

**Student & Family Handbook  
2024-2025**

# Schoolwide Overview

## 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.*

## NOTICE OF NONDISCRIMINATION

The Academy welcomes all students and strives to create and maintain a diverse student population. We are dedicated to the principles of equal opportunity and prevention of harassment in all of its practices. The educational programs, activities, and employment opportunities offered by The Academy are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, national origin, language, religion, ancestry, need for special education services, or any other protected class. If you have a complaint about discrimination or harassment as it pertains to The Academy, please contact one of the coordinators below.

### Title IX Coordinator:

Claire Young, Human Resources Manager  
claire.young@theacademyk12.org  
(303) 280-8088

### Americans with Disabilities Act (ADA) & Section 504 Coordinator:

Sarah Gramarossa, Chief Academic Officer  
sarah.gramarossa@theacademyk12.org  
(303) 280-8088

## SCHOOL GOVERNANCE

### Charter School Institute (CSI):

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

### Academy Board of Directors:

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

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

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

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

Parents with questions and concerns may leave a message with the office or contact Board members by email. Their contact information is available on the school website. Please be aware, Board members can take no action by themselves. Please follow the procedures outlined in the Grievance Procedure section.

#### School Administration:

The Academy has an Executive Director who reports directly to The Academy Board. The Elementary and Secondary Principals work directly with the Executive Director. Together, they oversee all aspects of the school. The Principals support the Executive Director in achieving the goals of the Strategic Plan.

#### Support Services & Operations:

Please see the website for a staff directory.

#### Grievance Procedure:

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

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

Academy commits to presume innocence throughout and will seek to offer remedies to both parties.

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

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

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

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

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

## **STUDENT REGISTRATION & ENROLLMENT**

### **Enrollment Procedures:**

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

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

### 3. Lottery List

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

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

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

\*By lottery if necessary.

### **VOLUNTEER OPPORTUNITIES**

At The Academy, we greatly value the contributions of family volunteers. Your help and participation are invaluable to creating a positive and engaging learning environment for all students. If you are interested in volunteering or learning more about opportunities available, please feel free to contact your student's classroom teacher or level principal. Some events that are in need of volunteers throughout the year are:

- Kaleidoscope
- Back to School Celebration
- Harvest Fest/Trunk or Treat
- Field Days at both campuses
- STEAM celebration
- K-2 Art show
- Book Fairs
- Grade level field trips
- Class parties
- Friday folders/classroom tasks

If you are interested in joining the PTO, please email [academypto@theacademyk12.org](mailto:academypto@theacademyk12.org).

### **FAMILY EDUCATIONAL RIGHTS & PRIVACY NOTICE**

The Family Educational Rights & Privacy Act (FERPA) requires that The Academy, with certain exceptions, obtain written consent from a parent/guardian prior to the disclosure of personally identifiable information from a child's education records. One of the allowable exceptions is designated as "directory information." Directory information may be released without written consent, unless you have advised The Academy to the contrary in accordance with Academy procedures. The primary purpose of directory

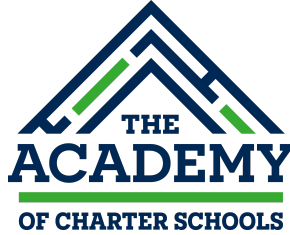
information is to allow The Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; or
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

More detail about FERPA and directory information is available in The Academy's [Board policy](#). If you do not want The Academy to disclose directory information from your child's education records without your prior written consent, please complete the opt-out form shared each August as part of the annual student registration process. Copies of the opt-out form are also available in the front office at both campuses. The opt-out is valid for one year and will need to be renewed each year by October 1.

### **ASSESSMENT PROTOCOLS & PARENT REFUSAL**

The Academy's default testing mode for state assessments is online administration, unless otherwise noted. More details are available in the [Assessment Mode Testing Policy](#). A parent/guardian who wishes to exempt their child from a particular state assessment shall make that request in writing to the appropriate level Principal. More details are available in the [State Assessment Opt-Out Policy](#).



## Elementary (K-5) Information

### 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 PROCEDURES

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. However, we strongly encourage nightly reading for 15-20 minutes. 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 work home that was incomplete from the day, make-up work from absences, or additional material to enhance their skills and grade.

## **ATTENDANCE**

School attendance is one of the most critical factors impacting a student’s academic success. At The Academy, we believe that each and every student can be successful when students, families, and the school work together to ensure students attend school consistently. The following responsibilities of the student, family, and school set students up for learning success.

### Student Responsibilities:

- Arrive at school on time
- Be ready to learn
- Have a positive attitude
- Always try your best
- Ask for help when you need it
- Complete all schoolwork

### Family Responsibilities:

- Send your child to school every day, unless child is unwell
- [Contact the school](mailto:attendance@theacademyk12.org) each time student is absent ([attendance@theacademyk12.org](mailto:attendance@theacademyk12.org))
- Provide medical documentation, including specific reasons and dates, for absences from school
- Provide advance notice of any non-medical absences



- Make sure your child arrives at school on time. North Campus - School begins at 7:45 a.m. Students should be at their desks ready to learn at 7:45 a.m. Main Campus - School begins at 8:05 am. Students should be at their desks and ready to learn at 8:05 am
- Encourage and support your child's learning at home
- Talk to your child's teacher about any problems that may affect your child's learning
- Encourage your child to ask for help at school if needed
- Reinforce the importance of education and learning

#### School Responsibilities:

- Provide quality teaching that is based on principles of effective learning and teaching
- Prioritize resources in the most effective way to advance each student's achievement
- Provide learning experiences and expectations that match each student's needs
- Implement fair and supportive behavior practices that align with school policy
- Inform families about their child's progress and behavior
- Be available to talk with families and be open and receptive to their issues and ideas
- Communicate both positive and negative feedback to families about their child
- Constantly reflect on our practices and ensure we are doing all we can to meet the needs of each individual student

Students who are chronically absent or habitually truant may be put on an attendance contract.

#### Chronically Absent:

A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions per the Colorado Department of Education.

#### Habitually Truant:

A student is counted as habitually truant if the student has four unexcused absences in one month and/or 10 unexcused absences in one school year per the Colorado Department of Education.

### **MISSED ASSIGNMENTS AND MAKE-UP WORK DUE TO ABSENCES**

When a child is absent from class, they are given two school days for each day absent. The two-day time period for make-up begins the day the child returns to school. If an illness causes a student to be absent more than three days, arrangements should be made with the teacher for assignments to be done at home to keep the student from getting too far behind. When students suffer a serious illness causing them to be absent more than ten consecutive days, parents must arrange with teachers for assignments and lessons to be

completed at home and turned in to the teacher periodically during the illness. Communication with teachers and administrators must be maintained during this time or the student risks retention or withdrawal. Should parents wish to take their children out of school for a period of time which exceeds five days for any reason, they must make prior arrangements with the principal and the teacher(s). Arrangements with the teacher for assignments should be made prior to the extended leave. Assignments are to be turned in upon the student's return to school. These absences will be included in the total number of absences.

## **DRESS CODE**

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

### Uniform:

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

#### Shorts/Pants

- Colors - Tan or Navy Blue
- (No holes in any pants or shorts. Shorts should be mid length)
- Full length pants, capris, jegging/legging pants, shorts
- Belts optional
- Not in uniform: Sweatpants, spandex

#### Jeans Day/Non Uniform Days

- Denim pants, shorts, or skirts (no holes)
- Shirts must meet the waistband of pants (no crop tops)

#### 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, coats, and jackets are not to be worn in the classroom 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.

### **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.

Approach:

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.

*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:

- Done in a setting that does not put the interaction on display of other students
- Asking questions and seeking to understand what happened
- Using objective language based upon our observations
- 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 may be contacted for guidance. Class 1 behaviors may result in expulsion.
- *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 may 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.

