

THE ACADEMY



HIGH SCHOOL
Student Handbook

2023 - 2024

Academic Overview:

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

High School Core Academic 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 and Digital Arts

The Academy's High School visual arts program offers courses in art foundations, drawing and painting, mixed media, ceramics, and digital photography, animation, graphic design, and yearbook.

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.

Blended Honors Guidelines

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.

Academic Honors (Honor Roll)

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.

Grading

Grades & Weighting

Grading is weighted according to the following categories:

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

Performance based courses

- 50% classwork/homework/participation (Process)
- 50% assessments (Product)

Late Work Policy

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 students with accommodations 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.

Reteach/Relearn/Reassess Policy

The Academy Reteach/Relearn/Reassess Policy is intended to be consistent with the following guidelines:

- Reassessment reflects efforts of relearning and reteaching that occur prior to any reassessment.
 - In order to be eligible for a reassessment, students must attempt the assessment during the designated time. Students **MAY NOT** opt out of a test/exam/quiz because they are not ready to take it at a later date. They must attempt the assessment during the designated time unless they have an excused absence.
- Students may receive a maximum of 80% on a unit assessment retake if taken within one week.
 - Students showing mastery on a standard or topic later in the year (through spiraling content on assessments) may have a previous assessment score adjusted or removed at teacher discretion.
- Reassessment efforts may be limited to specific areas of content and/or standard(s) and need not utilize the same format as the original assessment.
- Reassessment grades modify or replace original grades to reflect current levels of proficiency.
- Reassessment criteria can be found in an individual teacher's syllabus and will be made available to all students.
- Students are expected to achieve proficiency in the Colorado State standards.
- IEPs and 504's will be utilized by staff to direct educational and grading decisions.
- The highest grade achieved on the assessment will be recorded in Power School and no averaging with previous assessments will be used.

- Teacher discretion may be used regarding retakes in the case of a student requesting multiple retakes over the course of a unit or semester and must be approved by the Department Head or Administration.

Academic Honor Code:

Integrity and honor are central to The Academy's mission of preparing students to become college ready, exemplary citizens through academic mastery and personal empowerment. As community members of The Academy, faculty and students accept the responsibility to maintain the highest standards of intellectual honest and ethical conduct in completing all forms of academic work. Since assignments, exams, and other classwork are measures of student performance, honesty is required to ensure accurate measurement of student learning.

In order to uphold academic honesty and integrity, students will abide by the following policy

1. Students will not misrepresent their work by handing in the work of someone else
 - a. Plagiarizing: unacknowledged use of information, ideas, or phrasing of others. This includes copying exact words of another writer without proper documentation of source, stealing or passing off words, graphics, and artwork that is not one's own.
 - b. purchasing a paper from a service or other sources
 - c. reproducing another person's paper and submitting it as one's own
 - d. having someone else take an exam
 - e. inventing information or citation in an academic exercise and misquoting or quoting out of context.
 - f. submitting a reproduction of another person's work
 - g. signing of another's name to an official document and/or submission of information known to be false
 - h. using AI generated text
2. Students will no submit information that is obtained dishonestly
 - a. copying homework
 - b. working with another student on work that is intended to be done independently
 - c. downloading and submitting term papers (or other documents) from online resources
 - d. sharing answers through data storage devices
 - e. using cell phones or PDA devices to take electronic pictures of exams
 - f. text messaging answers of academic work
 - g. stealing materials from teachers or classmates
3. Students will not give or sell their work to another person
 - a. giving work to another student to be copied
 - b. giving someone answers to an exam during an exam
 - c. discussing an assessment with students who have not yet been assessed on the material
 - d. giving or selling a written assignment to another student

Protocol: consequences will depend on the severity and impact of the violation. In some cases, consequences may not follow the sequence outlined below.

First offense: the student may receive a failing grade on the assignment at the teacher's discretion. The teacher will notify the parents of the violation. The teacher will record an honor code violation in the powerschool gradebook and submit a discipline referral describing the violation to administration.

Second offense: the student will receive a zero on the assignment. The teacher will notify the parents of the violation. The teacher will record an honor code violation in the powerschool gradebook and submit a

discipline referral describing the violation to administration. The assigned administrator will review the discipline referral and consequences will be assigned.

Third offense: the student will receive a zero on the assignment. The teacher will notify the parents of the violation. The teacher will record an honor code violation in the powerschool gradebook and submit a discipline referral describing the violation to administration. The assigned administrator will suspend the student in accordance with Academy policy. Parent conference will be held prior to the student returning to class.

Possible consequences to infractions may include:

- parent/guardian conference with teacher(s) and/or administration
- an academic behavioral plan to be signed and agreed upon by student and parent
- a failing grade for the assignment
- redo the assignment within a given period of time
- suspension
- suspension of internet access
- suspension of network privileges
- a failing grade for the class
- ineligibility for groups/activities
- ineligibility for Academy National Honor Society
- community service
- restorative justice.

Athletic Eligibility

If students have an F in a weekly grading period, he/she will be ineligible to play in any scheduled athletic games for the following week. Please look to the [Athletic Handbook](#) for more information

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.

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.
6. Credit recovery courses must be completed by the end of the academic term (fall, spring, or summer).

School Day

Daily Student Schedule:

Period	Start	End
0	7:10 am	8:00 am
1	8:05 am	8:55 am
2	9:00 am	9:50 am
3	9:55 am	10:45 am
4	10:50 am	11:40 am
5a	11:45 am	12:35 pm
5b Lunch (9-12)	12:40 pm	1:07 pm
5c Recess & Academic Office Hours	1:12 pm	1:40 pm
6	1:45 pm	2:35 pm
7	2:40 pm	3:30 pm

Assembly Schedule: TBD

Period	Start	End
0	7:10 am	8:00 am
1	8:05 am	8:48 am
2	8:53 am	9:36 am
3	9:41 am	10:23 am
4	10:28 am	11:12 am
Assembly	11:17 am	12:12 pm
5	12:17 pm	1:02 pm
5b LUNCH FOR ALL No Office Hours	1:07 pm	1:55pm
6	2:00 pm	2:43 pm
7	2:48 pm	3:30 pm

Weather Delayed Late Start Schedule: Delayed starts typically are called because of weather conditions. This schedule could change depending on what the conditions are, please look to your email and social media outlets for updated information.

