. The parent will be assessed a \$50 Diversion fee. Failure to complete these consequences may result in the prosecution of the child at the Juvenile Court. If you, as a parent, receive a citation for Failure to Provide Education to your child and are convicted, it is a Class 3 misdemeanor punishable by jail time and/or fine.

The education of your child is extremely important to us. This program is another way that Peoria Accelerated High School is working with the community to ensure a quality education for all students. If you have any questions or concerns, please feel free to contact Peoria Accelerated High School Attendance Clerk at 623-979-0031.

Explanation of the Block Schedule

PAHS' program follows a unique block scheduling system. During the regular school year we offer four blocks as reflected on the school calendar. During each block students take and complete three to four classes. At the end of the block, the earned credit is then applied to the transcript. This system offers students a motivational advantage of being able to earn a positive reward in a shorter amount of time. It also allows the student who has fallen behind to catch up and graduate before the end of the school year. It is imperative that students realize there is a 100% attendance requirement policy. These criteria meet the state requirements for class attendance/earned credit. Additional work experience credit may be earned for 128 hours verified by the employer and turned into the registrar.

Tardy Policy

Students arriving after the start of class must sign in and will not be permitted to class without a late pass from the office. Late students will be required to pick up garbage. Three tardies are equal to one absence. If a student is habitually tardy a parent conference will be necessary to discuss resolution or possible change of session or suspension/expulsion. Students arriving more than 20 minutes late for class may not be permitted to attend class period. Students are allowed to attend the next scheduled class period the same day they are tardy.

PASS

Parents can access their student's information online. PAHS is using the Parent Access Support System (PASS) online student information system. Contact the office to receive a username and password for PASS. It is highly recommended that all students and parents get on this program to view student progress during the school year. A link to pass is provided on our website www.peoriabulldogs.com

Transportation

Students are responsible for transportation to and from school. PAHS will provide bus cards to those students who use the Valley Metro transit system at a discounted rate of \$10 per month. For more information on routes and schedules, a Valley Metro bus book is available in the front office or you can call Valley Metro to get route information at 602-253-5000.

PAHS provides transportation to and from the cities of El Mirage and Surprise. Service is limited to the seating capacity of the school bus and will only service specific scheduling options and pickup locations. All school rules apply while riding the school bus. Once dropped off at PAHS in the morning, students are not allowed to leave campus for any reason.

Medicine at School

The front office will not administer medicines and prescription drugs unless given permission and instructions by the parent/guardian of the student. If the student is required to take prescription medicine at school, please provide written instructions and the medicine in its original container to the front office.

School Parking Policy

Driving on the campus of PAHS is a privilege. Students must follow basic rules to drive on the campus. All students wanting to park on campus must come to the office with the following documentation to receive a parking permit: valid drivers license, current vehicle registration, and current proof of insurance. Parking permits must be visible in the front window of any vehicle parked on the campus. If a car does not have the proper permit, it can be towed at the owner's expense. Students are not allowed to park at any of the surrounding businesses if they do not have a parking permit for PAHS. All vehicles are to maintain a 5 mph speed limit, not play music loud while on campus, and follow safe driving habits. Students can lose their parking privileges at PAHS. School Administration may take away a student's parking privilege at its discretion.

Community Service

Peoria Accelerated High School can choose to assign community service to a student in lieu of a suspension. However, if the student does not complete the assigned community service by the required date, that student may be suspended.

Interscholastic Sports

Peoria Accelerated High School sports teams participate in the Charter Athletic Association. Students participating in sports must maintain a "C" average with no failing grades and have no major discipline issues in order to play. Students must have a signed permission slip, proof of insurance, and a passed physical examination before participating in sports.

Curriculum

Peoria Accelerated High School has designed a student curriculum that is based on the Arizona State Standards. Objectives are taught using a variety of learning activities and addressing multiple learning modalities. Reading, writing, and technology skills are integrated throughout the curriculum and are an integral part of all content area classes. Textbooks and all other instructional materials are selected on the basis of their alignment with the Arizona State Standards.

Uninterrupted Instructional Time

We believe in providing the student the gift of uninterrupted learning time. Class time is a period of time when the student can concentrate on academics and not be distracted. When you have messages, materials, lunch money, etc, for a student, please bring it to the school office and the school personnel will deliver it to the classroom. Please try to schedule appointments outside of the instructional day so that students are not missing valuable class time.

Homework

The purpose of homework is to provide additional practice on previously introduced skills or to enrich classroom experiences. Because of the extended learning time during the day, the majority of learning activities will be completed during class time where the teacher is available to assist the student. Teachers may require additional homework or research to be completed outside of class. Each teacher will provide guidelines for homework in their syllabus.

