

Ricardo Flores Magón Academy

Student and Family Handbook



2025-2026

This Student and Family Handbook was adopted by the Ricardo Flores Magón Academy's Board of Trustees. The Board of Trustees reserves the right to revise, change, or modify the Student and Family Handbook at any time according to their sole discretion.

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RFMA Mission and Values

Welcome to the 2025-2026 school year! It is our privilege to partner with you throughout your student's educational journey. Please review the Ricardo Flores Magón Academy (RFMA) Student Family Handbook with your student and refer to it as needed. This handbook details RFMA's policies, procedures, and student expectations. We look forward to another year of leading and learning at RFMA.

The Mission of Our School

Creating the conditions for social liberation and community empowerment through equitable, conscientious, and culturally grounded education inspired by the teachings of Ricardo Flores Magón.

Our Guiding Values

Along with our high academic expectations, we have high cultural and behavioral expectations for all of our students, whom we call Magonistas. We expect that each Magonista will not only work to be the best student they can be but the best person they can be. We want to prepare your Magonista to be a conscious citizen of the world. We expect each Magonista to learn and apply these values during their tenure at RFMA and to continue to exhibit them as they move forward in their academic careers and in life.

Magonistas are:

Dignified/Digno

Magonistas act with self-respect and respect others. They act with integrity and know that they will do what is right, regardless of the circumstances; they seek and speak the truth.

United/Unido

Magonistas will work together to meet their collective social, intellectual and cultural goals. They understand that they are a part of a community, and they work to educate and create a more just society.

Problem Solvers/Solucionista

Magonistas use their logic and reasoning skills to solve all problems in a thorough and peaceful manner to create positive change.

Humble/Humilde

Magonistas are willing to listen and understand that another's reasonable opinions or views deserve respect. Magonistas are generous and they always value their roots. They are confident in their abilities and in the beauty of their community, but they are never arrogant.

Diligent/Diligente

Magonistas always give the maximum effort in anything they do. They never leave a task unfinished and always take ownership of an issue.

School Calendar and Operations

Hours of Operation

The RFMA front office operates from 8:00 A.M. until 4:15 P.M., Monday through Friday.

The school will open at 8:00 am, and students must arrive by 8:20 am. If they arrive after this time, they will be marked tardy. Students are expected to remain in school until dismissal at 3:30 pm on Mondays through Thursdays and 1:30 pm on Fridays. It is imperative that you send a strong message to your students that timely attendance at school is extremely important.

If your student would like breakfast, they must arrive prior to 8:20 A.M. Breakfast will be served beginning at 8:00 A.M. Breakfast can be served after the bell at request, but the student will be marked tardy after 8:20 A.M.

School Calendar

Please see the RFMA School Calendar for the scheduled school days for the current school year. A calendar will be provided during registration and is also available on the school's website (www.magonacademy.org).

Attendance Policy

In order to prepare every Magonista for college, students must be at RFMA every day and on time. If your Magonista is not here or consistently arrives late, it is difficult for us to honor our commitment to prepare them for college. Absences and/or tardiness, amount to lost learning time and lost learning time leads to gaps in overall learning and understanding of skills and concepts.

Additionally, Colorado law requires that each child between the ages of 6 and 17 shall attend public school unless otherwise excused. It is the obligation of every parent to ensure that every child under the parent's care and supervision between the ages of 6 and 17 is in compliance with this statute (C.R.S. 22-33-104).

If your Magonista is absent or tardy, you need to do and/or understand the following:

1. Call the automated message machine by 8:20 a.m, (303-412-7610) to explain why your child is absent and/or why they will be late.
2. If your Magonista is out sick for more than **2 days**, you must bring a note from a doctor, nurse, or clinic staff member upon their return.
3. **Three tardies** will be counted as **one absence**.
4. If your Magonista is late for school, you must come into the front office and sign him/her in, or they will remain marked absent for the entire day.
5. Early withdrawal from school before the end of the school day is considered a tardy and withdrawal constituting more than 2 hours but less than 3.5 hours will be considered a half-day absence and any withdrawal of longer than 3.5 hours will be considered a full day absence.

Colorado law defines a child to be habitually truant if the child is between the ages of 6 and 17 years and has four unexcused absences from public school in any one month or ten unexcused absences during any school year (C.R.S. 22-33-107).

The following shall be considered excused absences:

1. A Magonista who is temporarily ill or injured, or whose absence is approved by the administration of the school on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside school hours.
2. A Magonista who is absent for an extended period due to physical, mental or emotional disability. The school may require suitable proof regarding the absence including written proof from a medical source.
3. A Magonista who is attending any school-sponsored activity of an educational nature with advance approval of the administration.
4. A Magonista who is absent in observance of an established religious holiday.
5. A Magonista whose absence is approved by the School Administration at the request of the parent or guardian.
6. A Magonista is in out-of-home placement (defined by C.R.S. 22-32-138(1)(e), is absent due to a court hearing or is participating in court-ordered activities, such absences shall be excused.

If a Magonista is habitually truant and exhibits a pattern of unexcused absences RFMA will take the following steps:

1. After two consecutive unexcused absences, the RFMA behavior team will call the parent or guardian to find out why their Magonista is not in school
2. After three unexcused absences in a month or five total unexcused absences in the year, RFMA will contact parents or guardians and hold a *required meeting* to remind them of RFMA's attendance policy.
3. After *four unexcused absences* in a month or *ten unexcused absences* in a year, RFMA will require a meeting with parents or guardians along with their Magonista to sign an attendance contract with the Dean of Students.
4. If the pattern of unexcused absences does not improve after the signing of the attendance contract, RFMA will hold a meeting with the Dean of Students and Executive Director to review and discuss an attendance plan. Further absences may result in more serious action.
5. Habitually truant Magonistas may be considered for retention.

We would like to thank you for your support and understanding of this policy in advance. We hope that your child will achieve a 100% attendance record here at RFMA. In doing so, we can be successful in remaining on the road less traveled to college and beyond!

School Uniforms

All students must come to school in the RFMA uniform every day. If a student arrives at school out of uniform, parents will be called and asked to bring in a uniform before the student is sent to class. RFMA has a required school uniform for several very important reasons:

- Uniforms unite RFMA as a community.
- Uniforms reduce distractions.
- Uniforms instill equality.
- Uniforms look professional.

Elementary School

- Students must wear a red polo shirt. It may, but does not have to, have the RFMA logo.
- Students may wear an earned RFMA Green Shirt at any time.
- Outer layers in the classroom must be an RFMA sweatshirt or zip-up jacket. Non-RFMA sweaters and sweatshirts are not allowed during instructional time. Hoodies are not part of the dress code.
- Students must wear closed-toed tennis or athletic shoes.
- Students must wear black- or khaki-colored pants or black jeans. Sweatpants are not acceptable. Shorts must be knee length. Girls may wear black, khaki or RFMA knee length skorts. Pants must not be excessively baggy, ripped, or tight.

Middle School

- Students must wear a red, black or white polo shirt. It may, but does not have to, have the RFMA logo.
- Students may wear a Green RFMA shirt at any time.
- Outer layers in the classroom must be an RFMA sweatshirt or zip-up jacket. Non-RFMA sweaters and sweatshirts are not allowed during instructional time. Hoodies are not allowed in the dress code.
- Students must wear closed-toed tennis or athletic shoes.
- Students must wear black- or khaki-colored pants or black jeans. Sweatpants are not acceptable. Pants must not be excessively baggy, ripped, or tight.

Thursday and Fridays (All students Elementary and Middle)

- On Thursdays, students may wear t-shirts or sweatshirts representing a College or a High School.
- On Fridays, students may wear RFMA T-Shirts, Green Shirts, Caracoles Shirts, or any other shirt from an RFMA event.
- Students may also wear jeans of any color.

Dress Down Day Dress Code:

Clothing must be appropriate for school/learning. Students may not wear excessively ripped or torn clothing, thin strapped tank tops, inappropriate messages on clothing, tube tops/strapless dresses, crop tops, excessively baggy clothing, or shoes with heels. The school reserves the right to contact parents if we determine the student arrived inappropriately dressed for school. Those choosing not to participate in Dress Down Day must wear the normal uniform.

