

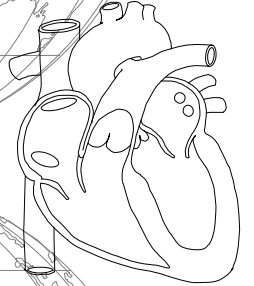
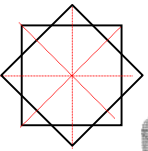
Accelerated Learning Laboratory

5245 North Camino de Oeste
Tucson, Arizona 85745

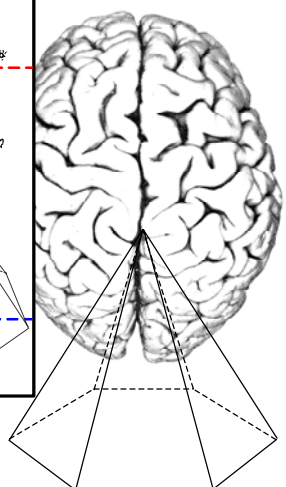
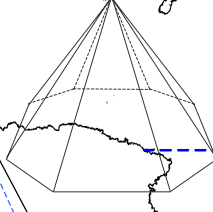
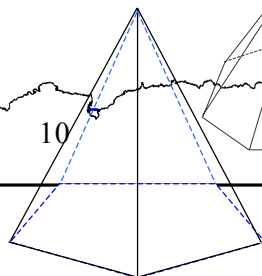
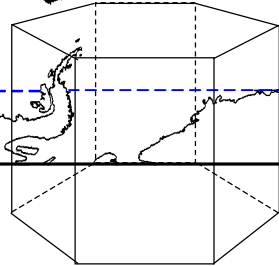
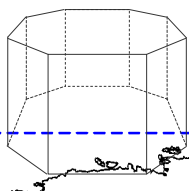
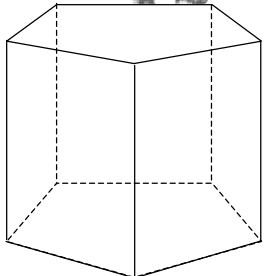
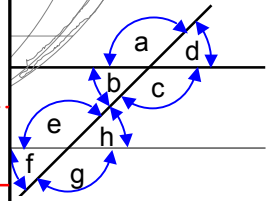
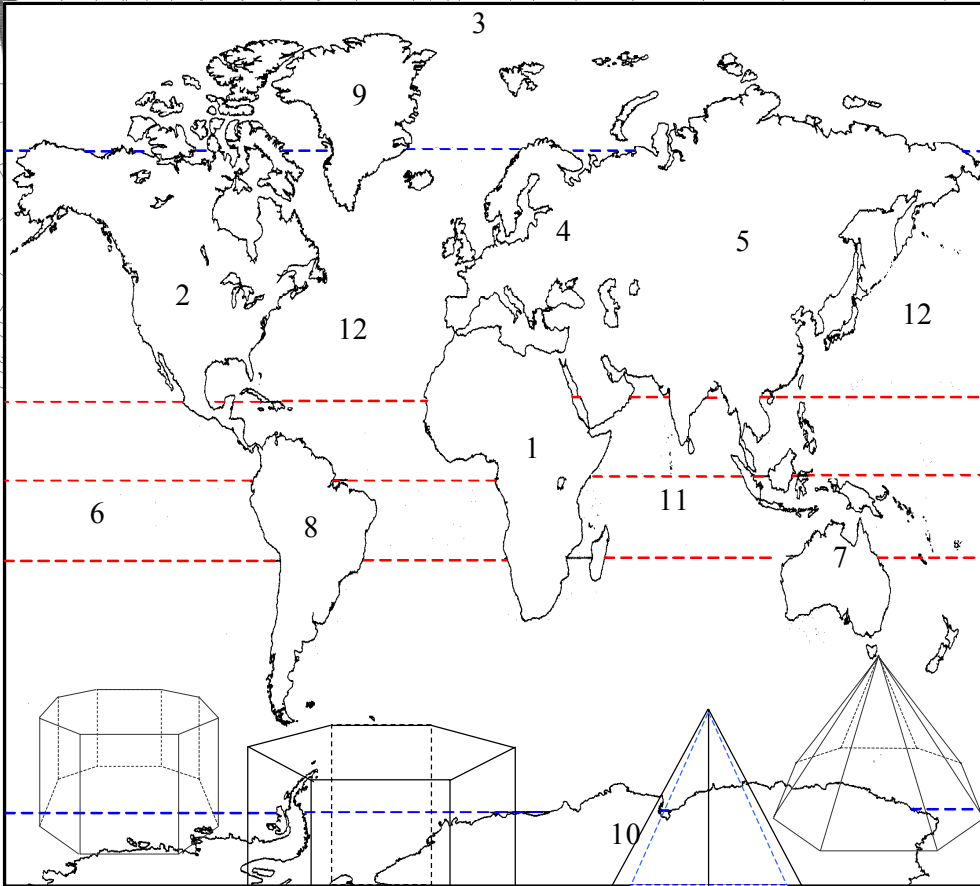
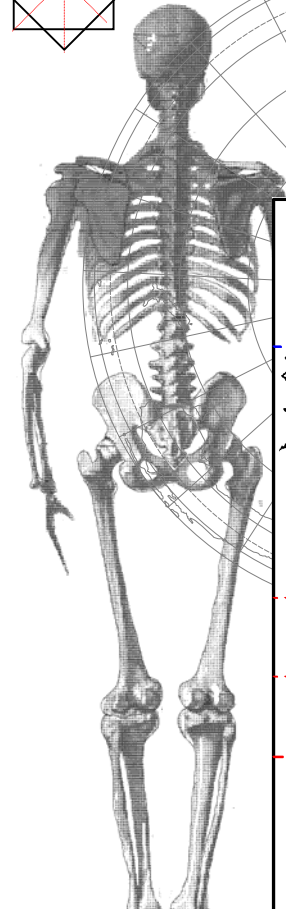
Preschool
743-3895

Elementary School
743-1113

High School / Middle School
743-2256



Student / Parent Manual



Accelerated Learning Laboratory

5245 North Camino de Oeste
Tucson, Arizona 85745

Preschool
(520) 743-3895

Elementary School
(Main Office)
(520) 743-1113

Middle / High School
(520) 743-2256

MISSION

Accelerated Learning Laboratory (ALL) will demonstrate that all children can exceed gifted level performance when a comprehensive curriculum is coupled with effective educational practices. *ALL*'s instructional model will confirm that schools and instructional practices are the predominant factors influencing student performance, not ethnicity, social status, economic privilege, gender, or a child's neighborhood. *ALL* will demonstrate a 21st Century instructional model of formal education in which student performance will exceed all historical attempts to produce advanced learning. The *ALL* community will embrace the belief that all children will exhibit genius, in abundance, when allowed to cultivate innate talents in a challenging, supportive, and civil environment.

ALL provides educational choice to families interested in advanced academic instruction, pre-school through 12th grade. Our K-12 school is publicly funded and chartered through the State Board for Charter Schools. There is no tuition charge to attend K-12. Our private pre-school is fee based and accepts children ages 3, 4, and 5. *ALL*'s teaching practices are rooted in current research on human learning and motivation. The school ambiance is enthusiastically cerebral. Students gain cognitive skills suggestive of prodigies, nevertheless, they are physically active, fun loving children, with remarkable social skills.

Accelerated Learning Laboratory (ALL) includes an elementary, junior high, and high school. Utilizing research based pedagogy, gifted level instruction is provided to all students. *ALL* offers a full curriculum. Curricular offerings exceed all state mandates. All classes are taught by "Highly Qualified Teachers". Turkish, Chinese, and Spanish languages are taught by native speakers. Extended activities including instruction in special interest subjects, performing and visual arts workshops, and "homework helper" supervision are offered from 2:30 p.m. to 6:00 p.m. (Please see the *activities and program* section in this manual.) From 7:00 to 8:00a.m., pre-school and elementary students may choose to attend "early birds homework and review" activities. Extracurricular activities include various competitive sports and clubs. Additional sporadically scheduled activities may include tai chi, after dark star gazing parties, "school camp-ins", ballroom dancing, Lake Powell Houseboat Excursion, Grand Canyon Excursion, Rock Hound Excursion, San Diego Zoo and Science Museum Excursion, and Zion Canyon Excursion. A parent-student summer "Excursion to Turkey" is presently being planned. Exchange students are expected to arrive from mainland China in the coming school year. They will attend classes and live with host families.