It is important to note that The Academy is a publicly funded school and is required through CDE to follow specific processes when moving a student through stages of disciplinary action. The Academy has clear processes and procedures in place. These include supporting students through Tier 2 plans, Tier 3 plans, Behavior Intervention Plans, following all laws and guidance for students with IEPs or 504s, and following our processes for students who may be on a habitually disruptive remedial discipline plan or bullying behavior remedial discipline plan.

## BEHAVIOR LEVEL DEFINITION AND EXAMPLES/TEACHER ACTION STEPS

Class 1 Behaviors	Class 2 Behaviors	Class 3 Behaviors
<b>Admin included immediately</b>	<b>Admin notified and included as needed/appropriate in response/resolution</b>	<b>Admin notified of repeated class 3 behaviors that may require additional supports</b>
<p>These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Suspension is usually assigned while an investigation can be conducted. Class 1 behaviors may result in expulsion.</p>	<p>These behaviors disrupt the learning environment to a level that additional support is necessary. Class 2 behaviors may result in 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.</p>	<p>These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment. Class 3 behaviors could result in a behavioral log entry/general document log, 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/other consequences.</p>
<p>Behaviors can include:</p> <ul style="list-style-type: none"> <li>● Possession or use of drugs, alcohol, imitation drugs, dangerous substances, or drug paraphernalia</li> <li>● Possession of a weapon</li> <li>● Possession of explosives</li> <li>● Assault</li> <li>● Knowingly or recklessly causing bodily injury</li> <li>● Robbery or theft</li> <li>● Participation in a gang or secret society</li> <li>● Distribution of libelous or slanderous material</li> <li>● Possession of a facsimile weapon that could be used to hurt others</li> </ul>	<p>Behaviors can include:</p> <ul style="list-style-type: none"> <li>● Academic dishonesty</li> <li>● Bullying</li> <li>● Defiance</li> <li>● Destruction of School Property</li> <li>● Possession or and/or misuse of an electronic device or nuisance item</li> <li>● Harassing behaviors</li> <li>● Targeting behaviors</li> <li>● Fighting or threatening behavior</li> <li>● Affiliation and/or activity in a Gang or Secret Society</li> <li>● Disruptive/Inappropriate behavior</li> <li>● Leaving class or school without permission</li> <li>● Possession of stolen property</li> </ul>	<p>Behaviors can include:</p> <ul style="list-style-type: none"> <li>● Refusal to follow a reasonable request by a staff member</li> <li>● Disruptive hallway behavior</li> <li>● Inappropriate bathroom behaviors/use</li> <li>● Inappropriate or disruptive behavior</li> <li>● Name calling</li> <li>● Dishonesty</li> <li>● Possession of items that are not allowed</li> <li>● Profanity and inappropriate language</li> </ul>

	<ul style="list-style-type: none"> <li>● Continued profanity</li> <li>● Verbal abuse/slurs/sexually explicit language/ hate speech</li> <li>● Repeated interference with classroom instruction</li> <li>● Possession or use of tobacco</li> <li>● Theft</li> <li>● Trespassing</li> <li>● Truancy/skipping class</li> <li>● Possession or use of vaping devices</li> </ul>	
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Appropriate Language:

The Academy is committed to creating a respectful and inclusive environment. The use of inappropriate language, including cursing and slurs, undermines this commitment. Therefore, all students are expected to adhere to the standards of respectful communication at all times.

The Academy defines inappropriate language as:

- *Profanity* - Any language that is vulgar, obscene, or offensive.
- *Slurs* - Derogatory or discriminatory language targeting individuals or groups based on race, ethnicity, religion, gender, sexual orientation, disability, or any other characteristic.
- *Hate Speech* - Language that promotes violence or hatred against individuals or groups.
- *Sexually Explicit Language* - Any language that is sexually suggestive or offensive.

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

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 [www.theacademyk12.org](http://www.theacademyk12.org).

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, and Smartwatches.

### 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.

*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 Executive Director. 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 Executive Director 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 Executive Director may retire to closed session to review and consider the evidence.

The Executive Director shall render a written opinion within five (5) days after the hearing. If the Executive Director 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 Executive Director 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 Executive Director and the student or his/her representative, time limits and other conditions of this procedure may be waived.

*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 Executive Director ten (10) business days after

receiving the response from the school level Principal. The Executive Director shall respond to the parent within ten (10) business days. In the event the response of the Executive Director 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 Executive Director. 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 Executive Director 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.

#### 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 other support staff. The goal of The Academy's MTSS Behavior Team is to identify students who are not meeting grade-level behavior expectations and provide appropriate supports to help those students perform.

Tier 1 behavior instruction describes the school-wide, evidence-based instructional approach delivered to all students on a daily basis. All students participate equitably and the teacher regularly monitors student progress to identify opportunities to differentiate to meet evolving student needs. The teacher collects both formal and informal data in an ongoing fashion to identify students who need additional support beyond this baseline of instruction.

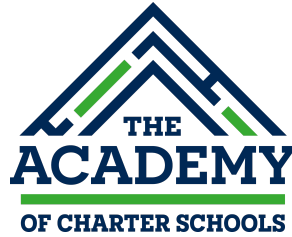
Tier 1a behavior interventions are appropriate when, through ongoing formal and informal data collection, teachers notice that a student is struggling to meet appropriate grade-level expectations. Interventions are done in the classroom with minimal teacher support.

Discussion of Tier 1a students will occur during weekly grade level meetings. Teacher will communicate the plan to families and the MTSS Coordinator.

Tier 2 behavior interventions are appropriate when Tier 1a interventions are not effective. Tier 2 interventions rely on research-based, adult-led instruction and supports which should be adhered to with fidelity. Tier 2 interventions include frequent progress monitoring and are generally implemented for 6 - 14 weeks.

Tier 3 behavior interventions are appropriate when Tier 2 interventions are not effective. A core team identifies targeted Interventions for individual students based on a Functional Behavior Assessment. Tier 3 interventions may include a change in classroom placement.





## **Middle School (6-8) Information**

### **THE ACADEMY'S MIDDLE SCHOOL BELIEVES**

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 Calendar:

Each month the Academy Middle School will focus on a particular value through social emotional curriculum, school wide events and activities, student incentives, and student recognition. These monthly values of emphasis will be:

1. August: *Self Control*
2. September: *Integrity*
3. October: *Courage*
4. November: *Respect (to self)*
5. December: *Responsibility (for self)*
6. January: *Respect (to others)*
7. February: *Kindness*
8. March: *Responsibility (for community)*
9. April: *Integrity*
10. May: *Self Control*

### Values & Philosophy:

Our Middle School 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.

#### **EXPLORE**

##### **The Academy's Vision...**

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

#### **EMPOWER**

##### **The Academy's vision...**

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

## PREPARE

### 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

### At the middle school level...

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

## EMPOWER

### 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	<a href="https://www.hmhco.com/programs/into-literature#overview">https://www.hmhco.com/programs/into-literature#overview</a> <a href="https://www.hmhco.com/programs/writable#overview">https://www.hmhco.com/programs/writable#overview</a>
Math	EnVision	<a href="https://www.savvas.com/index.cfm?locator=PS3c5r">https://www.savvas.com/index.cfm?locator=PS3c5r</a>
Science	HMH Into Science	<a href="https://www.hmhco.com/programs/hmh-into-science-6-8#overview">https://www.hmhco.com/programs/hmh-into-science-6-8#overview</a>
Social Studies	HMH Social Studies	<a href="https://www.hmhco.com/programs/hmh-social-studies#overview">https://www.hmhco.com/programs/hmh-social-studies#overview</a>

## 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. In order to provide students and families with the appropriate support, we have determined tiered support practices by identifying levels of attendance, as well as timeline of support.

### Levels of Attendance:

- Regular Attendance – 95% and above
- At-Risk Attendance – 90.0-94.9
- Chronic Absence – 80.0-89.9

- Severe Chronic Absence – below 80%

Arrival & Dismissal:

The doors to the North Gym (Middle School) will be open at 7:45am to align with the opening of both High School and Elementary. The start of our instructional day is 8:20am. This start time is intentionally staggered to reduce the flow of traffic. We will dismiss each day\* at 3:30pm. 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 8:20am, 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.

