



**Elementary Student & Family
Handbook 2024-2025**

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)
- 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 skirts, 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
Admin included immediately	Admin notified and included as needed/appropriate in response/resolution	Admin notified of repeated class 3 behaviors that may require additional supports
These behaviors create an apparent and immediate unsafe learning environment. Oftentimes, law enforcement is called to help support the response. Suspension is usually	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	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

<p>assigned while an investigation can be conducted. Class 1 behaviors may result in expulsion.</p>	<p>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>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"> ● Possession or use of drugs, alcohol, imitation drugs, dangerous substances, or drug paraphernalia ● Possession of a weapon ● Possession of explosives ● Assault ● Knowingly or recklessly causing bodily injury ● Robbery or theft ● Participation in a gang or secret society ● Distribution of libelous or slanderous material ● Possession of a facsimile weapon that could be used to hurt others 	<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Academic dishonesty ● Bullying ● Defiance ● Destruction of School Property ● Possession or and/or misuse of an electronic device or nuisance item ● Harassing behaviors ● Targeting behaviors ● Fighting or threatening behavior ● Affiliation and/or activity in a Gang or Secret Society ● Disruptive/Inappropriate behavior ● Leaving class or school without permission ● Possession of stolen property ● Continued profanity ● Verbal abuse/slurs/sexually explicit language/ hate speech ● Repeated interference with classroom instruction ● Possession or use of tobacco ● Theft ● Trespassing ● Truancy/skipping class ● Possession or use of vaping devices 	<p>Behaviors can include:</p> <ul style="list-style-type: none"> ● Refusal to follow a reasonable request by a staff member ● Disruptive hallway behavior ● Inappropriate bathroom behaviors/use ● Inappropriate or disruptive behavior ● Name calling ● Dishonesty ● Possession of items that are not allowed ● Profanity and inappropriate language

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.

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.