Progress Reports

The primary function of a progress report is to communicate information to parents/guardians about their student's current achievement status in regard to specific learning objectives in each curriculum area. Each student's progress is reported to parents/guardians four times a year mid-point through the block. All grades are posted on the PASS system online. These dates can be found on the school calendar. The issuance of progress reports indicates progress from one assessment period to the next.

It is the belief of Peoria Accelerated High School that an open line of communication between home and school should be maintained at all times to increase the likelihood of student growth and success. Parents may request a

conference at any time. Feel free to contact your student's teachers if you would like a progress report more frequently.

Grade Report Cards

A grade report card is mailed home four times throughout the school year. All grades are posted on the PASS system online. This grade report will reflect the grade and credits earned for the courses that the student completes for each block.

Students and family members have the right to question grades, and grading procedures. The student should first consult with his or her teacher and attempt to resolve the matter. If a resolution is not made the student should address the matter with the school's administration. Students will not receive core credit for a grade of a D or lower. This includes transfer grades from other schools. Students will receive elective credit for the class. Example: Students receives a grade of D for English 4, student will retake English 4 class and will receive ½ credit for an elective class. Issuance of grades and grading procedures are local school matters and every attempt to remedy the situation at the school level should be made.

Academic Probation

The intent of academic probation is to alert the student and parent and/or guardian that satisfactory expectations are not being met. The student as well as the parent will be notified in writing regarding the terms of academic probation. The parent and/or guardian and student will be requested to attend a conference to discuss the terms of probation and to develop a plan for improvement. The initial probationary period will be for the duration of one block. As part of academic probation a student may be required to change from morning to afternoon session and vice versa. Probation may extend beyond one block if deemed appropriate by the Administrator. After appropriate intervention and probation as described within these guidelines, the student will be withdrawn from PAHS if the student does not meet academic expectations.

NOTE: New enrolling and/or returning students can be deemed appropriate for Academic Probation based on records from the previous school(s).

Assessment of Learning

In order to ensure that PAHS students are being challenged academically, their performance in reading, mathematics, and writing is assessed continuously using a variety of measures. In addition, the State of Arizona requires the following tests:

- All sophomores will be required to take the AIMS (Arizona Instrument to Measure Standards) tests in reading, writing, mathematics, and science in the spring. Also, students who are juniors or seniors must retake those tests they did not pass each time the test is given.
- Twice a year students will be tested in the areas of reading, writing, and mathematics to acquire benchmarks aligned to the Arizona State Standards.

Special Programs

Peoria Accelerated High School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our teachers accept responsibility for all students in their classroom and modify, accommodate and adjust teaching techniques and classroom activities to meet the unique learning abilities of all students. Special education staff supports the regular classroom teacher with this process. There are not two distinctly different types of students, e.g. "special" and "regular". All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs. There are not two discrete sets of instructional methods – one set for "special" students and another for "regular" students. Individualized instructional programs are designed for each student.

Basic beliefs and Expectations

- Inclusion is the underlying philosophy by which all students are educated.
- All students are educated with chronologically age appropriate peers.
- All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.

Teaching strategies that facilitate the education of multi-level abilities in each class are used by all teachers (e.g. cooperative learning, project learning, mastery learning, curriculum compacting, independent projects, flexible groupings, learning centers, and teaching to learning styles such as visual, auditory and manipulative).

English Language Development

Arizona law requires that students with a home language other than English be assessed for proficiency in oral language, reading comprehension, and written communication. Based on the results of the assessment, students may be placed in the English Language Development program designed to aid them in acquiring English.

Special Education

All students possess unique physical, intellectual and cognitive characteristics which influence instruction. Peoria Accelerated High School seeks to maximize the potential of all students regardless of ability. Every newly enrolled child at Peoria Accelerated High School undergoes a 45 day screening process to monitor for potential physical, cognitive or emotional disabilities. If a student enrolls at Peoria Accelerated High School with active or expired special education documentation the student's records are immediately provided to the special education coordinator. If a student is perceived to have a disability or documentation indicates that the student has received services the special education teacher may discuss further action needed with staff and the student's family.

If parents perceive that their child is not benefiting from general education services they may request, at no cost, an evaluation of their child's cognitive and intellectual ability. The special education coordinator in conjunction with school staff will review the request and respond to parents in a timely manner, in accordance with the Individuals with Disabilities Education Act. If an evaluation is warranted the school will provide complete results in 60 calendar days of a written request. Students and families have the right to appeal decisions made by Peoria Accelerated High School staff. Appeals or grievances will be directed to the school leader.

Students who are eligible for special education services will receive special education services in the least restrictive environment to the maximum extent possible. Students will receive appropriate instruction in the least restrictive environment with the full implementation of their Individualized Education Plan.