Grading Scale:

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

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.

Semester 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

Late or Missing Assignments:

Late or missing assignments will be marked as "incomplete" until the work is completed. Students can 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.

Missed Assignments & Makeup 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.

Redoing Assignments & Test Corrections:

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 up to 90%. After 2 weeks, students are no longer able to submit redos, unless previously approved by the teacher.

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%.

### Academic Dishonesty:

Academic dishonesty is when a student uses unauthorized assistance to deceive an instructor or evaluator. Some examples of academic dishonesty include the following.

- *Plagiarism* - Presenting someone else's ideas, research, or writings as your own. This can include using AI platforms.
- *Fabrication* - Making up data or results and recording or reporting them. This can include artificially creating data that should come from an experiment, or making up a source of information.
- *Collusion* - Unpermitted cooperation between students to complete work that is then submitted for assessment.
- *Cheating* - Using unauthorized materials, information, or study aids to gain an unfair advantage.

### 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. Additionally, we strongly encourage nightly reading and math practice for 15-20 minutes every night. 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.

### 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. We use two primary assessment tools.

- *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.

#### 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.

#### Math Pathways:

There are two pathways available for middle school students in math. We use a body of evidence to determine placement into math accelerated classes that is based on the following criteria:

- Performance on standardized measures (STAR, MAPS, and/or CMAS)
- Demonstration of content mastery by earning an 80% or higher on end of unit assessments
- MAPs math scores in the top 20th percentile
- Consistent growth in MAPs math data
- MAPs math scores of high- or above-grade-level
- CMAS math scores of Met or Exceeded Expectations
- Formative assessment data (quizzes, unit assessments, etc.)
- Overall math grade
- Teacher recommendation

Each year, student performance will be evaluated to determine 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 & 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 online. We will create a student schedule for the following school year that will include any of the top 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 community input, 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 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.

#### 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.

#### **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.

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. 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. 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.

#### 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.

#### Restroom Use:

The restrooms at the Academy are provided for the health and hygiene of all students. To maintain a safe, clean, and respectful environment the following rules and expectations regarding restroom use must be adhered to by all students.

- *General Guidelines -*
  - **Respect and Privacy** All students have the right to privacy and access to a clean environment in the restrooms.
  - **Appropriate Use** Restrooms are to be used for their intended purpose only.
  - **Keep it Clean** All students are asked to help keep the restrooms free of debris and generally clean after use.
- *Specific Rules -*
  - **No Vaping:** Vaping or the use of tobacco or THC products, including electronic cigarettes is strictly prohibited in all restrooms. Violators will face disciplinary action in accordance with the Academy's substance use procedure.
  - **One Student Per Stall:** Only one student is allowed in a restroom stall at a time. Multiple students in a stall may be interpreted as engaging in inappropriate behavior and will be subject to search, investigation, and possible disciplinary action.
  - **No Vandalism:** Vandalism including graffiti, damage to fixtures, improper disposal of waste is strictly prohibited. Students caught vandalizing the restroom will face disciplinary action. The school resource officer may or may not be asked to join the investigation depending on the severity of the vandalism.

- No Loitering or Hanging Out In the Restroom: Students are asked to exit the restroom once bathroom use is complete. Students are not permitted to use the restroom for social gatherings and/or non-restroom related activities.

#### Identification Badges (Student IDs):

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).

### **MIDDLE SCHOOL 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 & 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, suspension and/or expulsion could result.	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).

Increasing Our Support & 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.

Treatment of Others:

In our effort to provide each member of the community a safe, productive, and inclusive environment, we work hard to address reports of negative student interactions on our campus. These behaviors include teasing, harassment, bullying, peer conflict, fighting, horseplay, and offensive language. 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.

- *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 (present or not)?
- 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 the following.
  - *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.
- *Peer Conflict* - Peer conflict refers to disagreement or hostility between peers or peer groups. It is characterized as conflict between people of equal or similar power (friends); it occurs occasionally; it is unplanned; and it does not involve violence or result in serious harm.
- *Peer Conflict* - Fighting is a physical altercation between two or more individuals that is done with the intention to harm another. This can also include encouraging or organizing a fight on a school campus without participation.
- *Horseplay* - Horseplay is a rough or boisterous & excessive play or prank that is not done with malicious or intention to harm.
- *Offensive Language* - The Academy Middle School defines offensive language as follows.
  - Profanity: Any language that is vulgar, obscene, or offensive.
  - Slurs: Derogatory or discriminatory language targeting individuals or groups based on race, ethnicity, religion, gender, sexual orientation, disability, or any other characteristic.
  - Hate Speech: Language that promotes violence or hatred against individuals or groups.
  - Sexually Explicit Language: Any language that is sexually suggestive or offensive.

### Substance Use:

The use of substances including vaping devices, tobacco, alcohol, and other drugs is strictly prohibited on school grounds.

### *Prohibited Substances -*

- Tobacco Products: Cigarettes, cigars, smokeless tobacco (chewing tobacco, snuff, etc.)
- Vaping Devices: E-cigarettes, vape pens, cartridges, or any related paraphernalia
- Alcohol: All forms of alcoholic beverages
- Illegal Drugs: Any controlled substances not prescribed by a licensed medical professional
- Prescription Drugs: Misuse of prescription medication

### *Prohibited Actions -*

- Possession, use, distribution, or sale of a prohibited substance on school property or at school sponsored events. Note: Students who possess in their hands or on their person an illegal substance or paraphernalia, regardless of who owns the item, are subject to the same consequences as the owner.
- Being under the influence of any prohibited substance while on school property or at a school sponsored event.

### 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.

*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:

5. 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.
6. 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).
7. 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.
8. 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 Executive Director. 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 Executive Director 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 Executive Director may retire to closed session to review and consider the evidence.

The Executive Director shall render a written opinion within five (5) days after the hearing. If the Executive Director 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 Executive Director 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 Executive Director and the student or his/her representative, time limits and other conditions of this procedure may be waived.

*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 Executive Director ten (10) business days after receiving the response from the school level Principal. The Executive Director shall respond to the parent within ten (10) business days. In the event the response of the

Executive Director 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 Executive Director. 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 Executive Director 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.

### **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. While staff completes these assessments, students will be required to leave campus until further notice from administration.

## **CONTACT INFORMATION**

**Main Phone:** (303) 289-8088

**Athletics:** Marc Verikas; 303-289-8088 ext. 374

**Attendance:** [attendance@theacademyk12.org](mailto:attendance@theacademyk12.org); 303-289-8088 ext. 101

**Counseling:** Reonna Hatch 303-289-8088 ext. 151

**Fax:** 303-289-8087

### **Administrative Team:**

Roxanne Ellsworth Principal; 303-289-8088 ext. 210

Katie Ball Assistant Principal; 303-289-8088 ext.

Brennan Duffy Assistant Principal; 303-289-8088 ext.

Teri Casewell Middle School Administrative Assistant; 303-289-8088 ext. 204

Marc Verikas Athletic and Activities Director; 303-289-8088



## High School (9-12) Information

### ACADEMICS

#### Values & Philosophy:

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

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

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

#### Curriculum:

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

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

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

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

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

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

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

Honors Distinctions:

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

#### Grading Policy:

Grading is weighted according to the following categories.

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

Academic Honors are determined by the GPA ranges below.

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

#### Late Work 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 Process* - The reteach/relearn/reassess process 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 expectations.

1. Students will not misrepresent their work by handing in the work of someone else
  - plagiarizing is 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.
  - purchasing a paper from a service or other sources
  - reproducing another person's paper and submitting it as one's own
  - having someone else take an exam
  - inventing information or citation in an academic exercise and misquoting or quoting out of context.

