



**Parent/Student
Handbook
2022-23**



School Governance

Charter School Institute (CSI)

The Charter Schools Act was adopted in Colorado in 1993. In 2004, the General Assembly adopted the Charter School Institute (CSI) Act, creating CSI as an independent agency with the Department of Education to authorize Colorado charter schools. In 2014, CSI became the authorizer for The Academy.

Academy Board Of Directors

Each school district has the authority to run public schools, with oversight of the State Board of Education. The Charter School Institute, through the Charter Schools Act, has delegated most of the decision-making authority for The Academy to The Academy Board of Directors (Academy Board) as per C.R.S. 22-30.5-104 (4), (7)(a).

The authority to make any decisions at The Academy must come from The Academy Board. The Academy Board has delegated the authority to make many of its decisions to the school's administrators, who subsequently have delegated some of their authority to other staff members.

The Academy Board is the governing board, and it is a volunteer board. The Academy Board has a legal obligation to see that the charter is followed, that all applicable state and federal laws are followed, and to oversee all programs and the finances of the school. The Academy Board also has an obligation to ensure that the programs, curricula, activities, etc., are consistent with the school's charter philosophy and are not offensive to parents with values taught at home.

The Board is not involved in the day-to-day administrative, disciplinary, or academic operations of the school, but is informed on a need-to-know basis. The Board deals primarily with personnel issues, long-term planning, policies, programs, and curricular matters, as well as disciplinary and student matters when they are brought to the Board's attention.

Parents with questions and concerns may leave a message with the office and a Board member to return the call. Or parents can contact Board members by email; their contact information is available on our website. Please be aware, board members can take no action by themselves. Please follow the procedures outlined in the Grievance Procedure Section.

School Administration

The Academy has a CEO who reports directly to The Academy Board. The Elementary and Secondary Principals work directly with the CEO. The CEO oversees all aspects of the school. The Principals support the CEO in achieving the goals of the Strategic Plan.

Support Services & Operations

Please see the website for a staff directory.

Grievance Procedure

The Academy desires to use a formal process for settling differences both promptly and equitably at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

The grievant shall address concerns or grievances with an immediate supervisor or school Principal ("Supervisor"). Before a Supervisor responds to a complaint regarding the grievant, he/she will engage in an informal review process. The Supervisor, if appropriate, will hear both sides before acting on the complaint. If either party is not comfortable having the conversation, then the Supervisor may mediate the discussion with both persons. Ahead of any informal resolution processes, the Supervisor will gain written consent to disclose records and engage in the process. At all stages of investigations, The Academy commits to presume innocence throughout and will seek to offer remedies to both parties.

If the grievant does not wish to participate in the initial informal process or the informal process does not resolve the concern or grievance, the grievant is encouraged to address the concern or grievance formally. If requested, the Supervisor shall investigate and respond to the concern or grievance in writing within (10) school days.

If the concern or grievance is not resolved at this stage, within (10) school days, the concern or grievant should be made to the CEO or designee. The CEO or designee shall investigate, formulate a response, and communicate that response in writing to the employee or community member within five (10) school days. Written notice will be provided to both parties ahead of any formal discussions.

Any concerns or grievance not resolved at this level or related to the CEO and Board Members shall be addressed directly to The Academy Board of Directors. The Board shall investigate, formulate a response, and communicate that response in writing to both parties within ten (10) school days. The Boards' decision shall be accomplished by the vote of simple majority and shall be final. If the grievance is about a particular Board member, that member should recuse him- or herself from the discussion and/or vote.

The concerns or grievance against the CEO or designee shall be addressed directly to The Academy Board of Directors. A decision by the CEO can be appealed to the Board of

Directors. Current contact information for the Board can be found on the school's website, under the Board of Directors tab. The Board shall investigate, formulate a response, and communicate that response to the employee within ten (10) school days. The Boards' decision shall be accomplished by vote of simple majority. If the concern or grievance is still not resolved by the Board, please elevate it to the Charter School Institute (CSI). In accordance with CSI's grievance policy which can be found on their website (<https://www/csi.state.co.us/parents/grievances>). The Institute can be contacted at legalandpolicy_csi@csi.state.co.us

All participants during each stage of resolution and during the investigation shall remain impartial and remain free from all conflicts of interests.

Student Registration And Enrollment

Enrollment Procedures

Enrollment at The Academy is based on a lottery selection process for those grade levels in which lottery applications exceed available spaces. Siblings of current students must still complete the lottery application. Filling grade levels will be based on the level of priority described below:

1. Children of staff (application for enrollment occurs within 30 days of hire)
2. Siblings of current students (by family admission date*)
3. Lottery List

The deadline for all lottery positions for the upcoming school year is January 15th. All prospective students are placed in a lottery to be drawn prior to February 1st. Students who are eligible for enrollment will be notified beginning the first week of February.

Each family will be given three (3) business days to complete the "eligible for enrollment packet" after receiving notice that their student is eligible for enrollment. The student is not enrolled until the "eligible for enrollment packet" is completed and has been reviewed by the registrar and/or grade level principal.

If you want to enroll your student at The Academy after the lottery window has closed, you can complete a First Come, First Serve form. Your student's name will be added to the waitlist for the appropriate grade.

*By lottery if necessary.



Elementary Handbook 2022-23

ACADEMICS

Values & Philosophy:

Our academic framework prepares students for post secondary citizenship. Students explore academic content and passion areas through rigorous instruction, hands-on learning experiences, and cross curricular learning. We set the foundation for students to find their voice, advocate, welcome others, and experience personal empowerment through Leader in Me and other social emotional learning experiences.

The Academy Elementary has three navigational stars which guide our approach to all aspects of the elementary school experience.

Navigational Stars:

Prepare: Elementary students will develop the knowledge, skills, and abilities that *prepare* them to be successful readers, writers, and mathematicians.

Explore: Elementary students will *explore*, develop, and showcase their strengths and passions through participating in cross-curricular, hands-on learning projects and specials opportunities in music, art, technology, physical education, and science.

Empower: Elementary students will be *empowered* to develop their personal and shared leadership capacity as well as their emotional and social competency through Leader in Me and other social-emotional learning to bring their strengths and passions to life.

Curriculum:

Literacy instruction is delivered through Wonders. This includes reading, writing, grammar, and spelling. Math instruction is delivered through enVision Math (Savvas). Social Studies and Science standards are aligned with the Colorado State Standards and are delivered through Wonders, Core Knowledge resources, and other supplemental resources with an emphasis on project based, hands-on learning.

Grading Policy:

The primary purpose of grading is to communicate student achievement and progress to students, parents, school administrators, post-secondary schools, and the public.

Graded Assignments:

- All graded assignments must directly relate to the Colorado Academic Standards/Curriculum.
- Grades will be based on individual achievement of learning goals/objectives.
- Assessments will be used for grading purposes. Assessments take place after the learning has occurred and may include, but are not limited to: unit tests, independent class work, quizzes, and projects.
- Late or missing assignments will be marked "incomplete" until the work is completed.
- In addition to schedule school-wide progress reports, parents will be notified when a grade of D or F appears to be forthcoming, and/or when there is a marked or sudden change in a student's performance or attitude.
- In class assignments and assessments will be re-done at the teacher's request only.
- The Academy policy for make-up work is two days for each day absent as time to make up work.

Homework:

At The Academy K-5, there is no requirement for daily homework. We value work-life balance for our students, and therefore, encourage students to pursue extracurricular activities, rest, and play outside of school hours. Students may bring home work that was incomplete from the day, make-up work from absences, or additional material to enhance their skills and grade.

ACADEMIC SUPPORTS

Multi-Tiered Systems of Support - Inclusion coupled with high expectations is at the heart of The Academy's approach to supporting diverse learning needs. The Academy has a strong staff of experienced learning support specialists and support service providers who work hard to implement a high quality multi-tiered system of supports (MTSS) with the core belief that all children can succeed. MTSS is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at both the classroom and school levels. MTSS is a framework that uses implementation science to create one integrated system from a wide range of student support options. At The Academy this includes support for

students struggling with academics, behavioral or social-emotional challenges, advanced students, students with disabilities, students learning English as a second language, and more (IEP/Special Education, 504, Advanced Learning Plans, English Language Learners, READ plans). Our system is designed to support the needs of all students and recognize each individual as a valued and contributing member of our community.

DISCIPLINE

Values & Philosophy:

We believe that all community members have the right to a safe, inclusive, and productive learning environment where we can do our best work. The foundation for our safe, inclusive, and productive learning environment is:

- Clear Expectations: Establish and communicate a clear, consistent set of expectations for behavior and conduct
- Supportive Response: We seek first to understand in an objective way.
- Achieve Resolution
 - Identify the choice that did not meet expectations
 - Identify how that choice impacted themselves, others, and/or the learning environment
 - Identify different choices that meet achieve a safe, inclusive, and productive learning environment
 - Restore any harm that was caused to self, others, or the learning environment

We understand that students will sometimes make choices that impede our ability to provide everyone a safe, inclusive, and productive learning environment. We believe that each of these choices provides an opportunity to learn and grow. We believe that our response to these choices should be instructional, supportive, and predictable. We believe resolution is achieved when harm is restored and a safe, inclusive, and productive learning environment is achieved.

Discipline:

The Academy Elementary School uses a two pronged approach to behavior support and discipline. We see these as learning opportunities and a skill set that is continuously growing. Our school uses both Restorative Practices and more traditional consequences/processes, as needed.

Our values when responding to choices that are not supportive of a safe, inclusive, and productive learning environment are:

1. Clear Expectations: Establish and communicate a clear, consistent set of expectations for behavior and conduct
2. Supportive Response: We seek first to understand in an objective way and honor the developmental phase of elementary school students
3. Achieve Resolution
 - a. Identify the choice that did not meet expectations
 - b. Identify how that choice impacted themselves, others, and/or the learning environment
 - c. Identify different choices that achieve a safe, inclusive, and productive learning environment
 - d. Restore any harm that was caused to self, others, or the learning environment

Clear Expectations: At The Academy we set clear expectations for our community in a variety of ways. Our elementary grade levels do this through classroom expectations set at the beginning of the year and maintained throughout, and establishing clear expectations and routines for common times such as lunch, recess, and specials. We utilize our Leader in Me Habits as well as our 6 character traits (respect, responsibility, kindness, courage, integrity, self-control) to inform these expectations.

Supportive Response: A responding staff member will support students when a behavior or conduct issue arises in a developmentally appropriate manner defined by the following:

1. Done in a setting that does not put the interaction on display of other students
2. Asking questions and seeking to understand what happened
3. Using objective language based upon our observations
4. Remaining emotionally constant and/or neutral

Achieving Resolution: We will support students to achieve resolution in regards to choices that do not support a safe, inclusive, and productive learning environment.

Resolution is achieved through the following outcomes:

1. Clearly identifying the choice that did not uphold our common expectations
2. Identifying possible different choices for the future (Example: reflection form or reflective conversation)
3. Providing an opportunity for any harm to be restored (Example: restorative conversation, apology, etc.)
4. If needed, assigning a natural consequence for the choice made

Through this process, the responding staff member and/or the student involved may identify a natural consequence as a measure to restore any harm caused and/or to resolve the issue. Natural consequences will be proportionate, and related to the choice made.

Behavior Categories:

We aim to keep our response proportionate to the choice made. The following categories below illustrate the varied class offenses and help us to achieve a proportionate response:

- *Class 1:* These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Punitive consequences, like suspension, are assigned to keep the learning environment safe while an investigation can be conducted. Law enforcement is often contacted for guidance. Class 1 behaviors may result in expulsion the first time.
- *Class 2:* These behaviors disrupt the learning environment to a level that additional support is necessary. This assumes that the responding staff member is not able to continue with their task, instead having to address the choice made to establish a safe, inclusive, & productive learning environment. Class 2 behaviors result in a temporary removal from the learning environment, conference between the student and a member of the Elementary School staff, a behavioral log entry in PowerSchool, communication with the parent/guardian, and a restorative agreement. In response, natural and/or punitive consequences could result.
- *Class 3:* These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment and do not require additional support. Class 3 behaviors could result in a conference between the student and responding staff member, a behavioral log entry in PowerSchool, communication with the parent/guardian, and/or a restorative agreement. In addition, natural consequences could result.