Accelerated Learning Laboratory Pre-School (A.L.L. Pre-School) provides an aesthetically and intellectually stimulating environment for pre-school children, ages 3-5. Children are provided with diverse opportunities to express themselves creatively and receive academic instruction at their individual challenge level. Within the first year of attendance and prior to entering kindergarten, many children learn to read, write, add and subtract with regrouping, multiply and divide. They study a broad range of topics in science and become comfortable with asking falsifiable questions. Other academic subjects include geography, Mandarin Chinese, and human anatomy and physiology. Additionally, children are provided with ample playtime and socialization opportunities. Civil responsibility and inclusive behaviors are actively developed through insitu instruction in social problem solving skills. Violent play, selfish conduct, and unkind words, are virtually non-existent. Pre-school instruction is provided from 8 am until 2:30 p.m. Early Bird care is available starting at 7:00 AM. Extended day continues from 2:30 to 6:00 PM. A.L.L. Pre-School provides additional educational opportunities for pre-school and elementary school children in conjunction with the tuition free public charter school, *Accelerated Learning Laboratory*.

Physical Plant: *A.L.L. Pre-School with Accelerated Learning Laboratory* occupy seven structures totaling 64,000 sq ft on 21.5 picturesque acres, nestled in a secure low density residential neighborhood in northwest Tucson. The school complex has three well equipped playgrounds, a large basketball court; two swimming pools (including a competition size pool); tennis tables; two Baseball fields; a large soccer field; many covered areas; three fully equipped computer labs; and plans are being developed for an equestrian facility/program.

Admission Policy K-12: Applications for admission are not accepted by phone. We recommend that prospective students and their parents tour our campus and become informed about our teaching methodology prior to enrolling. Although *ALL* provides a state approved comprehensive curriculum, our instructional process and curriculum design are innovative and include academic options not available at other educational institutions. Please do not expect classrooms or educational practices reminiscent of the 1950s. Although students and staff use first names, and the ambiance at *ALL* is jaunty and cheerful, academic achievement is emphasized and scholarly pursuits are valued. *ALL* provides a learning environment which will produce significant and rapid intellectual growth for those students whose families are serious about education and scholarly achievement. While intellectual prowess is not related to how fast students complete their work, some very bright children may need more time-on-task. Please be aware that we implement many strategies to accommodate students who need help developing academic discipline or efficient study skills, including Saturday school, working lunches, academic development class, etc. We view effective education as a partnership between parents, students, and the school community. Parents are expected to be involved and supportive of the significant effort invested by students and staff. Being a parent is seldom convenient. Being the parent of a student at *ALL* is vigorously stimulating. Please ensure that your expectations are consistent with our practices. Admission is not based on ethnicity, national origin, English language proficiency, gender, athletic ability, disabling condition, income, or domicile. Provisions are often made to accommodate families with special circumstances or needs.

Children with special needs are welcome. Please be aware that we view pullout programs as particularly destructive for special needs students. We prefer to help children acquire the integration and adaptation skills required to function in mainstream society. We prefer intervention prior to labeling. We prefer to treat handicaps as one of the plethora of personal differences for which one compensates and members of respectable society accommodate. We are of the opinion that labeling a special needs child as 'ED' can accentuate the disability, is disrespectful, alienating, and counterproductive. We do not view mild "handicaps" as excuses but as challenges to compensate for and overcome. We prefer to error on the side of too much expectation of student ability rather than too little. We will not accept a disabling condition as validation for discarding or warehousing a child. We have high expectations for all of our students including disabled students. While considering *ALL*, please bear in mind our policy of inclusion, least restrictive learning environment, and accommodation of special needs students within the normal classroom setting.

Eligible applicants must not be younger than 5 by September 1. Children between the ages of 3 through 5 may benefit by enrolling in our Preschool.

Capacity is limited. Admission preference is given to returning students and siblings of pupils already enrolled. Returning students are automatically enrolled for the following year. Returning students are not required to re-apply each year, however if a student withdraws, the student will be treated as a newly applying student. If the number of applications exceeds the capacity of our program, class, grade level or building, applicants will be placed on a waiting list in order of the date the application was stamped "completed". For an application to be considered complete; an application for enrollment must be completed, the student and/or parents must tour the campus, the student must complete required "academic placement evaluations", the student and/or parents must have completed the interview/orientation interview. After all of the prior requirements have been met, the student's first day of attendance signifies the completion of enrollment. In late summer, prior to the first day of school, an "Open House" is often held for returning families and new families. Much of the application process can be completed at that time. Additionally, this provides prospective families opportunity to speak with returning families about the nature of *ALL* and character of its staff. A good-faith effort will be made to contact, by telephone, each eligible applicant in listed order. However, it is the parents' or student's responsibility to remain in contact with the school and insure that they have not missed our call. If we are unable to reach the applicant by telephone the opening will be offered to the next applicant on the waiting list. It is advisable that parents of students on the waiting list occasionally check applicant status. Openings sporadically occur during the academic year. Applications may be submitted up to 3 years in advance (to insure admission) but the application

must be reactivated each year in order that applicants maintain their place on the waiting list. Waiting list reactivations must occur between May 1 and May 15.

Applicants are not required to pass a qualifying exam to qualify for admission. However, as part of the application process, students are evaluated with several instruments to help determine appropriate placement. Many factors are considered for proper placement and not all become apparent before a student is observed within a classroom setting. Some adjustments should be expected throughout the school year. Some students may be transferred between classes to achieve the best possible placement. Parents and students may provide input on the selection of a teacher but preferences are honored only if they are consistent with other indicators of the 'best academic placement'.

Application for Admission / Registration / Transfer Students

Eligibility

- Students living within Arizona are eligible to apply for enrollment. Students who have been convicted of an illicit drug offence or violent crime are not eligible to apply. Students on active suspension or who have been expelled from another school are not eligible to apply for enrollment (regardless of the reason for such action). Students who have suspension or expulsion decisions pending are not eligible to apply until resolution. Administrative decisions regarding enrollment may be appealed to the Board. Board decisions are final and cannot be appealed. Applications containing false or misleading information may be voided (regardless of the nature of the falsified information) and the student's school membership terminated.

Items Required for Registration

- A copy of the applicants birth certificate (Kindergarten)
- Official transcripts and/or a complete "cumulative folder" receive directly from previously attended schools
- Immunization history with proof of immunization
- Complete emergency contact information
- Completed registration form

Student Records / Transcripts

- For students transferring into ALL, grade and/or class assignments are tentative pending completion of a placement evaluation, including review of transcripts and/or student records of prior attendance.
- For students transferring to other schools, students records should be formally request by the other school in writing. We cannot honor requests made by phone. Official transcripts and student cumulative files can only be transferred to the requesting school. Please allow four weeks for processing. Parents or guardians requesting unofficial transcripts must complete the proper transcript request form. Please allow four weeks for processing (longer during the summer months).

Emergency Information If a child becomes ill or injured, the numbers provided by the parent on the emergency card will be called. If we are not able to contact a parent/guardian and the student appears to require immediate attention, as determined by the staff, 911 will be called prior to contacting the parent. It is the parents'/guardians' responsibility to ensure that all emergency information and contact numbers are current, and that the individuals on the cards are accessible. The emergency card on file in the office must be kept up-to-date for the safety of our students. Call or visit the office to make sure your child's emergency information is current and complete. Please promptly notify us, in writing, of changes in address or phone number.

Illness Children with fevers should not be sent to school. Children should be fever free for 24 hours before returning to school.

If a child has been exposed to a contagious disease, please notify the proper office staff and do not send the child to school. Children with communicable diseases should not attend school for the period that they are contagious.