- submitting a reproduction of another person's work
  - signing of another's name to an official document and/or submission of information known to be false
  - using AI generated text
2. Students will not submit information that is obtained dishonestly
    - copying homework
    - working with another student on work that is intended to be done independently
    - downloading and submitting term papers (or other documents) from online resources
    - sharing answers through data storage devices
    - using cell phones or PDA devices to take electronic pictures of exams
    - text messaging answers of academic work
    - stealing materials from teachers or classmates
  3. Students will not give or sell their work to another person
    - giving work to another student to be copied
    - giving someone answers to an exam during an exam
    - discussing an assessment with students who have not yet been assessed on the material
    - giving or selling a written assignment to another student

Consequences for failing to meet the expectations above 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 the following.

- 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. Grades are pulled once a week Thursday mornings at 7am, the grades posted are the final eligibility grades for the week. Students will have one week to improve their grades as eligibility will not be pulled again for another week. Early dismissal games are only allowable for students who are eligible.

#### 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.

- An increasing amount of independent homework is considered necessary and is expected of secondary students.
- For students at the secondary level, homework loads will be affected by individual course selections.
- 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.
- 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:

- Failed courses can be retaken through an online credit recovery program or an approved summer school program.
- 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.
- All letter grades earned in summer school will be recorded on the student's transcript and included in the cumulative GPA.

- 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.
  - Students may not take summer courses to “get ahead”
- 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.
- Credit recovery courses must be completed by the end of the academic term (fall, spring, or summer).

Assessments:

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

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

*State Assessments* - [PSAT](#) (grades 9 & 10) measures achievement of state academic standards and is preparation for the 11th grade college entrance exam selected by the state (the SAT). [SAT](#) measures academic preparation for success in college. (Grade 11). These exams are delivered typically in April.

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

Academic Supports:

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

implementation science to create one integrated system from a wide range of student support options. At The Academy this includes support for students struggling with academics or social-emotional challenges, advanced students, students with disabilities, students learning English as a second language, and more. Our system is designed to support the needs of all students and recognize each individual as a valued and contributing member of our community.

*9th Grade Seminar* - 9th Grade Seminar is devoted to supporting students as they transition into High School. This course is designed to help 9th grade students adjust, develop a better understanding of the High School learning process and acquire essential academic survival skills. With attention to the academic, social, and emotional needs of young people, we aim to help every incoming student to chart a course for their High School career and beyond. Students will participate in learning activities that promote self-awareness, self-management, character development, social awareness, relationship skills, responsible decision-making, and education and career awareness, exploration, and preparation. All 9th graders will take a form of 9th grade seminar for one semester.

*Classroom-Based Interventions (Universal Interventions)* - Classroom-based 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 have at least 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.

*Study Halls* - Study Hall is an optional structured period where students can use for quiet study sessions, but can also get individual support and homework help. Students must register for this course.

*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.

*Tutoring Support* - 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 Advanced, Advanced Placement (AP), and college concurrent enrollment classes with Front Range Community College are available for students.

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

- Resource 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.

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](#)

Graduation Requirements & Scheduling:

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.

**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

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

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

The Academy is committed to ensuring that every student succeeds after high school, no matter which college or career pathway they choose.

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](#).

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	

Updated CDE graduation requirements also include Holocaust and Genocide standards, which are met through the required US History and World Literature courses, as well as Federal and Civil Government standards, which are met through the required Civics course.

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).



Daily Bell 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	12:40 pm
<b>5b Lunch for all 12:40-1:10</b>  <b>5c Lunch for all/ Teacher Office Hours 1:10-1:40</b>	12:40 pm - 1:40 pm	
6	1:45 pm	2:35 pm
7	2:40 pm	3:30 pm

Weather Delayed Late Start Schedule:

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

Assembly Bell Schedule:

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	12:12pm
5	12:17 pm	1:02 pm
<b>LUNCH FOR ALL-No Office Hours</b>	1:07 pm	1:55 pm
6	2:00 pm	2:43 pm
7	2:47pm	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:

Off Periods are generally available to 11th and 12th graders. If a student is scheduled for an off period they must stay in the Bistro or 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 9<sup>th</sup> and 10<sup>th</sup>-grade students must stay on the campus and attend all scheduled classes every day. Students must refrain from crossing 120<sup>th</sup> 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 Rules -*

- All students in the Bistro must sign-in at the Bistro desk.
- Only High School students are allowed in the Bistro during their off periods- all other students MUST have a pass and work quietly.
- The Bistro is a cell phone friendly zone- if you are watching videos or listening to music you MUST have headphones or earbuds.
- Language MUST be school appropriate at ALL TIMES!
- Classes are always in session, so noise levels need to be at a respectable volume.
- Keep your belongings close to you, there are other people who want to be here too.
- Respect your school and clean up after yourself!
- If you move any tables and chairs then you are responsible for putting them back where they belong.
- Be respectful of others studying in the Bistro and don't interrupt them. Let them work.
- 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.
- 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.

- 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.
- Do not text your friends to meet you in the Bistro. It is not meant to gather during class.
- 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 Bistro rules will result in a loss of privileges.

## **STUDENT CONDUCT & DISCIPLINE**

### Values & Philosophy:

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

- Clear expectations
- Supportive response
- Achieve resolution

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

### 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 Values 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 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.

At the Academy, we are committed to encouraging and acknowledging positive student behavior. As part of this commitment we will be recognizing one student per grade per month for demonstrating behaviors associated with the character trait for that month. These students will be acknowledged in the monthly newsletter, and will be invited to a special lunch at the end of the month where their positive contributions will be further recognized. The monthly character traits of emphasis are as follows:

<b>August</b> Self-Control	<b>September</b> Integrity	<b>October</b> Courage	<b>November</b> Self Respect	<b>December</b> Responsibility (Self)
<b>January</b> Respect for Others	<b>February</b> Kindness	<b>March</b> Responsibility (Community)	<b>April</b> Integrity	<b>May</b> Self-Control

<b>COURAGE</b>	Courage is showing bravery by tackling tough stuff head-on, dealing with setbacks like a champ, and going after both personal and school success with serious grit.
<b>INTEGRITY</b>	Demonstrates honesty and ethical behavior.
<b>KINDNESS</b>	Kindness means being understanding and caring towards others, doing little things or big things to help them feel happy and supported.
<b>RESPECT</b>	Consistently demonstrating respect through their courteous interactions, consideration for others, and a genuine appreciation for diverse perspectives.
<b>RESPONSIBILITY FOR SELF AND COMMUNITY</b>	Ways you may notice your peers demonstrating responsibility: consistently meets deadlines, organized with schoolwork, actively engages in extracurricular activities (clubs, employment, athletics, band, volunteering, etc.), and/or takes responsibility for their actions while positively contributing to the school community, leading others.
<b>SELF CONTROL</b>	Self-control is like having a mental superhero power that helps you stay on track towards your goals, resist distractions and temptations, and make

	smart choices even when it's tough. It's all about managing your impulses and staying focused on what really matters to you in the long run.
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**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.

<p style="text-align: center;"><b><i>Classroom Behavior</i></b></p> <p>At The Academy we believe that:</p> <ul style="list-style-type: none"><li>● Everyone has the right to learn without interfering with the learning of others.</li><li>● Everyone's welfare, material possessions, and dignity should be respected.</li><li>● Everyone should feel safe for self and property.</li><li>● Students are expected to be on time to class.</li><li>● Every student is expected to attend classes while on campus unless excused by school personnel.</li><li>● Please follow classroom specific norms.</li><li>● Students who do not cooperate in the classroom may have disciplinary actions deemed appropriate by an Academy Administrator.</li></ul>	<p style="text-align: center;"><b><i>Cafeteria Behavior</i></b></p> <ul style="list-style-type: none"><li>● The cafeteria and designated locations are open to students during their designated lunch period.</li><li>● Students are expected to dispose of their food items, containers, and other items in appropriate receptacles.</li><li>● Use acceptable eating manners. Absolutely no food or drink throwing. Clean the immediate area when ready to leave.</li><li>● Refrain from unnecessary loudness, horseplay, and inappropriate behavior.</li><li>● Students are not permitted to sit on tables or place their feet on furniture.</li></ul>
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*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 policies. "School property" means all property owned, leased, rented or otherwise used or contracted for by a school.