How to Purchase Uniforms

During various times of the year (summer, start of year, winter break, & spring break) RFMA will have an online store that will sell packets and single pieces of all uniforms through www.DenverAthletic.com. All online orders

with Denver Athletic will need to be paid with a credit or debit card. For more information, please visit the front office.

Board of Directors

The school's Board of Directors is accountable for the governance and operation of the school. The Board of Directors' responsibilities include setting and enforcing policies, assuring that the school is run in a manner consistent with its Mission Statement, and ensuring the school operates in compliance with all applicable legal requirements. The specific role and responsibilities of the Board of Directors are described in its By-Laws. The Board of Directors meets monthly, usually on the third Monday of each month. The school community and the public in general are invited to attend the board meetings. Notices and agendas for each Board Meeting are posted at the school and on its website.

Student Health & Safety

School Visitor Policy

The school administration reserves the right to deny or limit visitor requests and it reserves the right to schedule visits for certain dates and times that it believes are appropriate. All visitors must enter through the front door (located on Meade St.), upon arriving visitors must sign in at the Main Office. Visitors will be escorted within the school by RFMA staff. Upon departure visitors must sign out and exit out the main entrance.

Nursing Services & Medication

RFMA offers limited nursing services for its students. However, it is always best to have your family doctor or health center investigate any problem that your student may have.

The following is a list of reasons why a student would be sent home:

- *Temperature:* If temperature is 100 or higher
- *Head Injury:* Any time a student has a head injury we ask parents to seek a professional opinion
- *Cuts:* If cut is too deep or too big
- *Vomiting:* If a student is vomiting (staff always checks temperature)

If your student requires medication during school hours, we will assist by administering the medication.

However, medication cannot be given by RFMA staff unless a parent completes an “Administration of Medication” form required by the State Health Department, and the requirements stated on the form are met. A parent/guardian shall be responsible for providing all medication to be administered to the student. This policy applies to all medicine, including aspirin, Tylenol, inhalers, and other over-the-counter medicines. You may obtain all necessary forms from the front office. A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may be permitted to possess and self-administer certain medications upon submission of written authorizations signed by the student's health care practitioner and the student's parent/guardian. Authorization for a student to possess and self-administer medication may be limited or revoked by the Executive Director after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

All student medications will be kept in a locked cabinet. The school will keep a detailed log of all medications that are administered by the front office staff.

Emergency Procedures

Drills are held on a regular basis to acquaint teachers and children with the procedures to follow in the event of a person of interest or intruder on the premises, natural disaster, such as a tornado, fire, or bomb threat. Copies of the procedures are available upon request.

- **Off-Site Evacuations:** This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and may be released to their families. RFMA evacuates to either Carl Park Community Center at the corner of 54th and Meade St. or Claver Hall located on the Regis University Campus at 3333 Regis Blvd. Denver, CO. Parents and guardians will be modified of pick-up instructions via phone call.

School Closures

RFMA will only close schools in cases of extreme weather conditions. In such situations, we will generally follow the decisions by the Denver Public Schools and the Westminster District. Please note that RFMA does not do “delayed start” days. RFMA, however, reserves the discretion to close school even if neither the Denver Public Schools nor the Westminster District decide to delay or close school. In either case the school will send an automated call as well as notifications via RFMA’s Flyer app and the IC Parent Portal to all parents and guardians. School closures will also be communicated via RFMA’s website, social media pages, and local radio and television stations.

Immunizations

Each student entering a Colorado school for the first time is required to present a certificate of immunization from a licensed physician, an authorized representative of the Colorado Department of Public Health and Environment (CDPHE), or local health department stating that the student has received immunizations against communicable diseases as specified by Colorado Revised Statutes (C.R.S. 25-4-902) . Please note there are a number of exceptions to these provisions that are contained in the statute. Student immunization information may be accessed through the Colorado Immunization System in accordance with Colorado Department of Public Health and Environment and district protocols. For additional information, please visit the [CDPHE website](#).

Food and Nutrition Services

Breakfast is offered free of charge to all students; K-8th. Families are still encouraged to apply for Free and Reduced Lunch to receive additional support and benefits.

School and Family Partnership

Parent & Family Engagement Policy

Ricardo Flores Magón jointly developed this family engagement policy in consultation with school personnel, community members, and parents. This family engagement plan will be updated annually to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

RFMA will:

- Hold an annual meeting on Back-to-School night to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;

- Offer a flexible number of meetings. A schedule of this year’s meetings will be posted on the website no later than the last Friday of the first month of each school year.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I program, including the planning, review, and improvement of the school family engagement policy and the joint development of the schoolwide program (if applicable);
- Provide parents of participating children:
 - timely information about Title I programs;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

Communication

Communication between RFMA and parents is an integral element for an effective partnership. There are several ways that RFMA can and will communicate with parents throughout the year:

Ricardo Flores Magon Academy Flyer Connect App: In an effort to simplify access to important school information such as school closures, staff contact, weekly newsletter and much more we use the Ricardo Flores Magon Flyer Connect app. Please search in Google Play or the Apple App store for “Flyer Connect,” then add Ricardo Flores Magón Academy as your school to receive notifications from RFMA.

Weekly Update: Every Thursday, a weekly update from the school will be made available through our app and on our website. This will contain important information about the schedule/calendar, events, announcements, field trips, and other important reminders. **It is very important that you take the time to read the update in its entirety.**

Teacher Phone Calls: When necessary and appropriate, teachers will speak with each of their students’ parents over the phone to describe how the student is progressing.

Social Media: The Ricardo Flores Magón Academy will consistently update its website and its social media sites with important information and events. You may view this information at www.magonacademy.org or www.facebook.com/RicardoFloresMagonAcademy.

Progress Reports: Halfway into each quarter (marking period), parents will receive a printed Progress Report from all of their student’s teachers. Progress Reports will not contain final grades; instead, they are an important mechanism for communication while there is still time to act to correct any problems before the end of the marking period. Parents must sign a form indicating that they have received and read all Progress Reports.

Parent/Teacher Conferences: Two times per year, parents will be required to come to the school for conferences with their student’s teachers. Parents will receive a written Report Card, Attendance Report, Behavior Information, and Outstanding Fees report at the conference. These are important opportunities for parents to learn about their student’s progress and needs. **Participation by parents at conferences is required.**

Behavior Alert / Academic Alert: If your student is experiencing a behavior or academic problem, RFMA will send home a written notice. Parents should make sure to review the concerns outlined in the letter with their student. RFMA asks parents to acknowledge their receipt of the notice by signing and returning to the school an acknowledgement form. Parents should contact the school if they have any questions or wish to discuss the issue.

Phone Calls / Notes: Throughout the year, you may receive a phone call, note, or e-mail from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours.

Meetings: If the school requests a meeting with you and your student, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administrator, please contact them directly.

Parent Concerns: RFMA has an open-door policy and it welcomes comments and questions from parents or anyone else in the community. The RFMA Board of Trustees has adopted a Communications Policy and the Board asks that you pursue your question, suggestion, or concern through the process outlined in that policy, which is discussed further along in this Handbook.

If you have a question, concern, or suggestion relating to a school policy, academic grade, discipline decision, or anything else, we invite you to contact the school to schedule a meeting with your student's teacher, the Principal, or Assistant Principal.

If the concern remains, you are welcome to speak to the Executive Director. And, if it continues after that you may reach out to the RFMA Board of Trustees, as appropriate under the policy. RFMA welcomes the conversation and commits to treating you and your concern, question, or suggestion in a professional and respectful manner. We understand that, as parents, you have strong opinions about issues concerning your student, but we ask that you return the favor by addressing any issue professionally and respectfully.

Messages/Voicemail: If you have an emergency and need to get a message to your student or his or her teacher, please call the main office line.

Volunteer Hours

We request parents to complete 10 hours of volunteer service per year and per student at RFMA. There are a number of different ways to fill your volunteer requirements.

Some examples are:

- Help in the kitchen
- Help support lunch and recess duty
- Organize uniform closet
- Donate used uniforms
- Donate food on Fridays
- Chaperone for field trips
- Help teachers in their classrooms
- Volunteer during big events
- Donations for any events

If you would like to volunteer, please contact the front office or see our Volunteer Opportunity Newsletter.

Parent Booster Committee

The Parent Booster Committee is committed to assisting and supporting the school by raising money for the school and students. They will meet once a month on Friday afternoons and everyone is invited to attend. If you are interested in joining, please contact the front office for more information.