Students who receive their education with guidance from an Individualized Education Program may benefit from a range of scheduling options and small group instruction. The certified special education teacher serves as a consultative service to the general education teacher to ensure that appropriate levels of instruction, accommodations or placement options may, in writing, file a grievance with the school leader. The school leader will review all concerns and respond in a timely manner. If a student or family member disagrees with a school based decision the student or family member may contact the school's management company, The Leona Group. The Leona Group's director of special education will attempt to resolve grievances.

Parents have the right to review educational records according to the Family Educational Rights and Privacy Act.

Arizona Department of Education AIMS Update

Previous High School Scores

Individual high school students' AIMS scores will be in their SAIS file. The ADE will take the data from the

AIMS exam and post it in SAIS. Districts will be able to look up a student by his/her SAIS number and determine if that student met the standard or will need to retest on fall High School AIMS.

Graduation Requirements and AIMS

In Arizona Revised Statute 15-701.01 A 3, the state Board of Education is directed to “develop and adopt competency tests for graduation of pupils from high school in at least the areas of reading, writing and mathematics and shall establish passing scores for each such test.”

The state Board of Education adopted the following regulation R7-2-302, “...receipt of a passing score on the reading, mathematics and writing portions of the AIMS (Arizona’s Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a school diploma, effective for the implementation of this regulation.

The following are guidelines for the implementation of this regulation.

- Students graduating after January 1, 2006 must “Meet the Standard” on all three High School AIMS (reading, writing, and mathematics).

Compliance with Required Insurance

PAHS and Leona Group are in compliance with insurance as required by the Arizona Department of Education.

Student Services

For the protection of the student and his/her family, we strongly suggest that every student be covered by some type of accident insurance. SCHOOL-TIME, 24-HOUR A DAY, and an accidental DENTAL PLAN, are available through the school. Students may purchase school time coverage (includes all of PAHS athletics) for \$29.00 a year. 24 hour coverage is \$69.00 a year (\$113 for football players). The dental coverage is \$7.00 a year and can only be purchased if school-time or 24-hour accident coverage is also purchased. Accident insurance is intended to be a secondary coverage only. PAHS is neither the agent nor the insurer; it simply makes the service available to those who are interested.

Course Descriptions

Technology

Computer Technology

½ Credit Pre-requisites: None

This course is designed to provide students with an introduction to computers and their operation. This course will provide instruction to keyboarding, word processing, databases, spreadsheets, graphs, and graphics using the Microsoft Office Suite. This course is recommended for those students entering the work force or continuing on to college. It provides a foundation for further computer course work.

Web Design

½ Credit Pre-requisite: Computer Technology.

This course is designed to help understand the basic concepts of web design. Students will develop a website by using Microsoft FrontPage

Foreign Language

Spanish 1 – 2

1 Credit Pre-requisites: None

Spanish 1-2 is an introduction to the language and culture of Spanish-speaking countries. This class consists of the four basic skill areas of writing, speaking, reading, and listening comprehension. These skills and the culture element are addressed through basic conversational and grammatical structures.

Spanish 3-4

1 Credit

Pre-requisites: Spanish 1-2

Spanish 3-4 is a continuation of the study of the language and culture of Spanish-speaking countries. The speaking, reading, writing and listening comprehension skills are reviewed and reinforced. These skill and the culture element continue to be addressed through the use of basic conversational and grammatical structures.

Language Arts

English 1-2

1 Credit

Pre-requisites: Meets eligibility criteria

This course is required for graduation. It is the first step in an integrated sequence of instruction in the language arts essential skills. Thematic units introduce students to the foundational process skills and knowledge of necessary to meet state graduation competencies in language arts. A variety of short selections, both expressive-descriptive and informative-expository, will be analyzed. Reading comprehension strategies, including vocabulary development and grammar will also be of focus during these beginning level courses. Students will be introduced to the six traits of writing with an emphasis on Ideas & Content, Organization, and Conventions. By the end of the courses, students will also have been introduced to MLA format research sequence writing.

English 3-4

1 Credit

Pre-requisites: English 1-2

This course is required for graduation. It is the second step in an integrated sequence of instruction in the language arts essential skills. Thematic units continue instruction in the process skills and knowledge necessary to meet state and graduation competencies in language arts. A variety of selections, both expressive-descriptive and informative-expository will be analyzed. Writing assignments will emphasize using the writing process to develop and support a thesis. The six traits will continue to be reviewed and the emphasis in these courses will be on Voice and Word Choice. Reading comprehension skills and grammar will also be addressed during the duration of these courses as well as MLA format of research sequence writing.