- 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.

The consequences for students who are found to be engaging in unacceptable activities 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 (Opportunity Crew) - If your student receives an assignment to participate in the Opportunity Crew, he/she will be able to make a positive contribution to the Academy through community service. The Opportunity Crew will be available to students on Tuesdays and Thursdays from 3:30 p.m. - 4 p.m. A student who does not show up for an Opportunity Crew assignment without communication with a member of the High School admin team will be re-assigned two crew service opportunities the following week.
- Academic penalty when appropriate (academic dishonesty)
- Suspension (in school, out of school, or from program/activity),
- Payment of restitution
- Mediation
- Restorative Justice
- Alternative to suspension program (referral)
- Police involvement and referral
- Legal action

- Habitually Disruptive identification
- Recommendation for expulsion.

### High School Student Search Guidelines:

*Purpose* - To ensure the safety and well-being of all students and staff while respecting the individual rights of the student.

*Reasonable Suspicion* - Searches are based on specific, credible reasons indicating a violation of the law or Academy rules.

#### *Conducting Searches* -

- **Justification:** Searches are based on reasonable suspicion, documented with specific facts and, where possible, corroborative evidence.
- **Scope and Manner:**
  - Locker Searches - Lockers, as school property, may be searched.
  - Personal Searches - Bags and jackets may be searched when there is reasonable suspicion.
  - Physical Searches - Administrators will ask a student to empty his/her pockets, remove hoodie or large jackets, remove shoes and show the tops of socks, remove belts, etc. if applicable. Administrators do not pat-down students and will make no physical contact with students during searches.

*Privacy and Sensitivity* - Searches are conducted in private, with another adult present as a witness.

#### *Post-Search Procedures* -

- **Handling Evidence:** Any found evidence is documented and secured in the High School office.
- **Follow-Up Actions:** Parents/guardians are notified about the search and its results. Support services are provided to the students if needed.

#### *Ensuring Fairness and Equity* -

- **Non-Discrimination:** Searches are conducted fairly, without discrimination based on race, ethnicity, gender, or other protected characteristics.
- **Safe and Supportive Environment:** The Academy fosters a culture of safety, respect, and trust, with educational programs to reduce the need for searches.

Searches of a student and their personal effects may be conducted without the prior consent of the student's parent guardian. However, the parent/guardian of any student searched shall be notified of the search as soon as reasonably possible. Please refer to our [Board Policy](#) for more details.

### Fighting:

Fighting, defined as a physical altercation between students, is strictly prohibited at the Academy and will result in serious consequences. This behavior is disruptive to the learning environment, threatens the safety and well-being of students and staff, and violates our six core principles of character (see above). Students involved in fighting may be subject to suspension, expulsion, and/or legal consequences. The Academy is committed to maintaining a safe and respectful atmosphere. Students are encouraged to



resolve conflict through peaceful and constructive means. If additional support is needed to resolve conflict between students, the high school and/or counseling offices are available to assist with counseling or mediation.

### Restroom Use:

The restrooms at the Academy are provided for the health and hygiene of all students. To maintain a safe, clean, and respectful environment the following rules and expectations regarding restroom use must be adhered to by all students.

#### *General Guidelines -*

- **Respect and Privacy** All students have the right to privacy and access to a clean environment in the restrooms.
- **Appropriate Use** Restrooms are to be used for their intended purpose only.
- **Keep it Clean** All students are asked to help keep the restrooms free of debris and generally clean after use.

#### *Specific Rules -*

- **No Vaping:** Vaping or the use of tobacco or THC products, including electronic cigarettes is strictly prohibited in all restrooms. Violators will face disciplinary action in accordance with the Academy's substance use policy.
- **One Student Per Stall:** Only one student is allowed in a restroom stall at a time. Multiple students in a stall may be interpreted as engaging in inappropriate behavior and will be subject to search, investigation, and possible disciplinary action.
- **No Vandalism:** Vandalism including graffiti, damage to fixtures, improper disposal of waste is strictly prohibited. Students caught vandalizing the restroom will face disciplinary action. The school resource officer may or may not be asked to join the investigation depending on the severity of the vandalism.
- **No Loitering or Hanging Out In the Restroom:** Students are asked to move quickly. If a student is part of a group where inappropriate behavior (vaping, etc.) is occurring, that student may be subject to search or questioning.

#### *Monitoring and Enforcement -*

- **Regular Checks:** Administrators, teachers, or school staff will regularly monitor to ensure compliance with these expectations. This will include frequent entries into the restroom, standing outside the restroom, and/or standing inside the restroom during transitions.
- **Reporting Violations:** Students and staff are encouraged to report any violations of this policy to an administrator, teacher, or counselor.

#### *Consequences for Violations -*

- **Verbal Warning:** For first time or minor offenses a verbal warning will be issued.
- **Parent Notification:** Parents/guardians will be notified if there are additional occurrences and informed of actions taken.

- Detention: Students may be assigned detention during lunch or after school.
- Suspension: For repeated or severe infractions, students may face in school or out of school suspension.
- Restorative Practices: Participation in restorative justice activities to repair harm and to rebuild relationships.

#### Closed Hallway:

To maintain a focused and uninterrupted learning environment, The Academy follows Closed Hallway expectations.

- *Restricted Hallway Access* - Students are not permitted to be in the hallways during the first 10 minutes or the last 10 minutes of any instructional period (class time). This policy is in place to ensure that students are promptly in their classes at the start of the period and remain engaged until the end.
- *Hall Pass Requirement* - At all other times during instructional periods, students must have a hall pass to be in the hallways. Hall passes are issued by teachers and are required for any reason a student needs to leave the classroom, including trips to the restroom, locker, or office.
- *Pass Monitoring* - Hall passes should be clearly visible and must include the student's name, date, time, and destination. Staff members may check for hall passes at any time.
- *Consequences* - Students found in the hallways without a hall pass or during restricted times will be subject to disciplinary action, which may include detention, loss of hallway privileges, or other appropriate consequences as determined by the administration.

These expectations are to minimize disruptions, enhance security, and maximize instructional time for all students. We appreciate your cooperation and ongoing support.

#### Appropriate Language:

The Academy is committed to creating a respectful and inclusive environment. The use of inappropriate language, including cursing and slurs, undermines this commitment. Therefore, all students are expected to adhere to the standards of respectful communication at all times. The Academy High School defines inappropriate language as follows.

- *Profanity* - Any language that is vulgar, obscene, or offensive.
- *Slurs* - Derogatory or discriminatory language targeting individuals or groups based on race, ethnicity, religion, gender, sexual orientation, disability, or any other characteristic.
- *Hate Speech* - Language that promotes violence or hatred against individuals or groups.
- *Sexually Explicit Language* - Any language that is sexually suggestive or offensive.

### *Consequences for Violations -*

1. Verbal Warning: For minor or first time offenses, students may receive a verbal warning by a teacher or administrator.
2. Parental Notification: Parents and/or guardians will be notified along with actions taken.
3. Detention: Student will be assigned detention during lunch or after school.
4. Suspension: For repeated or severe offenses, students may face in school or out of school suspension.
5. Restorative Practices: Participation in restorative justice activities to repair harm and rebuild relationships.

### *Reporting and Support -*

- Students, parents/guardians, or staff are encouraged to report incidents of inappropriate language to a teacher, counselor, or administrator. Reports can be made anonymously if desired.
- Support services are available for students affected by the use of inappropriate language. Students may seek assistance from a school counselor or administrator.

### Substance Use:

The use of substances including the use of vaping devices, tobacco, alcohol, and other drugs is strictly prohibited on school grounds, during school sponsored events, or in any situation where the Academy's reputation may be affected. The expectations, procedures, and consequences related to substance use are as follows.