BEHAVIOR LEVEL DEFINITION AND EXAMPLES

Class 1 Behaviors	Class 2 Behaviors	Class 3 Behaviors
These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Suspension is usually assigned while an investigation can be conducted. Class 1 behaviors may result in expulsion the first time.	These behaviors disrupt the learning environment to a level that additional support is necessary. Class 2 behaviors result in temporary removal from the learning environment, a behavioral log entry, conferencing with a Elementary staff member, communication with parent/guardian, and restorative agreements. In addition, suspension and/or	These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment. Class 3 behaviors could result in a behavioral log entry, possible conferencing with a Elementary School staff member, possible communication with parent/guardian, and/or possible restorative agreements. Repeated Level 3 behaviors can

	expulsion could result, or Habitually Disruptive Contract created (see definition below).	be considered Level 2 and result in suspension.
<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Possession or use of drugs, alcohol, imitation drugs, dangerous substances, or drug paraphernalia ● Possession of a weapon ● Possession of explosives ● Assault ● Knowingly or recklessly causing bodily injury ● Robbery or theft ● Participation in a gang or secret society ● Distribution of libelous or slanderous material ● Possession of a facsimile weapon that could be used to hurt others 	<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Academic dishonesty ● Bullying ● Defiance ● Destruction of School Property ● Possession or and/or misuse of an electronic device or nuisance item ● Harassing behaviors ● Targeting behaviors ● Fighting or threatening behavior ● Affiliation and/or activity in a Gang or Secret Society ● Disruptive/Inappropriate behavior ● Leaving class or school without permission ● Possession of stolen property ● Profanity/Verbal abuse ● Repeated interference with classroom instruction ● Possession or use of tobacco ● Theft ● Trespassing ● Truancy/skipping class ● Possession or use of vaping devices 	<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Refusal to follow a reasonable request by a staff member ● Disruptive behavior in the hallway ● Inappropriate or disruptive behavior ● Name calling ● Dishonesty ● Possession of items that are not allowed ● Profanity <ul style="list-style-type: none"> ● Hitting ● Taking items that don't belong to them

Habitually Disruptive Behavior:

Habitually disruptive behavior refers to a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons related to willful and substantial disruption on school grounds, at a school-sanctioned event, or while being transported in a school-approved vehicle.

The student and their parent, legal guardian, or legal custodian shall be notified in writing of each suspension counted towards declaring the student habitually disruptive, and shall

be notified in writing and by telephone or other means of the definition of habitually disruptive behavior and that a student defined as such is subject to expulsion as a habitually disruptive student. The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as habitually disruptive student. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file. The student may submit a written response to the incident report that will be attached to the written summary.

A remedial discipline plan will be developed and/or modified for the student after the first and second suspensions for one of the grounds stated above and under circumstances causing a material and substantial disruption. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's disruptive behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the disruptive behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in disruptive behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided by the rules and regulations of the school.

The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian. If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or § 504 Plan. Expulsion proceedings may be initiated for disruptive behavior only if a determination has been made by the student's IEP or § 504 team that the disruptive behavior is not a manifestation of the student's disability.

Teasing, Harassment, & Bullying:

In our effort to provide each member of the community a safe, productive, and inclusive environment, we will work hard to address reports of teasing, harassment, and bullying. All three of these behaviors have the potential to make members in our community feel less safe, fearful, and/or unable to engage. We will rely on the following definitions to categorize the behavior and help guide our response. It is important to understand that our response will be somewhat subjective based upon the offender's communicated intent versus the victim's communicated experience.

Teasing: Teasing is making fun of others with the intention of being funny and perceived by the victim as a joke and/or causes little to no impact to the victim.

Harassment: Harassment is when the behavior or conduct is intended to harm or intimidate and perceived by the victim to cause substantial harm or intimidation. To be considered harassment, the following must also be considered:

- Was the action targeted at a particular person or group of people?
- Was the action similar to a previous action and/or a pattern of actions?
- Was the action associated with an actual or perceived characteristic such as race or ethnicity, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, religion, sexual orientation, age, or a person's association with a person or group?

Bullying: Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e. cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including, but not limited to disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

The Academy's Bullying Policy can be found on the Board of Directors page of the school website.

A student and his or her parent, legal guardian, or legal custodian shall be notified in writing of any suspension in which that student is identified by school administration as engaging in bullying behavior, and shall be notified in writing and by telephone or other means of the definition of bullying student and the mandatory expulsion of such students.

The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as bullying behavior. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file. The student may submit a written response to the incident report that will be attached to the written summary.

If the student's conduct with respect to a single incident constitutes grounds for expulsion, the principal or designee may commence expulsion proceedings.

A remedial discipline plan must be developed for the student after the first and second suspensions connected to identified bullying behavior. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's bullying behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the bullying behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in bullying behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided in the handbook or as provided by the rules and regulations of the school. The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian.

If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or

designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

A student with established "Bullying Behavior" means a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons that justify student suspension or expulsion, as identified in the Student and Family Handbook; under circumstances identified by school administration as meeting the definition of bullying; connected to behaviors that occurred at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle; and involving behavior that is initiated, willful, and overt on the part of the student then he or she is subject to expulsion for bullying behavior.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or § 504 Plan. Expulsion proceedings may be initiated for bullying behavior in accordance with the procedures set forth in Academy policy, only if a determination has been made by the student's IEP or § 504 team that the bullying behavior is not a manifestation of the student's disability.

Cellular Devices/Headphones:

Cellular phones can be brought to school but must remain off and completely out of view for the duration of the school day. Cell phones should be kept in the child's backpack. For the first offense, the cell phone can be picked up by the student at the end of the school day from their teacher or admin office. For any repeat offenses, a parent or guardian can retrieve the phone at the end of the school day from the admin office and other actions may be taken based on our behavior and discipline policies. Smartwatches should not be used as communication or gaming devices during the school day. Headphones/earbuds should only be used with teacher permission and be kept in backpacks at all other times. The same consequences for offenses for cellular phones will apply to earbuds/headphones.

Safe2Tell:

Safe2Tell provides students in all Colorado schools with an increased ability and opportunity to prevent and report violence and other inappropriate activities by making anonymous calls to 1-877-542-SAFE (7233). The proactive and anonymous features of the program and hotline are critical. Safe2Tell provides the means for children and youth to

take a stand, without fear of retribution, and empowers them to make a difference! To anonymously report a school safety concern, [click here](#) to be redirected to the Safe2Tell website. If you have a smartphone, the Safe2Tell app is available for free for Android and iOS.

Suspension & Expulsion:

If the Principal or his/her designee determines that suspension is warranted, they may suspend the student for a period not to exceed five (5) days for Class Two, or Three offenses inclusive, or for a period not to exceed ten (10) school days for Class One offenses. The duration of the suspension shall, subject to The Academy Board Policies and regulations, be within the discretion of the Principal or their designee. The suspension may be for punitive purposes and/or for the purpose of further investigation or consideration. The first day of suspension time shall be the first school day following the conference.

If it is determined that a suspension is warranted, reasonable efforts shall be made immediately to notify a parent/guardian of the student involved of the circumstances surrounding the suspension. The parent, guardian, or legal custodian and the school shall confer as to the best way to transfer custody of the student to the parent/guardian. Once such determination has been made and the Principal/designee can accomplish such transfer, the suspended student shall be required to leave the school building and the school grounds immediately. The pupil shall not be readmitted to school until a meeting between the parent, guardian, or legal custodian and the Principal/designee has taken place. The Principal/designee shall make every reasonable effort to meet as indicated but, if the parent/guardian cannot be contacted, or the parent, /guardian repeatedly fails to appear for scheduled meetings, the Principal/designee may readmit the pupil.

The student shall have an opportunity to make up schoolwork during the period of suspension. The integrity of a test or other assessment shall not be jeopardized. In assisting students with make-up work, every effort will be made to provide a student, who seeks out the opportunity from the teacher(s), with school work equivalent to that missed with regard to instructional goals and objectives, and anticipated time on task, but with due regard to minimizing the burden on the teacher. For a suspension in a school year, for any violation of school policy, procedures, rules or regulations, a student may have the opportunity to receive full credit for work made up, if the school work is the equivalent of that missed, and is accomplished within the time provided. Reductions from credit given may be based on the quality of the work submitted and any delay beyond the acceptable time period.

Extensions of Suspension: Delegation of Authority - The Academy Board delegates to the Principal or designee the authority to suspend a student for additional periods of time, consistent with law and due process, as set forth below.

Initial Extension of Suspension: The Principal or designee may extend the suspension imposed by the Principal designee up to ten (10) additional school days on grounds specified in this procedure, or others which may be provided by law. Pursuant to the procedural requirements set forth below, or the designee may extend the suspension so that such combined periods of suspension by the Principal/designee do not exceed twenty-five (25) days. If it is determined that an extension of suspension is warranted, the student's parent/guardian shall be notified of the circumstances surrounding the extended suspension.

Supplemental Extension for Students with Disabilities: When the subject of a disciplinary action is a student with disabilities as referenced in federal law, and a suspension in excess of ten (10) consecutive days is contemplated, or would be a suspension in a series of suspensions, that, together, equal more than ten (10) days, the school shall institute the following procedures:

1. As soon as a suspension in excess of ten (10) days is contemplated, the Principal or designee will notify the student's parents of the issue and of all applicable procedural rights.
2. A staffing committee, the composition of which must include, but is not limited to, the minimum committee members required by federal statute or regulation or state board regulation, shall meet to determine if the behavior for which disciplinary action is contemplated is related to the student's disability(ies). The review shall be conducted and resolved in accordance with 34 C.F.R. 300.523 (Individuals With Disabilities Education Act of 1997 Regulations).
3. If the staffing committee determines that the behavior for which disciplinary action is contemplated is related to the student's disability(ies), the student shall be removed from the classroom and placed in an appropriate alternative setting for a period that, together with the initial suspension, does not exceed ten (10) school days.
 - In appropriate circumstances, as determined in accordance with the Individuals with Disabilities Education Act of 1997, the placement in an appropriate alternative setting may be extended to forty-five (45) days.

- During such period, a fully composed staffing committee shall meet to review/check the student's Individualized Education Program (IEP) to determine what modifications, if any, should be made in response to the student's behavior. Such staffing shall be preceded as necessary by additional evaluations of the student.
4. If the staffing committee determines that the behavior for which disciplinary action is contemplated is not related to the student's disability(ies), the Principal or designee may proceed as indicated pursuant Expulsion and Supplemental Extension of Suspension. If the staffing committee determines that the behavior is so related, the Principal or designee shall be consulted as to necessary procedures. However, any additional periods of exclusion from school that may be imposed, shall not include complete denial of services or deprivation of a Free Appropriate Public Education (FAPE) for a student with disabilities staffed into special education pursuant to the Individuals with Disabilities Education Act of 1997.

Expulsion & Supplemental Extension of Suspension; Denial of Admission: Delegation of Authority - The Charter School Institute's Board of Education delegates to The Academy Board or its designee the authority, in accordance with C.R.S. 22-33-105, to extend suspensions, to expel for any period not extending beyond one year, and to deny admission to any child who is not qualified for admission or continued attendance at the public schools of the District, in accordance with the limitations imposed by state law. The designee shall report to The Academy Board on such actions as required by law.

Procedure for Expulsion or Supplemental Extension of Suspension: Prior to any contemplated expulsion or supplemental extension of suspension of any student, the following procedure, as well as those procedures set forth in relevant policies cited at the conclusion of this policy, shall be followed.

General Notice: The Principal or their designee shall cause written notice of such proposed action to be delivered to the student and their parent/guardian a reasonable time prior to the date of contemplated action. Such delivery may be in person or by registered U.S. mail and shall be deemed to be completed when handed to the addressee or the notice is deposited in the U.S. mail addressed to the last known address of the student or their parent or guardian.

Contents of Notice: The notice shall contain the following basic information:

- A statement of the allegations leading to the contemplated denial of admission or expulsions;

- A statement of the nature of the evidence supporting the charges;
- A statement offering the parent, guardian or legal custodian a hearing on the question of expulsion or supplemental extension of suspension;
- A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent, guardian, legal custodian and/or an attorney; and,
- A statement that failure to participate in such hearing constitutes waiver of further rights in the matter.

Hearing: The hearing shall be conducted by The Academy's CEO. The hearing shall be closed except to participants and witnesses unless the student and parents request an open hearing. Testimony and information shall be presented; however, technical rules of evidence shall not be applicable, and the CEO may consider and give appropriate weight to such information or evidence as it deems appropriate. The student or their representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript shall be at the expense of the party requesting the same. The CEO may retire to closed session to review and consider the evidence.

The CEO shall render a written opinion within five (5) days after the hearing. If the CEO is unable to reach a decision, then the decision that is subject to appeal will be affirmed. All decisions rendered must be submitted in writing to the appropriate personnel, student and parent or guardian.

The CEO shall advise The Academy Board of the circumstances, the action taken, and the reasons for the action taken, with respect to each hearing.

Waiver of Conditions: By mutual agreement between the CDO and the student or his/her representative, time limits and other conditions of this procedure may be waived.

Right to Appeal: An appeal may be taken from the decision of the CEO to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

Miscellaneous: Students who are suspended or expelled are prohibited from attending any school activity, as well as from being on the school campus or property, without the express approval of school administration. Failure to abide by this restriction shall be considered defiance of authority and may also result in a referral to law enforcement.