English 5-6

1 Credit

Pre-requisites: English 3-4

This course is required for graduation. It is the third step in an integrated sequence of instruction in the language arts essential skills. Thematic units provide an overview of the American literary tradition (1630-present), and continue instruction in the process skills and knowledge necessary to meet state graduation competencies in language arts. For English 5 curriculum, the eras covered include the Puritanism Era, the Rationalism Era, and the American Romanticism Era. English 6 continues the study of American Literature with a focus on Realism, Modernism, and Contemporary or Post-Modernism. Literacy analysis and course-effect essay using six traits writing rubric as well as MLA format research writing will be stressed. In addition, students will be required to prepare an oral presentation on assigned topic.

English 7-8

1 Credit

Pre-requisites: English 5-6

This course is required for graduation. It is the capstone experience in an integrated sequence of instruction in the language arts essential skills. Thematic units provide an overview of the British and World literary tradition and continue literary instruction in the process skills and knowledge necessary to meet state graduation competencies in the language arts. The English 7 curriculum will cover material related to the time periods relative to the Medieval Era, the Renaissance Era and the Age of Reason. English 8 curriculum continues with the Romanticism, Victorianism, and Modernism or Post Modernism analysis of literature. Students will complete a comprehensive research paper using MLA format research sequence writing with sources cited. In addition, students will be required to prepare an oral presentation on assigned topic.

Adventures in English

½ Credit

Pre-requisites: Meets eligibility criteria

This course presents a guided focus in reading, writing, and oral language development for English Language Learners. The objective of this course is to help students improve English language skills in the following areas: vocabulary development, reading strategies, writing applications, grammatical skills, oral language development, and presentation. Emphasis will be placed on reading comprehension, the writing process, and presentation. During this course a variety of themes will be utilized and explored through informational, functional, persuasive, and historical text. Students will be focusing on expressive, expository, and functional writing applications. A culminating presentation will be completed to demonstrate student comprehension. The content of the course is aligned to the 10th grade Language Arts standards and assignments are adapted using the English Language Learner Proficiency Standards.

Expanding English

½ Credit

Pre-requisites: Meets eligibility criteria

This course is planned to help students improve English language skills that will help them attain fluency in reading, writing and speaking English. Emphasis will also be placed on improving student academic skills in the following areas: vocabulary development, reading strategies, writing applications, grammatical skills and oral language development. Students will acquire the critical thinking skills necessary to analyze, synthesize and evaluate multiple texts. In this course students will interpret, explain, model and apply various works of literature, including the use of Visions Textbook C. Students will explore and execute a variety of writing assignments with an emphasis on cross-curricular content. Students will read a variety of literary text and complete activities to accompany the reading selections. The content of this course is aligned to the 10th grade Language Arts and ELL standards.

Mathematics

Math Skills

½ Credit

Pre-requisite: None

This course covers fundamental math concepts and is designed to give students an opportunity to increase their math skills before/during enrollment in a beginning high school Algebra course. The course will cover whole number, decimal and fraction operations, basic geometric properties and some pre-algebraic concepts. This course does not meet math requirement for graduation.

Algebra 1- 2

1 Credit

Pre-requisites: Appropriate eligibility requirements

Algebra 1 focuses on fractions, integers, translation, solving for unknown variables, classifying members of the real number system, data analysis and its components as well as graphing linear equations, solving systems of equations, and related word problems.

Algebra 2 covers Algebra 1 topics as well as distributive properties, factoring, computing scientific notation, graphing quadratic equations, introduction to probabilities, radicals and exponentials, right triangle trigonometry, and related word problems.

Geometry 1 - 2

1 Credit

Pre-requisites: Competency in Algebra 1 - 2

Geometry 1 focuses on the strategies of inductive and deductive reasoning to find the measures of angles and segments in polygons and circles. These strategies are extended to solids to find areas and volume. Coordinate geometry and constructions are thematic throughout the course. Other topics covered are parallel lines and geometric probability. Geometry 2 focuses on many of the same concepts that are included in the Geometry 1 course; however, students will be required to demonstrate a higher level of performance on established outcomes. Included in the course are the strategies of inductive and deductive reasoning to find the measures of angles and segments in polygons and circles. Coordinate geometry and constructions are thematic throughout the course. Other topics covered are parallel lines and geometric probability.

Math Topics

½ Credit Pre-requisites: Algebra 1-2 and Geometry 1-2

Math Topics is designed to reinforce math concepts taught in Algebra 1-2 and Geometry 1-2. Math Topics will be available to those students who have completed the core academic math courses and who have not passed the AIMS math section. This course does not meet math requirements for graduation.