If a child becomes ill during the school day the child will be isolated and a parent or guardian will be notified and asked to pick-up the child. A child reporting an illness or injury is allowed to phone a parent unless the parent submits written, contrary instructions, or the child's claim appears unfounded, or the practice appears habitual.

Medication State law requires that schools be informed of any medication that a student requires during attendance hours. Current dosage and the name of the supervising physician are required. In order for staff to

administer prescription medication, over the counter medication, or remedies, including aspirin, and antacid, parents must provide specific written permission and the reason or condition for which the medication is required. Only specified staff may administer medication or remedies. Please do not ask non-specified staff to give your child any non-food substances to be swallowed. All prescription medication must be in the original container clearly labeled with the patient's name, physician's name, pharmacy, the type of medication, dosage, frequency of administration, and method of administration. Prescription medications will be administered only at the times and dosages indicated on the label. All medications will be kept in a locked cabinet and administered only by designated personnel.

Immunization Arizona State Law requires children to be immunized against diphtheria, tetanus, hepatitis B, pertussis (whooping cough), polio, measles, mumps, rubella (German Measles), and haemophilus influenza type b prior to entering school. Children who do not have immunizations may not attend school. Please bring proof of your child's immunizations when registering.

English as a Second Language: Students are screened for special needs. It may be determined that some students will benefit from additional educational services. If a student's primary home language is not English, an English language proficiency evaluation will be conducted. The evaluation will include an assessment of English proficiency with oral language, reading, and writing skills relative to native language skills. Students who are acquiring English as a second language may be asked to participate in a sheltered English immersion plan for a transition period. FEP students will be provided with reasonable accommodations and intervention in all indicated subject area. Interventions may include compensatory instruction designed to correct the skill or knowledge deficits.

Dress Students should dress comfortably but with appropriate modesty suitable for an academic setting. On Mondays and Tuesdays middle and high school students are encouraged to wear clothing suitable for a professional work environment. Clothing should be suitable for the weather. T-shirts, casual shorts, and duckbill hats are discouraged. Clothing that depicts violence, drugs, alcohol, obscenities, degrades ethnicities, or is otherwise offensive should be avoided. Hats are not to be worn in classrooms or buildings. It is strongly recommended that elementary and preschool students wear closed toe shoes.

Transportation Parents are responsible for transporting their children to and from school. Parents who are interested in carpooling may contact the *ALL Parent Association*. Transportation is not provided by ALL.

Lunch / Snacks ALL Parent Association often provides lunch for a small fee. For a child to receive lunch in any given week, payment must be received before noon on the Tuesday preceding the week! Please contact ALL Parent Association for further information. ALL does not provide lunch. Students should bring their own bag lunch and required utensils. Please do not include glass containers. Microwave ovens and refrigerators are not available for students. Students may bring snacks but food should not be eaten in the classroom.

Lost and Found The school is not responsible for lost or missing items. Please check the Lost & Found Box occasionally for your child's personal items. In order to reduce any loss or confusion, we encourage parents to put their child's name on personal belongings such as coats and lunch boxes.

Extracurricular Activities Excellent extra-curricular classes including arts and sports are offered by parents, teachers, and other adults who are competent to lead a particular activity. See the After-School Classes Notebook in the main office for selection, availability, cost and schedule. Extra-curricular activities can be used in conjunction with Extended Day to assure continuous supervision.

Early Pick-up Except for scheduled field trips, children are required to remain on campus through the entire the school day. Parents picking up students, prior to dismissal time, must sign the child out in the office. They must indicate the time of the student's departure and reason for an early pickup. After the child is signed out, the child will be summoned to the office. Staff is not allowed to summon the child before the student has been sign out. Students are not allowed to sign themselves out or other siblings or other students. Students must remain in class until the parent has arrived. Persons who are not the parent of a child being picked up must have written parental permission and must present valid identification before the child will be released.

Field Trips All field trips at Accelerated Learning Laboratory are academic. A permission slip will be sent home giving specific details. Due to the cost of some field trips, parents may be asked to pay a fee to cover costs. If you cannot afford to contribute please contact an administrator. Students under academic or behavioral suspension are not eligible to participate in local fieldtrips during the suspension period. Students who have been suspended for

behavioral reason within 6 months of the commencement of an overnight fieldtrip are not eligible to participate.

Attendance and Punctuality School attendance is essential for students to attain academic success. Instruction begins promptly at the designated class starting time and missed learning cannot easily be recouped. Whether an absence is excused or unexcused, students are responsible for learning the information presented on the days they are absent. If a student must be absent, please call the main office (520) 743-1113 or the high/middle school office at (520) 743-2256 as soon as possible. When your child returns to school, please send a written and signed explanation with your child. Ten absences in any 45 day period, excused or unexcused, can result in a student not receiving attendance credit for a grading period.

Punctuality helps students, classmates, and teachers take full advantage of ALL's learning advantages. Tardy students may be required to attend instructional opportunities during breaks or after school.

Student Progress Lack of adequate academic progress may necessitate supportive interventions. Under-achieving or educationally disadvantaged students may be given the opportunity to spend more time-on-task through our compensatory education programs. ALL compensatory education programs include: instruction in a low teacher-student ratio setting (for high/middle school, self contained), summer school, Saturday school, extended-day classes, winter break school, working lunches, before school homework review, and after school homework helper.

Targeted assistance for students in need of developing better study habits or skill development may include an assortment of services and activities such as instruction in reading (computer assisted and one-on-one) or functional homework guidance, specific subject matter 'flex' classes, etc.

Behavioral Expectations / Code of Conduct / School Etiquette

- Although it is a common and desirable practice for members of the ALL community (including students, staff, and parents) to use first names it is not required. The use of nicknames, agnomens, and epithets are discouraged. Regardless of the vocative, members of the ALL community are expected to refer to one another with respect and dignity.
- Every child is expected to be an attentive learner and compassionate teacher.
- Students are expected to "help" without being asked. If help is refused, the decline should be honored. Please do not force another to accept your help.
- Students are expected to display civil responsibility. If students observe other students' rights being violated or property damaged they are expected to intervene (if intervention does not produce physical risk) or report the incident. The code of honor among thieves (don't rat or tattletale) is dishonored and socially corrupting. Students are encouraged to learn the difference between moral behavior and peer pressure.
- Stop means stop. No never means yes. If a student expresses his wish, verbally or through actions, the another student must refrain from touching him. The other student must comply immediately. Every person has a right to determine who may or may not come into physical contact with his body. The only justifiable exception may be restraining actions involving protection of oneself or another individual.
- Every student has the right to learn in a risk free and inviting environment. No student may interfere with another student's learning.
- Students may not exclude other students.
- Students are expected to take responsibility for their actions. If a student intentionally or unintentionally destroys property, regardless of monetary value, the student is expected to replace or pay for the property.
- No student may physically injure another student. The threadbare justifications, "She hit me first," "We were just playing," "I was just mad," "He took it from me" and endless variations display poor socialization.
- Violent or aggressive actions and play are prohibited. Please do not bring toy weapons to school, pretend to shoot another individual with your finger, play fight, or wrestle on campus.
- Skate boards and scooters are not allowed on campus.
- No student may emotionally injure another student. (e.g., name calling, teasing, gossiping, non-verbal expressions, derogatory statements, etc.)
- It is inappropriate and undignified to exhibit ostentatiously affectionate behavior in an academic environment.
- Profanity, vulgarity are strictly prohibited.
- If a student plays during class she may be required to work during playtime. Working lunches are also in the list of options.

- Punishment is not imposed but consequences connected to behaviors are viewed as the options students choose (e.g., If a student cannot play with other children without hurting them, the student has elected to not play with other children.)
- Parents are financially responsible for property damage that their child intentionally or unintentionally causes.
- Students, who engage in undignified behavior (regardless of where the behavior occurs) or present unreasonable risk to others, may be subjected to disciplinary action including suspension or expulsion. Bullying, fighting (regardless of the victim or perpetrator), aggressive behavior, or threatening actions can result in expulsion or suspension of a student on the first violation. Profanity; disrespectful language; obscene or lewd language or gestures, or disrespect to staff or other students can result in expulsion or suspension on the first violation. Students, who destroy property or place property or people at risk, whether by overt action or negligence, can be suspended or expelled on the first occasion.