### *Prohibited Substances -*

- Tobacco Products: Cigarettes, cigars, smokeless tobacco (chewing tobacco, snuff, etc.).
- Vaping Devices: E-cigarettes, vape pens, cartridges, or any related paraphernalia.
- Alcohol: All forms of alcoholic beverages.
- Illegal Drugs: Any controlled substances not prescribed by a licensed medical professional.
- Prescription Drugs: Misuse of prescription medication.

### *Prohibited Actions -*

- Possession, use, distribution, or sale of a prohibited substance on school property or at school sponsored events. Note: Students who possess in their hands or on their person an illegal substance or paraphernalia, regardless of who owns the item, are subject to the same consequences as the owner.
- Being under the influence of any prohibited substance while on school property or at a school sponsored event.

### *Consequences for Violation of Substance Use Expectations -*

- First Offense:

- Confiscation - Any vaping device or prohibited substance will be confiscated.
- Parental Notification - Parents or guardians will be notified immediately.
- Detention: Assignment of in-school or after-school detention.
- Substance Abuse Education - Mandatory participation in a substance use education program called Second Chance. The program will be assigned by the Bistro supervisor via email. The student will have two weeks from the date of the occurrence to complete the program. This program is in lieu of suspension. Failure to complete the program in the required time may result in an in-school or out of school suspension.
- Written Warning - A formal written warning will be issued and placed in the student's file.
- Second Offense:
  - Confiscation - Any vaping device or prohibited substance will be confiscated.
  - Parental Notification - Parents or guardians will be notified immediately.
  - Suspension - Assignment of a short-term out of school suspension (1-3 days).
  - Substance Abuse Counseling - Mandatory participation in a more intensive substance abuse counseling program will be determined by the mental health team.
  - Safety Contract - Signing of a safety contract outlining future expectations and consequences for further violations.
- Third and Subsequent Offenses:
  - Confiscation - Any vaping device or prohibited substance will be confiscated.
  - Parental Notification - Parents or guardians will be notified immediately.
  - Suspension - Assignment of a longer term suspension (up to 10 days).
  - Possible Referral to Expulsion - Consideration of expulsion based on the severity and circumstances of the offense.

*Procedures for Reporting and Investigation -*

- Reporting: Students, staff, and parents/guardians are encouraged to report any suspected violations of this procedure to teachers, administrators, and/or school counselors.
- Investigation: All reports will be promptly and thoroughly investigated by Academy officials.
- Student Search: Student searches include a search of their belongings, emptying pockets, removal of shoes by the student. See Student Searches for more information.
- Confidentiality: Reports and investigations will be handled with the utmost confidentiality to protect the privacy of all individuals involved.

### 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.

- 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.



### 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.

*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 Executive Director. 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 Executive Director 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 Executive Director may retire to closed session to review and consider the evidence.

The Executive Director shall render a written opinion within five (5) days after the hearing. If the Executive Director 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 Executive Director 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 Executive Director and the student or his/her representative, time limits and other conditions of this procedure may be waived.

*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 Executive Director ten (10) business days after receiving the response from the school level Principal. The Executive Director shall respond to the parent within ten (10) business days. In the event the response of the Executive Director 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 Executive Director. 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 Executive Director 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.

## **ATTENDANCE**

The Academy of Charter Schools upholds that good attendance is of paramount importance to academic performance and overall success of students. Absences, whether excused or unexcused, are detrimental to the learning process.

In accordance with Colorado State law (section 22-33-101 et seq., C.R.S.), the Academy is required to schedule school 1080 hours per school year. State law C.R.S. 22-33-107 and the Academy of Charter Schools policy defines habitual truancy as “four unexcused absences in any one month or 10 unexcused absences during any school year.” This law also requires schools to monitor the attendance of all students and report those who have a significant number of unexcused absences.

### Tardies:

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

### Excused Absences:

Absences are considered excused when the parent/guardians provide documentation and call in the absence to the academic line at 303-289-8088 ext. 101, or send an email to [attendance@theacademyk12.org](mailto:attendance@theacademyk12.org) within two school days of the absence. This line accepts calls 24 hours a day. In cases of excessive absences, the Academy will pursue appropriate attendance tiered levels of support as outlined below. The following types of absences, or other absences for good cause as determined in the discretion of school administration, are considered excused absences.

1. Illness, medical appointments, or injury -
  - Illness: For extended health related absences (3 days or more per month), a medical excuse from a physician is required. If the family indicates they have no physician or medical source available for this purpose, the school nurse is authorized to make a determination as to whether or not the absence is health related.
  - Medical Appointments: The Academy asks that medical, dental, legal, and other appointments be scheduled outside of school hours whenever possible. When not possible, a note should be brought to the office if the student is gone during the school day on the date of the absence, or the following day. This note should clearly indicate the day and time of the appointment.
  - Injury: Absences due to injury are considered excused when the student provides appropriate documentation from a healthcare provider or with

consultation from the school nurse. During the recovery period, students are responsible for coordinating with their teachers to make up any missed assignments or assessments. The Academy will provide reasonable accommodations to support the student's continued recovery.

2. Prearranged absences that are documented and pre-approved by school administration for -
  - interviews with college admissions
  - interviews with career representatives
  - special family activity/travel (The Academy Extended Absence Form must be completed in coordination with the student's counselor prior to travel)
  - 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 while still on campus (example: student misses PE class to make up a science test, or misses class to study for another class)
3. The student is ill; however, the student does not check into the health room
4. Senior Ditch Day

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. Excused absences beyond 70 will be reviewed on a case by case basis by the attendance review team in consultation with the parent or guardian. We trust parent or guardian discretion and will evaluate these situations on a case by case basis at the request of the parent or guardian. A determination will be made as to whether or not the absence will be excused or unexcused.

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 the Academy Policy.

Missed Work from Absences (Excused or Unexcused):

Students are responsible for all class work missed due to any absence either excused or unexcused. Students will be allowed two days for every 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. Student's will also be able to have help with their homework from the assigning teacher and make-up exams.

Credit for in-class work missed due to an unexcused absence shall be determined by the teacher. The teacher has the right to deny help with homework, not allow students to make up exams, etc. Students may also be removed from extracurricular activities due to excessive unexcused absences and be assigned community service. It is encouraged to follow the late work policy for work missed due to unexcused absences. Please see the late work policy in the Academics section for more details.

Missing Class Due to School Activities (Field trips, Athletics, Concerns, Plays, Etc):

Students participating in Academy school events are not excused from their class work. Assignments and assessments due on the day of the event must be turned in the following school day or the student will not receive credit.

- It is important for the responsibility to be on the student - they need to communicate with their teachers about their absence and what they may be missing. It is NOT the teacher or counselor's responsibility to track down a student and get them "caught up."
- Students will need to utilize office hours if they have missed a class due to athletics or a field trip to "make up" the work or get "caught up" with what was covered in the class.
- Students may make prior arrangements with their teachers regarding assignments due.
- Teachers may mark the assignment as zero or missing if the student has not turned in the work the following day.
- Absences during a school activity will not count negatively against the student.

Attendance Monitoring & Supports:

Teachers and attendance personnel will track all students' excused and unexcused absences and/or tardies. When a pattern of excessive excused or unexcused absences and/or tardies occurs, building administration will follow the tiered interventions steps listed below. In the case of excessive unexcused absences and/or tardies the student may be listed as habitually truant and the Academy reserves the right to follow applicable laws for commencing truancy proceedings. Each unexcused absence will be entered into the

student's record. Below are the tiered interventions that will be implemented to support student attendance.