Discrete 1

½ Credit Pre-requisites: Algebra 1 and/or Geometry 1

Study of data collection, data analysis, statistics, probability, systematic counting and the study of graphs. As an introductory course discrete 1 encompasses ratio, proportion and percent; applying these concepts to geometric and analytical probability, statistics and sequences. An investigation of descriptive statistics including organization of data, measures of central tendency, dispersion, correlation and analysis. Additional topics include counting principles, combinations, permutations and matrices.

Discrete 2

½ Credit Pre-requisites: Discrete 1

In-depth study of probability and statistics encompassing descriptive and inferential statistics. Students will utilize matrices, sequences and series investigate organization of data; measures of central tendency, dispersion, and association; linear regression and correlation; and area under a distribution curve. The concept of probability and its properties include random variables: expected value, variance, independence, standard discrete and continuous distributions, and normal approximation. The study of sampling and statistical inference include: estimating population parameters, interval estimation, and hypothesis testing.

Algebra 3 – 4

1 Credit Pre-requisites: Algebra 1-2 and Staff Recommendation

Algebra 3 approaches the material of Algebra 1-2 from a more abstract point of view. Topics include matrices and solving the system of equations, complex numbers, trigonometric functions, coordinate geometry. In Algebra 3, students will be required to demonstrate a higher level of performance on established outcomes. Algebra 4 focuses on many of the same concepts that are included in Algebra 3 and in Algebra 4, students will finish covering concepts on matrices and solving the system of equations, complex numbers, trigonometric functions, coordinate geometry.

Pre-Calculus 1-2

1 Credit Pre-requisites: Algebra 3-4

Pre-Calculus 1-2 is designed to prepare the student for Calculus. Topics covered include intermediate and advanced algebra, polynomial, rationales, irrational, exponential, logarithmic, and circular and trigonometric functions, vectors, analytic geometry, and limits.

Calculus 1-2

1 Credit Pre-requisite: Pre-Calculus 1-2

Topics covered in Calculus will include roots, radicals, number properties, complex numbers, quadratic equations, discriminants, graphing, and functions.

Physical Education

Health

½Credit Pre-requisites: None

This class is designed to introduce the student to the many aspects of health education, mental health, nutrition, exercise/fitness, drugs, disease, and first aid. Students will learn how to assess their own health and fitness levels and to evaluate their needs.

Wellness

½ Credit

Pre-requisites: None

Students participate in a daily work out program. The course requires a substantial amount of individual student discipline and responsibility. Activities range from weight lifting and education on various sports.

Science

Science Processes 1 - 2

1 Credit

Pre-requisites: None

This course is a process approach to teaching the concepts of science and is organized around the themes of scientific thinking, matter, energy, motion, and the environment. The scientific process skills taught in this course provide the prerequisites for success in future science study. This course meets the science lab requirement for state universities.

Biology 1-2

1 Credit

Pre-requisites: Science Processes

Biology is a lab class that includes the integration of technology into the study of life processes for animals (including insects), plants and humans. A hands-on study of the five kingdoms and their roles in the environment helps students to visualize nature's niche. There is a comprehensive cell component and life chemistry attribute in this course to prepare students for current events of today's controversial societal and political decisions. This course meets the lab requirement for state universities.

Anatomy and Physiology 1 – 2

1 Credit

Pre-requisites: Algebra 1-2 and Science Processes or Biology 1-2

Anatomy and Physiology is an extension of Biology with an emphasis on the Human Body systems. With the integration of technology, students will explore the human body to visualize the systems and their integral connection to each other. Students are also required to research disease causing agents and investigate current material about disease control.

Forensic Science 1-2

½ Credit

Pre-requisites: Algebra 1

Students venture into the world of crime, applying science to law. Forensic science applies the knowledge and technology of science for the definition and enforcement of such laws. Students will also complete science labs.

Biological Anthropology

½ Credit

Pre-requisites: None

In this course we will be studying the biological aspects of Anthropology. Anthropology studies humans and their cultures, focusing on the study of differences and similarities, both biological and cultural, in human populations. Biological Anthropology is concerned with typical biological and some cultural characteristics of human populations in all periods of time and in all parts of the world, focusing on earth history, genetics, and human variation. Biological Anthropology includes within it several other disciplines such as Biology, Earth Science, History and Geology, all of which will be included in the course content.

Social Studies

Arizona/U.S. History 1 – 2

1 Credit

Pre-requisites: World History

AZ/U.S. History surveys the development of America from the Age of Exploration to the present time. Emphasis is on socio-political-economic and geographic changes throughout history.

Economics

½ Credit Pre-requisites: AZ/U.S. History

American Economics is the study of the U.S. capitalistic market system. This study includes business organization, competition, taxation, supply and demand, money, and banking. This study prepares students for future college economic courses. It also assists students in being wise consumers in the present.

Arizona/American Government

½ Credit Pre-requisites: AZ/US History

AZ/American Government examines the U.S. Constitution, the three branches of government, and current events.