Due Process Individuals accused of an infraction are entitled to appeal administrative expulsions or suspensions to the Board during regularly scheduled meeting. A written request for a hearing must be received by a Board Member five or more working days prior to a regularly scheduled meeting. Please be advised that, on occasion, Board meetings may be cancelled. A quorum of Board members must be present to consider an appeal. Board decisions are final and may not be appealed.

ALL Pedagogy (Instructional Model / Instructional Methods)

Accelerated Learning Laboratory instructional paradigms are research based with origins in cognitive/meta-cognitive learning theory, and human behavioral learning theory. Objectives included are improved text materials, increased teacher content knowledge, organization of content into meaningful and relational structures, effective instructional practices, as well as intensification in student motivation. Learner outcomes include increased learning efficacy in; knowledge and skill acquisition, memory maintenance, recall efficiency, and generalization facility.

General Postulates

- Language ability, mathematical-logical reasoning, abstract thinking, cognitive power, and crystallized intelligence are not inextricably entangled with age (i.e., cognitive stage is not synonymous with chronological age).
- Children advance through critically sensitive stages of cognitive, linguistic, and social development. Critical phases of development and learning interact with experience to produce broad variations in student ability and readiness.
- Failing to recognize, stimulate, reinforce, and develop emergent talents and creative proclivities, during sensitive stages, may significantly diminish a child's potential.
- Exposing children to cognitively challenging and creative tasks, during sensitive periods, can enhance present and future learning behaviors. Fluid intelligence is affected by motivation, opportunity, and environment.
- Throughout childhood, every child will erratically exhibit splinter skills indicative of brilliance.
- Every child should be provided with the opportunity to develop his/her unique, emergent gifts and reap the subsequent rewards.
- Childhood should be a period of intense curiosity, unquenchable questioning, tenacious pursuit of understanding, creative production, consumption of knowledge, and development of skill.
- Educational practices should stimulate the innate human thrust for knowledge and understanding.
- Childhood should be a sheltered transitional period in which children learn and develop adaptive behaviors, consistent with moral social values, required to meet the survival demands of adulthood.
- Childhood experiences function as cognitive and social preparation for adulthood. What one values and how one behaves in childhood is predictive of their adult values and behaviors. Adult guidance and modeling can greatly impact a child's future values and behavior.
- Segregating children into strict age groupings limits opportunities to develop diverse social skills, intellectual resilience, and cultural competencies. Strict same age grouping yields a childhood culture with a dearth of behavioral variance, propagates intolerance of individual difference, and diminishes children's native cooperative spirit.
- Fluid ability is multifaceted and can be uneven, across cognitive modalities, in typical as well as learning

- disabled children. Typical students often exhibit splinter skills and are not a homogeneous group of learners.
- Same age children vary in range of subject matter exposure, the depth to which they comprehend concepts, and effectiveness of learning behaviors. Past opinions of age appropriate instructional level lack reliable research support. When these opinions are used to limit content exposure or direct teaching practices the majority of students do not receive instruction consistent with their functional level.
 - Student learning behaviors influence comprehension, acquisition, retrieval, generalization, and application of knowledge.
 - Learning-to-learn is a legitimate topic of instruction when presented in concert with curriculum content.
 - Organization and presentation of curriculum content influences comprehension, retention, recall, generalization, and effective use of knowledge.
 - The limitations of time and the massiveness of the curriculum are such that teaching efficiency as well as effectiveness is a necessary concern.
 - Motivational factors influence attention, effort, and the rate of learning.
 - Learning is not a single memorial process but is plexus of mediating mental process including conceptual scaffolds, informational chunking, and generalizations.
 - Proactive metacognitive learning strategies can be taught and can enhance a student's ability to learn.
 - Appropriate learning goals include utilitarian application of concepts and skills, insight, and increased ability to learning.
 - The goal of formal education is not only the passage of content knowledge to the following generations, but includes development of insight and the promotion of creative, nontrivial problem solving capability.

Practices Teaching practices utilized at *ALL* help students form meaningful associations between what is known and what is learned. New learning is associated with that which was previously learned. Learning is a cumulative process. Knowledge application skills and group problem solving strategies are developed. Additionally, *ALL* pedagogical practices encourage behaviors which facilitate learning, such as organizational chunking, logic, and learner activated metacognition. Children develop active learning behaviors and become motivated students when they participate in their own education.

No grouping of children is educationally and developmentally homogeneous. Same age, same grade children are not homogeneous in regard to academic preparation, family or peer support, drive, or developed talent. With the realization that a school is comprised of individuals whose amalgamation of learning characteristics vary from student to student, it follows that each student has needs specific to their particular strengths or weaknesses. Each student is likely to learn subject matter content at varying rates. As a consequence, children will have unique learning and performance profiles. Instructional practices at *ALL* allow students to capitalize on personal resources and rectify inequalities. Students are empowered to control their progress with minimum expectations. No child is required to wait for another child to learn nor is any child driven so hard as to experience inordinate frustration.

Students receive instruction at their academic level. Instructional strategies include an open-ended content design that allows students to progress at their own pace without being restricted by either maximum grade-level-content barriers or lock-step-pacing. Curricular materials are sequenced and stepped to challenge but not overwhelm the student. Students are expected to excel commensurately with their unique learning and knowledge profile. They achieve mastery as demonstrated by objective outcome criteria defined for targeted educational objectives. Each student accrues a cumulative portfolio. Each student is encouraged to accelerate beyond normal grade level expectations. If the student is not learning at a rate commensurate with ability, teachers and staff 'do what-ever-it-takes' to assure academic success.

Although, *ALL*'s curricular objectives are congruent with the Arizona Department of Education academic standards will exceed the department's essential skill expectations for each grade. Instructional level is not constrained by a student's age or grade. The intra classroom variability, of student academic and learning behavioral profiles, is reduced through the use of several strategies including multi-age grouping. Students are selected for classroom membership based on academic level and learning behavioral profiles not age or grade. Multi-age, multi-grade classrooms support appropriate instruction level for each child.

Multi-age multi-grade classrooms provide a mix of older and younger children facilitating a broad range of natural and desirable social behaviors (e.g., nurturing, spontaneous cross age cooperation, teacher-learner flexibility). Frequent cooperative thematic projects are undertaken. Interclass and intra-class tutors are often

utilized based on grasp of the content not grade. Older students may help younger students or receive help from younger. All students receive the experiences of being a tutor and tutee. Technological tools, peer teaching, parent tutors, parent tutees (strongly encouraged parent volunteerism) augment and enhance individualized instruction. Responsibility for one's own success or failure, pride in product, self monitoring and control, and the drive to make meaningful contributions, are encouraged over grade performance expectations.

Each student's innate curiosity, emergent talents, and drive "to know" are cultivated. Individual achievement and polite participation are extolled, while overt group comparisons and the pitting of one child's sense of worth against another child's sense of personal value are avoided. No child's success is dependent on another child's failure. Each student is treated as a contributing member of the group while individual differences are accepted and unique needs and talents are recognized. The expression of adult conduct such as moral business acumen and socially responsible citizenship are among the beneficial outcomes related to clear behavioral and academic expectations in childhood.

Classroom Dynamics "Within class" instructional activities, strategies, and expectations include formalized choral rehearsal activities, Expert Trials (mastery learning), Challenge Exercises (application of learning), preferred activity gating, heuristic interactive lectures/discussions, interactive "need-to-know" discussions, cooperative group projects, individualized projects, classroom socio-political dynamics, feedback and intervention.