- Tier I Universal Strategies (see chart below) -
  - Communication about attendance expectations and practices to all community members
  - Attendance dialer through PowerSchool to notify parents or guardians of absent periods
  - Regular attendance reports to students and parents
  - School-wide incentives for good attendance
  - Information sessions on the importance of attendance
  
- Tier II Targeted Strategies (see chart below) -
  - Attendance review meetings for students with 5-9 unexcused absences per semester
  - Tier II attendance letter will be mailed to parents or guardians
  - Implementation of attendance contracts
  - Additional support provided by school administrators
  - Referral to school-based counselors
  
- Tier III: Intensive Strategies (see chart below) -
  - Tier III attendance letter will be mailed to parents or guardians
  - Parent or guardian meeting with the student
  - Root Cause Analysis with a Student Attendance Action Plan
  - Student will be placed on a two-week attendance review which will include a meeting every two weeks with a building administrator to evaluate effectiveness of supports
  - If parent or guardian is unavailable or cannot be reached, a DHS call will be placed
  
- Tier IV: Truancy or Chronic Absence Evaluation (see chart below) -
  - Student will be referred to the Student Attendance Review Board (SARB)
  - DHS call
  - Certified letter or home visits by building administrators and/or teachers
  - Internal Administrative Placement Review/Possible withdrawal from The Academy
  - Referral to truancy proceedings



## TIMELINE OF ATTENDANCE SUPPORTS

	<b>Quarter 1 8/15-10/11</b>	<b>Quarter 2 10/14-12/20</b>	<b>Quarter 3 1/7-3/14</b>	<b>Quarter 4 3/17-5/22</b>
<b>Tier 1</b>	2 Days (14 Tardies, Missed Periods)	4 Days (28 Tardies, Missed Periods)	6 Days 48 Tardies, Missed Periods)	8 Days (56 Tardies, Missed Periods)
<b>Tier 2</b>	4 Days (28 Tardies, Missed Periods)	8 Days (56 Tardies, Missed Periods)	12 Days 84 Tardies, Missed Periods)	16 Days (112 Tardies, Missed Periods)
<b>Tier 3</b>	8 Days (56 Tardies, Missed Periods)	16 Days (112 Tardies, Missed Periods)	24 Days (168 Tardies, Missed Periods)	32 Days 224 Tardies, Missed Periods)
<b>Tier 4 Truant/Chronic Absent</b>	<b>Truant</b> - 10+ Days 70 missed periods (Unexcused) <b>Chronic Absent</b> - 10+ Days (Excused, Unexcused, Suspension)	<b>Truant</b> - 18+ Days 126 missed periods (Unexcused) <b>Chronic Absent</b> - 18+ Days (Excused, Unexcused, Suspension)	<b>Truant</b> - 26+ Days 182 missed periods (Unexcused) <b>Chronic Absent</b> - 26+ Days (Excused, Unexcused, Suspension)	<b>Truant</b> - 34+ Days 238 missed periods (Unexcused) <b>Chronic Absent</b> - 34+ Days (Excused, Unexcused, Suspension)

### Chronic Absenteeism:

Chronic absence is different from truancy (unexcused absences only). The Academy considers a student “chronically absent”, when he/she misses more than 10% of school for any reason, including excused absences, unexcused absences, and suspension.

### Truancy:

The Academy considers a student “truant”, under Colorado State Law, when despite warnings and/or parents or guardians efforts to ensure attendance, a student has accumulated 4 unexcused absences in a month or 10 unexcused absences in a school year. A meeting will be held with administration and the parents or guardians in order to determine if the student plans to continue to attend the Academy. If the student continues to accrue unexcused absences legal and additional administrative actions may ensue.

## HIGH SCHOOL DRESS CODE

### 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.

<b><i>Students May Wear</i></b>	<b><i>Students Cannot Wear</i></b>
<p>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.</p> <ul style="list-style-type: none"><li>● Shirts including spaghetti straps, strapless tops, tank tops, halter tops, and muscle shirts that meet the basic requirements.</li><li>● Bottoms include holes in jeans and opaque leggings.</li><li>● Religious or cultural headwear and accessories are accepted.</li><li>● Makeup, tattoos, dyed hair.</li><li>● Earrings, nose rings, navel rings, and any other jewelry or piercings.</li><li>● Bandanas, bows, or other hair accessories.</li></ul>	<ul style="list-style-type: none"><li>● Clothing featuring hate speech targeting race, ethnicity, gender, sexual orientation, religious affiliation, health conditions, or other protected groups.</li><li>● Violent images or language.</li><li>● Attire containing profanity.</li><li>● Items that clearly promote any illegal activity.</li><li>● Items that promote the use of drugs or alcohol.</li><li>● Attire that is pornographic or contains nudity.</li><li>● Hats, hoodies with hoods up, or beanies with exceptions for religious, cultural, or medical reasons.</li></ul>

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.

## **SCHOOL SAFETY & SECURITY**

A safe learning environment is a top priority for The Academy High School. As such, The Academy High School implements best practice safety and security protocols, as explained in [this video](#).

### Student ID Badges:

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.

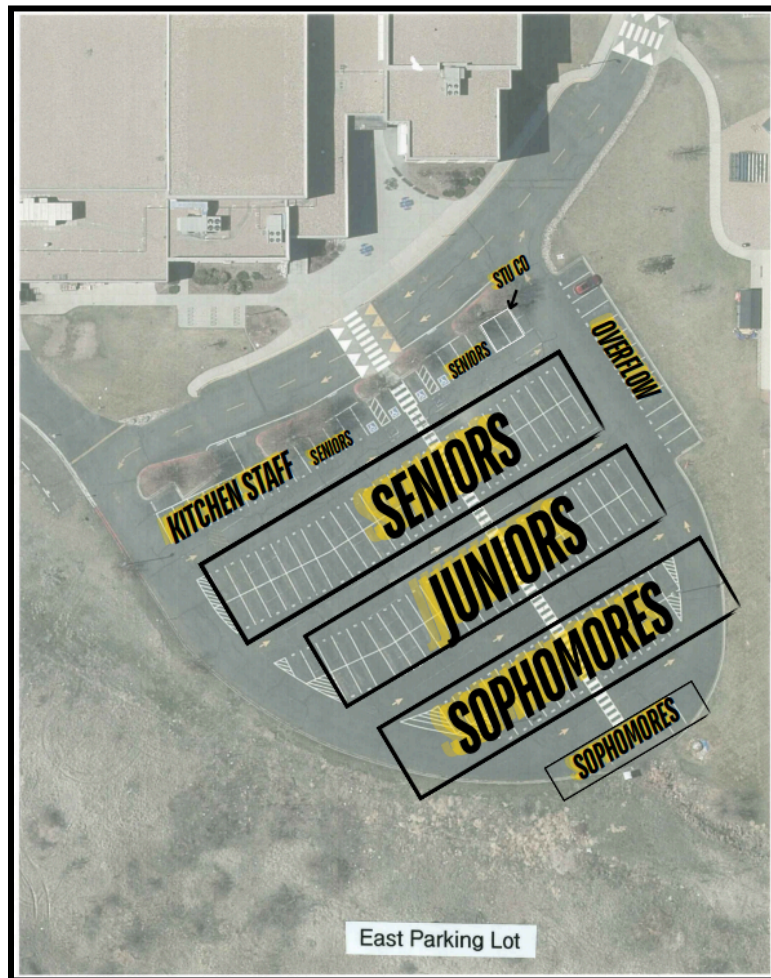
### Video Surveillance:

Video cameras are 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 occurs 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:

Our goal is to provide space for Wildcats to park on school property and not in the adjoining neighborhood, thereby promoting safety and a positive relationship with our neighbors. All students' vehicles parked on campus must be registered through the school and have a parking permit. To register your vehicle, click on this link to fill out the request form. You will need to upload images of the students drivers license, vehicle registration, and insurance. After completion of the form, you will receive an email when your permit is available to pick up.

Students parking in the Academy East (Student) parking lot must have a parking permit on their vehicle at all times. The parking permit must have the same number as the space the student is parked in. Note: 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. The East parking lot will now be divided into sections by grade. Please see the image below for which grade can park in which sections.