Period	Start	End
1	9:30 am	10:10 am
2	10:15 am	10:55 am
3	11:00 am	11:40 am
4	11:45 am	12:25 pm
5b LUNCH FOR ALL No Office Hours	12:30 pm	1:15 pm
5a	1:20 pm	2:00 pm
6	2:05 pm	2:45 pm
7	2:50 pm	3:30 pm

Morning Entry Procedures:

Cafeteria doors open for breakfast at 7:15 am. Students arriving for breakfast should be dropped off on the secondary (east) side of the building, enter through the south cafeteria doors (door 15), and stay in the cafeteria until 7:45. Students should not be dropped off before 7:15 am. No supervision will be present before this time.

7:00 - Doors open for 0 hour students

7:15 - Breakfast

- High school students may sit in the Bistro if they are actively eating breakfast. All other HS students must wait outside.
- Students are not allowed to wander the halls.

7:45 - All students may enter through the Bistro doors.

8:00 - First Bell - Class begins.

8:05 - Tardy Bell

Off Periods:

Are generally available to 11th and 12th graders. If a student is scheduled for an off period they must be off campus during this time. Off periods are generally scheduled at the beginning and end of day.

Modified Closed Campus:

The Academy High School is a modified closed campus school. This means that 9th and 10th-grade students must stay on the campus and attend all scheduled classes every day. Students must refrain from crossing 120th ave on foot or walking through the Bradburn neighborhood to access local restaurants or stores. If students choose to depart campus without permission, school consequences may be implemented.

Juniors and seniors are eligible for off-campus privileges, the student may leave campus when he/she is not assigned to a class or during lunch. Students are expected to carry their student ID at all times. It is the student's responsibility to keep track of their time and responsibilities. Students who abuse the privilege will have them revoked and a plan will be put in place to support the student's choice and time management.

Lunch

The Academy High School will operate on a "lunch for all" schedule, giving students a longer time to eat and socialize. Studies have shown that longer school lunch periods are associated with increased student consumption of healthy food choices such as more fruits, vegetables and less plate waste. Additionally, there is a direct correlation between a healthy diet and a student's ability to learn and thrive.

The lunch period is one hour long, but with the second half of the lunch period dedicated to optional time for students and teachers to connect. Teachers will host academic office hours - during this time students may access teachers for additional academic support, test make up, or tutoring.

Bistro**Bistro Rules**

1. All students in the Bistro must sign-in at the Bistro desk.
2. Only High School students are allowed in the Bistro during their off periods- all other students MUST have a pass and work quietly.

3. The Bistro is a cell phone friendly zone- if you are watching videos or listening to music you MUST have headphones or earbuds.
4. Language MUST be school appropriate at ALL TIMES!
5. Classes are always in session, so noise levels need to be at a respectable volume.
6. Keep your belongings close to you, there are other people who want to be here too.
7. Respect your school and clean up after yourself!
8. If you move any tables and chairs then you are responsible for putting them back where they belong.
9. Be respectful of others studying in the Bistro and don't interrupt them. LET THEM WORK!
10. If you "forget" something in your car then you must turn in your cell phone to the Bistro desk to quickly go get it. If "forgetting" becomes a habit then you will need to get approval from an Administrator to go.
11. If you are a TA, the Bistro is NOT for you to be in daily, unless you are the Bistro TA. You must be with the teacher you are assigned to.
12. You MUST be wearing your current year student ID in order to be in the Bistro. A temporary ID sticker will not allow you access to stay in the Bistro.
13. DO NOT text your friends to meet you in the Bistro. It is not meant to gather during class.
14. The Bistro is a privilege, if you have a "D" and/or "F" in any class, you need to stay in all your classes.

FAILURE TO FOLLOW THE RULES WILL RESULT IN LOSS OF PRIVILEGES.

Student Services

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.

[Resources for Students](#)

[Resources for Parents](#)

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.

High School Graduation Requirements

4 credits in English and Math

2 credits in World Language

1 credit in PE (.5 Health, .5 PE class/sport)

7 academic/general electives

Total of 24 credits

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.

The Academy is committed to ensuring that every student succeeds after high school –no matter which college or career pathway he/she chooses. Beginning with the Class of 2021, in order for students to graduate high school and receive a diploma, they must meet both The Academy’s credit requirements **and** demonstrate their competence in English and Mathematics, as required by Colorado’s new graduation guidelines.

Students will demonstrate competence in English and Math. Students will complete at least one of the following measures in English and Math, as well as meet or exceed the corresponding cut score or criteria to demonstrate college and career readiness.

*See course description book for more specific details.

Counselors work with students to figure out what graduation pathway is the best fit. Starting with the class of 2021, the Colorado Department of Education (CDE) has asked that students demonstrate competency in English and Math upon graduating from high school. Students must select a graduation option from the [CDE Menu of College and Career-Ready Demonstrations](#). Please see the link below for a list of the options.