ORAL ACTIVITIES: Characteristics include: short duration, frequency (distributed practice), rehearsal with elaboration, review (i.e., lecture content is condensed into nomenclature with organizational, conceptual, and often mnemonic value), shaping cognitive behavior (the student's learning tempo and learning dispositions are developed), and stimulation of students' intrinsic motivational tendencies. Oral strategies are used to reduce stem concepts into relational "chunks". Overlapping curricular topics are meaningfully related. Daily oral exercises provide opportunities to develop student attending-behaviors such as: self-directed attention, selective attention, divided focus, attention intensity, and reflective attention. Effort is made to both generalize and internalize (automatize) productive learning behaviors.

SOCIO-POLITICAL: Although every classroom is a unique potpourri of personalities, the instructor has substantial influence in shaping students' interpersonal behaviors. The teacher is provided with recommended behavioral practices focused on developing social interactions which facilitate a supportive and fertile esprit de corps environment. Classroom socio-dynamic ambiance should reflect:

- an appreciation for unique student differences;
- an expectation that every student has the ability to reflect upon his/her prior experiences and make responsible academic and social choices;
- an awareness that what is learned today (e.g., content, social skills, knowledge, and control of one's own learning) will impact the student's future (e.g., financial, intellectual, professional, emotional)
- enjoyment of learning and sharing knowledge.

The following tenets and conduct guidelines are utilized to produce a supportive, cooperative learning climate.

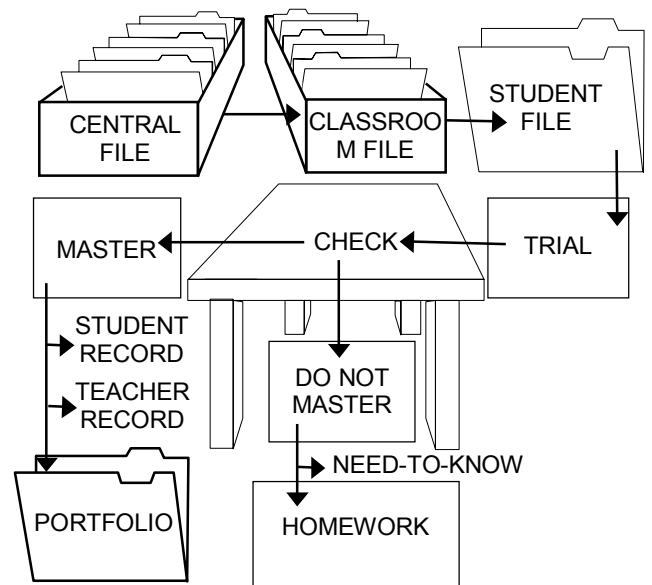
- The purpose of school is to provide each student with equal access to education.
- The role of the teacher is to encourage student learning and provide access to knowledge.
- The classroom teacher is the final arbiter when children choose not to resolve their difficulties (academic and social).
- The students are expected to self-regulate their behavior and learning, and to become a participating productive member of classroom culture.
- Everyone is a student and teacher. Everyone has the responsibility to help every other individual learn (Instruction in "good teacher practices" and "good student practices" will be conducted.).
- Every student has the right to learn. No student has the right to interfere with another's learning.
- No one is capable of forcing anyone else to learn against their will.

GLOBAL LECTURES are heuristic teacher directed whole class discussions. Although lectures are teacher guided, students are encouraged to make rational deductions and predictions in developing a schematic stream.

NEED-TO-KNOW discussions are student directed, and a significant amount of incidental elaboration is provided by both teacher and student. Specific needs, interests, and observations are included in this whole-group activity. Students should formulate specific questions prior to discussion. The classroom teacher will, through a process of shaping continuous approximations, help students hone their discourse skills in regard to preciseness, clarity, and completeness. The classroom teacher will additionally provide explicit instruction and guided practice in learning-to-learn behaviors, including; automatic problem-solving strategies, self-monitoring skills, and self-directed learning. If a student has made a good-faith-effort on homework and is unable to complete a problem/assignment or ‘figure-it-out’, may skip the problem and formulate a specific question in preparation for the "Need-To-Know" discussion. Students should have a “Question Log” available at all times.

EXPERT TRIALS are attempted by students several times a week. Trials specify a maximum testing time and a maximum number of errors for each level. If students wish, and allotted time permits, they may complete more than one level per session. If the maximum error rate or time limit is exceeded, a student must re-study and retake the same level the next day. If time and error rate is at or less than the specified limit (mastered), the next sequentially numbered trial is attempted. This is a mastery system in which students progress at rate commensurate with their effort. There is no penalty for repeating levels other than a reduction in rate of learning.

EXPERT TRIAL PROCEDURE



Curriculum Design / Professional Development

Curricular materials are logically sequenced and stepped by difficulty to challenge but not defeat the student. The student’s control of academic choices substantially increases self motivation, self monitoring, and willingness to accept responsibility for ones own learning. Students are encouraged to be respectful but aggressive self-directed and active learners. Consequently, breath, depth, and rapidity of learning are accelerated beyond a teacher’s or parents’ ability to require performance. Curriculum objectives are congruent with the academic standards for the state of Arizona and substantially exceed essential skills expectations for each grade level.

Research underscores the importance of exposing children to abstract thought processes, as early as practical, to the development of intellectual competencies. ALL’s curriculum design is such that new material is linked to previously learned material. The organization and presentation of content is designed to help students build cumulative knowledge, logical reasoning skills, use rational extrapolation to gain insight, and develop scientific curiosity. Learning is easier and much more fun when new knowledge is associated with familiar concepts.

All our teachers, in self-contained classroom, receive extensive professional development training in scientifically based instruction. Through weekly professional development workshops, followed by insitu application in their classrooms, teachers develop proficiency with specific skills which help children build strong academic foundations. Teacher training includes the use of explicit instructional strategies, the use of content in a scaffold structure, and continuous assessment

Reading instruction includes; phonics, vocabulary, fluency, and reading comprehension. Most students will learn to read by the end of kindergarten. For students attending *ALL* preschool for a year or longer, many will learn to read prior to kindergarten and all will meet or exceed the emergent reader level. Early reading prepares young children to enter kindergarten with the language, cognitive, and skills necessary for academic success in all subject areas. An extensive body of research evidence emphasizes the long range benefits of early reading skills, phonological awareness, and an extensive vocabulary.

ALL students are screened to identify reading difficulties and individual intervention may be implemented to overcome reading barriers.

Teacher qualifications / Teacher Evaluation *ALL*

classroom teachers are considered highly qualified in their core teaching area.

Teachers are provided with in-service training in effective classroom teaching practices to include topics such as: Need-to-Know whole group discussions, classroom sociopolitical dynamics, fine-grained and group analysis tools, paper flow management, peer and cross-age tutoring, effective and efficient techniques for record keeping, grading, individualized instruction, portfolio objectives, appropriate and effective behavioral contingencies, exceptional student inclusion, and the development of cultural competencies.

Teachers are provided with measurable educational objectives, continuous assessment tools, and training in the use scientifically based pedagogy. Student achievement is defined with standard scores reflecting the difference between end-state scores and initial-state scores; and student success in meeting targeted learning objectives. The results of formative and contextual evaluations are available to the student, parent, teacher, and administrators indicating daily progress toward academic goals. Teachers maintain up-to-date, clearly understandable, objective records reflecting individual student progress. Student records and portfolios are available for inspection by parents.

Teachers receive financial incentives for exceptional student performance (whole group averages based on difference scores may be analyzed for practical and statistical significance). Teachers who demonstrate exceptional talent for: effective teaching, motivating students, knowledge in targeted content areas, organizational skills, interpersonal skills, and for creating a classroom ambiance of civility and cooperation for all students are retained. Teaching is among the most important professions for our nation’s well-being. At *ALL* we take great care in selection and retention of skilled and gifted educators.