World History 1 - 2

1 Credit Pre-requisites: None

This course will emphasize the study of geography and history of the world and how they are interrelated. Students will analyze political, economical, geographical, historical, and cultural aspects to draw conclusions about how world regional issues influence the present.

Electives

Character Education

½ Credit Pre-requisites: None

This course begins by developing a sense of self through the study of basic psychological concepts such as identity development and formation, emotions, motivation, relationships, and learning. It further examines how a student's unique personality affects the student's role among friends, family, society, and the workplace.

Contemporary World Problems

½ Credit Pre-requisites: None

What is happening in the rest of the world effects what happens at the PAHS school campus. Students will learn about cultures and news stories from around the globe.

Cultural Anthropology

½ Credit Pre-requisites: None

This course will emphasize the study of learned behavior in human societies. We will be investigating selected aspects of culture such as the development of agriculture, writing, art (including cave painting, body decoration, pottery and weaving), politics, medicine, religion and kinship divisions in the context of the larger society as a whole. We will be sampling aspects of various cultures around the world and at various time periods. Each area of investigation will involve hands on lab/activities illustrating the area of study. For example when we study cave painting the students will produce their own modern versions of "cave art" and when we analyze the importance of the invention of weaving and pottery the students will learn the basic techniques of both in hands on activities. Cultural Anthropology is a multi-disciplinary course including the fields of History, Art, Biology, Geology, Social Science, Political History, Religion Studies and Archaeology.

English Review

½ Credit Pre-requisite: None

This course will focus on improving a student's fundamental Language Arts skills. Emphasis will be placed on fluency and comprehension. Students will be introduced to other essential skills such as interpreting written language for author's purpose, main idea and supporting details, identification of forms of literature, distinguishing facts and opinions, and supporting inferences.

Film Literacy

½ Credit Pre-requisites: None

Students in this class will watch classic and new films. Students will learn the basics of film production. Students also have a strong writing component to the class. After finishing the class participants should be able to have a keener eye for details in the film production process.

Transitions

½ Credit Pre-requisites: None

Students in this class will explore what opportunities are available for them after high school. Special emphasis will be placed on career and college explorations. Students will also be taught basic personal finance and coping skills after they finish high school and transition into “Real Life”.

Street Law

½ Credit Pre-requisites: None

This course emphasizes practical law while investigating topics ranging from law and the legal system, including criminal law and juvenile justice, torts, consumer law, family law, housing law, and individual rights and liberties.

Student Assistant

½ Credit Pre-requisites: Administrative approval

The student will assist in classroom preparation, clerical, and/or other needed tasks. This course may be repeated for credit.

School/Community Service

½ Credit Pre-requisites: None

Students volunteer their services at selected non-profit community sites and receive elective credit. Course requirements include: 61.5 hours for ½ credit per block; limit of 2 credits possible per student; descriptive journal entries must be kept and relate to volunteer’s perspective of personal benefits from on-going site experiences; and a final typed report submitted to the Office Manager (content will consist of analysis of research as related to the volunteer’s actual experience).

Writing Skills

½ Credit Pre-requisite: None

This course will focus on improving a student’s fundamental writing skills. Emphasis will be placed on grammar and sentence structure to help students succeed in other classes. Each week of the course has a focus of one of the six traits there upon which is continuously reviewed as the course continues.

Work Experience

½ Credit Pre-requisites: None

Student must be enrolled as a full time student (2 classes), be 16 years of age, receive a C or better in both classes. The student must be able to verify 128 hours (during the block) of paid employment. At Peoria Accelerated High School, students have the opportunity to receive credit toward graduation if they have a job. Every 128 hours worked or 61.5 hours volunteered will count as one-half of an elective credit. Students must provide original receipts or pay stubs to verify hours worked. A maximum of two elective credits may be earned through work experience. In order to receive one-half credit for the block, the student must be enrolled as a full time student (3 classes) at Peoria Accelerated High School, complete 128 work hours or 61.5 community service hours during a block period after enrolling in Peoria Accelerated High School and pass both classes with a C or better.

Computer Based Instruction (A+)

PAHS utilizes A+ Anywhere Learning software for student independent learning. Students have the ability to ask a highly qualified teacher on campus if they need any assistance. Students do not have to pay anything during the school year to enroll in an A+ class. Students are able to access A+ programming anywhere on the campus a student computer terminal is available. Students need to speak to an administrator or mentor advisor to sign up for an A+ class. Each class is worth ½ credit. If a student needs access from home a web based version of A+ is available. PAHS requests a donation for this costly service if it used by students. Space is limited for the online A+ application. Students with the most need will be given preference first. Most students start an A+ class as an “Extra” class to accelerate graduation. If a student wanted they could take three classes on campus and be considered a full time student, the entire day could be virtual learning. Listed below are all of the classes

available for A+.