Graduation Requirements for the Class of 2021 & Beyond	
Standard	Scholar
English	
4	4
Math	
4	4
Science	
3*	4
Social Studies	
3*	4
World Language	
2	3
Physical Education	
1	1
Academic Electives	
2	2
General Electives	
5	2

Testing Based Assessments:	
English	Math
SAT	
470	500
ACT	
18	19
Advanced Placement (AP)	
2	2
Accuplacer	
241 on Reading OR 236 on Writing	255 on Arithmetic OR 230 on Quantitative Reasoning, Algebra, and Statistics
ACT WorkKeys	
3 Bronze level	3 Bronze level
ASVAB	
31	31
International Baccalaureate (IB)	
4	4
Performance Based Assessments:	
Capstone	
Concurrent Enrollment	
Industry Certificate	

Class Load Requirements

In order for students to be considered a full-time student, they must be enrolled in a minimum of 5 courses each semester. All courses count toward full-time status (including Front Range Community College courses) with the exception of Open Period. Please note that some courses are worth less than 0.5 credit, so it is important for students to ensure they are taking the appropriate number of credits each semester to be eligible to participate in extracurricular activities (sports, music, theater).

PWR DEN (Post-Secondary Workforce Readiness Den):

The Academy PWR DEN (Post-Secondary Workforce Readiness Den) is adjacent to the Counseling Office. It is the hub of college and career planning for students. The PWR DEN is designed to provide students and parents with materials and information regarding future options for students. Representatives from colleges, businesses, technical schools, armed services, and other organizations are available to consult with students

throughout the year. This space is also available for Concurrent Enrollment (CE) students to find support for their CE courses and work-study and student interns to meet with their advisors.

The Academy Academic Supports

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 support (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.

Teacher office hours: All teachers need to have three days a week that they designate as office hours – this should be scheduled during the first or second half of the lunch hour. Students can access teachers during this time for test or assignment completion/make-up, academic support and tutoring, etc. Please make this clear to students and written in your syllabus.

Study Halls: 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.

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.

Academic Support - The Summit The Academy's high school educational support center is located in The Summit. Students can come to the Summit to get help from the math tutor, Math Lab, or Writing Center. To enter the Summit, students must have an assigned class period in the Summit or a pass to the math tutor, Math Lab, Writing Center, ELL teacher, or workforce learning team. Students can sign up on their own or be referred by a teacher.

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 honors pathways, 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.

Resource classes: Academic Support Classes are specific for students that are supported via an Individual Education Plan (IEP). The AHS Resource model is an intervention based program that is specifically aimed at a student's area of disability and their associated academic goals. In the capacity, we offer support based upon a student's needs in their IEP (Reading/Writing, Math, Executive Functioning).

Section 504: Section 504 is a federal law under the Civil Rights Act designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. Students that have a disability that impacts their access to general education may be eligible for accommodations through a 504 plan.

Student Conduct

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 responses
- Achieve resolutions

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 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.

Administrative procedures shall ensure that each student, including students with disabilities as defined by law, faced with suspension, expulsion or denial of admission shall be afforded due process, in accordance with applicable law.

Expectations for Students

Our main objective at The Academy is to help students become successful contributors to society. We expect students to do their best academically and socially and use The Academy's Six Core Principles as guideposts for behaviors.

INTEGRITY : RESPECT : RESPONSIBILITY : COURAGE : KINDNESS : SELF-CONTROL

What it takes to be a Wildcat - CITIZENSHIP through BEHAVIORS at The Academy

- At The Academy we respect peers, regardless of race, creed, color, marital status, ethnicity, gender, sexual orientation, age, disability or religion.
- At The Academy we use language, which does NOT include language that has profanity or is racist and or ethnically inappropriate or offensive, and/or sexually inappropriate/sexist remarks.
- At The Academy we confine food and beverages in open containers to the lunchroom, designated areas, or outside -- let's keep it clean please.
- At The Academy we participate positively in class by being on time, prepared, engaged and respectful, and by turning off all electronic devices in classes and academic areas and placing them in the identified areas.
- At The Academy we avoid inappropriate displays of affection in public.
- At The Academy we avoid running and/or shouting in the hallways and we move through the hallways in a way that does not cause blocking the way for others.
- At The Academy we keep recreational equipment outside of the school building; examples would be hacky sacks, skateboards, skates, scooters, and other sports equipment.
- At The Academy we cooperate with school personnel by doing what is asked.
- At The Academy we do not participate in activities such as hazing, initiation, or any type of bullying.

Unacceptable Student Behavior

The Academy considers the offenses stated below as unacceptable behaviors. Student misconduct on any school property is subject to the enforcement of The Academy's policy. "School property" means all property owned, leased, rented or otherwise used or contracted for by a school including but not limited to the following:

- A. All indoor facilities and interior portions of any building or other structure used for students for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as for administration, support services, maintenance or storage.
- B. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
- C. All vehicles used by the district for transporting students, staff, visitors or other persons.

D. At a school sanctioned activity or event held off campus.

The consequences for students who are found to be engaging in the activities listed below can take a variety of forms. At AHS, consequences for unacceptable student conduct may include, but is not limited to the following: *verbal/written warning, detention, academic penalty when appropriate, suspension (in school, out of school, or from program/activity), payment of restitution, community service, mediation, Restorative Justice, Saturday School, alternative to suspension program (referral), police involvement and referral, legal action, and/or recommendation for expulsion.*

Unacceptable student behavior (including, but not limited to):

- Student use, possession, distribution or sale of alcohol or illicit drugs and the abuse or possession of other drugs including anabolic steroids or drug paraphernalia.
- Illegal substances or paraphernalia in a vehicle, or in personal possession, on school grounds or at school sponsored activities.
- Threats of assault and/or battery upon a student or any school employee.
- Academic dishonesty (including but not limited to plagiarism or cheating).
- Verbal or physical harassment directed toward students or school personnel.
- Possession of weapons.
- Carrying knives of any size or description.
- Possession of explosives, including fireworks.
- Disobedience, disrespect, or defiance of school authority; this includes forging the signatures of school personnel and/or parents.
- Disruption of the learning environment and/or behavior that does not comply with stated expectations.
- Destruction or defacement of school property.
- Tampering with fire alarm systems.
- Theft of property belonging to the school, school personnel, or students.
- Smoking or use of any tobacco product within the building and on school grounds.
- Possession of matches, lighters, or other incendiary devices.