School Accountability Committee

Pursuant to § 22-11-401, C.R.S., the School Accountability Committee (SAC) is a committee comprised of a Member of the Board of Trustees, parents, teachers, and community members that give advice and support to RFMA leadership with regard to finances, budgetary allocations, and school improvement plans (if applicable).

The SAC consists of a member of the Senior Leadership Team, at least one teacher from the school, at least three parents with students at the school, at least one adult member of an organization of parents, teachers, and students recognized by the school, and at least one member of the community. The members of the SAC shall annually select from the parent representatives a chair of the committee. The SAC will meet quarterly. Its meetings are open to the school community. The SAC will ideally also have one parent representative from the Parent Booster Committee.

Academics

Grading Scales

Elementary

Each quarter a student's progress toward mastery of the grade-level standards is reported for student performance in relationship to the grade level expectations. Not all learner expectations are addressed each grading period as indicated by an N/A.

Progress is rated on a scale of 1 to 4 with the following indicators:

- Exceeds Expectations (4) - Student is on track for exceeding grade-level expectations; skills and concepts are accomplished independently and consistently; creates products that are exceptional and demonstrate in-depth thinking.
- Meets Grade Level Expectations (3) - Student is on track and/or achieving grade-level expectations; skills and concepts are consistently accomplished with minimal assistance; creates high quality products.
- Approached Expectations (2) - Student has made some progress and demonstrates partial proficiency of grade-level expectations; skills and concepts are emerging with practice and teacher assistance; not yet on track and may need extra support to reach the standard.
- Partially Meets Expectations (1) - Student is not yet on track but demonstrates beginning states of grade-level expectations; skills and concepts need repeated practice and frequent guidance from teacher; may need extra support to reach the standards.
- Not assessed at this Time (N/A) - Not all learner expectations are addressed during reporting periods.

Middle School

Each quarter a student's progress toward mastery of the grade-level standards is reported for student performance in relationship to the grade level expectations, performance and mastery, and completion.

- A 100-90%: the student has demonstrated proficient work on all course objectives and advanced work on some objectives - Exceeds
- B 89-80%: the student has demonstrated proficient work on all course objectives. - Meets Expectations
- C 79-70%: the student has demonstrated proficient work on the most important objectives, although not on all objectives. The student can continue on to the next course. - Approaches Expectations
- D 69%-60%: the student has demonstrated proficient work on at least one-half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence. - Partially meets

Summer School

A Middle School Student averaging less than a D average in a class for the year will be required to attend a two-week summer school program designed to make up the credit and prepare for the following year. This program will be mandatory to attend. Lack of participation will result in retention, not being recommended for graduation, or not walking at graduation.

Homework

Homework is an essential part of RFMA's educational program: it is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. You should expect homework loads to be aligned with grade levels:

- Kinder & 1st Grade: reading log every night + up to 10 minutes of other content/night
- Second Grade: reading log every night + up to 15 minutes of other content/night

Third Grade: reading log every night + up to 15 minutes of other content/night
Fourth Grade: reading log every night + up to 20 minutes of other content/night
Fifth Grade: reading log every night + up to 20 minutes of other content/night
Middle School: 30 minutes of Reading/night + up to 30 minutes of other content work/night.

Homework will be assigned **EVERY** night at the Ricardo Flores Magón Academy. Homework must be completed in full and in accordance with RFMA's high standards for hard work and professional presentation. Parents, it is your responsibility to check your student's homework for completion each night.

If the homework is late, missing, incomplete, or shows a lack of effort or neatness, or if the reading log is not completed properly, then the student may face in-school consequences. Parents may receive a phone call if their student has missed several assignments. We expect and need parent support to make sure all the homework is completed according to RFMA's standards.

Independent Reading

Research shows that the #1 way to improve a student's reading skills is to have them READ, READ, READ. Supporting your student's independent reading at home is the #1 way to help him or her improve the speed, accuracy, vocabulary, and comprehension of his or her reading.

Each student is required to **spend time reading every night** (including weekends and holidays), for which a parent signature is required on the reading log. The amount of time spent reading does correspond to your child's age and can look different based on where they are on the Learning to Read - Reading to Learn path. For example, reading a book to your child (in Spanish or English) absolutely counts as reading homework for our younger Magonistas. As does practicing the alphabet and playing letter/word games. For students who have mastered the fundamentals of reading, we expect them to read for at least 20 minutes a night. If you have questions or concerns about what your child should be doing for their reading homework, please contact their teacher. If you would like assistance with the independent reading or any other part of the homework, please contact the school. RFMA has access to many resources and will be happy to help.

Lexia, iReady, Mathia & Google Classroom

To support Magonistas in their learning, RFMA purchases access to iReady and Lexia for each student annually. The students use this learning tool in their classrooms daily to improve their Reading and Math skills. Because it is online, families are encouraged to support their students in accessing their work at least three times a week for at least 20 minutes each session. This additional work will accelerate their classroom learning. You will receive more information about your child's log-in information from their teacher. Learn more about iReady at www.curriculumassociates.com/products/i-ready.

In addition to the work students are doing on iReady, many in upper elementary and middle school are working with Google Suite to complete assignments through Google Classroom. Each RFMA student is issued an RFMA Google email account through which they can access these platforms. RFMA believes that ensuring our students have exposure and experience working on laptops to complete work is essential to becoming a literate 21st Century learner.

**If your family requires access to a hotspot to support increased access to the internet in your home, or you are interested in being loaned a Chromebook over extended school breaks to support your student's continued learning, please contact the front office for more information.*

Make-Up Work

After returning from an absence, students are expected to promptly complete any missed assignments. The time generally allowed to complete this work will be the number of days the student was absent, except in the case of an extended illness. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. In the event of a planned absence, parents should notify the student's teachers and front office several days in advance so that they can prepare a packet of work for the student to complete during the absence.

Assessment

Curriculum, instruction, and assessment work together to support student learning. Assessments measure student progress toward the Colorado Academic Standards, help teachers identify each student's instructional needs, and inform families about what and how their student is learning.

State Assessments/CMAS

RFMA will administer all state assessments online in accordance with state guidelines. State assessment calendars and related information will be posted on the RFMA website.

Parents/guardians can elect to opt their students out of one or more state assessments by providing a written opt out form to RFMA which are collected and maintained by the school's administrative assistant. Neither students nor parents/guardians will be subject to any negative consequences for electing to opt out of state assessments - including (but not limited to): prohibition from any in-school or extracurricular activities, and/or requiring opt out students to remain at home during testing. RFMA will not engage in any activities that discourage a student from taking a state assessment or encourage parents/guardians to excuse students from testing

The climate and culture of every school is critical to the academic achievement and social-emotional health of students. RFMA administers climate surveys to students and families, to ensure that all schools create the best climate for students, staff, and families. Participation in these surveys is optional for every respondent. Based on federal and state law, no student is required, as part of any applicable program, to participate in a survey, analysis, or evaluation that reveals information without prior parental written consent concerning certain sensitive information. These surveys are used to improve the school climate, assist students with key social emotional concerns, and ensure that school conditions are ideal for student achievement.

Special Education

RFMA is subject to and complies with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individuals with Disabilities Education Act ("IDEA"), the Colorado Exceptional Children's Educational Act ("ECEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA"). RFMA strives to assure that all students who qualify for Special Education, Section 504, and/or Gifted/Talented plans receive their Free Appropriate Public Education ("FAPE").

RFMA believes that all Magonistas have value and should contribute equally to the *Colectivo*. Consistent with the IDEA, RFMA prefers the "inclusion model" to deliver Special Education services in the general education classroom when permitted by Individual Education Plans (IEPs). Students with disabilities are required by federal law to be included in state assessments, with appropriate accommodation where necessary.

Instructional Program for Multilingual Learners

All RFMA students are entitled to equal educational opportunity. To overcome language barriers, RFMA provides integrated language supports within the general education environment as well as pull out supports driven by student data collection.

MLL Program Goals

- Provide a welcoming environment where students feel free to take risks and to learn the English language.
- Facilitate the development of English language development for students to access the curriculum so that they may participate fully in all general education activities.
- Facilitate the development of English language skills and comprehension in the areas of reading, writing, speaking, and listening.

Sheltered Instruction

Our Sheltered Instruction program involves a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter.

Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Multi-Tiered Systems of Support (MTSS)

At Ricardo Flores Magon Academy, the MTSS model of problem solving is defined as a three-tiered system of interventions matched to Magonista needs through the on-going analysis of data at the classroom, school, and state levels in order to increase the academic and behavioral functioning of all students.

The purpose of the MTSS team is to develop, implement, and oversee a system of research-based academic and behavioral interventions at the classroom, group and individual level. In addition, the team will collect and analyze data on an on-going basis to ensure the efficacy of these interventions and that all Magonistas are continually demonstrating academic and behavioral growth. The team will foster a culture within the school of accountability for the success of all students and a problem-solving model to meet that goal.

Magonista Rights and Responsibilities

Academic Integrity

When engaged in learning activities, students should seek guidance from their teacher rather than resorting to inappropriate behaviors that may undermine their own academic and personal development. This is a shared responsibility of all students, families, teachers, and staff. RFMA's Integrity Policy considers any plagiarism, from homework to assessments, a violation of academic integrity and will result in appropriate consequences.

ChatGPT Usage

At our school, we believe in helping students learn, grow, and do their best work with honesty and integrity. While technology can be helpful, using tools like ChatGPT or other AI programs to complete assignments *without permission* is considered **academic dishonesty**.

Our Expectations:

- All work should reflect your own thinking and effort.
- If you use ChatGPT or similar tools, you must have **teacher approval** and clearly explain how it was used.

- Copying or submitting AI-generated work as your own is not allowed.

Consequences:

1. **First Offense:**
 - You will receive a **zero** on the assignment.
 - You may **redo** the work for up to **half credit** after a discussion with your teacher.
2. **Second Offense:**
 - You will receive an **automatic zero** on the assignment with **no opportunity to redo**.
3. **Third Offense:**
 - You will be required to **retake the course in summer school** to earn credit.

Electronic Devices and Personal Items

Students are not allowed to use personal electronic devices (e.g. cell phones, iPad, iPod, portable gaming devices, etc.) in school or on school field trips or excursions. If a device is used during school, it will be confiscated from the student and held by the school administration until the parent comes to the school to pick it up. If students need to bring electronic devices because they walk home or participate in an after-school activity, they will need to check in their device with their homeroom teacher. RFMA strongly discourages students from bringing valuables to school. They often serve as a distraction to students and can hamper a student's ability to learn.

Ricardo Flores Magón Academy is not responsible for lost or stolen personal student items.

Discipline

Restorative Justice Approach

RFMA believes in using a restorative justice approach to discipline. Restorative justice is a communal approach to solving problems and managing conflict. Instead of focusing on the breaking of rules, the focus is on the harm done and who is responsible for that harm. Using the process of a formal restorative justice conference, the individuals involved come together in a *circle* to provide opportunities for those affected by this behavior to be heard. Those individuals and representatives of the RFMA Community meet in a formal restorative justice conference to determine how to repair the harm and determine next steps. Parents or guardians may be asked to participate in this process with their students to help resolve conflict or change behavior. Restorative justice practices are not meant to be used in all behavioral situations. Restorative justice techniques require permission from all parties to participate in a formal restorative circle. By establishing a culture of restorative justice, RFMA hopes to promote positive means of communication and behavior through this practice. Please see **Appendix A: Behavior Matrix**.

Behavior Interventions

As stated above, not all behaviors can be addressed through a restorative justice approach. RFMA uses a behavior matrix (see appendix) to determine consequences to behavior that threaten the safety of others or harm our community. The purpose of using this approach is to ensure all students are treated fairly and uniformly. The ultimate goal of any behavioral intervention is to ensure the safety of all students and staff.

Suspension and Expulsion

Based on the behavior matrix, some student behaviors or incidents may result in a Suspension or Expulsion hearing. In this situation, the RFMA administrative staff will adhere to the following procedure:

The Executive Director or his/her designee shall immediately notify the student and parent/guardian of its decision to suspend. This notice must be provided as soon as the school decides to suspend. Such notice may be oral or in writing. If oral, such notice will be followed by written notice.

Contents of Notice

The notice shall contain the following basic information:

- a. A statement of what the student is accused of doing;

- b. A statement of the basis of the accusation. Specific names may be withheld if necessary;
- c. A statement of what school rules/policies the student is accused of violating;
- d. Period of suspension; and
- e. Time and place for the parent/guardian to meet with the school to review the suspension.

Further policy, procedure, and details can be found in the Board Approved Suspension and Expulsion Policy.

Nondiscrimination/Equal Opportunity

RFMA supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, unlawful discrimination, and any type of bullying behavior. *Bullying* can be a form of threat, harassment, and/or unlawful discrimination and is prohibited against any student for any reason. Bullying is the use of coercion to obtain control over another person or to be habitually cruel to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. RFMA shall investigate all indications and reports of harassment in 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 by students, staff, or third parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end the harassment, to prevent harassment from recurring, and to prevent retaliation against anyone who reports harassment or participates in an investigation.

Consequences for Harassment

RFMA will take appropriate disciplinary action for students who threaten, harass, discriminate, and bully, including those who take retaliatory action against someone who reports. A student who engages in any act of harassment, unlawful discrimination, or bullying is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. Consequences are handled according to RFMA's behavior matrix (see appendix A) listed under Detrimental Behavior (09). The following factors will be considered when determining an appropriate intervention.

1. The age, development, and maturity levels of the parties involved
2. Degree of harm to the student
3. The circumstances surrounding the incident
4. Nature, intent, severity, and pattern (if any) of the behavior(s)
5. Context in which the alleged incident(s) occurred
6. Whether the harassment is based on 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.
7. Whether the conduct has limited a student's ability to participate in or benefit from an education program or activity or has created a hostile or abusive educational environment

Reporting Harassment at Ricardo Flores Magón Academy

Everyone is responsible for creating an inclusive and safe environment for students. It is the responsibility of everyone in the RFMA community to report threats, harassment, unlawful discrimination, and any type of bullying behavior. Staff should always be on the lookout for harassment and supervise areas where harassment may occur. Parents, guardians, family and friends are encouraged to report any acts of harassment immediately. Reporting harassment can be accomplished by contacting any member of the RFMA staff, either in person, telephone or via email. Additionally, community members can contact the school using Facebook. All indications and reports of harassment shall remain confidential to the extent possible as long as doing so does not preclude RFMA from responding effectively to the harassment or preventing future harassment. Reports of harassment will be investigated by the School Counselor, School Principals, and Executive Director.

Bullying vs Student Conflict

It's important to differentiate between bullying and normal student conflict. Bullying frequently involves repeated, unwanted acts of aggression and involves a power differential, whether real or perceived. Conflict is a disagreement between two or more students that usually can be resolved through mediation or restorative justice techniques. When an RFMA staff member becomes aware of bullying, either by a student report or by witnessing the incident, the RFMA staff member *must immediately inform a member of senior administrative staff*.

SAFE2TELL

Safe2Tell® is designed to help students anonymously report any potentially threatening behavior that endangers them, their friends, family, or the community. To make a report, call 1-877- 542-7233 from anywhere, 24 hours-a-day, seven days-a-week. You also may make a web-tip or download the Safe2Tell® mobile app. For additional information, please refer to the [Safe2Tell® website](#).

Notice of Nondiscrimination

Ricardo Flores Magon Academy welcomes all students and strives to create and maintain a diverse student population. Ricardo Flores Magon Academy is 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 Ricardo Flores Magon 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 Ricardo Flores Magon Academy, please contact one of the coordinators below.

Title IX Coordinator

Zachary Dominello
zdominello@magonacademy.org
303-412-7610

Americans with Disabilities Act (ADA), Section 504 Coordinator

Zachary Dominello
zdominello@magonacademy.org
303-412-7610

Additional Information

Before and After School Care

RFMA offers early dropoff and after-school care upon request. Please contact the Front Office.

Sports and Clubs

Students are encouraged to participate in either a club or a sport. Sports dismissal time may vary depending on games and/or events. Students are required to change into athletic clothing for sports and should come to school prepared. Participation in a sport is a privilege that is earned by demonstrating adherence to RFMA's values. Before a student is granted the privilege of participating in practices and games, they must have passing grades in all their classes. Additionally, they must not be under any behavioral intervention as outlined in the RFMA behavior matrix. Please ensure that you understand the athletic agreement if your child participates in a sport.