When a pupil is expelled by a school/district for the remainder of the year, the parent/guardian is responsible for seeing that the compulsory school attendance statute is complied with during the period of expulsion from The Academy. A student or the student's parent/guardian may request that The Academy provide educational services to the student who has been expelled. Appropriate educational services may be determined by The Academy.

Discipline Appeal Process:

Disciplinary decisions made by an administrator that do not result in a suspension are final.

Right to Appeal Suspension: Suspensions shall be served as assigned by an administrator. An appeal by a parent for the purpose of clearing a student's disciplinary record may be made in writing to the level principal ten (10) business days after the assignment of the suspension. The appeal for a review of a suspension by a student/parent will review whether:

- The student committed the alleged infraction; and
- Did The Academy staff follow applicable procedures?

In the event the response of the principal is not satisfactory to the student/parent, the parent may appeal in writing to the CEO ten (10) business days after receiving the response from the school level principal. The CEO shall respond to the parent within ten (10) business days. In the event the response of the CEO is not satisfactory to the student/parent, the parent may appeal in writing to the Board of Directors within ten (10) business days after receiving the response of the CEO. The Board of Directors shall respond to the Parent in a timely fashion. The decision of The Academy Board shall be final.

Right to Appeal Expulsion: An appeal may be taken from the decision of the CEO to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or

abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

BEHAVIOR SUPPORTS

Multi-Tiered Systems of Support:

The Academy Elementary, has a team that is focused on the behavioral and social-emotional needs of all students. This team consists of teachers, administration, mental health providers, and counselors.

DRESS CODE

The Academy Elementary requires school uniforms to avoid distractions to the educational process. Anything that distracts from the educational process would be considered outside of our uniform expectations.

Uniform: PreK-5th grade students are required to be in uniform during school hours. Uniforms can be purchased at any retailer, as long as they are school colors. Academy colors are: white, red, navy blue, and hunter green. All clothing is suggested to be without brand names, logos, or pictures. Please see below for approved uniform descriptions.

Shorts/Pants

Colors: Tan or Navy Blue

(No holes in any pants or shorts. Shorts should be mid length)

Full length pants, capris, jegging/legging pants, shorts

Belts optional

Not in uniform: Sweatpants, spandex

Jeans Day

Denim pants, shorts, or skirts (no holes)

Dresses, Skirts, Jumpers

Colors: Red, Navy Blue, Hunter Green, Tan, or Green Plaid

Polo dresses, dresses, skirts, shorts or skorts, jumpers all at mid length

Not in uniform: Rompers

Shirts

Colors: White, Red, Navy Blue, Hunter Green

Long or short sleeve shirts with a collar.

Shirts do not need to be tucked in.

Not in uniform: Shirts without a collar including T-Shirts and tank tops

Shoes

Any color

Any shoe, boot, sandal, athletic shoe

Not in uniform: Shoes with rollers or wheels

Warm Clothing/Outerwear

Colors: Red, Navy Blue, White, Hunter Green

Academy logo fleece jackets, cardigans, sweaters, crew-neck sweatshirts, and vests

Hooded sweatshirts and heavier jackets are to be worn outside of the school unless permitted by a teacher/principal.

Spirit Day Fridays

Students may wear Academy spirit gear or shirts of colleges/universities on the last instructional day of each week as an alternative to the above referenced shirts. Students will still wear uniform bottoms unless it is jeans day. Shirts do not need to be tucked in.



Middle School Handbook 2022-23

ACADEMICS

Values & Philosophy:

Our middle grades academic program prepares students for post-secondary success while demonstrating growth and achievement on individual measures. Our curriculum provides opportunities to explore important topics of personal, social, and moral significance. We invite young adolescents to pose and answer questions. We challenge students to address real-world, complex issues that introduce multiple, diverse perspectives. Our electives program provides students with opportunities to pursue what they love while trying something new. Teachers rely on active, purposeful instructional strategies that emphasize students to work with one another and movement within the classroom. We believe that middle school is a time for students to learn about themselves and how they fit into the world around them. Outdoor education and service learning empower students to define their sense of self and to figure out how they can meaningfully contribute to the larger community.

Our academic program has three navigational stars which guide our approach to all aspects of the middle grades experience: prepare, explore, and empower.

PREPARE	EXPLORE	EMPOWER
<p>The Academy's Vision... All students develop the academic skills needed to prepare for lifelong success.</p>	<p>The Academy's Vision... All students explore their strengths and passions through real-world learning.</p>	<p>The Academy's vision... All students practice habits of mind that will empower them to lead their own futures.</p>
<p>At the middle school level... Middle school students will develop the inter- and intra-personal skills to</p>	<p>At the middle school level... Middle school students will explore their interests and strengths through projects,</p>	<p>At the middle school level... Middle school students will articulate what drives them, their values and</p>

successfully navigate adolescence while demonstrating growth on individual measures.

choice, and reflection.

goals, and how they meaningfully contribute to the larger community.

Curriculum:

We rely on a guaranteed, viable curriculum and research-based instructional strategies to ensure that each student is challenged with appropriate level of understanding and readiness. Here are the curriculums we use for our core subject areas: Language Arts, Math, Science, and Social Studies:

Language Arts	HMH Into Literature HMH Writable	https://www.hmhco.com/programs/into-literature#overview https://www.hmhco.com/programs/writable#overview
Math	EnVision	https://www.savvas.com/index.cfm?locator=PS3c5r
Science	HMH Into Science	https://www.hmhco.com/programs/hmh-into-science-6-8#overview
Social Studies	HMH Social Studies	https://www.hmhco.com/programs/hmh-social-studies#overview

Grading Policy:

Grades will be issued at the end of each semester. At any time, you are encouraged to check your student’s progress through PowerSchool. Teachers will do their best to ensure gradebooks are updated each week. If you have any questions regarding your student’s grade in a class, please contact that teacher directly.

Our grading scale is:

- A = 90-100 Excellent
- B = 80-89 Good
- C = 70-79 Average
- D = 60-69 Below Average
- F = Below 59 Failing
- I = Incomplete

Each semester, students will have an opportunity to earn the following academic awards:

- Students with a GPA of 3.0-3.49 receive academic recognition
- Students with a GPA of 3.5-3.99 receive honor roll recognition
- Students with a GPA of 4.0 receive high honor roll recognition

Throughout the semester, teachers will assign grades based upon the following:

- Individual grades can be based on participation, completion, and/or accuracy.
- Classroom instruction (in-class practice, discussions, and other forms) may be factored into grades
- Assessments factor into a student's grade and take place after learning has occurred.
- Late or missing assignments will be marked as "incomplete" until the work is completed.
- Teachers will notify parents/families when a grade of D or F is assigned. We also aim to communicate any significant changes in a student's behavior, performance, or attitude.
- In-class assignments, homework, and assessments may be allowed to be redone as an agreement between the student, teacher, and family. In the case of an assessment, corrective instruction or re-teaching must happen between the original assessment and the reassessment. Redos will be taken for full credit. Redos on assessments must be completed at school. Redos on assignments and/or homework may be completed at school or home based upon the agreement between student, teacher, and family.

Homework:

Much of our academic program relies upon classroom instruction. Homework supports students when practicing skills learned in the classroom, previewing new content for an upcoming lesson, completing pieces for projects, and/or preparing for assessments. Completing homework on time is very important because it serves to support classroom instruction. Homework not submitted in a timely manner will be marked as "Incomplete" in PowerSchool. Homework may be graded for completion and/or accuracy. If a student develops a pattern of turning in homework late, we will support the student to complete this work. This may include the student being asked to work before or after school, in place of recess, or during another designated time.

Missed Assignments & Makeup Work:

When a student misses class due to an absence, they are given two (2) school days for each day absent in which to make up work. Students must make arrangements with their teachers to make up assignments and assessments.

If a student's individual circumstances require them to miss extended periods of time, then we will work with the student and family to create a plan of support that accounts for instruction and work completion. Through this collaboration, modifications may be made to eliminate nonessential assignments and/or change deadlines/due dates.

Student-Led Conferences:

Student-led conferences are scheduled twice each year (see school calendar). Student-led conferences provide students the opportunity to communicate the content they are learning, to identify their areas of strength, and identify opportunities for growth. Students use their leadership portfolio to illustrate evidence of what they are accomplishing and celebrating. Conferences will include the student, family, and Pride teacher. Pride Time teachers will be available for any questions or concerns; however, they may not be able to address specifics for another teacher.

Student-led conferences are designed for students to share their achievement, growth, and celebrations. If a parent/family wishes to have an additional parent-teacher conference with their student's teachers and/or counselor, please contact your student's Pride teacher and/or the teacher/counselor directly.

Assessments:

Classroom teachers use a variety of assessments to evaluate student performance. As a middle school, we also use assessments to measure student growth and achievement. The data we collect from these assessments is then used to determine areas of strength and opportunities for growth as a middle school program. We also use this data to best support individual students. Here are two of assessments we use:

NWEA MAP Growth Assessment: Students complete the NWEA MAP Growth Assessment three times each school year in math, reading, and science. These assessments measure a students' achievement and growth compared to millions of students across the country of their same age and content area. The MAP assessments provide us with a score that we use to determine a student's grade-level readiness and to evaluate a student's growth throughout the year. Following each testing period, we will provide students/families with a report illustrating how your student is performing academically.

CMAS (Colorado Measure of Academic Success): Once a year, students will be asked to complete the state's CMAS assessments in Language Arts and Math. 8th grade students will also complete the state's CMAS assessment for science. The CMAS tests are designed to measure what students have learned in comparison to the state's academic standards. These scores are also used to determine the school's performance and accountability to the larger community.

Other assessments may be used to help us individualize the support for each student. These assessments can include the WIDA Access assessment, progress monitoring for student support, and assessments that aid in the identification of special education services.

ACADEMIC SUPPORTS

Multi-Tiered Systems of Support:

Inclusion coupled with high expectations is at the heart of The Academy's approach to supporting diverse learning needs. The Academy has a strong staff of experienced learning support specialists and support service providers who work hard to implement a high quality multi-tiered system of supports (MTSS) with the core belief that all children can succeed. MTSS is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at both the classroom and school levels.

MTSS is a framework that uses implementation science to create one integrated system from a wide range of student support options. At The Academy this includes support for students struggling with academics, behavioral or social-emotional challenges, advanced students, students with disabilities, students learning English as a second language, and more (IEP/Special Education, 504, Advanced Learning Plans, English Language Learners, READ plans). Our system is designed to support the needs of all students and recognize each individual as a valued and contributing member of our community.

DISCIPLINE

Values & Philosophy:

We believe that all community members have the right to a safe, inclusive, and productive learning environment where we can do our best work. The foundation for our safe, inclusive, and productive learning environment is:

- Clear expectations

- Supportive response
- Achieve resolution

We understand and plan on choices being made that impede our ability to provide everyone a safe, inclusive, and productive learning environment. We believe that each of these choices is unique and provides an opportunity to learn and grow. We believe that our response to these choices should be instructional, supportive, and predictable. We believe resolution is achieved when harm is restored and a safe, inclusive, and productive learning environment is achieved. Research conducted over the past decade clearly illustrates that traditional, punitive responses to behavior have not had the intended result of improved behavior. In fact, the opposite is often true – punitive responses often result in increases in undesired behavior.

Discipline Process:

Our process for responding to choices that are not supportive of a safe, inclusive, and productive learning environment includes:

1. Clear Expectations: Establish and communicate a clear, consistent set of expectations for behavior and conduct
2. Supportive Response: We seek first to understand in an objective way and honor the developmental phase of middle school students
3. Achieve Resolution
 - a. Identify the choice that did not meet expectations
 - b. Identify how that choice impacted themselves, others, and/or the learning environment
 - c. Identify different choices that meet achieve a safe, inclusive, and productive learning environment
 - d. Restore any harm that was caused to self, others, or the learning environment

Clear Expectations: As a Middle School, we commit to clearly stating expectations, teaching how to meet those expectations, and revisiting/reteaching expectations when necessary.

Supportive Response: Our goal is to support students when a behavior or conduct issue arises in a manner defined by the following:

1. Done in a setting that does not put the interaction on display of other students
2. Asking questions and seeking to understand what happened
3. Using objective language

4. Remaining emotionally constant and/or neutral
5. Treating each response as a first response

Achieving Resolution: When behavior/conduction situations arise, we aim to achieve resolutions and restore a safe, inclusive, and productive learning environment.