Mandatory State Expulsion Laws

The Colorado State Legislature enacted new laws in the summer of 1993 that impacted all Colorado schools. These laws will be enforced as well as the policies set forth in the The Academy student handbook.

The following behaviors have been determined to be so serious that students who engage in these behaviors will face immediate suspension followed by mandatory expulsion by the Board of Education for up to one calendar year. The behaviors which have been determined to be detrimental to the welfare or safety of students and/or school personnel are:

- Carrying, bringing, using, and/or possessing a dangerous weapon without the authorization of the school or the District.
- Selling a drug or other controlled substance.
- The commission of an act (robbery, assault, etc.) which if committed by an adult would be considered a crime (applies even if no police report or charges were filed).
- The final act of a student on a habitually disruptive contract.

A “Dangerous Weapon” means: (1) firearms, loaded or unloaded, or firearm facsimile that could reasonably be mistaken for an actual firearm; (2) any pellet or “BB” gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; (3) A fixed blade knife with a blade that measures longer than three inches in length, or a spring loaded knife or pocket knife with a blade longer than three and one-half inches; (4) any object, device, instrument, materials, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury.

An “Assault” is an event in which a person is very seriously injured or where the action is intercepted just before the serious injury but where the intent to cause serious injury is clearly evident.

“Habitually Disruptive Student” means a child who has caused disruptions while at school or on school grounds, at a school sanctioned activity, or event, or while being transported in a school-approved vehicle.

“Disruptive Behavior” means behavior initiated by a student which is willful and overt and which requires the attention of school personnel to deal with the disruption.

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 in the District discipline code 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.

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 [here](#).

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 "Bullying Student" 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.

Attendance/Tardies

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the missed classroom experience cannot be adequately replicated. Students who have good attendance generally achieve higher grades, enjoy school and are college and career ready after leaving school.

Tardies

Tardiness is defined as arriving late to class late without an excused reason. Students arriving more than 10 minutes late will receive an unexcused absence.

Excused Absences:

The following absences are considered excused when the parent/guardians provide documentation and call in the absence to the attendance line at 303-289-8088 ext. 101 or send an email to attendance@theacademyk12.org. Within two school days of the absence. This line accepts calls 24 hours a day.

1. Illness, medical appointments, or injury
2. Prearranged absences that are documented and pre-approved by school administration for:
 - a. interviews with college admissions
 - b. interviews with career representatives
 - c. special family activity/travel
 - d. extenuating circumstances determined by the building administrator
3. An extended absence due to physical, mental, or emotional disability (documentation required)
4. Approved work-study programs
5. Religious holidays (call-in required)
6. Court appearances or court-ordered activities (documentation and call-in required)
7. Approved school-sponsored activities/athletic events
8. Extremely inclement weather
9. Out of School Suspensions

Unexcused Absences:

Unexcused absences are those not covered by one of the above circumstances. Listed below are a few common examples of unexcused absences:

1. Truancy
2. Student misses a single class period (example: student misses PE class to make up a science test;

student did not feel like going to class).

3. The student is ill; however, the student does not check into the health room
4. Senior Ditch Day

Letters will be sent home when a student reaches 20 and 40 class period unexcused absences. Additionally, students with a high number of unexcused absences will be placed on a Academy High School Attendance Contract and may be referred to community agencies for truancy proceedings. State law defines a student habitually truant if the student has four days of unexcused absences in a month or 10 days of unexcused absences in a school year.

In accordance with state law, parents are allowed to excuse a student for 70 class periods in an academic school year (essentially 10 school days). Excused absences after 70 class periods will be marked as unexcused.

Best practice is to get a doctor's note for any medical excusal.

If a student feels they were mistakenly marked unexcused by the teacher, the student must contact the teacher to make the correction with the Attendance Office.

Missed work due to unexcused absences will be provided and accepted in alignment with Academy Policy, please see below

Making Up Missed Work From Absences:

Students are responsible for all class work missed due to any absence either excused or unexcused.

Students will be allowed two days for every day (excused) absence to make up work for full credit, 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 for in-class work missed due to an unexcused absence shall be determined by the teacher. It is encouraged to follow the late work policy for work missed due to unexcused absences.

**** Please see late work policy in academics section****

Secondary Dress Expectations

General Guidelines

- 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 “Students Must Wear” section, 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.

School Dress expectations balance the rights of expression with the expectations that every student and adult at The Academy can inhabit an environment that promotes mental health, a discrimination-free social life, and that encourages academic progress and participation **without** feeling unsafe, uncomfortable, or unsupported. Failure to dress appropriately and meet these expectations may result in the need to change clothes and/or disciplinary action.

Assembly and School Event Behavior

Everyone works together to create school spirit. Pep assemblies, plays, concerts, and programs add to the educational experience of our students at The Academy. The following behaviors help build school pride and make these events more enjoyable for everyone present.

- Remain seated unless the audience is requested to stand.
- Keep feet on the floor.
- Applaud and cheer when appropriate.
- Do not boo, hiss, whistle, use profane language, or make rude remarks.
- Absolutely no food and/or drinks allowed in the auditorium or gym.
- Students who refuse to behave appropriately at assemblies will be required to leave and may face disciplinary action.

Classroom Behavior

At The Academy we believe that:

- Everyone has the right to learn without interfering with the learning of others.
- Everyone’s welfare, material possessions, and dignity should be respected.
- Everyone should feel safe for self and property.
- Students are expected to be on time to class.