Algebra 1	Calculus 1	English 5	Pre Algebra	Trigonometry
Algebra 2	Calculus 2	English 6	Psychology	US Geography
Algebra 3	Career Essentials	English 7	Reading 5	World Geography
Algebra 4	Discrete Math 1	English 8	Reading 6	World History 1
AM/AZ History 1	Earth Space Science	Geometry 1	Reading 7	World History 2
AM/AZ History 2	Economics	Government	Reading 8	
Art Appreciation	English 1	Health	Secondary Lang.	
Biology 1	English 2	Humanities 1	Secondary Reading	
Biology 2	English 3	Lifetime Fitness	Secondary Vocab	
Building Vocabulary	English 4	Personal Finance	Sociology	

Parent Involvement Statement

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. Peoria Accelerated High School is dedicated to the philosophy that parent involvement is integral to the success of each student. PAHS provides high quality curriculum and instruction in a supportive and effective learning environment. For this reason, parents are actively recruited as our partners for success.

As a Peoria Accelerated parent, you are the necessary link between our educational program and our students. We invite any comments or suggestions you may have to help improve this line of communication. To enhance the lines of communication, we will ensure that information relating to school meetings, parent programs, and associated activities will be sent to students and parents in a form and language that parents can understand. Our resource staff, office staff and administration will be available whenever required.

The faculty, staff, and administrators at Peoria Accelerated High School recognize the necessity and value of parent involvement to enable our school to provide opportunities for students served to acquire the knowledge and skills contained in the State's challenging content and student performance standards that all children are expected to meet. In order to assure collaborative partnerships between parents and school, Peoria Accelerated is committed to pursuing the following goals in ways that recognize and respect the diversity and differing needs of families. The overall goal of Peoria Accelerated High School Title 1 program is to promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children. Currently, many strategies are in place to facilitate the school/parent partnership:

Parenting:

- Community newsletter offering research-based parenting tips
- Parent/School compact outlines specific parenting needs for academic success
- Daily feedback to parents regarding student absences to aid in supervision
- College and career representatives from community colleges available during Open House events

Communicating:

- Language translators available on-campus
- PASS online system available for monitoring student attendance and grading (updated weekly)
- Phone calls made home *daily* to parents of absent or struggling students
- Bi-annual Open House events
- Parent/Teacher conferences offered four times a year
- Grades sent home every nine weeks
- Daily individual tutoring and parent communication
- Community Newsletter sent with important announcements and upcoming events

- School website www.peoriabulldogs.com
- School Messenger system that calls students for absences, important announcements and reminders
- Parent attendance at induction of NHS members

Volunteering:

- AdvancEd and Title 1 committees
- Field Trips
- Graduation
- Athletic teams and events
- Prom and Campus events

Learning at home:

- Tutoring available to provide support for independent learning
- AIMS preparation materials available upon request
- AIMS information provided through study guides and reports
- College and Career appointments to aid parents as their students transition from high school
- A+ Computer Based Education available with use of internet connection

Decision Making:

- Announcements and invites in newsletters for Title 1 and AdvancEd Meetings
- Parent and student surveys
- Review of parent/school compact annually
- Individual feedback to parents and office staff maximized

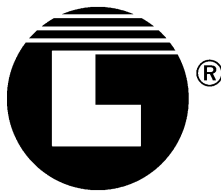
Community Involvement:

- Peoria Police and MCSO for security
- PAHS serves as a training ground for practicum and student teachers from Rio Salado and Ottawa Universities
- United Blood Services and the Special Olympics
- Relationships with local group homes
- PAHS serves as a testing site for Glendale Community college placement exam



The American Charter School Foundation (ACSF) was organized in 1998 as a Michigan non profit corporation. ACSF operations as a non profit 501(c)(3) corporation.

The Philosophy of the Foundation is to emphasize academic course work designed to address each student's individual needs and involvement in a learning environment that encourages respect, responsibility, choice, service and high expectations. The mission of the ACSF is to promote the charter school movement in the United States with the goal of improving the public school system by creating a more competitive environment, providing parents and students with freedom of choice, and striving for higher academic standards. To assist in the accomplishment of this goal, the ACSF will do any or all of the following: Apply for charter school applications, provide supplemental educational services, operate as an educational management company, serve as a governing body for charter schools, acquire property for school sites and facilities, and provide startup funding and capital investment.



The Leona Group is a private company that owns and manages schools throughout Arizona. The Leona Group was developed and is run by educators and business people with decades of experience in both fields and a commitment to all children. The group believes more opportunities should be available to parents and children. By allowing parents choices, more students will have access to a high quality education.