Resolution is achieved when student can:

1. Identify the choice that did not uphold The Academy's core values
2. Identify and alternate choice for the future
3. Restore any harm caused by the choice
4. Fulfill any consequences assigned for their choice

For each behavior and/or conduct choice made by an individual student, we will increase the level of our support and response. Support that we provide for students can include reflective activities, team-based conferencing, and the use of the MTSS system to create an individualized plan. Responses go from minor consequences (phone call home and/or lunch detention) to major (in school suspension and parents/families shadowing their student). Our goal is to teach students, collaborate with families, and replace punitive responses with restorative/collaborative solutions. Because we believe that each behavior response scenario is unique, variations in our response/support may vary.

Behavior Categories:

We aim to keep our response proportionate to the choice made. The following categories below illustrate the varied class offenses and help us to achieve a proportionate response:

- *Class 1:* These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Punitive consequences, like suspension, are assigned to keep the learning environment safe while an investigation can be conducted. Law enforcement is often contacted for guidance. Class 1 behaviors may result in expulsion the first time.
- *Class 2:* These behaviors disrupt the learning environment to a level that additional support is necessary. This assumes that the responding staff member is not able to continue with their task, instead having to address the choice made to establish a safe, inclusive, & productive learning environment. Class 2 behaviors result in a temporary removal from the learning environment, conference between the student and a member of the Elementary School staff, a behavioral log entry in PowerSchool, communication with the parent/guardian, and a restorative agreement. In response, natural and/or punitive consequences could result.
- *Class 3:* These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment and do not require additional support.

Class 3 behaviors could result in a conference between the student and responding staff member, a behavioral log entry in PowerSchool, communication with the parent/guardian, and/or a restorative agreement. In addition, natural consequences could result.

BEHAVIOR LEVEL DEFINITION AND EXAMPLES

Class 1 Behaviors	Class 2 Behaviors	Class 3 Behaviors
<p>These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Suspension is usually assigned while an investigation can be conducted. Class 1 behaviors may result in expulsion the first time.</p>	<p>These behaviors disrupt the learning environment to a level that additional support is necessary. Class 2 behaviors result in temporary removal from the learning environment, a behavioral log entry, conferencing with a Middle School staff member, communication with parent/guardian, and restorative agreements. In addition, suspension and/or expulsion could result, or Habitually Disruptive Contract created (see definition below).</p>	<p>These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment. Class 3 behaviors could result in a behavioral log entry, possible conferencing with a Middle School staff member, possible communication with parent/guardian, and/or possible restorative agreements. Repeated Level 3 behaviors can be considered Level 2 and result in suspension.</p>
<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Possession or use of drugs, alcohol, imitation drugs, dangerous substances, or drug paraphernalia ● Possession of a weapon ● Possession of explosives ● Assault ● Knowingly or recklessly causing bodily injury ● Robbery or theft ● Participation in a gang or secret society 	<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Academic dishonesty ● Bullying ● Defiance ● Destruction of School Property ● Possession or and/or misuse of an electronic device or nuisance item ● Harassing behaviors ● Targeting behaviors ● Fighting or threatening behavior ● Affiliation and/or activity in a Gang or Secret Society ● Disruptive/Inappropriate behavior ● Leaving class or school without permission 	<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Refusal to follow a reasonable request by a staff member ● Disruptive behavior in the hallway ● Inappropriate or disruptive behavior ● Name calling ● Dishonesty ● Possession of items that are not allowed ● Profanity <ul style="list-style-type: none"> ● Hitting ● Taking items that don't belong to them

<ul style="list-style-type: none"> ● Distribution of libelous or slanderous material ● Possession of a facsimile weapon that could be used to hurt others 	<ul style="list-style-type: none"> ● Possession of stolen property ● Profanity/Verbal abuse ● Repeated interference with classroom instruction ● Possession or use of tobacco ● Theft ● Trespassing ● Truancy/skipping class ● Possession or use of vaping devices 	
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Habitually Disruptive Behavior:

Habitually disruptive behavior refers to a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons related to willful and substantial disruption on school grounds, at a school-sanctioned event, or while being transported in a school-approved vehicle.

The student and their parent, legal guardian, or legal custodian shall be notified in writing of each suspension counted towards declaring the student habitually disruptive, and shall be notified in writing and by telephone or other means of the definition of habitually disruptive behavior and that a student defined as such is subject to expulsion as a habitually disruptive student. The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as habitually disruptive student. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file. The student may submit a written response to the incident report that will be attached to the written summary.

A remedial discipline plan will be developed and/or modified for the student after the first and second suspensions for one of the grounds stated above and under circumstances causing a material and substantial disruption. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's disruptive behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the disruptive behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in disruptive behavior in violation of the plan. Such

consequences may include discipline, including suspension or expulsion, as provided by the rules and regulations of the school.

The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian. If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or § 504 Plan. Expulsion proceedings may be initiated for disruptive behavior only if a determination has been made by the student's IEP or § 504 team that the disruptive behavior is not a manifestation of the student's disability.

Teasing, Harassment, & Bullying:

In our effort to provide each member of the community a safe, productive, and inclusive environment, we will work hard to address reports of teasing, harassment, and bullying. All three of these behaviors have the potential to make members in our community feel less safe, fearful, and/or unable to engage. We will rely on the following definitions to categorize the behavior and help guide our response. It is important to understand that our response will be somewhat subjective based upon the offender's communicated intent versus the victim's communicated experience.

Teasing: Teasing is making fun of others with the intention of being funny and perceived by the victim as a joke and/or causes little to no impact to the victim.

Harassment: Harassment is when the behavior or conduct is intended to harm or intimidate and perceived by the victim to cause substantial harm or intimidation. To be considered harassment, the following must also be considered:

- Was the action targeted at a particular person or group of people?
- Was the action similar to a previous action and/or a pattern of actions?
- Was the action associated with an actual or perceived characteristic such as race or ethnicity, ancestry, color, ethnic group identification, gender expression, gender

identity, gender, disability, nationality, religion, sexual orientation, age, or a person's association with a person or group?

Bullying: Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e. cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including, but not limited to disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

The Academy's Bullying Policy can be found on the Board of Directors page of the school website.

A student and his or her parent, legal guardian, or legal custodian shall be notified in writing of any suspension in which that student is identified by school administration as engaging in bullying behavior, and shall be notified in writing and by telephone or other means of the definition of bullying student and the mandatory expulsion of such students.

The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as bullying behavior. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file. The student may submit a written response to the incident report that will be attached to the written summary.

If the student's conduct with respect to a single incident constitutes grounds for expulsion, the principal or designee may commence expulsion proceedings.

A remedial discipline plan must be developed for the student after the first and second suspensions connected to identified bullying behavior. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's bullying behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the bullying behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in bullying behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided in the handbook or as provided by the rules and regulations of the school. The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian.

If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

A student with established "Bullying Behavior" means a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons that justify student suspension or expulsion, as identified in the Student and Family Handbook; under circumstances identified by school administration as meeting the definition of bullying; connected to behaviors that occurred at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle; and involving behavior that is initiated, willful, and overt on the part of the student then he or she is subject to expulsion for bullying behavior.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or § 504 Plan. Expulsion proceedings may be initiated for bullying behavior in accordance with the procedures set forth in Academy policy, only if a determination has been made by the student's IEP or § 504 team that the bullying behavior is not a manifestation of the student's disability.

Cellular Devices/Headphones:

In general, we ask that personal electronic devices are not heard or seen in instructional spaces. With the exception of headphones being used for instructional purposes and as directed by the teacher, individual electronic devices should be in the "off" or "silent" position at all times in the learning environment. We also ask that these devices be stored out of sight.

Electronic devices may be used at designated times and locations. At the middle school level, these spaces and times include lunch, recess, passing periods, before and after school. Although permitted to be used, students are responsible for ensuring that devices are not used in a manner that is unsafe, illegal, or disruptive to the school environment.

We ask that students do not use their personal electronic devices for the following:

- Capturing video or audio recording without the community member's permission
- Capturing photos without the community member's permission
- Cheating or academic dishonesty

If it is determined that a student's personal electronic device has created a disruption to the school or learning environment, we will work with the student and family to create a plan that minimizes future disruptions.

Students choosing to bring a personal electronic device shall be personally and solely responsible for the security. The Academy shall not assume responsibility for theft, loss, or damage of any such device and will not be responsible for the investigation of such incidents.

Student ID Badges:

Unlike Elementary, middle school students no longer have to wear a uniform. The Academy's staff relies on students wearing their ID to quickly demonstrate they are a member of the middle school community. Because we share a building with multiple divisions, we ask that students are wearing and/or in possession of their ID each and every day. Being in possession of the ID means that the student can quickly show their ID when asked by a member of the staff (in their pocket and/or attached to their backpack).

If a middle school student is not wearing or in possession of their ID, we ask that they go to the middle school office to check out a loaner ID for the day. If a pattern of not wearing/being in possession of a student ID develops, we will charge the student's account \$5 for a new, replacement ID. If a student misplaces a loaner ID, we will charge the student's account \$5 for a replacement. Middle school staff members will work with

students and their families to ensure that each student is wearing or in possession of their student ID daily.

Safe2Tell:

Safe2Tell provides students in all Colorado schools with an increased ability and opportunity to prevent and report violence and other inappropriate activities by making anonymous calls to 1-877-542-SAFE (7233). The proactive and anonymous features of the program and hotline are critical. Safe2Tell provides the means for children and youth to take a stand, without fear of retribution, and empowers them to make a difference! To anonymously report a school safety concern, [click here](#) to be redirected to the Safe2Tell website. If you have a smartphone, the Safe2Tell app is available for free for Android and iOS.

Suspension & Expulsion:

If the Principal or his/her designee determines that suspension is warranted, they may suspend the student for a period not to exceed five (5) days for Class Two, or Three offenses inclusive, or for a period not to exceed ten (10) school days for Class One offenses. The duration of the suspension shall, subject to The Academy Board Policies and regulations, be within the discretion of the Principal or their designee. The suspension may be for punitive purposes and/or for the purpose of further investigation or consideration. The first day of suspension time shall be the first school day following the conference.

If it is determined that a suspension is warranted, reasonable efforts shall be made immediately to notify a parent/guardian of the student involved of the circumstances surrounding the suspension. The parent, guardian, or legal custodian and the school shall confer as to the best way to transfer custody of the student to the parent/guardian. Once such determination has been made and the Principal/designee can accomplish such transfer, the suspended student shall be required to leave the school building and the school grounds immediately. The pupil shall not be readmitted to school until a meeting between the parent, guardian, or legal custodian and the Principal/designee has taken place. The Principal/designee shall make every reasonable effort to meet as indicated but, if the parent/guardian cannot be contacted, or the parent, /guardian repeatedly fails to appear for scheduled meetings, the Principal/designee may readmit the pupil.

The student shall have an opportunity to make up schoolwork during the period of suspension. The integrity of a test or other assessment shall not be jeopardized. In assisting students with make-up work, every effort will be made to provide a student, who seeks out the opportunity from the teacher(s), with school work equivalent to that

missed with regard to instructional goals and objectives, and anticipated time on task, but with due regard to minimizing the burden on the teacher. For a suspension in a school year, for any violation of school policy, procedures, rules or regulations, a student may have the opportunity to receive full credit for work made up, if the school work is the equivalent of that missed, and is accomplished within the time provided. Reductions from credit given may be based on the quality of the work submitted and any delay beyond the acceptable time period.

Extensions of Suspension: Delegation of Authority - The Academy Board delegates to the Principal or designee the authority to suspend a student for additional periods of time, consistent with law and due process, as set forth below.

Initial Extension of Suspension: The Principal or designee may extend the suspension imposed by the Principal designee up to ten (10) additional school days on grounds specified in this procedure, or others which may be provided by law. Pursuant to the procedural requirements set forth below, or the designee may extend the suspension so that such combined periods of suspension by the Principal/designee do not exceed twenty-five (25) days. If it is determined that an extension of suspension is warranted, the student's parent/guardian shall be notified of the circumstances surrounding the extended suspension.

Supplemental Extension for Students with Disabilities: When the subject of a disciplinary action is a student with disabilities as referenced in federal law, and a suspension in excess of ten (10) consecutive days is contemplated, or would be a suspension in a series of suspensions, that, together, equal more than ten (10) days, the school shall institute the following procedures:

1. As soon as a suspension in excess of ten (10) days is contemplated, the Principal or designee will notify the student's parents of the issue and of all applicable procedural rights.
2. A staffing committee, the composition of which must include, but is not limited to, the minimum committee members required by federal statute or regulation or state board regulation, shall meet to determine if the behavior for which disciplinary action is contemplated is related to the student's disability(ies). The review shall be conducted and resolved in accordance with 34 C.F.R. 300.523 (Individuals With Disabilities Education Act of 1997 Regulations).
3. If the staffing committee determines that the behavior for which disciplinary action is contemplated is related to the student's disability(ies), the student shall be removed from the classroom and placed in an appropriate alternative setting for a

period that, together with the initial suspension, does not exceed ten (10) school days.