Cafeteria Behavior

- The cafeteria and designated locations are open to students during their designated lunch period.
- Students are expected to dispose of their food items, containers, and other items in appropriate receptacles.

- Every student is expected to attend classes while on campus unless excused by school personnel.
- Please follow classroom specific norms.
- Students who do not cooperate in the classroom may have disciplinary actions deemed appropriate by an Academy Administrator.

- Use acceptable eating manners. Absolutely no food or drink throwing. Clean the immediate area when ready to leave.
- Refrain from unnecessary loudness, horseplay, and inappropriate behavior.
- Students are not permitted to sit on tables or place their feet on furniture.

Nondiscrimination Policy/Title IX

Link to [board policy](#), if you have any questions or concerns regarding the non-discrimination policy or would like to report a Title IX violation, please contact [Stephanie Mann](#), Academy High School Principal.

School Safety and Security

A safe learning environment is a top priority for The Academy High School. As such, The Academy High School is implementing various safety/security protocols, which include the following:

We use the [Standard Response Protocol](#) for all safety and security events
[High School video](#)

Student Access Badge:

Why do we have to wear ID's? To enhance safety and security by being able to quickly identify who is in our building. Seeing Academy IDs will help to ensure that unauthorized people are not in our school. It affirms that everyone wearing his or her ID belongs here – wearing a badge at The Academy in high school also replaces the need for a uniform. It makes a non-student or intruder feel really out of place. So if you see someone without an ID, it is ok to ask them who they are and what they are doing here. It is everyone's responsibility to keep our school safe.

Expectations:

- Students must have their access badges on their person during school hours in a manner that is visible/quickly accessible to school personnel at all times
- School ID's should not be loaned to anyone and are non-transferrable
- A lost or damaged access badge will be immediately reported to a school administrator. School will collect a fee and can reprint badges - Replacement ID - \$5.00. Replacement lanyard - \$1.00. Plastic Protector - \$1.00.

Video Surveillance

- Video cameras may be placed in locations deemed appropriate by designated school administrators, including exterior and interior locations.
- Video surveillance cameras will not be concealed in any manner and will not be used in locker rooms, restrooms, gymnasiums, auditoriums, individual offices, or classrooms. Permissible locations include outdoor facilities, school buses, and common areas in indoor facilities (such as hallways, lobbies, and stairwells).
- Video monitoring may occur before, during, or after school hours.

- Video recordings may be used in connection with the enforcement of Board policy, administrative regulations, building rules, and other applicable laws, including student and staff disciplinary proceedings and matters referred to local law enforcement agencies.
- Video recordings may become a part of a student's educational record or a staff member's personnel record.
- The Academy will comply with all applicable state and federal laws related to student data privacy and record maintenance and retention

Student Parking

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. To register your vehicle, click on this [link](#) to fill out the request form. You will need to upload images of the student driver license, vehicle registration, and insurance. After completion of the form, you will receive an email when your permit is available to pick up.

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. **Students will park in the east/back parking lot in any paved and numbered spot that is not in the first row. If a student cannot find a spot, they must park in the DIRT lot on the west side of the building.** The numbered dirt spots on the south of the lot are reserved parking for staff, coaches, and vendors. The west/front paved lot is reserved for staff and visitors. At 3:45 p.m. each day, the parking lot is open for event parking.

Parking on The Academy campus is a privilege. The privilege of parking on school property is extended in exchange for granting consent to the school administration to search the vehicle without warning when there is reason to believe that the safety of students is threatened and to seize items that are potentially dangerous to students, staff, and property. Students are responsible for locking their vehicle to secure belongings. The Academy assumes no liability for damage to or theft from vehicles parked on school grounds.

Students must observe all posted speed limits and proper drivers' etiquette. 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. 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. Violations for no permit will not be given during the first two weeks of school.

Replacement tags are \$5. Lost or stolen tags must be reported to the Bistro Student Monitor immediately.

1. Do NOT park in the red areas indicated on the map shown.
2. You may only park if you are displaying a current 23-24 school year permit.
3. You must park completely in a designate spot.
4. You may NOT park along the sides or in areas that are NOT a designated spot.
5. You must drive the vehicle in which you have submitted the appropriate documentation and other information.
6. When your vehicle is on school property, school rules and expectations apply while you are in your vehicle.



The list above is an example of some, but not all potential parking violations. Ms. Miller, the HS admin team, and The Academy staff have the right to issue parking violations, when appropriate, to a vehicle that is in violation of the agreed upon parking terms. Frequent and repetitive violations may result in your parking permit being revoked and/or your vehicle being towed.

Please contact Ms. Hillary Miller at hillary.miller@theacademyk12.org with any questions or concerns.

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.

Personal Technology:

Cell phones, Computers, Personal Technology Devices, and AirPods/Headphones/Earbuds

The Academy permits the use of electronic devices for personal, recreational, communication, or instructional purposes under specific conditions. In academic settings (classroom, labs, etc.). Such devices must be in the "off" or "silent" position at all times and stored out of sight except when in use, as permitted by the instructor, or as part of a student's individual education program. Teachers may impose further restrictions at their discretion in their class.

Prohibited uses include but are not limited to creating video or audio recordings and taking or sending photographs of students or staff without their permission. Such devices may not be used for academic dishonesty or cheating. Such devices may not be used in any manner that disrupts the academic environment, or otherwise disrupts school activities or school functions. Students may not leave a class to activate or operate such devices.

Hall 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 are not automatically assigned a locker, if you would like a locker, please see the Dean of Students.

The Academy High School Telephone Numbers

Main Phone: (303) 289-8088

Athletics: ryan.sanchez@theacademyk12.org ; 303-289-8088 ext. 374.