EXPERT TRIAL

LEVEL Should be attempted in numerical order. If level is not mastered return to the level before attempting a higher number trial.	TIME Record beginning time on the line. Record ending time above the beginning time. Subtract the beginning time from the ending time and write the laps time below line
--	---

EXPERT SHEET 96		Exponentiation / Repeated addition
NAME _____	TIME _____	DATE _____
6 ¹ =	6 ² =	6 ³ =
7 ¹ =	7 ² =	7 ³ =
8 ¹ =	8 ² =	8 ³ =
9 ¹ =	9 ² =	9 ³ =
10 ¹ =	10 ² =	10 ³ =
35 ² =	65 ² =	85 ³ =
23 ¹ =	49 ² =	97 ³ =
©David Jones & Associates ERRORS ≤ 2 TIME ≤ 10:00 minutes Expert 96		

ERRORS Maximum number of errors a to consider the level mastered.	TIME Maximum time allowed to consider the level mastered.
--	--

Student Participation, Responsibilities and Rights

Education is an extraordinary social equalizer. Regardless of social status, those who acquire an exceptional education in childhood and young adulthood will have the power to create exceptional financial and social opportunity for their families and themselves in adulthood. The breath and depth of learning will significantly impact the quality of each student’s present and future life. All students have the right to improve their lives through leaning. They have the right to posit educated guesses, share ideas, and exhibit their assigned projects without ridicule. All students have the right to learn in a risk free setting. No student has the right to interfere with another student’s learning or degrade other individuals.

Students are expected to display civil and responsible behavior and good citizens. Students must complete their homework, participate in classroom discussions and projects, invest meaningful academic effort, and display perseverance.

Students are expected to:

- attend school and be on time,
- behave in a civil and respectful manner,
- complete daily homework or formulate specific and clear need-to-know questions,
- complete long-term projects, neatly and on time,
- invest a best-effort toward academic success,
- make reasonable and consistent progress toward academic goals,
- strive for scholarly distinction,
- participate as a contributing member of the *ALL* community,
- respect the property rights of others,
- take pride in the campus and physical structures by helping without being asked,
- respect other members of the *ALL* community (including teachers, administrators, and parents),
- respect the efforts of others,
- conscientiously attend when other students are speaking in class,
- participate in classroom discussions,
- refrain from disrupting instruction,
- maintain working files in good condition while keeping them current and accessible,
- restock their working files with the appropriate level
- keep a complete portfolio current and in good condition,
- invest sufficient effort to achieve academic excellence.
- display civil and responsible behavior,
- actively participate in the educational process, and
- behave in a civil and respectful manner befitting of an *ALL* community member.

Parent Responsibilities and Rights Parents are faced with the many challenges of child rearing, work obligations, and schedule juggling. Time is difficult to stretch. However, we are confident that the time you invest in your child's education and the *ALL* community will pay generous dividends. The participation of parents is a vital element in a child's education. Schools, communities, and parents must be actively involved in a child's educate if the world community of the future is going to be a place worth living. Please do not get in the habit of sitting in your car and waiting for your child at pick-up time. Show your child that their academic effort is important enough for you to park you car and go into your child's classroom. Meet your child's friends and their parents. Examine your child's daily accomplishments and make yourself available for those valuable thirty-second information exchanges with your child's teacher. If a child's education is not important enough for a parent to invest interest, why should their child work hard to succeed?

Parents have the right-to-know teacher qualifications and to visit classrooms without notice (during instructional hours please sign in at the office prior to going to the classroom). Please do not interfere with instruction or attempt to converse with the teacher during instructional time. Although we have an open door policy, please understand that a teacher may not have unlimited time to converse after or before school. Please made and appointment, if you require a lengthy conversation with a teacher or administrator. For teacher conferences lasting longer than five minutes, please make an appointment.

Parents are expected to inspect their child's progress records weekly if not more frequently, intermittently visit their child's classroom during instructional sessions, and provide feedback to the administrator and teacher. Parents are invited to join a parent organization, volunteer in classrooms or office, teach a unit in area of expertise. Parents are encouraged to participate in organized field trips, help staff an after-school educational program, attend monthly progress conferences with their child, and participate as a productive member of ALC's community.

Please encourage your child to teach you what (s)he has learned. Instructing others helps us better understand what we have learned. The adage "We do not learn a subject until we are required to teach." Please ask your child's teacher if you need assistance on how to best help your child with homework. Please praise your child daily for his/her effort.

Parents are expected to read and discuss this manual with their child.

Parents are encouraged:

- to discuss the subject covered in this manual with their child.
- to inspect their child's progress records weekly if not more frequently,
- provide nightly accountability for the completion of homework,
- encourage their child for academic success and acknowledge the difficulty level of the content, and recognize the significant effort required for academic success,
- monitor homework for correctness, clarity and neatness,
- intermittently visit their child's classroom during instructional sessions,
- attend progress conferences with their child.
- work productively and cooperatively as an *ALL* community member,
- share concerns with administrator and teacher,
- resist the temptation to spread gossip and rumors,
- join the *ALL* parent association,
- volunteer in classrooms or the office,
- teach a unit in an area of expertise;
- to participate in organized field trips,
- help staff the after-school educational program,
- participate as a productive member of *ALL* community,
- Parents should sign their child's homework when it is completed or after the child shows a good-faith effort.

Homework Guidelines and Recommendations Students have homework five nights each week. Homework is not busy-work, nor should it be used for punitive purposes (at school or at home). Most students should be capable of completing their homework within one hour. However, some students will require more while other may require less.

Students should formulate need-to-know questions for those parts of the homework that they were unable to complete. Most assignments will be due the following school day; some major assignments will be due over a longer term.

Homework often requires the application of what has been learned and challenges 'thinking'. *Challenge* assignments are sequentially numbered with higher numbers corresponding to increasing sophistication of cognitive demands and cumulative content knowledge. However, it does not always follow that the higher numbers represent greater difficulty. Embedded in the *Challenge* curriculum series is a variety of incidental topics used to inspire group discussion and elaboration. Students are not expected to spend an inordinate amount of "effortful" time on homework. Some parents and children may require help in discriminating effortless from effortful time. Although Children should not be discouraged from developing greater tenacity and spending more time with *Challenge* topics, care should be taken to avoid allowing a child to struggle to the point of frustration. If a child is not able to solve or "figure out" an assignment after a good faith effort, s/he logs specific questions to ask during the next day's need-to-know discussion and s/he finishes the remaining homework. This process aids in building tenacity and teaching problem-solving strategies, self-monitoring skills, and self-directed learning proficiency. In spite of ALL's motto "There are many road to Rome and there are many ways to solve a problem." Parents may often hear a child's complaint, "That's not the way my teacher showed me." If a parent wishes to share her/his skill with a student the parent should do so in a way which is familiar and comfortable. It is to the child's advantage to be exposed to a multiplicity of divergent conceptual and functional explanations.

Many learning/teaching principles and stratagems embedded within the homework and mastery levels may not be apparent without close inspection. It is not necessary that either the student or teacher be aware of the pedagogical principles employed in these instruments for effective use. Students are provided with homework five nights each week. The homework is never busy-work, nor is it used for punitive purposes.

Most students should be able to complete their homework within one hour. The students should formulate need-to-know questions for those parts of the homework that they were unable to complete. Most assignments will be due on the following school day; some will be due over a longer term. Teachers check the homework on a daily basis.

Please encourage your child to teach you what (s)he has learned. Instructing others helps us to better understand what we have learned. Please ask your child's teacher if you need assistance on how to best help your child with homework.

Elementary Homework

All children attending *ALL* have homework every week day. If children forget their homework:

Read for 10 minutes or longer

Math Expert (either a re-do or the next trial)

Study Spelling, Geography, Science, etc. trials

Although other work is assigned, the above expectations are consistently included. Parents should sign their child's homework when it is completed or after the child shows a good-faith effort.

High school Middle School Homework

All children attending *ALL* have homework every week day.

Staying current with assignments will;

Reinforce class work (reviewing class notes and/or practicing skills learned in class)

Help develop independent research skills.

Insure that a student does not fall behind or allow a student to move ahead.

Help prepare students for complete colleges

High school and Middle school students may participate in AP courses and testing. AP courses augment our high school and middle school curricula and help students gain college readiness. AP courses challenge students to master college-level work while in high school or middle school. The tests provide objective measures of academic achievement valued by colleges. Increasing AP course participation and test completion have become important factors colleges consider when reviewing applications for admission or eligibility for scholarships. The tests, which are designed, administered, and scored by educational entities such as the College Board and the International Baccalaureate Organization. College credit can be earned by passing exams above a predetermined cut score.