- In appropriate circumstances, as determined in accordance with the Individuals with Disabilities Education Act of 1997, the placement in an appropriate alternative setting may be extended to forty-five (45) days.
 - During such period, a fully composed staffing committee shall meet to review/check the student's Individualized Education Program (IEP) to determine what modifications, if any, should be made in response to the student's behavior. Such staffing shall be preceded as necessary by additional evaluations of the student.
4. If the staffing committee determines that the behavior for which disciplinary action is contemplated is not related to the student's disability(ies), the Principal or designee may proceed as indicated pursuant Expulsion and Supplemental Extension of Suspension. If the staffing committee determines that the behavior is so related, the Principal or designee shall be consulted as to necessary procedures. However, any additional periods of exclusion from school that may be imposed, shall not include complete denial of services or deprivation of a Free Appropriate Public Education (FAPE) for a student with disabilities staffed into special education pursuant to the Individuals with Disabilities Education Act of 1997.

Expulsion & Supplemental Extension of Suspension; Denial of Admission: Delegation of Authority - The Charter School Institute's Board of Education delegates to The Academy Board or its designee the authority, in accordance with C.R.S. 22-33-105, to extend suspensions, to expel for any period not extending beyond one year, and to deny admission to any child who is not qualified for admission or continued attendance at the public schools of the District, in accordance with the limitations imposed by state law. The designee shall report to The Academy Board on such actions as required by law.

Procedure for Expulsion or Supplemental Extension of Suspension: Prior to any contemplated expulsion or supplemental extension of suspension of any student, the following procedure, as well as those procedures set forth in relevant policies cited at the conclusion of this policy, shall be followed.

General Notice: The Principal or their designee shall cause written notice of such proposed action to be delivered to the student and their parent/guardian a reasonable time prior to the date of contemplated action. Such delivery may be in person or by registered U.S. mail and shall be deemed to be completed when handed to the addressee or the notice is deposited in the U.S. mail addressed to the last known address of the student or their parent or guardian.

Contents of Notice: The notice shall contain the following basic information:

- A statement of the allegations leading to the contemplated denial of admission or expulsions;
- A statement of the nature of the evidence supporting the charges;
- A statement offering the parent, guardian or legal custodian a hearing on the question of expulsion or supplemental extension of suspension;
- A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent, guardian, legal custodian and/or an attorney; and,
- A statement that failure to participate in such hearing constitutes waiver of further rights in the matter.

Hearing: The hearing shall be conducted by The Academy's CEO. The hearing shall be closed except to participants and witnesses unless the student and parents request an open hearing. Testimony and information shall be presented; however, technical rules of evidence shall not be applicable, and the CEO may consider and give appropriate weight to such information or evidence as it deems appropriate. The student or their representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript shall be at the expense of the party requesting the same. The CEO may retire to closed session to review and consider the evidence.

The CEO shall render a written opinion within five (5) days after the hearing. If the CEO is unable to reach a decision, then the decision that is subject to appeal will be affirmed. All decisions rendered must be submitted in writing to the appropriate personnel, student and parent or guardian.

The CEO shall advise The Academy Board of the circumstances, the action taken, and the reasons for the action taken, with respect to each hearing.

Waiver of Conditions: By mutual agreement between the CDO and the student or his/her representative, time limits and other conditions of this procedure may be waived.

Right to Appeal: An appeal may be taken from the decision of the CEO to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or

date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

Miscellaneous: Students who are suspended or expelled are prohibited from attending any school activity, as well as from being on the school campus or property, without the express approval of school administration. Failure to abide by this restriction shall be considered defiance of authority and may also result in a referral to law enforcement.

When a pupil is expelled by a school/district for the remainder of the year, the parent/guardian is responsible for seeing that the compulsory school attendance statute is complied with during the period of expulsion from The Academy. A student or the student's parent/guardian may request that The Academy provide educational services to the student who has been expelled. Appropriate educational services may be determined by The Academy.

Discipline Appeal Process:

Disciplinary decisions made by an administrator that do not result in a suspension are final.

Right to Appeal Suspension: Suspensions shall be served as assigned by an administrator. An appeal by a parent for the purpose of clearing a student's disciplinary record may be made in writing to the level principal ten (10) business days after the assignment of the suspension. The appeal for a review of a suspension by a student/parent will review whether:

- The student committed the alleged infraction; and
- Did The Academy staff follow applicable procedures?

In the event the response of the principal is not satisfactory to the student/parent, the parent may appeal in writing to the CEO ten (10) business days after receiving the response from the school level principal. The CEO shall respond to the parent within ten (10) business days. In the event the response of the CEO is not satisfactory to the student/parent, the parent may appeal in writing to the Board of Directors within ten (10) business days after receiving the response of the CEO. The Board of Directors shall respond to the Parent in a timely fashion. The decision of The Academy Board shall be final.

Right to Appeal Expulsion: An appeal may be taken from the decision of the CEO to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

BEHAVIOR SUPPORTS

Multi-Tiered Systems of Support:

The Academy Middle School has a team that is focused on the behavioral and social-emotional needs of all students. This team consists of teachers, administration, mental health providers, and counselors.

DRESS CODE

The Dress Code creates opportunities for individual expression given that students follow some basic universal requirements. It creates an environment where everyone can feel comfortable by disallowing hateful or intolerant dress and removing unnecessary and potentially harmful enforcement. Students will be prepared to enter into the broader world with an understanding and acceptance of different people.

Values:

- The dress code is implemented consistently, to ensure equal treatment for all students.
- Staff and other students allow for expression while maintaining dress code standards.
- The dress code is clear so that it is enforced consistently between various staff members or students.
- Students are able to wear clothing that they are comfortable with, as long as it meets the basic requirements.

General Guidelines:

There are some pieces of clothing that are required for the student body.

- Shirts, bottoms, and shoes that meet these standards are a requirement at all times.
- Shirts that have fabric in the front going down to at least the top of the belly button, back, and connect under the arms.
- Buttocks must be fully covered with opaque fabric no shorter than the upper thigh.

- Shoes of any variety. There may be cases where shoes can be removed for a specific activity, but they must be put back on as soon as the activity is done.
- Private areas of the body must be covered with opaque fabric.
- Undergarments must be covered with exceptions of bra straps and waistbands.
- Facial features including the eyes, nose, mouth, and surrounding area must always be visible and displayed in a way that does not make a student unidentifiable.
- Certain classes and activities may require specific attire.

Students May Wear:

We find it important that some items are specifically allowed. This list is not exhaustive and as long as students comply with the General Guidelines their attire is acceptable.

- Shirts including spaghetti straps, strapless tops, tank tops, halter tops, and muscle shirts that meet the basic requirements.
- Bottoms include holes in jeans and opaque leggings.
- Religious or cultural headwear and accessories are accepted.
- Makeup, tattoos, dyed hair.
- Earrings, nose rings, navel rings, and any other jewelry or piercings.
- Bandanas, bows, or other hair accessories.

Students Cannot Wear:

- Clothing featuring hate speech targeting race, ethnicity, gender, sexual orientation, religious affiliation, health conditions, or other protected groups.
- Violent images or language.
- Attire containing profanity.
- Items that clearly promote any illegal activity.
- Items that promote the use of drugs or alcohol.
- Attire that is pornographic or contains nudity.
- Hats, hoodies with hoods up, or beanies with exceptions for religious, cultural, or medical reasons.



High School Handbook 2022-23

ACADEMICS

Values & Philosophy:

The Academy's High School is geared toward building a foundation for lifelong success. Meaningful engagement in the 21st century workforce increasingly requires some form of postsecondary attainment. Our rigorous course catalog, including a wide range of both Advanced Placement and Concurrent Enrollment offerings, ensures that students are prepared for college.

In addition to college preparation, we help students explore the working world by engaging in meaningful experiences that include direct interaction with professionals from industry and the community. Our internships, work-study options, and entrepreneurship sequence promote learning about work, learning through work, and learning at work.

Imagination, creativity, and expression are also essential elements of a stimulating intellectual life. Our offerings in visual, performing, and technological arts provide students with opportunities to empower their whole selves.

Curriculum:

English: At the Academy, our English courses focus on various genres of literature and modes of writing with an emphasis on developing composition skills through the learning and practice of the writing process. The material in class is brought to life through readings and projects of varying lengths and complexities completed both in and out of the classroom. Genres covered in our courses include, but are not limited to, poetry, memoirs, essays, letters, speeches, short stories, novels, novellas, and dramas. Students will engage in American Literature, World Literature, and Language & Composition with the possibility of expanding their knowledge in a variety of AP and CE courses.

Math: When students understand concepts, they link ideas together in meaningful ways so that there are fewer discrete things to learn. Mathematics is not about memorizing how to get right answers. It is about recognizing and using underlying structures and patterns to see how seemingly disparate ideas are connected.

The Academy's high school grades use the enVision curriculum as a core element of a range of required math courses. Discovery and exploration is at the forefront of our practices. Giving students the opportunity to explore how concepts are connected to applications outside of school lets them invest in their own learning. Project based learning and verbal assessments are a few ways our educators use different methods to evaluate the depth of students' knowledge. enVision is the only math program that combines problem-based learning and visual learning to deepen students' conceptual understanding and is used by classrooms across the country and around the world.

Science: The Academy's Science Department aims to awaken the inquisitive minds of students and encourage them to be curious about the why of things. Whether exploring the fundamental building blocks of nature, the structures of living organisms, or the forces that drive our universe, students will develop scientific reasoning and critical thinking skills that will be invaluable in college and beyond. The skills of scientific thinking are achieved through rigorous academic work, lab and research-based projects, and daily engagement with challenging, real-world problems.

Social Studies: The Academy's Social Studies Department creates capable citizens who are empowered with the skills and knowledge to make responsible decisions in a diverse world. Students develop skills in evidence-based reading and writing, critical thinking, problem-solving, and building interpersonal relationships. Students will engage in World Geography, World History, US History, and Government with the possibility of expanding their knowledge in a variety of AP and CE courses.

Visual Arts: The Academy's High School visual arts program offers courses in art foundations, drawing and painting, mixed media, ceramics, and digital Photography.

Theater Arts: The Academy's theater arts program emphasizes opportunities for students to create and perform their own original works.

Performing Arts: The Academy High School offers Band, Choir and Orchestra. Band offers wind and percussion musicians the chance to participate in a large ensemble with multiple annual performance opportunities. Choir is open to any student who enjoys

singing and wishes to sing as part of a team. Orchestra offers string musicians the chance to participate in a large ensemble with multiple annual performance opportunities.

To earn Honors Credit:

<u>Category</u>	<u>To earn honors:</u>
Classwork/ Homework	Attempt 80% of honors work
Projects/Essays	Attempt ALL honors extensions or choices
Tests	Complete ALL honors questions with 60% correctness or greater

- Many homework or classwork assignments will have an Honors Version OR a couple of challenging questions that the Honors students should complete. Honors students must complete at least 80% of these challenge questions at a successful level.
- Each Project/Essay (if required by the class) will include a required Honors Extension or choice.
- Each test will have a few questions that are either Regular or Honors questions. The regular and honors questions will be worth the same amount of points. Students are expected to attempt each honors assessment question set. To earn Honors Credit, the student must score at least a 60% on the Honors Questions. The student may miss the 60% mark on one Honors Test per semester and still receive Honors Credit.
- For consistent communication, all teachers will mark every assignment at Honors Level with a Collected Checkmark in PowerSchool.

Grading Policy:

Grading is weighted according to the following categories:

- 30% Classwork/Homework/Participation Points (Process).
- 70% Assessments (Product).

Academic Honors:

- Students with a GPA of 3.0-3.49 receive academic recognition.
- Students with a GPA of 3.5-3.99 qualify for the Honor Roll.
- Students with a GPA of 4.0 qualify for high honor roll and may receive special academic recognition.

Late work (classwork, homework, and assessments) is accepted up to one week late for

minus 20% and is not accepted after that. Extended time for SPED students for late work must be clearly indicated with a due date at time and a half. Assessments (projects and papers) may be handed in up to one week late for minus 20% but the student is then ineligible to retake or redo that assessment. Performance assessments received after the one week deadline will receive up to 50% only. Please make this VERY clear to students from the beginning and throughout the year.

Students will be allowed two days for every day absent to make up work, at which time it will fall under the above late work policy. Teachers may approve special requests for deadline extensions in the case of family or personal events affecting a student's ability to complete the work on time.