Attendance: attendance@theacademyk12.org; 303-289-8088 ext. 101

Counseling: 303-289-8088 ext. 151

The Academy Fax: 303-289-8087

Administrative Team:

[Stephanie Mann](#)

Principal; 303-289-8088 ext. 369

[Daneke Callahan](#)

Assistant Principal; 303-289-8088 ext. 371

[Shawn Terry](#)

Athletic Director; 303-289-8088 ext. 373

Hillary Miller

HS Dean of Students; 303-289-8088 ext 368

Karianne Klenjoski

High School Administrative Assistant; 303-289-8088 ext. 370

Counseling Support:

Kelly Richter

Kelly O'Connell

Chris Kruidenier

Sarah Wetzberger

To report crimes or other concerning events anonymously,

visit:

Safe2Tell.org or call 1-877-542-7233



COLORADO
CRISIS SERVICES

844-493-TALK (8255)
OR TEXT TALK TO 38255

MIDDLE SCHOOL

STUDENT & FAMILY

HANDBOOK



ACADEMY

WILDCATS

2023-24

THE ACADEMY'S MISSION AND VISION

The Academy's mission is to help all students grow into college-ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion.

Fueling lifelong success through preparation, exploration, and empowerment.

THE ACADEMY'S MIDDLE SCHOOL BELIEVES...

That the middle school experience must be specifically designed to support the unique needs of middle school students. Much of the design of The Academy's Middle School is adapted from the Association of Middle Level Education's work titled, *The Successful Middle School: This We Believe*. The Academy's six core values provide the foundation for our community to engage with one another and to do our best work. A commitment to these values ensures that each member of our community has access to a safe, inclusive, and productive environment in which we can all thrive.

INTEGRITY

- I will be honest with my words and open to the ideas of others.
- I will follow school rules, even when no one is watching.
- I will take ownership over the choices I make and accept the outcomes.

RESPECT

- I will respect myself, others, and the environment we share.
- I will treat others as they wish to be treated.
- I will acknowledge and value the identity and contributions of others.

RESPONSIBILITY

- I will be engaged and take the lead in my education.
- I will be reliable, punctual, and prepared.
- I will follow through and be dependable.

COURAGE

- I will stand up for others.
- I will ask for help.
- I will make the right choice, even when it isn't easy.

KINDNESS

- I will care for and be compassionate to others.
- I will be inclusive.
- I will be helpful and generous.

SELF-CONTROL

- I will lead by example.
- I will set and achieve my goals.
- I will show restraint even when challenged.

VALUES AND 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

The Academy's Vision...

All students develop the academic skills needed to prepare for lifelong success.

At the middle school level...

Middle school students will develop the inter- and intra-personal skills to successfully navigate adolescence while demonstrating growth on individual measures.

EXPLORE

The Academy's Vision...

All students explore their strengths and passions through real-world learning.

At the middle school level...

Middle school students will explore their interests and strengths through projects, choice, and reflection.

EMPOWER

The Academy's vision...

All students practice habits of mind that will empower them to lead their own futures.

At the middle school level...

Middle school students will articulate what drives them, their values and 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

ATTENDANCE

We want your students here. Consistent attendance provides each student the best opportunity to learn and grow within our community. If a pattern develops of a student being absent, we will work with the

student and family to create a plan for improved attendance. In that plan, we will also work with the student and family to complete missing assignments and/or instruction that was missed.

ARRIVAL AND DISMISSAL

The doors to the North Gym (Middle School) will be open at 7:45 to align with the opening of both High School and Elementary. The start of our instructional day is 8:20 a.m. This start time is intentionally staggered to reduce the flow of traffic. We will dismiss each day* at 3:30 p.m. We encourage middle school families to pick up on the west side of the building in both blue and green zones.

**Any changes to the dismissal time will be communicated with students and families*

LATE ARRIVALS TO SCHOOL OR CLASS (TARDIES)

We encourage all of our students to arrive at school and be to classes on time. Being on time provides us with the best opportunity to ensure the student has access to the full experience of the day and/or instruction.

If a student arrives at school after 8:20, they should enter through the Bistro doors (east side of the school) and check-in at the desk. They will receive a tardy pass to give to their classroom teacher in order to enter the learning environment.

The expectation for students is that they are in their seats, ready to begin instruction when the bell rings. The middle school team will conduct "sweeps" of hallways, common areas, and restrooms during passing periods and at the beginning of each period. Tardies are mainly managed by the classroom teacher; however, the middle school admin team may be involved if a pattern of tardiness develops. Patterns of tardiness may result in the use of our school's behavior and conduct guidelines.

GRADING

The primary purpose of grading is to communicate student achievement and progress. Students are assigned a final grade in each course 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	=	59 or Less	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:

- Gradebooks are weighted 70% for assessments/projects and 30% for classroom assignments/homework
- Individual grades can be based on participation, completion, and/or accuracy
- Assessments factor into a student's grade and take place after learning has occurred.
- 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.

LATE OR MISSING ASSIGNMENTS

Late or missing assignments will be marked as “incomplete” until the work is completed. Student scan turn in a late/missing assignment according to the following:

- Within 2 weeks of the assigned date, late/missing work can earn up to 90% of the total points available for that assignment.
- After 2 weeks, late/missing assignments will not be accepted unless previously approved by the teacher.

REDOING ASSIGNMENTS

All assignment redos must first be agreed upon by the teacher. Once approved, classroom work, assignments, and homework may be redone within 2 weeks for full credit. After 2 weeks, students are no longer able to submit redos, unless previously approved by the teacher.

REDOING ASSESSMENTS &/OR TEST CORRECTIONS

All assessment redos or test corrections must first be communicated to and agreed upon by the teacher. Once approved, assessment/test corrections may be redone within 2 weeks for up to 90%. After 2 weeks, students may redo assessments/submit test corrections for up to 70%.