Students who wish to park without attaining a parking space may park on the West side of the building in the dirt lot. Students who do not have a parking permit should also plan on parking in this area. This is meant for students who forget their parking permit, and is not designed to be long term parking for students.

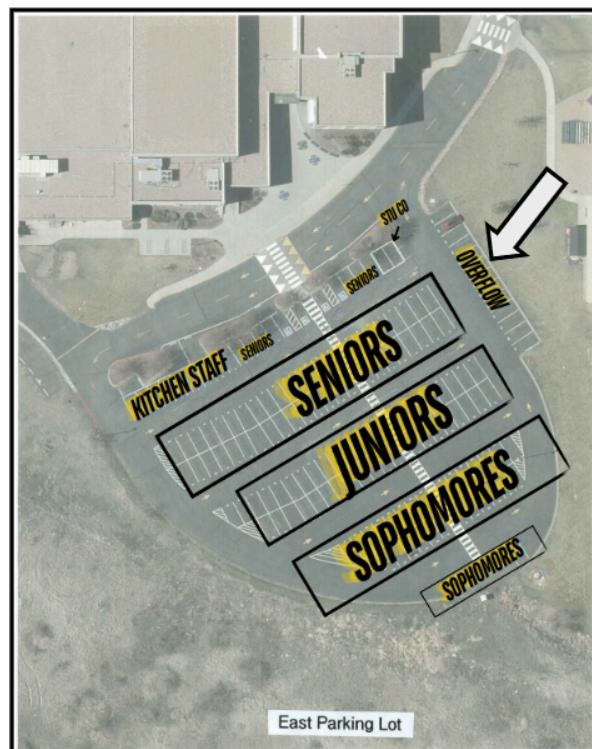
Parking on the Academy campus is a privilege. Students are responsible for locking their vehicle to secure belongings. The Academy assumes no liability for damage to or theft from vehicles parked on school grounds.

Students must observe all speed limits and use proper driver 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 Supervisor immediately.

Vehicles that do not have a parking permit, are parked illegally (in a space other than their own), or parked improperly will receive a ticket from school administration.

If a student arrives at school and someone is parked illegally in his/her parking spot, the student should park in the overflow parking lot. The student should report this incident to the Bistro Supervisor so an administrator can follow up. Please do not park in another space, as all spaces are assigned.



#### *General Rules -*

##### 1. Parking Permits:

- All vehicles must display a valid parking permit at all times.
- Permits must be registered with the Bistro supervisor.

2. Assigned Spaces:
  - Students must park in their assigned parking spaces.
  - Parking in overflow, spaces designated for other grade levels, kitchen staff, or handicap spaces without proper authorization is prohibited.
3. Speed Limit:
  - The speed limit in the parking lot is 10 mph.
  - Speeding and reckless driving are strictly prohibited.
4. Arrival and Departure:
  - Students must arrive at the parking lot no earlier than 30 minutes before the start of school.
  - Vehicles must be removed from the lot within 30 minutes after the end of the school day unless participating in an authorized after-school activity.
5. Parking Lot Behavior:
  - No loitering in or around parked cars during school hours.
  - Loud music and excessive noise are not permitted.
  - Hanging out near or around the parking lot is not permitted.
6. Vehicle Condition:
  - Vehicles must be in good working condition to park in the lot.
  - Leaking fluids or any hazardous conditions must be reported and fixed promptly.
7. Pedestrian Right-of-Way:
  - Pedestrians have the right of way at all times within the parking lot.
  - Drivers must yield to pedestrians crossing.
8. Accidents and Damage:
  - Any accidents or damage occurring in the parking lot must be reported to the school administration or Bistro supervisor immediately.
  - Students are responsible for any damage they cause to other vehicles or property.
9. Maintenance:
  - Students are responsible for keeping their parking space clean and free of litter.
  - Any maintenance issues (potholes, lighting, etc.) should be reported to school administration or the Bistro Supervisor.
10. Prohibited Items:
  - Weapons, drugs, alcohol, and other prohibited items are not allowed in vehicles on school property.
  - Random checks may be conducted by school officials.
10. Compliance:
  - Students must comply with all parking lot rules and regulations.
  - Non-compliance may result in disciplinary action, including suspension of parking privileges.
11. Consequences:
  - First offense: Warning and re-education on parking rules.
  - Second offense: \$5 fine.

- Third offense: \$10 fine, possible revocation of parking privileges.
- Severe or repeated violations may result in further disciplinary actions.

Parking tickets will not be issued during August 2024. However, parking reminders will be issued. Enforcement of all parking expectations will begin in September 2024. Parking permits will not be available after August 29th, 2024. Students requesting parking permits after this date will be evaluated on a case by case basis.

The parking lot is open from 7:00am to 5:00pm on school days. Unauthorized vehicles left in the lot overnight may be towed at the owner's expense. Parking regulations may be adjusted for special events. Temporary signs and instructions will be provided as necessary. The Academy reserves the right to update or change parking lot rules as necessary. Students will be notified of any changes in advance.

### **PERSONAL TECHNOLOGY**

The Academy recognizes that portable electronic devices are tools of both communication and learning that, depending upon their use, can either add value to or disrupt the school environment. Portable electronic devices include cell phones, iPods, PDAs, MP3s, wireless email devices, laptops, etc.

Portable electronic devices shall not be turned on or used in any way at school or at school-sponsored activities unless approved by school personnel. Portable electronic devices with cameras may not be used to violate the privacy rights of another person (ex. You may not photograph others in a bathroom, locker room, without their knowledge/consent). Portable electronic devices cannot be used in a manner in which there is a violation of The Academy Academic Honor Code.

When requested, students are required to power down portable electronic devices and turn them over to school personnel. Under certain circumstances, law enforcement authorities may be notified. Portable electronic devices are considered personal effects in a student's possession and thereby subject to Board Policy JFGA governing searches of such items. Except in cases of emergency, a cell phone or other electronic communication device will not be searched without the consent of either the student or parent. BVSD shall not be responsible for loss, theft or destruction of portable electronic devices brought.

Personal technology (i.e. cell phones, AirPods, headphones, earbuds) are not required materials in an academic/learning setting. If a student opts to bring a personal cellular device to school, the student retains all responsibility if the device is damaged, lost, or stolen.

Teachers will determine, based on their lesson plans, if the cell phone is to be utilized for academic purposes. Cell phones not directly needed for academic purposes will remain out of sight and not in use. AirPods, headphones, and/or earbuds are not to be in/on/over a student's ear(s) during classroom instruction/learning time. Again, teachers will

determine, based on their lesson plans, if these devices can be utilized for academic purposes.

If a student needs a phone for emergency use, the student may either ask the teacher to use their personal cell phone or the student can use the student's phone in the attendance office. Students using their cell phone or any other personal technology devices for any reason during class time without teacher permission will face the following consequences.

- 1st Offense: The student will be reminded of the school policy and guidelines, which will reiterate classroom expectations around a distraction-free learning environment. Contact will be logged within PowerSchool
- 2nd Offense: The student's phone will be confiscated. The student will be required to pick up the cell phone from Administration at the close of the student
- 3rd Offense: The student's phone will be confiscated. The student's parent and/or guardian will be required to pick up the phone from Administration. The phone will not be given to students for any reason without a parent's contact.
- 4th Offense: The student's phone will be confiscated. The student's parent and/or guardian will be required to schedule an appointment with Administration to discuss consequences.

### **HALLWAY 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 contact the High School Administration

### **CONTACT INFORMATION**

Main Phone: (303) 289-8088

Attendance: [attendance@theacademyk12.org](mailto: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

[Anthony Watson](#)

Assistant Principal; 303-289-8088 ext. 368

[Karianne Klenjoski](#)

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

[Marc Verikas](#)

Athletic and Activities Director; 303-289-8088



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



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**CRISIS SERVICES**

**844-493-TALK (8255)**

**OR TEXT TALK TO 38255**