All children attending *ALL* have homework every week day.

Middle School Homework

- All homework will be assigned for one of the following purposes:
 - Reinforcing of class work (reviewing class notes and/or practicing skills learned in class)
 - Obtaining information (doing reading assignments and/or researching)
 - Completing class work (writing assignments and/or laboratory experiment write-ups)
 - Doing long-term projects

Student Progress Reports / Grades We evaluate on the basis of standardized performance and individual growth. Reports to parents are issued on a quarterly basis. To assess students, teachers use a variety of resources. These include - but are not limited to - teacher observations, precise records, portfolios, expert trials, state standards, national norms, attendance, and cooperative performance evaluations.

The report to parents also includes specific information about each child's learning behaviors and social behaviors. Students who usually exhibit desirable learning behaviors are most likely to fulfill their potential; those who usually exhibit desirable social behaviors provide the essential supports for a caring and productive community.

Teachers may include a note with the report indicating that a conference with the parent is recommended. A conference may be requested at any time by a parent, teacher, or student.

Promotion / Graduation / STANFORD / AIMS Unless extraordinary mitigating circumstances can be demonstrated, students must demonstrate competency at or above grade level to earn promotion. Factors which may influence the decision to promote are academic growth, attendance, and social behavior appropriate to the grade level of the student. A student who does not fulfill course requirements in any quarter will be required to

attend summer school at *ALL* in order to fulfill requirements and receive course credit. If a student does not take advantage of the summer school opportunity, his/her promotion to the next grade will be delayed. This could result in a later graduation date.

Students must score at or above their grade level on two of the three areas tested on state provided tests to earn promotion to the next grade level. For those students with scores below their grade level in any of the three tested areas, summer school is required.

Arizona School Tax Credit Taxpayers are eligible to receive a tax credit of up to \$250.00 for contributions made or fees paid for *ALL* sponsored extracurricular activities. To qualify for the credit a taxpayer must make cash contributions or pay fees directly to *ALL*. The credit is a dollar-for-dollar reduction in state taxes. This means, a contribution is free to most taxpayers. The tax dollars which would go to the state, without the contribution, go directly to our school. Contributions will help us reduce cost for each activity, increase the selection of activities, and provide more students with access to extracurricular activities. A contributor to the Extracurricular General Fund is not required to have a child attending *ALL* to receive the credit. Fees paid for supplemental activities such as “After School Homework Helper”, “Early-bird Homework Review” (before school)”, equipment use fees, laboratory fees, or any other school sponsored extracurricular function that require enrolled students to pay a fee qualifies for the credit. Participating students must be included in *ALL*’s membership count.

A taxpayer wishing to receive the credit should request a receipt at the time of payment. Please check that the receipt includes your name, your social security number, payment amount, payment date, and a description of the activity or fund. ARS 15-342.24 requires that payments be made directly to *ALL*. The statute also requires *ALL*’s board to determine which activities are extracurricular and what fees are to be levied. Unfortunately the statute does not allow school tax credits for contributions or fees paid to parent organizations.

Please phone or inquire in the main office for more information.

***ALL* Parent Association** is open to family members of *ALL* students. Its mission is to support the school’s mission. It meets in July to plan the year’s meetings, fund-raisers, and other events. We encourage active parent participation. The parent group has organized the after-school activities, sponsored skating parties, assisted with end-of-year celebrations, and organized scholastic book sales. *ALL* appreciates donations of time, expertise, and items. The *ALL* Parent Association has two elected positions, chairperson and secretary. It publishes a newsletter after every parent meeting so that all parents will become aware of topics discussed and plans made.

APA provides many ways in which students, parents, and friends can become involved in the *ALL* community. Volunteers are greatly needed including teacher helpers, graders, copier operators, playground supervision, before or after-school monitors, etc. The list is endless but the volunteers are not. A half hour to an hour of your time each week can make all the difference. Volunteering can answer every student’s question, “If school is really important enough for me to work my hardest, am I important enough for my parents to be involved and know what I’m doing?” Please aid us in making the school a better place for all our children by stopping by the Main office and signing up to be an *APA* volunteer.

School Hours Teachers are in their classrooms at 8:00 A.M. Students needing to be dropped off before 8:00 A.M. for elementary school and middle school can arrange for Before-school Care. Upon arrival, students should report promptly to class for involvement in morning activities. The playground is not open prior to the instructional day.

On-time arrival and prompt pickup after school contribute to each student’s sense of responsibility and safety. Students arriving after 8:15 for elementary school and after 8:30 for middle school should report to the office for sign-in.

Students are to be picked up by 3:30 p.m. Any student not picked up by 3:40 will be placed under the care of the Extended Day staff. Rates for children placed in “Extended Care” by staff are higher than when parents make prior arrangements. Rates for Before-School and Extended Day are available upon request.

<p>Instructional Hours</p> <p>Preschool 8:00-2:30 Kindergarten 8:15-3:10 Elementary School 8:15-3:15 High School / Middle School 8:00-4:00</p>	<p>Extracurricular (Homework / Physical Activities / Projects)</p> <p>Preschool 2:30-3:30 K-8 3:15-6:00</p> <p>Before-School Care</p> <p>All Grades 7:00-8:00</p>
<p>Instructional Quarters</p> <p>1st 8 / 14 / 2003 - 10 / 16 / 2003 2nd 10 / 17 / 2003 - 12 / 19 / 2003 3rd 1 / 5 / 2004 - 3 / 4 / 2004 4th 3 / 5 / 2004 - 3 / 21 / 2004</p>	<p>Students arriving before 7:45am or leaving after 4:15pm should make arrange for proper supervision.</p>

Report to Parents / Grades We evaluate student performance on the basis of standardized functioning and individual growth. Reports to parents are issued on a quarterly basis. To assess students, teachers use a variety of resources. These include - but are not limited to - teacher observations, precise records, portfolios, expert trials, state standards, national norms, attendance, and cooperative performance evaluations.

Report to parents includes specific information about each child’s learning behaviors and social behaviors. Students who usually exhibit desirable learning behaviors are most likely to fulfill their potential; those who usually exhibit desirable social behaviors provide the essential supports for a caring and productive community. Teachers may include a note with the report indicating that a conference with the parent is recommended. A conference may be requested at any time by a parent, teacher or student.

Teacher Training / Teacher Qualifications (highly qualified teachers)

Teachers are provided with in-service training in effective classroom teaching practices to include topics such as: Need-to-Know whole group discussions, Classroom sociopolitical dynamics, Quick analysis management tools, Paper flow management, Peer and cross age tutoring, Effective and efficient techniques for, Record keeping, Grading, Individualized instruction, Portfolio objectives, Appropriate and effective behavioral contingencies, Exceptional student inclusion, Development of Cultural competencies.

Teacher evaluations consider student achievement specific teacher training interventions. Teachers are provided with measurable educational objectives, effective pedagogy. Student achievement is defined with standard scores reflecting the difference between end-state scores and initial-state scores; and student success in meeting targeted learning objectives. Continuous formative and contextual evaluations are provide to the student, parent, teacher, and administrator with information as to the daily progress towards stated goals. The administrator and teacher maintain up-to-date, clearly understandable, objective records reflecting individual student progress. Student records and portfolios are available for inspection by parents for.

Teachers receive financial incentives for exceptional student performance (whole group averages based on difference scores analyzed for practical and statistical significance). Teachers who demonstrate exceptional talent for: effective teaching, motivating students, knowledge in targeted content areas, organizational skills, interpersonal skills, and for creating a classroom ambiance of civility and cooperation for all students are retained. Those teachers who do not perform at an exceptional level are not retained for a second year. The teaching profession is among the most important to our nations social well-being. At ALC great care is taken in selection and retention of only the most highly skilled and gifted educators.

William Ward says "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires" (Cory 383). Teachers assist students in reaching goal oriented learning outcomes as students builds confidence.