The Leona Group was chartered by the Arizona State Charter School Board in 1997. Its purpose as a public school organization is to provide an educational program for students in grades K through twelve. The curriculum consists of course work that is aligned with Arizona's State Standards.

The Leona Group Mission Statement

The mission of the Leona Group is to provide all students with an education that incorporates the principles of inter-disciplinary learning in a safe environment where excellence is expected and cultivated.

The Leona Group is currently approved for twenty-two school sites in the following locations in Arizona:

School Name	School Leader	Telephone	Address
Alta Vista High School	Alicia Alvarez	520-294-4922	5040 S. Campbell Ave., Tucson, AZ 85706
Apache Trail High School	Giles Glithero	480-288-0337	945 W. Apache Trail, Apache Junction, AZ 85220
Crestview College Preparatory	Alex Horton	602-765-8470	2616 E. Greenway Rd., Phoenix, AZ 85032
Desert Hills High School	Art Madden	480-813-1151	1515 S. Val Vista Dr., Gilbert, AZ 85296
El Dorado High School	Nadine Taylor	480-726-9536	2200 N. Arizona Ave # 17, Chandler, AZ 85225
Estrella High School	Casey Zordani	623-932-6561	510 N. Central Ave., Avondale, AZ 85323
Gilbert Arts Academy	Nanette Allen	480-325-6100	862 E. Elliott Road, Gilbert, AZ 85234
Liberty Arts Academy	Cheri Wasiel	480-830-3444	3015 S. Power Road, Mesa, AZ 85212
Maya High School	George Vallejos	602-242-3442	3660 W. Glendale Ave., Phoenix, AZ 85051
Mission Heights Prep High School	Matt Chesney	520-836-9383	1376 E. Cottonwood Lane, Casa Grande, AZ 85122
Leona Arizona Virtual Academy	Myron Hammond	480-831-6057	5040 S. Price Rd, Tempe, AZ 85282
Peoria Accelerated High School	Marcus Englund	623-979-0031	8885 W. Peoria Ave, Peoria, AZ 85345
Skyview High School	Marianne Goodwin	520-722-4785	7820 E Wrightstown Rd, Tucson AZ 85715
South Pointe Elementary School	Tonya Bridges-Brown	602-276-2818	2033 E. Southern Ave., Phoenix, AZ 85040
South Pointe High School	Larry McGill Jr.	602-243-0600	8325 S. Central Ave., Phoenix, AZ 85042
South Pointe Junior High	Jenni Kincaid	602-243-0600	217 E. Olympic Drive, Phoenix, AZ 85042
South Ridge High School	Kerry Clark	623-247-0106	1127 S. 67th Ave., Phoenix, AZ 85043
Summit High School	Cheryl Comer	602-258-8959	728 E. McDowell Rd, Phoenix, AZ 85006
Sun Valley High School	Joe Procopio	480-497-4800	1143 S. Lindsay Rd, Mesa, AZ 85204
Tempe Accelerated High School	Beverly Cook	480-831-6057	5040 S. Price Rd, Tempe, AZ 85282
Vista Grove Prep Academy K-6	Abelardo Batista	480-924-1500	2929 E. McKellips Road, Mesa AZ 85213
Vista Grove Prep Academy 7-8	Abelardo Batista	480-924-1500	2929 E McKellips Road, Mesa AZ 85213
West Phoenix High School	Ramona Gonzales	602-269-1110	3835 W. Thomas Rd, Phoenix, AZ 85019

PAHS Handbook Awareness Statement

My signature below indicates that I have received and read the PAHS student handbook and understand all topics discussed.

Parents and guardians will inform the school of changes in residence, custody, phone, work and emergency telephone numbers.

Tiny the Bulldog says, "Graduation is your goal, it just involves a little hard work".

Date

Student Name (Print)

Student Signature

Parent Name (Print)

Parent Signature

National School Lunch and School Breakfast Programs

Peoria Accelerated High School is pleased to offer the National School Lunch Program (NSLP) and School Breakfast Program (SBP) for the 2011-2012 school year. The NSLP and SBP are Federal Programs that provide nutritious meals at a minimum cost to school children. Families may apply for the programs by submitting a Household Income Application which is provided by the school. For assistance please contact Lorena Rodriguez, School Meals Coordinator.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly.

“In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Tiny the Bulldog says:

“Students will be SAFE on campus, CHALLENGED in and out of the classroom, and READY for the real world after you graduate from PAHS, GO BULLDOGS!”



www.peoriabulldogs.com

(p) 623-979-0031 (f) 623-979-0113

MANAGED BY  THE LEONA GROUP, L.L.C. • *A new kind of public school*®