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 and be subject to the “LATE OR MISSING ASSIGNMENTS” practices defined above. 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 AND MAKE-UP WORK DUE TO ABSENCES

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. After 2 days, any work or assessments not completed are considered late/missing.

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 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, including scheduling and/or class placement. 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.

MATH PATHWAYS

There are two pathways available for middle school students in math. Placement into the advanced math pathway is determined by:

- Performance on standardized measures (STAR, MAPS, and/or CMAS)
- Demonstration of content mastery by earning an 80% or higher on end of unit assessments

Each year, student performance will be evaluated to determine the best placement for math.

For complete details on the Middle School's math pathways, click [here](#).

BLENDED HONORS

All middle school students have the opportunity to earn an honors designation on their transcript in English, Science, and Social Studies. Any student that is aiming for an honors designation will need to communicate that through the survey at the beginning of each semester. An honors designation can be earned by collaborating with the content-specific teacher and successfully completing the requirements in each content area. For complete details, click [here](#).

COURSE SELECTION AND SCHEDULE REQUESTS

During Spring Semester, our Middle School Counselor and Assistant Principal will present course offerings to all incoming middle school students. Students and parents will complete the Course Selection form and return it to the school. We will create a student schedule for the following school year that will include any of the top six selections. During the first ten school days of each semester, a student may request a change to their schedule through the Middle School Counselor. Depending on availability, schedule change requests might not be fulfilled.

PERSONAL ELECTRONIC DEVICES

In response to a community survey, we have refined our practices around personal electronics with the following goals:

1. Limit the time students have permitted access to their personal electronics
2. Holding individual students accountable for misusing personal electronics
3. Providing students/families a tool for communication

We now ask that personal electronic devices are not heard or seen inside instructional spaces, this includes both hallways and cafeteria during lunch. 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 before and after school and during recess. 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 which could include restricting access to these devices at school.

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.

NON-ACADEMIC ITEMS

Non-academic items brought to class will be confiscated **if** those items are a distraction to learning in any way. A few students may have a fidget written into a formal intervention plan and in that case, those items are permitted if they are not a distraction. It is the teacher’s discretion to confiscate an item if it becomes distracting to the learning environment. Students are not to have Sharpies on school grounds. Sharpies should be confiscated and should not be returned to students.

FOOD AND DRINK

Water bottles (containing clear water only) *are permitted in classrooms*. No other food or drink is permitted in classrooms. Water bottles are a privilege and may be confiscated if it becomes a distraction or is misused. Open containers of food, candy, or drink in the classrooms will be confiscated and *not returned*. **Students are not to chew gum in classrooms.**

LOCKERS

Lockers are the property of the school and are available for students to rent for a fee during the school year. We encourage students to rent a locker to store their academic supplies, such as a backpack, books, etc. If a student would like to request a locker, you may complete this [Secondary Locker Request form](#). Students should keep their locker combination secret - they should not give their combination to anyone. Students are **not** to share lockers. If a locker does not work properly, the student should report it to the Middle School Office for assistance.

CHROMEBOOKS

The Academy is a 1:1 technology school and every student receives a chromebook. These devices are an essential educational tool we use to improve and build upon learning that is happening in our

classrooms.

If a student consistently fails to bring their chromebook to school or their chromebook is damaged for a week or longer, then the administration and IT will make a plan with the family in order to replace or repair the device.

Students have the following responsibilities with the device:

- Charge the device each night in order to be prepared for the next school day.
- Do not share the device with other students.
- Practice digital citizenship.
- Keep the device clean, including no stickers or writing.
- Keep food and drinks away from the device.

PASSES OUT OF CLASS

We know that students cannot learn if they are not in the classroom. Teachers will use their best discretion when students ask to use the restroom. Students who request to use the restroom on a frequent basis will be referred to the school nurse to determine if a physical condition exists necessitating the student's frequent trips out of the classroom. Students should be in the classroom during the first and last 10 minutes of class and during direct instruction.

If a student is out of a classroom, the student must have a pass. Students must get acknowledgement from their teacher before leaving the classroom with the pass. In addition, teachers will have a sign-out sheet for restroom use. Students will sign out prior to leaving and then back in upon their return. Teachers will bring this sheet to the weekly team meetings. If a student is spending an excessive amount of time outside of the classroom, then parents will be notified and a plan may be created to limit passes.

IDENTIFICATION BADGES (STUDENT ID)

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).

SECONDARY 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.

MIDDLE SCHOOL BEHAVIOR AND CONDUCT GUIDELINES

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.

THE FOUNDATION FOR OUR RESPONSE TO BEHAVIOR AND CONDUCT

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 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

BEHAVIOR CATEGORIES

We aim to keep our response proportionate to the behavior/conduct choice made. We rely on the following table to achieve a proportionate, consistent, and predictable response:

Category 1 Behaviors	Category 2 Behaviors	Category 3 Behaviors
These behaviors create an apparent and immediate unsafe learning environment. Law enforcement may be contacted to support the response. Suspensions are usually assigned while an investigation can be conducted and/or a safe environment can be established. Category 1 behaviors follow a three strike system and can result in expulsion the first time.	These behaviors disrupt the environment to a level that additional support is necessary. Category 2 behaviors may result in a temporary removal from the learning environment, a behavioral log entry, conferencing with a Middle School administrator, communication with parent/guardian, and restorative agreements. In addition,	These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment. Category 3 behaviors may result in a conversation with the responding staff member, communication with the parent/guardian, and/or logical consequences (detention, reflections, apology letter).

	suspension and/or expulsion could result.	
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INCREASING OUR SUPPORT AND RESPONSE

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.