Student Fees:

Students shall not be charged a fee as a condition of enrollment or attendance in any course that is part of the academic portion of RFMA's educational program, except as authorized by law.

RFMA will not withhold records required for enrollment in another school or institution of higher education, such as the diploma, transcript, or grades of any student for failure to pay a fine or fee or to return or replace school property.

School Fees: Waived for students who qualify for Free or Reduced Lunch

- *Fees for broken Chromebooks (school-owned Chromebooks)*
 - *If a Chromebook issued by RFMA to a student is damaged or not returned, RFMA will charge the cost of the Chromebook replacement, which is \$300.00.*
- *Occasionally, RFMA will hold a field trip beyond the scope of the curriculum or budgeted field trip allowance. In this case, the teacher may ask for a nominal amount from each family to support the field trip. In this case, all fees will be waived for students receiving free or reduced lunch.*
- *RFMA may host a regular scheduled, after-school club and/or sports team that may ask for fees to support uniforms, facility rental, transportation, etc. Fees will be waived for students who qualify for free or reduced lunch.*

Item	Amount	Purpose	Participation	Mandatory ^[1]
Field Trip	Variable	It covers the cost of securing transportation and entry for field trips.	Transportation and entrance is essential to participation.	Participating in a field trip is voluntary; however, if a student is attending, then they need to pay the identified fee. Fee is waived for those qualifying for free or reduced lunch.
After School Clubs	\$25/club	Covers the cost of materials needed for the club and partial payment of the club advisor.	Club participation is optional.	Participating in after-school clubs is optional; however, if your student participates, then the fee is mandatory. The fee is waived for those qualifying for free or reduced lunch.
After School Sports	\$35/sport	Covers the cost of a team shirt, league fees, practice equipment maintenance, referee fees, and some of the coaching stipends.	Sports participation is optional.	Participating in after-school sports is optional; however, if your student participates, then the fee is mandatory. Fee is waived for those qualifying for free or reduced lunch.

^[1] Students qualifying for free or reduced lunch under the federal poverty income guidelines, including homeless and foster students, are eligible to receive a waiver of all mandatory fees, fines and charges upon request. Teachers and Directors will make every effort to ensure that no student is denied the right to participate in field trips or other enrichment activities because of a lack of funds. Families who believe they qualify for a fee waiver must contact the Director of Operations to make such a request.

Lost and Found

We *strongly* recommend writing your last name or the name of your child on the tag or inner collar of any clothing, winter hats, gloves, or possession that may be brought to school. The school will keep a small lost and found box near the elementary school bathrooms. Parents may come in any day between 8:00 A.M. and 4:00 P.M. to search the Lost and Found. At the end of every quarter, any items left in the box may be donated to a local charity.

Student Records

The school administration is in charge of student records and their control over those records is performed subject to, and in compliance with, the Family Education Rights and Privacy Act of 1974 (FERPA) and the Colorado Open Records Act (CORA). FERPA protects the privacy of student education records and provides certain rights to parents of students who are under 18 years of age.

Pursuant to FERPA, the school administration may discuss, explain, and/or make available to the student or his/her parents any education record on file. If a parent would like to examine a student's record, the parent should submit a request to the Office Manager. Within a reasonable time, the parent will be allowed to inspect the file and request a copy of the information contained in the record. There are two different types of student education records and each type is treated differently:

This regulation applies to all requests submitted pursuant to C.R.S. § 24-72-201 *et seq.*, to inspect public records in the custody or control of SCHOOL. SCHOOL is committed to the guiding principles of openness, transparency, accountability and responsiveness.

This policy is intended to balance the demands of the Colorado Open Records Act and SCHOOL's obligations as a public school within the State of Colorado.

Protocols for Requests

Before making a request for records pursuant to this policy, requesters should refer to the school's website, magonacademy.org to see if the information sought is posted and already publicly available. If there are any questions regarding what type of information is posted on the school's website, or the posting schedule, please contact Zachary Dominello.

Requests for records:

SCHOOL is required to produce records in response to qualifying requests made pursuant to CORA. SCHOOL strives to be as transparent as possible; however, not all documents maintained by the school are available for public inspection. Some documents must be kept confidential to respect the privacy of students and families or otherwise comply with relevant laws.

For the fastest and best response, requesters should avoid vaguely worded inquiries. Each request must be as specific, clear, and narrow as possible. Requests should include:

- Subject matter, in the most descriptive terms possible;
- Date range for search;
- Types of documents to be searched (emails, written documents, reports, etc.);
- Names of persons who you believe created the records, are in possession of the records, are the subject of the records, or transmitted the records;

- Other information that will help the school provide the correct records; and
- Contact information of the requester.

A statement explaining the requester's reason for making the request is helpful for SCHOOL to fulfill the request, but not required.

If a request fails to meet these guidelines, the school may be unable to fulfill the request. If more information is needed to process the request, SCHOOL will make reasonable efforts to contact the requester at the contact information provided within the timeframe for responding to the request.

Requests to inspect public records must be in writing to the Custodian of Records. Requests may be mailed or faxed to:

Zachary Dominello
5330 Meade Street, Denver, CO 80218
zdominello@magonacademy.org

**As a general matter, the school will neither accept nor respond to requests for public records that are submitted via email. The reason for this rule is that, due to the school's spam filters and staff turnover resulting in inactive or incorrect email information, the school cannot guarantee that such requests will be received. Requests to inspect public records may not be made by phone.

Public records not subject to disclosure

The school is prohibited by law from disclosing certain confidential records. Additionally, some records are not subject to disclosure because they are privileged under the law.

Below are examples of records generally not subject to disclosure. For a full list of records not public, please see C.R.S. 24-72-202 – 204.

Records generally **not** subject to disclosure include, but are not limited to:

- Addresses and telephone numbers of students
 - Pursuant to FERPA, the school may not be permitted to release directory information
- Personnel files which include home addresses, telephone numbers, financial information, and other information maintained because of the employer-employee relationship
 - Personnel files **may not** include applications of past or current employees, employment agreements, any amount paid or benefit provided incident to termination of employment, performance ratings, or any compensation, including expense allowances and benefits, paid to employees by the state, its agencies, institutions, or political subdivisions.
 - **NOTE:** While some personnel files may be disclosed, the school must still redact personally identifying information like home addresses or social security numbers that may be included.
- Proprietary information including trade secrets and privileged information
- Specialized details of security procedures/arrangements or investigatory files compiled for any law enforcement purpose
- Certain medical, mental health, sociological, and scholastic achievement data, and electronic health records on individual persons
- Attorney-client privileged information
- Other records required by federal or state law and/or regulations or judicial decisions to remain confidential and/or not subject to disclosure

Sometimes the records requested do not exist. CORA is not a record retention statute and the school is not obligated to create records that do not exist or maintain records outside of relevant legal guidelines or school's policy on records retention.

General questions and requests for information

As described above, not all information constitutes a public record for purposes of a CORA request. General questions and requests for information that are not submitted in writing pursuant to this policy are not requests for “public records” as defined by the law. Therefore, the school is not required to respond to them according to CORA’s specifications. Although it is not required, the school may respond to all such questions and requests for information.

Responses to Requests

Time for response to records requests shall be as follows:

- The normal time for production shall be three (3) working days, beginning on the first business day after the request is received.
- Such a period may be extended upon determination by the SCHOOL that extenuating circumstances exist. Such a period of extension shall not normally exceed seven (7) working days. The requestor shall be notified of the extension within the three-day period.

Requests to inspect records will not take priority over the regular work activities of school’s employees.

Charges for copies of requested records shall be as follows:

- The normal cost for requested documents shall be \$.25 per page or, for documents in non-standard formats, the actual duplication costs.
- The SCHOOL may charge a research and retrieval fee based on the actual cost of responding to the request; provided, however, that the hourly rate for employee time is \$30 per hour, and there shall be no charge for the first hour of employee time. If the custodian charges research and retrieval fees under this paragraph, copying shall be charged at a rate of \$.15 per page.
- Payment must be received prior to the requestor receiving copies.

If charges are expected to exceed \$25, the SCHOOL will provide the requestor with an estimate of the cost of responding prior to responding and may require a deposit. If the requestor wishes to proceed once receiving an estimate, he or she must respond in writing. By responding in writing, the requestor agrees to pay all fees associated with responding to the request. The time between the date of the custodian’s estimate and the receipt by the custodian of a written response to proceed will not be counted against the time period set forth above for responding to the CORA request.