Credit Recovery:

1. Failed courses can be retaken through an online credit recovery program or an approved summer school program.
2. Courses taken for credit in an approved summer school program will be recorded on the student's permanent record, and grades and credits received will apply toward graduation.
3. All letter grades earned in summer school will be recorded on the student's transcript and included in the cumulative GPA.
4. Summer school credits cannot fulfill specific graduation requirements (unless the course is to make up a course that was failed), with the exception that prior written approval is obtained from the High School Principal.
5. Only those summer school courses taken after the completion of one semester of ninth grade will appear on a student's senior high school permanent record.

Homework:

Homework assigned at The Academy 9-12 supports student learning within the classroom. These activities also provide important feedback to teachers on student progress in achieving standards.

1. An increasing amount of independent homework is considered necessary and is expected of secondary students.
2. For students at the secondary level, homework loads will be affected by individual course selections.
3. Across different programs, it is the degree of difficulty and complexity that distinguishes assignments rather than amount of work given. Secondary building homework guidelines should address the issue of reasonable homework expectations in all programs.

4. The purposes of homework at the secondary level include: practice/review; preparation for subsequent lessons; extension of previously learned material to new situations; and integration of separately learned skills into a single product.

Assessments:

Classroom teachers use a variety of assessments to evaluate student performance. As a middle school, we also use assessments to measure student growth and achievement. The data we collect from these assessments is then used to determine areas of strength and opportunities for growth as a middle school program. We also use this data to best support individual students. Here are two of assessments we use:

NWEA MAP Growth Assessment: 9th and 10th grade students complete the NWEA MAP Growth Assessment three times each school year in math and reading. These assessments measure a students' achievement and growth compared to millions of students across the country of their same age and content area. The MAP assessments provide us with a score that we use to determine a student's grade-level readiness and to evaluate a student's growth throughout the year. Following each testing period, we will provide students/families with a report illustrating how your student is performing academically.

Other assessments may be used to help us individualize the support for each student. These assessments can include the WIDA Access assessment, progress monitoring for student support, and assessments that aid in the identification of special education services.

ACADEMIC SUPPORTS**Multi-Tiered Systems of Support:**

Inclusion coupled with high expectations is at the heart of The Academy's approach to supporting diverse learning needs. The Academy has a strong staff of experienced learning support specialists who work hard to implement a high quality multi-tiered system of supports (MTSS) with the core belief that all children can succeed. MTSS is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at both the classroom and school levels. MTSS is a framework that uses implementation science to create one integrated system from a wide range of student support options. At The Academy this includes support for students struggling with academics or social-emotional challenges, advanced students, students with disabilities, students learning

English as a second language, and more. Our system is designed to support the needs of all students and recognize each individual as a valued and contributing member of our community.

Classroom based interventions (Universal interventions) are those supports and instructional strategies provided to all students to promote successful student outcomes and prevent school failure. An integrated approach views academics and behavior as components of the same support system and realizes the influence one has on the other. All teachers are willing and able to provide universal interventions to students before more intensive interventions are required.

Advisory:

All students are assigned an Advisory 30 minute period each day. Advisory is in place to support academic and social-emotional needs. Each week there will be opportunities for students to focus on making connections with their peers and advisory teacher, have check-in's on academic progress (grade and assignments checks), and dedicated academic time to do homework, make up tests, or get additional help on work.

The Summit:

Is an optional structured study hall where students can use for quiet study sessions, but can also get individual support and homework help. Students must register for this course, please speak with your counselor to see if this is a good option for you.

Academic Counseling:

The counseling staff at The Academy are here to provide personal / social, academic and career support for our students. Make an appointment or stop in anytime during our office hours of 8:00-3:30p. Students are welcome to stop by the counseling office without an appointment before school, break, lunch and after school with any questions they may have. (Do not come during class time, as we do not want you to miss instructional time). Parents can call to set up an appointment to meet with a counselor. Counselors are also readily accessible via email and phone.

English Language Learners and English as a Second Language (ELL & ESL):

The Academy has an English as a Second Language Program to help support students whose first language is other than English. There is an ESL Coordinator who supports students in the ESL program to ensure their success in all classes. English Language Learners may register for an ESL class or a Regular Language Arts class, depending on their level of proficiency. Many content area teachers have advanced training in order to

provide appropriate language accommodations. Many English Language Learners register for advanced classes in addition to receiving ESL support.

Gifted and Talented (GT):

Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. At The Academy, these students are identified using multiple criteria. Programming for gifted and talented students will be designed to meet students' cognitive and affective needs through opportunities for acceleration, complexity of thinking and in-depth learning. A plethora of Advanced, Advanced Placement (AP), and college concurrent enrollment classes with Front Range Community College are available for students.

Special Education:

Special education services and supports are provided to students who cannot access their Free and Appropriate Public Education (FAPE) because of the impact of their identified disability. All students are general education students first. Special education provides support and services so that students can access the general education curriculum. The federal law that regulates this is called The Individuals with Disabilities Education Act (IDEA) which was reauthorized in 2004. It ensures that children with disabilities have available to them a free appropriate public education with special education and related services designed to meet their particular needs.

Counseling:

The Academy's Counseling Team aims to support and promote exemplary, college-ready citizens across academic, personal, social, college and career domains in alignment with the American School Counselor Association (ASCA) standards in order to prepare our students for a responsible and successful future. High school counselors serve grades 9-12 split alphabetically. They work with students individually and through classroom guidance lessons. They focus on three pillars of school counseling: social/emotional, college/career and academics.

Schedule Changes and Drop/Add Requests: Students and parents should select classes wisely and carefully during the course selection process. Please be aware that staffing, resources, and course offerings are impacted by these selections. Schedule changes will be made for the following reasons only: a failed course that needs to be re-taken, a course has a prerequisite not yet met by the student, a course is double scheduled, the student has earned previous credit in a course, a course is required for graduation, or grade-level

misplacement. Students must be enrolled in a minimum of seven (7) courses, including three (3) to four (4) core subjects (English, Social Studies, Science, or Math), evenly divided per semester. Classes may be added in the first three days of a given semester if there is room in the class and if it fits into the open period. Schedules will not be changed to create the open period.

In the Fall Semester, any course that is dropped after the 10th day of school will result in a "WF" (withdrawal failing) on the student's transcript. In the Spring Semester, after 5 days of dropping the class the same applies.

DISCIPLINE

Values & Philosophy:

We believe that all community members have the right to a safe, inclusive, and productive learning environment where we can do our best work. The foundation for our safe, inclusive, and productive learning environment is:

- Clear expectations
- Supportive response
- Achieve resolution

We understand and plan on choices being made that impede our ability to provide everyone a safe, inclusive, and productive learning environment. We believe that each of these choices is unique and provides an opportunity to learn and grow. We believe that our response to these choices should be instructional, supportive, and predictable. We believe resolution is achieved when harm is restored and a safe, inclusive, and productive learning environment is achieved. Research conducted over the past decade clearly illustrates that traditional, punitive responses to behavior have not had the intended result of improved behavior. In fact, the opposite is often true – punitive responses often result in increases in undesired behavior.

Discipline Process:

Our process for responding to choices that are not supportive of a safe, inclusive, and productive learning environment includes:

1. Clear Expectations: Establish and communicate a clear, consistent set of expectations for behavior and conduct
2. Supportive Response: We seek first to understand in an objective way and honor the developmental phase of middle school students
3. Achieve Resolution
 - a. Identify the choice that did not meet expectations

- b. Identify how that choice impacted themselves, others, and/or the learning environment
- c. Identify different choices that meet achieve a safe, inclusive, and productive learning environment
- d. Restore any harm that was caused to self, others, or the learning environment

Clear Expectations: As a High School, we commit to clearly stating expectations, teaching how to meet those expectations, and revisiting/reteaching expectations when necessary.

Supportive Response: Our goal is to support students when a behavior or conduct issue arises in a manner defined by the following:

1. Done in a setting that does not put the interaction on display of other students
2. Asking questions and seeking to understand what happened
3. Using objective language
4. Remaining emotionally constant and/or neutral
5. Treating each response as a first response

Achieving Resolution: When behavior/conduction situations arise, we aim to achieve resolutions and restore a safe, inclusive, and productive learning environment.

Resolution is achieved when student can:

1. Identify the choice that did not uphold The Academy's core values
2. Identify and alternate choice for the future
3. Restore any harm caused by the choice
4. Fulfill any consequences assigned for their choice

For each behavior and/or conduct choice made by an individual student, we will increase the level of our support and response. Support that we provide for students can include reflective activities, team-based conferencing, and the use of the MTSS system to create an individualized plan. Responses go from minor consequences (phone call home and/or lunch detention) to major (in school suspension and parents/families shadowing their student). Our goal is to teach students, collaborate with families, and replace punitive responses with restorative/collaborative solutions. Because we believe that each behavior response scenario is unique, variations in our response/support may vary.

Behavior Categories:

We aim to keep our response proportionate to the choice made. The following categories below illustrate the varied class offenses and help us to achieve a proportionate response:

- *Class 1:* These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the

response. Punitive consequences, like suspension, are assigned to keep the learning environment safe while an investigation can be conducted. Law enforcement is often contacted for guidance. Class 1 behaviors may result in expulsion the first time.

- *Class 2:* These behaviors disrupt the learning environment to a level that additional support is necessary. This assumes that the responding staff member is not able to continue with their task, instead having to address the choice made to establish a safe, inclusive, & productive learning environment. Class 2 behaviors result in a temporary removal from the learning environment, conference between the student and a member of the Elementary School staff, a behavioral log entry in PowerSchool, communication with the parent/guardian, and a restorative agreement. In response, natural and/or punitive consequences could result.
- *Class 3:* These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment and do not require additional support. Class 3 behaviors could result in a conference between the student and responding staff member, a behavioral log entry in PowerSchool, communication with the parent/guardian, and/or a restorative agreement. In addition, natural consequences could result.

BEHAVIOR LEVEL DEFINITION AND EXAMPLES

Class 1 Behaviors	Class 2 Behaviors	Class 3 Behaviors
These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Suspension is usually assigned while an investigation can be conducted. Class 1 behaviors may result in expulsion the first time.	These behaviors disrupt the learning environment to a level that additional support is necessary. Class 2 behaviors result in temporary removal from the learning environment, a behavioral log entry, conferencing with a Middle School staff member, communication with parent/guardian, and restorative agreements. In addition, suspension and/or expulsion could result, or Habitually Disruptive Contract created (see definition below).	These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment. Class 3 behaviors could result in a behavioral log entry, possible conferencing with a Middle School staff member, possible communication with parent/guardian, and/or possible restorative agreements. Repeated Level 3 behaviors can be considered Level 2 and result in suspension.
Behaviors can include:	Behaviors can include: <ul style="list-style-type: none"> • Academic dishonesty 	Behaviors can include:

<ul style="list-style-type: none"> ● Possession or use of drugs, alcohol, imitation drugs, dangerous substances, or drug paraphernalia ● Possession of a weapon ● Possession of explosives ● Assault ● Knowingly or recklessly causing bodily injury ● Robbery or theft ● Participation in a gang or secret society ● Distribution of libelous or slanderous material ● Possession of a facsimile weapon that could be used to hurt others 	<ul style="list-style-type: none"> ● Bullying ● Defiance ● Destruction of School Property ● Possession or and/or misuse of an electronic device or nuisance item ● Harassing behaviors ● Targeting behaviors ● Fighting or threatening behavior ● Affiliation and/or activity in a Gang or Secret Society ● Disruptive/Inappropriate behavior ● Leaving class or school without permission ● Possession of stolen property ● Profanity/Verbal abuse ● Repeated interference with classroom instruction ● Possession or use of tobacco ● Theft ● Trespassing ● Truancy/skipping class ● Possession or use of vaping devices 	<ul style="list-style-type: none"> ● Refusal to follow a reasonable request by a staff member ● Disruptive behavior in the hallway ● Inappropriate or disruptive behavior ● Name calling ● Dishonesty ● Possession of items that are not allowed ● Profanity <ul style="list-style-type: none"> ● Hitting ● Taking items that don't belong to them
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Habitually Disruptive Behavior:

Habitually disruptive behavior refers to a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons related to willful and substantial disruption on school grounds, at a school-sanctioned event, or while being transported in a school-approved vehicle.

The student and their parent, legal guardian, or legal custodian shall be notified in writing of each suspension counted towards declaring the student habitually disruptive, and shall be notified in writing and by telephone or other means of the definition of habitually disruptive behavior and that a student defined as such is subject to expulsion as a habitually disruptive student. The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as habitually disruptive student. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file.

The student may submit a written response to the incident report that will be attached to the written summary.

A remedial discipline plan will be developed and/or modified for the student after the first and second suspensions for one of the grounds stated above and under circumstances causing a material and substantial disruption. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's disruptive behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the disruptive behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in disruptive behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided by the rules and regulations of the school.

The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian. If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or § 504 Plan. Expulsion proceedings may be initiated for disruptive behavior only if a determination has been made by the student's IEP or § 504 team that the disruptive behavior is not a manifestation of the student's disability.