General Confidentiality and Privacy Policy Parents or eligible students (students 18 years of age or older) have the right to inspect and review all of the student's education records maintained by ALL. ALL will not provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. There is fee of 35 cents per page for unofficial copies. Parents and eligible students have the right to request that inaccurate or misleading records be corrected. If ALL decides not to amend the record, the parent or eligible student then has the right to request a formal hearing before the ALL Board. The decision of the ALL Board is final. After the hearing, if ALL still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the

record. ALL requires written permission from the parent or eligible student before releasing any information from a student's record unless such release is mandated by law or is required for the normal delivery of services to the student. Specific information will be released without consent to only to those who have both a need to know and a right to know as follows: Employees who have a need to know; Other schools to which a student is transferring; Certain government officials in order to carry out lawful functions; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for the school; Accrediting organizations; Individuals who have obtained court orders or subpoenas; Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

ALL may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, ALL will tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Educational Services and Resources for Exceptional Students Policy and Procedures

ALL Child Find: Procedures outlined in this section are used to identify students with delays and disabilities in that they may receive effective special education and related services and have access to a Free Appropriate Public Education (FAPE) that meets state standards. Such special education and related services will be designed and implemented based upon an Individual Education Program (IEP). All K-12 students with disabilities who are in need of special education and related services will be identified, located, and evaluated commensurate with §300.125. Included are students suspected of having disabilities even though they are advancing from grade to grade commensurate with §300.07.

Identification and Referral: K-12 grade students suspected of having qualifying conditions are located and identified by a variety of means. Referrals may be made based on screening instruments, the concerns of parents, teachers, administrators, public agencies, persons whom have interacted with the student, or recommendation from a student's previous school. Upon receipt of a concern about a child's development or a request for an evaluation from a Parent of a child ages 3-5 years old, ALL will attempt to obtain parent consent and will refer Parents to the District of Residence for screening or evaluation. *Arizona's Child Find Tracking Form* will be completed and faxed to the District of Residence within two working days of the date of initial Referral. If the District of Residence has not contacted ALL within 30 calendar days from the date of Initial Referral, ALL will contact the District of Residence to determine the status of the referral. If the District of Residence has not initiated the eligibility determination process, ALL will complete the Alert portion of the *Arizona's Child Find Tracking Form* and fax it to ADE within two working days. ALL will refer children suspected of having disabilities, aged birth through two years, to the Arizona Early Intervention Program for evaluation.

Screening: All students are formally screened with hearing and vision tests annually. Throughout the academic year, all students are informally observed, regarding disabilities related to cognition, motor skills, social/emotional skills, speech, language, and adaptive development. All new and transferring students, without sufficient records to rule out disabling conditions, are screened. All necessary screening will be completed within 45 days of a completed enrollment (enrollment is considered complete on the first day a student attends school). Students identified with suspected qualifying conditions are provided with in-depth evaluations appropriate to the suspected condition. We avoid, as much as possible, interfering with a student's regular education or inconveniencing their families. Our goal is to inform parents of the availability of special education services when it is indicated that a student qualifies. Because we place screening, identification, and determination of eligibility on an expedited schedule, and because a referred student's assessment team is comprised of many participants, it is not always possible to accommodate everyone's requests regarding meeting times. All participants, including parents, are expected to attend scheduled meetings. Children with special needs require significant family and school resources. Those limited resources can easily be squandered if all participants in an intervention are not fully committed to providing for the child's educational needs. Special needs children receive greater benefit from our efforts if all family members are actively involved with the school and if parents insure availability and cooperative communication. Providing effective interventions requires flexible coordination between home and school. Our desire to avoid inconveniencing parents is overshadowed by a child's

need to access beneficial educational resources. We apologize for any inconvenience which may be associated with a disabled child's education and appreciate full cooperation regarding parents' essential involvement.

Initial Planning Process Team Lead (Team Leader): Once the initial screening process is complete and/or referrals are received, students suspected of having qualifying conditions are assigned a "Team Leader" with the appropriate expertise. This person is responsible for sharing information and gathering relevant child and family information. Parents' timely response to the Team Leader's requests for documents, information, and the return of required forms is appreciated. The Team Leader is responsible for coordinating and scheduling evaluations, events, participant involvement, and meetings. The "Team Leader" will ensure that screening will be completed within 45 days of a completed enrollment (enrollment is considered complete on the first day a student attends school). The Team Leader will follow the process from the initial planning process through the delivery of services. The Team Leader will remain the contact person throughout the entire determination process and subsequent delivery of services.

Evaluation and Assessment: Though an expedited evaluation and assessment period the referred student's unique strengths and needs is ascertained and eligibility for services is determined. If a student is confirmed to be eligible for special education services, the extent of the disabling condition is determined, the condition documented, and services for which the student is eligible are defined. The initial evaluation of a child considered for special education is completed as soon as possible but does not exceed 60 calendar days from receipt of the parent or guardian's written informed consent. If ALL initiates an evaluation, the 60-day period commences with the date ALL receives written informed consent and concludes with the date the Multidisciplinary Evaluation Team ((MET) determinations eligibility. If a parent requests an evaluation and the MET agrees, the 60-day period commences with the date ALL receives the written parental request and concludes with the date the MET determinations eligibility.

Eligibility determination: Not all students who are identified as needing intervention are eligible for special education services nor are those services appropriate or beneficial. Students who might benefit from intervention but do not qualify for special education services are not recorded as special education students but shall nonetheless receive intervention through the normal education intervention services. Such services may include intensive tutoring, extended day homework helper, reading workshop, computer assisted practice, school and home behavioral interdiction, or other appropriate interventions. Children who are determined eligible based on documentation of an established qualifying condition by a qualified professional or assessment that indicates the child meets AzeIP eligibility criteria for developmental delay as defined in 4.23, a MET comprised of qualified members will be assembled and a date for a meeting determined.

Individualized Education Program (IEP): For students who are found to qualify for special education services, a written statement and plan for intervention shall be developed by the MET and periodically revised. Parents of special needs students are expected to participate in the design and implementation of any and all intervention plans. We do our best to schedule meetings at convenient times. However, most meetings can be scheduled only during regular school days and hours. In order to maximize the effectiveness of intervention, parents are expected to support and be involved in educational interventions and attend meetings which are often held during school hours. When appropriate, parents or family members are expected to receive specific training. Such training is done on school grounds during regular hours.

Intervention and Services: Services are provided to students with qualifying developmental delays and/or other handicapping disabilities according to student needs. Services are provided under public supervision and at public expense without charge to the students' Parents. All interventions are delivered in the least restrictive environment (LRE) as possible in accordance with C.F.R. §§300.13 and 300.550.

Discipline If disciplinary action against a student receiving special education services prevents the delivery of services for more than 10 school days, arrangements are made to deliver services in accordance with §§300.121.

Public Awareness Information regarding special education and related services can be located in this manual. Additionally, we welcome parent inquiries in the main office. Individuals with in-depth questions may want to

make an appointment with an ALL qualified special education professional. On occasion, information concerning special education services is included in the *Parent Group* newsletter.

Data Reporting / Confidentiality / Privacy Although ALL has developed and implemented a method to determine which children are currently receiving special educational and related services; maintains documentation of the number of children with disabilities within each disability category that has been identified, located and evaluated; and ALL complies with federal and state reporting mandates, the collection and use of this data meets confidentiality requirements of §§300.560 and 300.577. Most data which is reported is compressed and specific children are not identified. ALL will share specific names and data, which could be used to identify students, only when required by law and only with those individuals and agencies which have a need and right to know. All other transfer of such materials shall require signed parent consent.

Accelerated Learning Laboratory
does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation in its programs, activities or in its hiring, employment, or enrollment practices.

STUDENT/PARENT ACKNOWLEDGEMENT

Dear Parents,

Please complete and return this acknowledgment form or a facsimile to the Accelerated Learning Laboratory prior to the end of the first week of school. You may request assistance clarifying any part of this document.

I/We have received, read, understand, and agree to assumptions, requirements, and expectations contained in the Accelerated Learning Laboratory's Student/Parent Handbook.

Student Signature _____

Parent Signature _____

Printed Name _____

Printed Name _____