If a requestor wishes to inspect available records in advance of receiving copies, such inspection shall be by appointment only during normal working hours. Such inspection must be supervised by a school representative and the requestor may be charged for any employee time exceeding one hour associated with such inspection.

Manipulation of Records

The school may manipulate existing records to redact or exclude information not subject to disclosure or, at its sole discretion, create a new record in order to respond to a request. If the school is required to manipulate data to generate the record, the school may charge an hourly fee that applies in the same manner as the research or retrieval of records.

Generally, if a public record is stored in a digital format, it should be provided in that format to the requester, including any searchable or sortable functions unless doing so would violate a copyright or licensing agreement, result in the release of a third party’s proprietary information, or if it is not feasible to permanently remove any information that is excluded from the request without need for additional software or programming. The actual costs of manipulating such data and generating such records will be assessed. This may include the hourly fee that applies to research and retrieval as well as any additional actual costs, such as a fee equal to the incremental

costs of maintaining a computer database or running a computer program used to analyze or compile data into a single report.

For questions related to CORA requests please contact: NA Zachary Dominello, zdominello@magonacademy.org ME and CONTACT INFO
Address all CORA requests to: Zachary Dominello, zdominello@magonacademy.org

Family Educational Rights and Privacy Act (FERPA)

[Note: Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.]

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Ricardo Flores Magón Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Ricardo Flores Magón Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the Ricardo Flores Magón Academy to the contrary in accordance with Ricardo Flores Magón Academy procedures. The primary purpose of directory information is to allow the Ricardo Flores Magón Academy to include 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; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want Ricardo Flores Magón Academy to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Ricardo Flores Magón Academy in writing by 10/1/2022. Charter School Institute has designated the following information as directory information: **[Note: an LEA may, but does not have to, include all the information listed below.]**

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**

- **Weight and height of members of athletic teams**
- **Degrees, honors, and awards received**
- **The most recent educational agency or institution attended**
- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user**
- **A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.**

Enrollment Policy

RFMA does not make any distinction on account of 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 of any student who seeks admission.

Enrollment Eligibility

Placement in a Kindergarten or 1st Grade program is determined by the student's age as of October 1st of the incoming year. All incoming students must have turned 5 years of age by October 1st of the school year in which they intend to enroll, unless requesting an advanced learning plan. Placement in all other programs is determined by the grade level which corresponds to the grade level in which the student would be entering in his or her former school. All classrooms have a cap at 25 students, meaning we have the right to deny enrollment requests once the class has exceeded that number. Exceptions may be made based on classroom composition and teacher capacity.

Enrollment Process and Timelines

Each year, RFMA will establish and make publicly available an Enrollment Timeline. RFMA will use a variety of means to promote its enrollment process. The Enrollment Timeline, pre-enrollment forms and instructions for submission will be posted on the RFMA's website by the fall of the preceding RFMA year. RFMA will also use social media, community partnerships, parent newsletters, and other sources to promote the enrollment process.

Waitlist Procedures

The RFMA team will review the Pre-Enrollment Form and offer seats on a first-come, first-served basis, subject to availability in each of the classrooms. If a classroom is full, families will be assigned a formal waitlist number and requested to submit the items in the Enrollment Checklist below. Students will be placed according to their formal waitlist number as additional classroom seats become available.

Pre-Enrollment forms are accepted beginning December 1st for enrollment in the subsequent RFMA year. On the last Friday of each April, RFMA will determine whether it has received more applicants than available seats. If the RFMA has received more applicants than available seats, the RFMA will place students on a waitlist on a first-come, first-served basis determined by the date the Pre-Enrollment Form was received. Priority enrollment will be granted to students in the following order:

1. Currently enrolled students, provided that the family notify the RFMA of their intent to re-enroll in accordance with the Enrollment Timeline and procedures;
2. Siblings of currently enrolled students, which includes children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program (in the case of joint custody, primary guardians must have custody at least 50% of the time). This could include half-siblings, stepsiblings, adopted siblings, cousins, nieces, or nephews being cared for by grandparents, etc.;

3. Children of RFMA Employees, which includes children of staff or faculty members that work at least half-time, have full or joint custody of the child, and who started work on or before the first day of RFMA of the year in which they are submitting the application. The number of children of employees given priority enrollment shall not exceed 10% of the total enrollment. In the case that more than 10% of the enrollment is employee children, priority within this group is given to children of full-time staff.

Upon determination of admittance through the enrollment or waitlist process, RFMA will attempt to contact the family using the contact information provided on the Pre-Enrollment Form on the same day that seat availability is determined. If the family cannot be reached on the same day, RFMA will continue to attempt to contact the family for the next four business days. If the family cannot be reached during that time, they will forfeit their child/children's enrollment and the child/children will be placed at the bottom of the waitlist. Notification to families will be made in the preferred language or mode of communication indicated on the Pre-Enrollment Form.

Students offered admission who confirm their intent to enroll must complete an enrollment packet within ten days after the verbal confirmation.

RFMA will continue to enroll students from the top of the waitlist as positions become available up through the October Pupil Count Day. Upon notification of admittance, families will have two business days upon verbal notification to accept the position. RFMA will attempt to contact the family for only two business days. It is the responsibility of the family to submit and maintain accurate contact information.

Students on the waitlist who are not offered a seat and wish to be considered for enrollment the following year must submit a new Letter of Intent for the following year. The waitlist does not carry over from year-to-year.

At the Executive Director's discretion and if seats are available, the school may continue to enroll students after the October Pupil Count Day.

Anti-Discrimination Statement

Ricardo Flores Magón Academy (RFMA) welcomes all students and strives to create and maintain a diverse student population. Enrollment is open to any child who resides within the state, except as limited by CRS 22-30.5-507(3). Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner. In all cases, student recruitment and enrollment decisions shall be 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 in accordance with federal and state laws and constitutional provisions.

Students with Disabilities

To ensure that the needs of students with disabilities are met, the following procedures are followed by Ricardo Flores Magon Academy:

1. Enrollment materials specify that Ricardo Flores Magon Academy serves students with disabilities
2. Following admission, Ricardo Flores Magon Academy shall require that the student provide the most recent IEP (including eligibility IEP) or Section 504 Plan, if available.
3. A review team consisting of the School Principal or designee, the School Special Education teacher or coordinator, and the Institute Special Education Director or designee shall review the IEP or 504 plan and determine whether the School will be the least restrictive environment appropriate for the student.
4. If the team finds that the IEP (or LRE setting) or 504 plan requires a significant change of placement* or raises other concerns about the student's ability to access a Free and Appropriate Public Education (FAPE), the School

shall convene a complete IEP team to determine the appropriate placement. The IEP team meeting shall include the Institute Director of Special Education or designee. In addition, the IEP team must include the following people: not less than one regular education teacher; not less than one special education teacher, or where appropriate, not less than one special education provider; and, an individual who can interpret the instructional implications of evaluation results, and a language interpreter, when necessary. The student's parents and legal guardian must be afforded the opportunity to participate, as must the student when appropriate.

5. If the team determines that the School is the appropriate placement for the student, the student shall be placed directly in a program that meets the requirements of the student's existing IEP or Section 504 Plan, unless and until the School convenes an IEP meeting or 504 meeting is held and the IEP or Section 504 Plan is changed.

6. If the IEP team determines the IEP or 504 Plan requires a significant change of placement, then the IEP team will refer the student to the Institute Director of Special Education or designee. If a significant change of placement is required, the Director of Special Education of the student's administrative unit of residence (school district or BOCES) must be invited to the IEP meeting. It is also recommended that the School invite representatives from the student's prior school to participate in the IEP Team meeting at the charter school. The Institute Director of Special Education or designee will confer with the student and family regarding placement opportunities available in accordance with the placement determination made by the IEP team and assist the family in making proper application(s) for the placement setting.

Denial of Admission

Students may only be denied admission to the extent permitted by law.