Teasing, Harassment, & Bullying:

In our effort to provide each member of the community a safe, productive, and inclusive environment, we will work hard to address reports of teasing, harassment, and bullying. All three of these behaviors have the potential to make members in our community feel less safe, fearful, and/or unable to engage. We will rely on the following definitions to categorize the behavior and help guide our response. It is important to understand that

our response will be somewhat subjective based upon the offender's communicated intent versus the victim's communicated experience.

Teasing: Teasing is making fun of others with the intention of being funny and perceived by the victim as a joke and/or causes little to no impact to the victim.

Harassment: Harassment is when the behavior or conduct is intended to harm or intimidate and perceived by the victim to cause substantial harm or intimidation. To be considered harassment, the following must also be considered:

- Was the action targeted at a particular person or group of people?
- Was the action similar to a previous action and/or a pattern of actions?
- Was the action associated with an actual or perceived characteristic such as race or ethnicity, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, religion, sexual orientation, age, or a person's association with a person or group?

Bullying: Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e. cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including, but not limited to disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

The Academy's Bullying Policy can be found on the Board of Directors page of the school website.

A student and his or her parent, legal guardian, or legal custodian shall be notified in writing of any suspension in which that student is identified by school administration as

engaging in bullying behavior, and shall be notified in writing and by telephone or other means of the definition of bullying student and the mandatory expulsion of such students.

The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as bullying behavior. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file. The student may submit a written response to the incident report that will be attached to the written summary.

If the student's conduct with respect to a single incident constitutes grounds for expulsion, the principal or designee may commence expulsion proceedings.

A remedial discipline plan must be developed for the student after the first and second suspensions connected to identified bullying behavior. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's bullying behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the bullying behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in bullying behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided in the handbook or as provided by the rules and regulations of the school. The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian.

If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

A student with established "Bullying Behavior" means a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons that justify student suspension or expulsion, as identified in the Student and Family Handbook; under circumstances identified by school administration as meeting the definition of bullying; connected to behaviors that occurred

at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle; and involving behavior that is initiated, willful, and overt on the part of the student then he or she is subject to expulsion for bullying behavior.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or § 504 Plan. Expulsion proceedings may be initiated for bullying behavior in accordance with the procedures set forth in Academy policy, only if a determination has been made by the student's IEP or § 504 team that the bullying behavior is not a manifestation of the student's disability.

Cellular Phone & Personal Electronic Devices:

In general, we ask that personal electronic devices are not heard or seen in instructional spaces. With the exception of headphones being used for instructional purposes and as directed by the teacher, individual electronic devices should be in the "off" or "silent" position at all times in the learning environment. We also ask that these devices be stored out of sight.

Electronic devices may be used at designated times and locations. At the middle school level, these spaces and times include lunch, recess, passing periods, before and after school. Although permitted to be used, students are responsible for ensuring that devices are not used in a manner that is unsafe, illegal, or disruptive to the school environment.

We ask that students do not use their personal electronic devices for the following:

- Capturing video or audio recording without the community member's permission
- Capturing photos without the community member's permission
- Cheating or academic dishonesty

If it is determined that a student's personal electronic device has created a disruption to the school or learning environment, we will work with the student and family to create a plan that minimizes future disruptions.

Students choosing to bring a personal electronic device shall be personally and solely responsible for the security. The Academy shall not assume responsibility for theft, loss, or damage of any such device and will not be responsible for the investigation of such incidents.

Student ID Badges:

Unlike Elementary, high school students do not have to wear a uniform. The Academy's staff relies on students wearing their ID to quickly demonstrate they are a member of the middle school community. Because we share a building with multiple divisions, we ask that students are wearing and/or in possession of their ID each and every day. Being in possession of the ID means that the student can quickly show their ID when asked by a member of the staff (in their pocket and/or attached to their backpack).

If a high school student is not wearing or in possession of their ID, we ask that they go to the high school office to check out a loaner ID for the day. If a pattern of not wearing/being in possession of a student ID develops, we will charge the student's account \$5 for a new, replacement ID. If a student misplaces a loaner ID, we will charge the student's account \$5 for a replacement. High school staff members will work with students and their families to ensure that each student is wearing or in possession of their student ID daily.

Safe2Tell:

Safe2Tell provides students in all Colorado schools with an increased ability and opportunity to prevent and report violence and other inappropriate activities by making anonymous calls to 1-877-542-SAFE (7233). The proactive and anonymous features of the program and hotline are critical. Safe2Tell provides the means for children and youth to take a stand, without fear of retribution, and empowers them to make a difference! To anonymously report a school safety concern, [click here](#) to be redirected to the Safe2Tell website. If you have a smartphone, the Safe2Tell app is available for free for Android and iOS.

Lockers:

Students are reminded that there is to be only ONE student to a locker. It is the responsibility of each student to keep lockers clean inside and out. Any student defacing lockers (writing, banging, or tampering) will be expected to compensate the school for the damage done. Students will be assigned a locker when they turn in their emergency card with proper signatures and have paid any outstanding fees. Students, DO NOT give your combination to anyone.

Student Parking:

All students will park in the east/backlot, and staff and visitors will park in the west/front lot from the hours of 6:45am to 3:45pm. Our goal is to provide space for our students to park on school property and not in the adjoining neighborhood, thereby promoting safety

and a positive relationship with our neighbors. All students' vehicles parked on campus must be registered through the school and have a parking permit. There is NO COST for the parking permit. You must provide information about your vehicle, copies of the vehicle registration, current proof of insurance, and driver license with all information complete and accurate. After completion, you will receive an email when your permit is available to pick up. In the first row of parking, there are reserved spaces marked with signs. Students, unless assigned, may not park in these spaces. The numbered dirt spots on the south of the lot are reserved parking for staff, coaches, and vendors. Students will park in the east/back parking lot in any paved and numbered spot that is not marked reserved. The west/front lot is reserved for staff and visitors. At 3:45pm each day, the parking lot is open for event parking.

When there is a reason to believe that the safety of students is threatened or there is a reasonable belief that the vehicle contains a violation of law, the administration reserves the right to search any vehicle without warning and to seize items in violation of student policy and State law. The Academy assumes no liability for damage to or theft from vehicles parked on school grounds. Parking is a privilege and can be revoked for any of the following violations or any violations listed on the parking permit contract that was signed when you obtained your permit:

In order to have safe and secure parking lot conditions, please observe the following:

- Obey the 15 mph speed limit.
- Drive and park in designated areas only.
- Lock all vehicle doors to secure your belongings.

Students who forge parking passes and/or fail to obey parking rules and expectations may be suspended from school and will lose their parking privileges. Cars may be booted or towed when parked in unauthorized areas. Any illegal driving behaviors will be reported to the police and may be issued a ticket. Likewise, students driving in ways determined to be unsafe will lose parking privileges for a period of time determined by AHS administration. For driving/parking violations, students will receive a warning for the first violation of any kind. Thereafter, violations will result in tickets of \$5 for the second violation, \$10 for the third and all subsequent violations during any calendar school year. Outstanding, unpaid parking violation fines will be added to your end of year student fees, if not paid when issued. If persistent violations occur, parking permits may be revoked for the remainder of the year. In addition, students could face disciplinary consequences and be issued a ticket by the Westminster Police Department.

Tobacco-Free School, Alcohol, Firearms, and Explosives:

The Academy does not allow alcohol, tobacco, firearms, explosives, or any derivative thereof, to be on campus, in a school vehicle, parking lots, or sites leased by the school at any time. Firearms and explosives are in the realm of mandatory expulsion.

Suspension & Expulsion:

If the Principal or his/her designee determines that suspension is warranted, they may suspend the student for a period not to exceed five (5) days for Class Two, or Three offenses inclusive, or for a period not to exceed ten (10) school days for Class One offenses. The duration of the suspension shall, subject to The Academy Board Policies and regulations, be within the discretion of the Principal or their designee. The suspension may be for punitive purposes and/or for the purpose of further investigation or consideration. The first day of suspension time shall be the first school day following the conference.

If it is determined that a suspension is warranted, reasonable efforts shall be made immediately to notify a parent/guardian of the student involved of the circumstances surrounding the suspension. The parent, guardian, or legal custodian and the school shall confer as to the best way to transfer custody of the student to the parent/guardian. Once such determination has been made and the Principal/designee can accomplish such transfer, the suspended student shall be required to leave the school building and the school grounds immediately. The pupil shall not be readmitted to school until a meeting between the parent, guardian, or legal custodian and the Principal/designee has taken place. The Principal/designee shall make every reasonable effort to meet as indicated but, if the parent/guardian cannot be contacted, or the parent, /guardian repeatedly fails to appear for scheduled meetings, the Principal/designee may readmit the pupil.

The student shall have an opportunity to make up schoolwork during the period of suspension. The integrity of a test or other assessment shall not be jeopardized. In assisting students with make-up work, every effort will be made to provide a student, who seeks out the opportunity from the teacher(s), with school work equivalent to that missed with regard to instructional goals and objectives, and anticipated time on task, but with due regard to minimizing the burden on the teacher. For a suspension in a school year, for any violation of school policy, procedures, rules or regulations, a student may have the opportunity to receive full credit for work made up, if the school work is the equivalent of that missed, and is accomplished within the time provided. Reductions from credit given may be based on the quality of the work submitted and any delay beyond the acceptable time period.

Extensions of Suspension: Delegation of Authority - The Academy Board delegates to the Principal or designee the authority to suspend a student for additional periods of time, consistent with law and due process, as set forth below.

Initial Extension of Suspension: The Principal or designee may extend the suspension imposed by the Principal designee up to ten (10) additional school days on grounds specified in this procedure, or others which may be provided by law. Pursuant to the procedural requirements set forth below, or the designee may extend the suspension so that such combined periods of suspension by the Principal/designee do not exceed twenty-five (25) days. If it is determined that an extension of suspension is warranted, the student's parent/guardian shall be notified of the circumstances surrounding the extended suspension.

Supplemental Extension for Students with Disabilities: When the subject of a disciplinary action is a student with disabilities as referenced in federal law, and a suspension in excess of ten (10) consecutive days is contemplated, or would be a suspension in a series of suspensions, that, together, equal more than ten (10) days, the school shall institute the following procedures:

1. As soon as a suspension in excess of ten (10) days is contemplated, the Principal or designee will notify the student's parents of the issue and of all applicable procedural rights.
2. A staffing committee, the composition of which must include, but is not limited to, the minimum committee members required by federal statute or regulation or state board regulation, shall meet to determine if the behavior for which disciplinary action is contemplated is related to the student's disability(ies). The review shall be conducted and resolved in accordance with 34 C.F.R. 300.523 (Individuals With Disabilities Education Act of 1997 Regulations).
3. If the staffing committee determines that the behavior for which disciplinary action is contemplated is related to the student's disability(ies), the student shall be removed from the classroom and placed in an appropriate alternative setting for a period that, together with the initial suspension, does not exceed ten (10) school days.
 - In appropriate circumstances, as determined in accordance with the Individuals with Disabilities Education Act of 1997, the placement in an appropriate alternative setting may be extended to forty-five (45) days.
 - During such period, a fully composed staffing committee shall meet to review/check the student's Individualized Education Program (IEP) to determine what modifications, if any, should be made in response to the

student's behavior. Such staffing shall be preceded as necessary by additional evaluations of the student.

4. If the staffing committee determines that the behavior for which disciplinary action is contemplated is not related to the student's disability(ies), the Principal or designee may proceed as indicated pursuant Expulsion and Supplemental Extension of Suspension. If the staffing committee determines that the behavior is so related, the Principal or designee shall be consulted as to necessary procedures. However, any additional periods of exclusion from school that may be imposed, shall not include complete denial of services or deprivation of a Free Appropriate Public Education (FAPE) for a student with disabilities staffed into special education pursuant to the Individuals with Disabilities Education Act of 1997.

Expulsion & Supplemental Extension of Suspension; Denial of Admission: Delegation of Authority - The Charter School Institute's Board of Education delegates to The Academy Board or its designee the authority, in accordance with C.R.S. 22-33-105, to extend suspensions, to expel for any period not extending beyond one year, and to deny admission to any child who is not qualified for admission or continued attendance at the public schools of the District, in accordance with the limitations imposed by state law. The designee shall report to The Academy Board on such actions as required by law.

Procedure for Expulsion or Supplemental Extension of Suspension: Prior to any contemplated expulsion or supplemental extension of suspension of any student, the following procedure, as well as those procedures set forth in relevant policies cited at the conclusion of this policy, shall be followed.

General Notice: The Principal or their designee shall cause written notice of such proposed action to be delivered to the student and their parent/guardian a reasonable time prior to the date of contemplated action. Such delivery may be in person or by registered U.S. mail and shall be deemed to be completed when handed to the addressee or the notice is deposited in the U.S. mail addressed to the last known address of the student or their parent or guardian.