TEASING, HARASSMENT, AND 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 behavior or conduct that is harmful, unwanted and/or aggressive **and** behavior that is repeated, or has the potential to be repeated over time **and** is behavior that creates a real or perceived imbalance in power.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: A bully uses their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. This can include both a pattern of experiences to one member of the community. Repetition can also be determined if the bully is choosing similar behaviors with multiple members in the community.

CONSEQUENCES FOR BULLYING

We believe that bullying is detrimental to the learning environment, therefore, we respond to bullying behaviors using a three strike system:

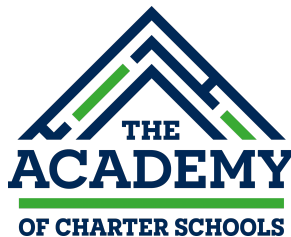
- Bullying 1 = 1 to 3 day ISS or OSS, bullying prevention and intervention support with Middle School counselors, and a remedial discipline plan
- Bullying 2 = 5 day OSS & Revise remedial discipline plan
- Bullying 3 = Recommend for expulsion

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.

THREAT MANAGEMENT

Middle school administrators follow CDE's recommendations for managing all real, perceived, and/or potential threats within the middle school community. We utilize our threat management process for addressing any threat within our community. This process always includes a threat screening process and can include a full threat assessment and/or self-harm assessment. We rely on a team approach for this process. That team may include: Principal or Assistant Principal, Counselor, School Resource Officer, Teacher, and/or Staff Members.



Elementary Handbook 2023-24

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 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 Elementary 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: <ul style="list-style-type: none"> • Possession or use of drugs, alcohol, imitation drugs, dangerous substances, or drug paraphernalia • Possession of a weapon 	Behaviors can include: <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 	Behaviors can include: <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

<ul style="list-style-type: none"> ● 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"> ● 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"> ● 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 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, jeggings/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.

The Academy 2023-2024 Student Fees

All carry-over fees, Start of Year (SOY) must be cleared/paid prior to check-in for the 2023-2024 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 our 'Food Services' tab or by going to www.titank12.com

Expendable supplies and materials as outlined in the Student Handbook

TYPE	ITEM	FEE
Kind. to 4th Grade: \$192	Basic Expendable Supplies & Materials	\$145 / Student
	Field Trips (must sign permission slip)	\$47 / Student
5th Grade: \$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: \$175 with Outdoor Ed: \$425	Basic Expendable Supplies & Materials	\$145 / Student
	Field Trip	\$30 / Student
	Outdoor Ed	\$250 Student
	*Outdoor Ed (Chaperone)	\$150 / Chaperone
7th Grade: \$195	Basic Expendable Supplies & Materials	\$145 / Student
	Class Fee (Carried forward each year)	\$20 / Student
	7th Field Trip	\$30 / Student
8th Grade: \$215 with Outdoor Ed: \$405	Basic Expendable Supplies & Materials	\$145 / Student
	Class Fee (Carried forward each year)	\$20 / Student
	8th Outdoor Ed - Camp Shady Brook	\$190 / Student
	*Outdoor Ed (Chaperone)	\$130 / 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: \$140	Basic Expendable Supplies & Materials	\$100 / Student
	Class Fee (Carried forward each year)	\$20 / Student
	9th Field Trip	\$20 / Student
10th - 11th Grade: \$120	Basic Expendable Supplies & Materials	\$100 / Student
	Class Fee (Carried forward each year)	\$20 / Student
12th Grade: \$170	Basic Expendable Supplies & Materials	\$100 / Student
	Class Fee (Carried forward each year)	\$20 / Student
	Graduation	\$50 / 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 FY23

STUDENT FEES 2023-2024

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 our 'Food Services' tab.

STUDENT FEES	FEES	
Mandatory Fees - Grades K - 6	\$145.00	Consumables, Technology, Science
Mandatory Fees - Grades 7 - 8 Mandatory	\$145.00	Consumables, Technology, Science, PE Consumables,
Fees - Grades 9 - 12	\$100.00	Technology

MANDATORY COURSE FEES Grade 5	FEES	PER YEAR
Music	\$15.00	Consumables/Materials

MANDATORY COURSE FEES Grades 9 - 12	FEES	PER CLASS/YEAR (APPLIED OCTOBER AND JANUARY)
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Art Classes	\$25.00	Consumables/Materials Consumables/Materials Consumables/Materials
Computer Science Classes	\$25.00	Equipment Consumables/Materials/Labs
Music Classes	\$25.00	Consumables/Materials
Physical Education Classes	\$10.00	
Science Classes	\$25.00	
World Language Classes	\$10.00	

OPTIONAL HIGH SCHOOL ATHLETICS FEES

All supplies and materials must be paid in order to participate in Athletics.

*High School Athletics	\$150.00 Per Sport/first and second sport only
*Junior High Athletics	\$125.00 Per Sport/first and second sport only

Fees shall be waived for those students who have been approved for Free Lunch and 50% discount for those families approved for Reduced Lunch.

OTHER	FEES	
*Kinder - 5th Grade Field Trips	\$47.00	Must sign field trip permission slip
*6th Grade Field Trip	\$30.00	Must sign field trip permission slip
*7th Grade Field Trip	\$30.00	Must sign field trip permission slip
*8th Grade Field Trip & End of Year Celebration	\$50.00	Must sign field trip permission slip
*9th Grade Zoo Trip	\$20.00	Must sign field trip permission slip
Class Fees	\$20.00	Carried forward each year to fund various class activities

Graduation	\$50.00	Graduation expenses
Locker (optional - <u>requires sign up</u>)	\$10.00	Maintenance
*6th Grade Outdoor Ed	\$250.00	Per Student
*6th Grade Outdoor Ed Chaperone	\$150.00	Per Chaperone
*8th Grade Outdoor Ed	\$190.00	Per Student
*8th Grade Outdoor Ed Chaperone	\$130.00	Per Chaperone

*Failure to pay may result in your student not being able to participate.