Title I School Parental Involvement Policy Ricardo Flores Magón Academy

RFMA has developed a written Title I parental involvement policy with input from Title I parents, feedback from the SAC Committee, and surveys over the past three years. RFMA has distributed the policy to parents of Title I students within the student handbook and Parent/Teacher Back to School Night. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at RFMA the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
This meeting is held at the beginning of the year with concurrent sessions during back to school night and parent teacher night.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
Meetings are available either before or after school, or during teacher's plan periods. All appointments can be scheduled through the main office to make it easier to meet.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.
Beginning in the Winter Semester, the school will have a bi-weekly SAC/Family Engagement Committee meeting to review and survey various policies and long-term planning/operating of the school.
- The school provides parents of Title I students with timely information about Title I programs.
All information is distributed in our Weekly Newsletter.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
All information is presented during the conferences at the beginning of the year with additional sessions available throughout Parent/Teacher nights and Back to School nights. This information is also available upon request as well as presented during the Family Engagement Committee Meetings.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
Parents are always welcomed and encouraged to take an active role in the education of their child. Regular check-ins are available by request at any time through the main office or by reaching out directly to the teacher.

Building Capacity for Involvement

RFMA engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
Standards, assessment scores, and progress marks are shared with families every six weeks. During this time, staff use a variety of methods to provide information on progress, next steps, and content being taught within the classroom. State Assessment data is reviewed in parent committees as part of growth monitoring and benchmarks throughout the year.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
RFMA provides work outside of the classroom as well as materials to support in any way possible. This includes books, materials, chrome books, practice opportunities, and information for parents to continue the learning and teaching at home. Additional materials are always available upon request.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
Parent Involvement is key in the success of any school. We encourage parents to come in and talk to us, give feedback, and support in a reciprocal relationship. Information is presented weekly on educational and informational opportunities for parents as well as times and dates for parent meetings.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
Through our Social Worker and Dean of Culture, Parents have access to a variety of community resources and information on how to access as needed. These are always available upon request. This information is also presented during events such as back to school night, parent/teacher night, and other engagement events throughout the year.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
Information is presented in both English and Spanish at all times. Translation services are always available through the school.
- The school provides support for parental involvement activities requested by Title I parents.
Parental Involvement activities are always available and coordinated by our Executive Director, Social Worker, and Dean of Culture. Any request for support and activities will be considered with support from the school.

Accessibility

- *RFMA provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Information is presented in both English and Spanish at all times. Translation services are always available through the school. Information can be scaffolded and presented in a family friendly manner for all stakeholders. Please reach out if there are accommodations we can provide.*

Appendix A: Behavior Matrix

Behavior	First Offence	Second Offence	Third Offence	Fourth Offence
<p>Drug Violation (01): Use, possession or sale of a drug or controlled substance, other than marijuana on school grounds, in a school vehicle or at a school activity or sanctioned event.</p>	<p>Regardless of Age Referral to Law Enforcement, Parental Meeting, Multiple Day Suspension and Behavior Contract required for reentry. Mandatory Drug & Alcohol Assessment to determine appropriate interventions.</p>	<p>Previous interventions as first offence. Results from Drug and Alcohol Assessment may include further interventions including drug and alcohol treatment and stricter behavior contract.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>
<p>Alcohol Violation (02): Use or possession of alcohol on school grounds, in a school vehicle or at a school activity or sanctioned event.</p>	<p>Regardless of Age Referral to Law Enforcement, Parental Meeting, Multiple Day Suspension and Behavior Contract required for reentry. Mandatory Drug & Alcohol Assessment to determine appropriate interventions.</p>	<p>Previous interventions as first offence. Results from Drug and Alcohol Assessment may include further interventions including drug and alcohol treatment and stricter behavior contract.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>
<p>Tobacco Violation (03): Use or possession of a tobacco product on school grounds, in a school vehicle or at a school activity or sanctioned event.</p>	<p>Regardless of Age Parental Meeting and single day suspension.</p>	<p>Previous interventions as first offence. Multiple day suspension and behavior contract. Behavior assessment for further interventions.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>
<p>First, Second Degree or Vehicular Assault (04): First Degree Assault: The intent to cause serious bodily injury, a person causes serious bodily injury. Second Degree Assault: The intent to cause bodily injury, a person causes such injury to any person by means of a deadly weapon or causes serious bodily injury to that person. Vehicular Assault: A person who operates or drives a motor vehicle in a reckless manner and this conduct is the proximate cause of a serious bodily injury to another.</p>	<p>Regardless of Age An incident that falls in this category will automatically trigger <i>RFMA's Safety Protocol</i>. This includes referral to law enforcement, parental meeting and multiple day suspension until there is a completion of a threat assessment to be performed by the School Social Worker. The results of the threat assessment may include interventions up to and/or including an expulsion recommendation.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>
<p>Dangerous Weapon (05): Possessing a dangerous weapon on school grounds, in a school vehicle or at a school activity or sanctioned event. A dangerous weapon is defined as a firearm. Any pellet or BB gun whether operational or not, designed to propel projectiles by spring action</p>	<p>Regardless of Age An incident that falls in this category will automatically trigger <i>RFMA's Safety Protocol</i>. This includes referral to law enforcement, parental meeting and multiple day suspension until there is a completion of a threat assessment to be performed by the School Social Worker. The results of the threat assessment may include interventions</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>

<p>or air. A knife with a blade that exceeds three and one-half inches in length. Any object, material or substance that is used or intended to be used to inflict death or serious bodily injury.</p>	<p>up to and/or including an expulsion recommendation.</p>			
<p>Robbery (06): A person who knowingly takes anything of value from another person by the use of force, threats or intimidation.</p>	<p>< Third grade or 9 years old: Parental Meeting and single day suspension.</p> <p>≥ Third grade or 9 years old: Parental meeting and single/multi day suspension.</p>	<p>< Third grade or 9 years old: Parental Meeting and single/multi day suspension. Behavior contract required for reentry.</p> <p>≥ Third grade or 9 years old: Parental meeting and multi day suspension. Behavior contract required for reentry.</p>	<p>< Third grade or 9 years old: Previous interventions as first and second offence. Behavior assessment for further interventions.</p> <p>≥ Third grade or 9 years old: Previous interventions as first and second offence including panel review.</p>	<p>< Third grade or 9 years old: Previous interventions as first, second and third offence. Behavior assessment for further interventions.</p> <p>≥ Third grade or 9 years old: Expulsion recommendation.</p>
<p>Other Felony (07): Any other serious violation that is not included in the above categories. This would include arson, significant property damage, threats to life or serious bodily injury.</p>	<p>Regardless of Age An incident that falls in this category will automatically trigger <i>RFMA's Safety Protocol</i>. This includes referral to law enforcement, parental meeting and multiple day suspension until there is a completion of a threat assessment to be performed by the School Social Worker. The results of the threat assessment may include interventions up to and/or including an expulsion recommendation.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA's Safety Protocol</i>.</p>
<p>Disobedience/Defiant Behavior or Repeated Interference (08): Refusal to comply with teacher or staff requests, being disruptive in the learning environment to the effect that there is interference with the teacher's ability to educate and provide a safe learning environment.</p>	<p>*Behavior Assessment (age and development of child will be considered), parents called, formal restorative justice circle and possible excused absence.</p>	<p>Previous interventions as first offence, including multi-day suspension and a behavior contract to return to school.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>
<p>Detrimental Behavior (09): Behavior on school grounds, in a school vehicle or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel. This includes bullying.</p>	<p>*Behavior Assessment (age and development of child will be considered), parents called, formal restorative justice circle and possible excused absence.</p>	<p>Previous interventions as first offence, including multi-day suspension and a behavior contract to return to school.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>
<p>Destruction of School Property (10):</p>	<p>Behavior Assessment (age and development of child will be considered), parents called, formal restorative justice circle, restitution</p>	<p>Previous interventions as first offence, including multi-day suspension and a behavior contract to return to school.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>