Contents of Notice: The notice shall contain the following basic information:

- A statement of the allegations leading to the contemplated denial of admission or expulsions;
- A statement of the nature of the evidence supporting the charges;
- A statement offering the parent, guardian or legal custodian a hearing on the question of expulsion or supplemental extension of suspension;

- A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent, guardian, legal custodian and/or an attorney; and,
- A statement that failure to participate in such hearing constitutes waiver of further rights in the matter.

Hearing: The hearing shall be conducted by The Academy's CEO. The hearing shall be closed except to participants and witnesses unless the student and parents request an open hearing. Testimony and information shall be presented; however, technical rules of evidence shall not be applicable, and the CEO may consider and give appropriate weight to such information or evidence as it deems appropriate. The student or their representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript shall be at the expense of the party requesting the same. The CEO may retire to closed session to review and consider the evidence.

The CEO shall render a written opinion within five (5) days after the hearing. If the CEO is unable to reach a decision, then the decision that is subject to appeal will be affirmed. All decisions rendered must be submitted in writing to the appropriate personnel, student and parent or guardian.

The CEO shall advise The Academy Board of the circumstances, the action taken, and the reasons for the action taken, with respect to each hearing.

Waiver of Conditions: By mutual agreement between the CEO and the student or his/her representative, time limits and other conditions of this procedure may be waived.

Right to Appeal: An appeal may be taken from the decision of the CEO to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

Miscellaneous: Students who are suspended or expelled are prohibited from attending any school activity, as well as from being on the school campus or property, without the

express approval of school administration. Failure to abide by this restriction shall be considered defiance of authority and may also result in a referral to law enforcement.

When a pupil is expelled by a school/district for the remainder of the year, the parent/guardian is responsible for seeing that the compulsory school attendance statute is complied with during the period of expulsion from The Academy. A student or the student's parent/guardian may request that The Academy provide educational services to the student who has been expelled. Appropriate educational services may be determined by The Academy.

Discipline Appeal Process:

Disciplinary decisions made by an administrator that do not result in a suspension are final.

Right to Appeal Suspension: Suspensions shall be served as assigned by an administrator. An appeal by a parent for the purpose of clearing a student's disciplinary record may be made in writing to the level principal ten (10) business days after the assignment of the suspension. The appeal for a review of a suspension by a student/parent will review whether:

- The student committed the alleged infraction; and
- Did The Academy staff follow applicable procedures?

In the event the response of the principal is not satisfactory to the student/parent, the parent may appeal in writing to the CEO ten (10) business days after receiving the response from the school level principal. The CEO shall respond to the parent within ten (10) business days. In the event the response of the CEO is not satisfactory to the student/parent, the parent may appeal in writing to the Board of Directors within ten (10) business days after receiving the response of the CEO. The Board of Directors shall respond to the Parent in a timely fashion. The decision of The Academy Board shall be final.

Right to Appeal Expulsion: An appeal may be taken from the decision of the CEO to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

BEHAVIOR SUPPORTS

Multi-Tiered Systems of Support:

The Academy Middle School has a team that is focused on the behavioral and social-emotional needs of all students. This team consists of teachers, administration, mental health providers, and counselors.

DRESS CODE

The Dress Code creates opportunities for individual expression given that students follow some basic universal requirements. It creates an environment where everyone can feel comfortable by disallowing hateful or intolerant dress and removing unnecessary and potentially harmful enforcement. Students will be prepared to enter into the broader world with an understanding and acceptance of different people.

Values:

- The dress code is implemented consistently, to ensure equal treatment for all students.
- Staff and other students allow for expression while maintaining dress code standards.
- The dress code is clear so that it is enforced consistently between various staff members or students.
- Students are able to wear clothing that they are comfortable with, as long as it meets the basic requirements.

General Guidelines:

There are some pieces of clothing that are required for the student body.

- Shirts, bottoms, and shoes that meet these standards are a requirement at all times.
- Shirts that have fabric in the front going down to at least the top of the belly button, back, and connect under the arms.
- Buttocks must be fully covered with opaque fabric no shorter than the upper thigh.
- Shoes of any variety. There may be cases where shoes can be removed for a specific activity, but they must be put back on as soon as the activity is done.
- Private areas of the body must be covered with opaque fabric.
- Undergarments must be covered with exceptions of bra straps and waistbands.
- Facial features including the eyes, nose, mouth, and surrounding area must always be visible and displayed in a way that does not make a student unidentifiable.
- Certain classes and activities may require specific attire.

Students May Wear:

We find it important that some items are specifically allowed. This list is not exhaustive and as long as students comply with the General Guidelines their attire is acceptable.

- Shirts including spaghetti straps, strapless tops, tank tops, halter tops, and muscle shirts that meet the basic requirements.
- Bottoms include holes in jeans and opaque leggings.
- Religious or cultural headwear and accessories are accepted.
- Makeup, tattoos, dyed hair.
- Earrings, nose rings, navel rings, and any other jewelry or piercings.
- Bandanas, bows, or other hair accessories.

Students Cannot Wear:

- Clothing featuring hate speech targeting race, ethnicity, gender, sexual orientation, religious affiliation, health conditions, or other protected groups.
- Violent images or language.
- Attire containing profanity.
- Items that clearly promote any illegal activity.
- Items that promote the use of drugs or alcohol.
- Attire that is pornographic or contains nudity.
- Hats, hoodies with hoods up, or beanies with exceptions for religious, cultural, or medical reasons.



The Academy 2022-2023 Student Fees



All carry-over fees, Start of Year (SOY) must be cleared /paid prior to check-in for the 2021-2022 school year.

ALL students will be charged the following fees for expendable supplies and materials. Fees for expendable supplies and materials shall be used for the actual cost of providing materials to the student. These fees shall be waived for those students and families who have been approved for Free or Reduced lunch. Applications for Free and Reduced lunch are available on our website under "ApplyforLunch.com"

Expendable supplies and materials as outlined in the Student Handbook

TYPE	ITEM	FEE
Kinder to 4th Grade Total \$192	Basic Expendable Supplies & Materials	\$145 / Student
	Field Trips/Must sign permission slip	\$47 / Student
5th Grade Total \$227	Basic Expendable Supplies & Materials	\$145 / Student
	Music 5th Grade	\$15 / Student
	5th Field Trip (\$47) and End of Year Celebration (\$20)	\$67 / Student
6th Grade \$165 with Outdoor Ed \$415	Basic Expendable Supplies & Materials	\$145 / Student
	Field Trip	\$20 / Student
	Outdoor Ed	\$250 / Student
	*Outdoor Ed (Chaperone)	\$150 / Chaperone
7th Grade \$190	Basic Expendable Supplies & Materials	\$145 / Student
	Locker	\$5 / student
	Class Fee (Carried forward each year)	\$20 / student
	7th Field Trip	\$20 / Student
8th Grade \$220 with Outdoor Ed \$370	Basic Expendable Supplies & Materials	\$145 / Student
	Locker	\$5 / student
	Class Fee (Carried forward each year)	\$20 / student
	8th Outdoor Ed - Camp Shady Brook	\$150 / Student
	*Outdoor Ed (Chaperone)	\$100 / Chaperone
	8th Field Trip (\$20) and End of Year Celebration (\$30)	\$50 / Student
Student course fees will be added in October and January after the semester commences		
9th Grade Total \$145	Basic Expendable Supplies & Materials	\$100 / Student
	Class Fee (Carried forward each year)	\$20 / student
	Locker	\$5 / student
	Class Trip to the Zoo	\$20 / student
10th - 11th Grade Total \$125	Basic Expendable Supplies & Materials	\$100 / student
	Class Fee (Carried forward each year)	\$20 / student
	Locker	\$5 / student
12th Grade Total \$175 W/O Locker \$170	Basic Expendable Supplies & Materials	\$100 / student
	Class Fee (Carried forward each year)	\$20 / student
	Graduation	\$50 / student
	Locker	\$5 / student
All Expendable Supplies and Materials must be paid in order to participate in Athletics		
Athletics	Junior High	\$125 / per sport
	High School	\$150 / per sport
SOY	Start of Year Balance	Carryover from FY22



The Academy

2022 - 2023 SCHOOL YEAR CALENDAR

Check In: K-12 Student Check In (does not apply to PreK)

Online Check In Begins Monday, July 18
pay fees and receive your schedule

Jul-2022						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

Aug-2022						
S	M	Tu	W	Th	F	S
	1	NT	3	4	5	6
7	AT	9	10	11	12	13
14	15	16	FS	FA	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sep-2022						
S	M	Tu	W	Th	F	S
				1	PD	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	PD	24
25	26	27	28	29	30	

Oct-2022						
S	M	Tu	W	Th	F	S
						1
2	3	P	P	H	H	8
9	10	11	12	13	14	15
16	17	18	19	20	PD	22
23	24	25	26	27	28	29
30	31					

Nov-2022						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	PD	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	28	29	30			

Dec-2022						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	S1	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

After School Program
Open August 18, 2022

After School Program
Closed May 24, 2023

First Day of School for Students - See Specifics Below

- Mon, Aug 8 First day of School for PreK
- Wed, Aug 17 First Day of School - 6th (am), 9th (pm), and
FS New to The Academy 7th and 10th
Elementary - 3rd graders only (am)
- Thurs, Aug 18 FA First Day of School - ALL students K-12
- Thurs - Mon, Aug 18 - 22 All Kinder students 1/2 day

Holidays & Non-Student Days

- Fri, Sept 2 PD Professional Development
- Mon, Sept 5 H Labor Day
- Fri, Sept 23 PD Professional Development
- Thurs & Fri, Oct 6 & 7 H Fall Break
- Fri, Oct 21 PD Professional Development
- Fri, Nov 11 PD Professional Development
- Mon - Fri, Nov 21 - 25 H Thanksgiving Break
- Fri, Dec 16 1/2 day of school for all student
- Mon, Dec 19 - Mon, Jan 2 H Winter Break
- Mon, Jan 2 PD Professional Development
- Mon, Jan 16 H Martin Luther King Day
- Fri, Jan 20 PD Professional Development
- Fri, Feb 10 PD Professional Development
- Thurs & Fri, Feb 16 & 17 H Mid-Winter Break
- Mon, Feb 20 H President's Day
- Fri, Mar 10 PD Professional Development
- Mon - Fri, Mar 20-24 H Spring Break
- Fri, Apr 7 PD Professional Development
- Fri, Apr 28 PD Professional Development
- Thurs, May 25 1/2 day of school for all students

Semesters

- Fri, Dec 16 S1 Semester End - K-12 (76 Days) 1/2 day of school
- Thurs, May 25 S2 Semester End - K-12 (89 Days) 1/2 day of school

Additional Dates to Note

- Tues, Aug 2 NT New Teachers Begin
- Mon, Aug 8 AT All Teachers Return
- Fri, Aug 19 Welcome Back Celebration
- Tues - Fri, Sept 20-23 Outdoor Ed (6th grade)
- TBD Homecoming
- Tues & Wed, Oct 4 & 5 P Parent-Teacher Conferences
- TBD PSAT
- Thurs, Oct 20 Trunk or Treat
- Fri, Feb 3 Valentine's Day Dance
- Tues & Wed, Feb 14 & 15 P Parent-Teacher Conferences
- TBD SAT Test
- Fri, Apr 28 Prom
- TBD AP Testing

Last Day of School - End of Semester 2

- Thurs, May 18 Last day for Seniors
- Wed, May 24 Last day for PreK - 1/2 day of school
- Wed, May 24 Last day for 5th & 8th grades - full day of school
- Thurs, May 25 Last Day of School - 1/2 day of school

Year-End Celebrations and Ceremonies

- Thurs, May 18 Bridging Ceremony
- Sat, May 20 High School Graduation
- Wed, May 24 5th Grade Celebration
- Wed, May 24 8th Grade Celebration
- Thurs, May 25 Classroom Celebrations for Remaining Grades

Jan-2023						
S	M	Tu	W	Th	F	S
1	PD	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	PD	21
22	23	24	25	26	27	28
29	30	31				

Feb-2023						
S	M	Tu	W	Th	F	S
				1	2	3
5	6	7	8	9	PD	11
12	13	P	P	H	H	18
19	H	21	22	23	24	25
26	27	28				

Mar-2023						
S	M	Tu	W	Th	F	S
				1	2	3
5	6	7	8	9	PD	11
12	13	14	15	16	17	18
19	H	H	H	H	H	25
26	27	28	29	30	31	

Apr-2023						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	PD	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	PD	29
30						

May-2023						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	S2	AT	27
28	29	30	31			

Jun-2023						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Approved: 3/28/2022
Revised: 7/26/2022

Non-Student Day