<p>Willful destruction or defacement of school property. This may fall under “Other Felony” if damage is excessive and costly.</p>	<p>and possible excused absence. Based on the severity of the damage, administration reserves the right to skip steps.</p>			
<p>Other Violations of Code of Conduct (12) This includes bringing a weapon to school that is not defined as a deadly weapon (05), lighter, other drug paraphernalia or a cell phone. Other behavior may fall into this category as determined by school administration.</p>	<p>*Behavior Assessment (age and development of child will be considered). Recommendations for discipline will be made based on the assessment and specific violation, which may include any or all of the following, formal restorative justice circle, after school detention, parents called, excused absence, single day suspension, and/or multi-day suspension.</p>	<p>Previous interventions as first offence, including an intensifying of the intervention which may also include a behavior contract.</p>	<p>Previous interventions as first and second offence, including an intensifying of the intervention. <i>If this is the third time a student uses a cell phone during school, the phone will be confiscated and then returned to parents at the conclusion of the school year.</i></p>	<p>Previous interventions as first, second or third offence, including an intensifying of the intervention. Repeated violations may include a panel review or recommendation for expulsion or withdrawal.</p>
<p>Third Degree Assault/Disorderly Conduct (13): Third Degree Assault: A person who knowingly or recklessly causes bodily injury to another person. Disorderly Conduct: Fights with another person, with intent to harm.</p>	<p>*Behavior Assessment (age and development of child will be considered). Recommendations for discipline will be made based on the assessment and specific violation, which may include any or all of the following, formal restorative justice circle, after school detention, parents called, excused absence, single day suspension, and/or multi-day suspension.</p>	<p>Previous interventions as first offence, including an intensifying of the intervention which may also include a behavior contract.</p>	<p>Previous interventions as first and second offence, including an intensifying of the intervention.</p>	<p>Previous interventions as first, second or third offence, including an intensifying of the intervention. Repeated violations may include a panel review or recommendation for expulsion or withdrawal.</p>
<p>Marijuana Violation (14): The unlawful use, possession or sale of marijuana on school grounds or at a school activity or sanctioned event.</p>	<p>Regardless of Age Referral to law enforcement, parental meeting, multiple day suspension and behavior contract required for reentry. Mandatory drug & alcohol assessment to determine appropriate interventions.</p>	<p>Previous interventions as first offence. Results from Drug and Alcohol Assessment may include further interventions including drug and alcohol treatment and stricter behavior contract.</p>	<p>Previous interventions as first and second offence including panel review.</p>	<p>Expulsion recommendation.</p>
<p>Sexual Violence/Battery (other than Rape) (15): Acts of sexual violence on school grounds, in a school vehicle or at a school activity or sanctioned event. Sexual violence means a physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent. An incident in this classification will take into consideration the age and developmentally appropriate behavior of the offender.</p>	<p>Age Dependent: An incident that falls in this category will automatically trigger <i>RFMA’s Safety Protocol</i>. This includes referral to law enforcement, parental meeting and multiple day suspension until there is a completion of a threat assessment to be performed by the School Social Worker. The results of the threat assessment may include interventions up to and/or including an expulsion recommendation.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA’s Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA’s Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA’s Safety Protocol</i>.</p>
<p>Rape or Attempted Rape (16) Incidents of rape or attempted rape on school grounds, in a school vehicle or at a school activity or sanctioned</p>	<p>Regardless of Age An incident that falls in this category will automatically trigger <i>RFMA’s Safety Protocol</i>. This includes referral to law enforcement, parental meeting and multiple day suspension until there is a completion of</p>	<p>Any subsequent incidents will be handled according to <i>RFMA’s Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA’s Safety Protocol</i>.</p>	<p>Any subsequent incidents will be handled according to <i>RFMA’s Safety Protocol</i>.</p>

event. Rape refers to forced sexual intercourse.	a threat assessment to be performed by the School Social Worker. The results of the threat assessment may include interventions up to and/or including an expulsion recommendation.			
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Processes and Process Owners

RFMA Safety Protocol: The *RFMA Safety Protocol* is a process to ensure the safety of students, teachers and staff. When an incident or behavior listed above triggers this process, the Executive Director, appropriate Director of School and School Social Worker must be notified immediately. Students involved in the incident should be immediately sent to the front office. If multiple students are involved in the incident, they should be placed in separate locations. Any student involved in this protocol *must* be supervised by an adult at all times. Emergency responders will be notified under the direction of the School Health Liaison or senior administrative staff. Law enforcement will be notified under the direction of senior administrative staff. An assessment of the situation by senior administrative staff will be performed to determine next steps in consideration of this matrix. School safety is the primary consideration in determination of appropriate responses. Suicide and/or threat assessments will be performed by the School Social Worker with coordination and support of law enforcement. While this matrix will be used as a guideline for response, RFMA reserves the right to implement any intervention necessary, within legal means, to ensure school safety.

Restorative Justice: RFMA believes in using a restorative justice approach to discipline. Restorative justice is a communal approach to solving problems and managing conflict. Instead of focusing on the breaking of rules, the focus is on the harm done and who is responsible for that harm. Using the process of a formal restorative justice conference, the individuals involved come together in a *circle* to provide opportunities for those affected by this behavior to be heard. Those individuals and representatives of the RFMA Community come together in a formal restorative justice conference to determine how to repair the harm and determine next steps. Parents or guardians may be asked to participate in this process with their students to help resolve conflict or change behavior. Restorative justice practices are not meant to be used in all behavioral situations. Restorative justice techniques require permission from all parties to participate in a formal restorative circle. By establishing a culture of restorative justice, RFMA hopes to promote positive means of communication and behavior through this practice.

Process owners: There are various process owners in this matrix as follows:

- **Overall owners:** Executive Director, Principal, Assistant Principal & Director of Operations
- **RFMA Safety Protocol:** Executive Director, Principal, Assistant Principal & Director of Operations
- **Drug and alcohol assessment:** School Social Worker
- **Threat assessment:** School Social Worker
- **Suicide assessment:** School Social Worker
- **Behavior assessment:** Executive Director, Principal, Assistant Principal & School Social Worker

Behavior intervention decision-making: While this matrix outlines consequences of student behavior, some decisions require assessment of the individual and analysis of the situation. Results from this information gathering will require decision making to best determine which interventions will impact student behavior. These decisions should be made by at least two of the following individuals whenever possible: Executive Director, Principal, or Assistant Principal.

Appendix B: FERPA

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Ricardo Flores Magon Academy receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Executive Director or Director of Operations a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Ricardo Flores Magon Academy to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ricardo Flores Magon Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Parent Right to Know Letter

To: All Parents
From: Ricardo Flores Magón Academy
Date: August 15, 2025
Re: Parent Right to Know Letter

As a parent of a student at Ricardo Flores Magon Academy, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the school to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraeducators provide services to your child and, if they do, their qualifications.

Please contact the Executive Director if you would like to receive any of this information.

RFMA Revolutionary Education Agreements

For Parents & Guardians:

- I will make sure my student(s) is at school every day and arrives at RFMA by 8:20 a.m. and remains at RFMA until 3:30 p.m.
- I will make sure that my student follows the RFMA dress code and is in uniform every day.
- I will make sure my student completes his/her homework and reading log requirements every night by monitoring my student's schoolwork, homework, and grades on a regular basis.
- If necessary, I will make sure my student attends any academic interventions required.
- I will work 10 hours, per student, per year of volunteer time at RFMA.
- I will contact the school immediately if my child will not attend on any given day and I will make sure to pick up his/her homework and schoolwork for any days missed.
- I commit to attend the required parent/teacher conferences and family events during the year.
- I have read and I understand, and I agree with the RFMA Student and Family Handbook.

For Students:

- I will arrive at RFMA every day by 8:20 a.m. and remain at RFMA until 3:30 p.m.
- If necessary, I will do any academic interventions required.
- I understand the RFMA values and mission, and I commit to always do my best to follow them.
- I will follow the RFMA dress code and be in uniform every day.
- I commit to give my full respect and my full attention to every task.
- I commit to do my homework every night, bring it neatly to school, and turn it in at the appropriate time.
- I commit to meeting behavioral expectations at RFMA and during all school events that take place on and off-campus.
- I commit to speak regularly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.

RFMA Educator Commitment:

- I will be at Ricardo Flores Magón Academy from 7:45 A.M. to 4:05 P.M. every day.
- I will apply all rules and policies consistently and fairly.
- I will speak with the parents/guardians of my Magonistas with reasonable frequency to communicate any feedback.
- I will maintain the highest standards of academic performance and appropriate conduct.
- I will do my part to ensure that the RFMA is a safe environment for all students and community members.
- I will teach with uncompromised urgency, and I will do whatever it takes for our Magonistas to learn and prepare for college.
- I will attend mandatory parent/teacher conferences.
- I will teach and uphold the Mission and Values of RFMA.
- I will attend all professional development sessions so that I continue to refine my craft for our Magonistas.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

