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The Academy
Board of Directors

Executive Work Session
Monday, August 25, 2025
5:00 – 5:55pm

Agenda

Monthly Board Communications Review *10 Minutes*

Expectation: Each month, Board members will acknowledge and discuss any community feedback or complaints that have been received since the last meeting.

Strategic Plan Development *15 Minutes*

Expectation: The ED will propose a process and timeline for developing the next strategic plan for the school.

Governance Annual Work Plan *30 Minutes*

Expectation: The Board will design its self-evaluation as well as review the Bi-Annual Scorecard reporting templates for the coming school year.

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The Academy
Board of Directors

Board Meeting
Monday, August 25, 2025
6:00pm

Agenda

I. Open Meeting
The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion. With this in mind, the Board of Directors welcomes all members of our community to this meeting and invites each person to begin our time together in whatever way will help ground you for thoughtful and productive discussion - a few deep breaths, a prayer, a moment to organize your thoughts, or whatever meets your needs.

II. Consent Agenda
a. Approve Agenda
b. Approval of August 1, 2025, minutes.

III. Public Comment
The chairperson will recognize anyone who signs the request form before the meeting time. Public comment and input shall be limited to fifteen minutes total, ten minutes per topic, and 2 minutes per speaker. Neither Board members nor Academy staff is obligated to respond to comments or input. The Board will provide written responses as deemed appropriate.

IV. Reports from Directors, Principals, and Committees
a. Executive Director Report – *Expectation: The ED will update the Board on the start of the new school year as well as progress toward financial and operational strategic priorities.*
b. Chief Academic Officer Report - *Expectation: The CAO will update the Board on the start of the new school year as well as progress toward instructional and cultural strategic priorities.*
c. Committee Reports – *Expectation: Committee Chairs will update the Board on progress with each committee.*
    i. Finance – No Finance Committee meeting this month.
    ii. SACademic – No SACademic Committee meeting this month.
    iii. PTO – No PTO meeting this month.

V. Presentation and Discussion
a. Updates to Discipline Matrix and Bullying Investigation Procedures - *Expectation: The CAO will update the Board on changes to the school's discipline matrix and related bullying investigation procedures.*

b. Library Resource Policy Proposal – *Expectation: The ED will present a new Library Resource Policy to comply with recent state requirements.*
c. Disclosure of Information to Federal Immigration Authorities Policy Proposal – *Expectation: The ED will present a new Library Resource Policy to comply with recent state requirements.*
d. Payroll Policy Proposal – *Expectation: The ED will present a new Payroll Policy to comply with recent federal requirements.*
e. Time & Effort Policy Proposal – *Expectation: The ED will present a new Time & Effort Policy to comply with recent federal requirements.*
f. Construction Projects Policy Proposal – *Expectation: The ED will present a new Construction Projects Policy to comply with recent federal requirements.*
g. Executive Session C.R.S. §24-6-402(4) – *Expectation: As needed, the Board may call an executive session for one of the specific topics identified below via a 2/3 majority.*
    i. Discussions regarding buying or selling property;
    ii. Conferences with an attorney to receive legal advice;
    iii. Matters required to be kept confidential by state or federal law (e.g., student academic records);
    iv. Security arrangements or investigations;
    v. Determining contract negotiation strategies;
    vi. Personnel matters;
    vii. Consideration of documents protected from disclosure under the Open Records Act; or
    viii. Discussion of individual students where public discussion would adversely affect the student involved.
h. Work Session Summary – *Expectation: The Board Chair will summarize the topics discussed during the work session prior to this formal meeting.*

VI. Executive Summary
a. Library Resource Policy Approval – *Expectation: The Board will vote to adopt a new Library Resource Policy as required by new state statute.*
b. Disclosure of Information to Federal Immigration Authorities Policy Approval – *Expectation: The Board will vote to adopt a new Library Resource Policy as required by new state statute.*
c. Payroll Policy Approval – *Expectation: The Board will vote to adopt a new Payroll Policy as directed by new federal requirements.*
d. Time & Effort Policy Approval – *Expectation: The Board will vote to adopt a new Time & Effort Policy as directed by new federal requirements.*
e. Construction Projects Policy Approval – *Expectation: The Board will vote to adopt a new Construction Projects Policy as directed by new federal requirements.*

VII. Board Meeting Self-Scoring – *Expectation: The Board will self-score their performance for the meeting according to preset criteria.*

Scoring Rubric
Unsatisfactory
Satisfactory, looking for significant Improvement
Satisfactory, improving but still below expectations
Efficient meeting, meets expectations

VIII. Adjourn Meeting

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Executive Director Board Report – August 2025 Meeting

Expectation: Share information about ongoing implementation of initiatives in support of the Finance & Operations section of The Academy's 5-year Strategic Plan and other Board priorities.

Finance & Operations

The Board will finalize the 2025-26 Data Dashboard at the August meeting. The Executive Director will present a mid-year update as it pertains to the Bi-Annual Finance & Operations Scorecard at the semester break.

We are poised for a busy and exciting year from the Finance & Operations perspective. We have already accomplished a great deal of facilities upgrade work over the summer, and we are moving forward with the expansion project throughout the fall and winter months.

Facilities Master Plan Update

Work is complete on the summer building renovation project, and work is moving forward steadily on the building expansion project. We will continue to share updates on that work throughout the school year. The Academy's architect (HCM) has started schematic design for the athletics projects also included in the Master Plan. Our contractor (JHL) will provide updated cost projections for that athletics scope once schematic design is complete. At that point, the Finance Committee and Board will have all the information needed to decide on whether or not to move forward with the athletics work in the next year.

Enrollment Update

To start the 25-26 school year, our PK-12 enrollment currently sits at 1891 (1851 K-12). Those numbers were 1910 (1871 K-12) at this time last year. Historically, there is still a lot of movement on enrollment numbers through the month of September, including confirming students who were registered but never showed up, welcoming exchange students, and continuing to enroll new students from the wait list as openings arise. The 25-26 budget is based on 1870 (40 PK and 1830 K-12).

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Chief Academic Officer Board Report –August 2025 Meeting

Expectation: Share information about ongoing implementation of initiatives in support of the Instruction & Culture section of The Academy's 5-year Strategic Plan and other Board priorities.

Instruction & Culture Scorecard

Students are or will be completing baseline assessments (Star & MAPs) to start the year. Principals will present on their beginning-of-year data as it pertains to the Bi-Annual Instruction & Culture Scorecard at the October Special Meeting. State Data and the School Performance Framework will be presented the September Board meeting.

Scorecard

CAO August Snapshot

Submit draft of the UIP by September 15th. Finalize UIP by October 15th.

Analyze state data and BOY data with principals.

Support and organize beginning of the year tasks and plans for student services. (504, IEP, ELD, GT)

Graduation Trajectory (Percent of seniors on track to graduate.)

This will be reported at the September Board meeting and subsequent meetings.

Attendance Update

Implementing new communication tool. First communication goes on at the end of this month. Attendance rates will be reported at the September Board meeting and subsequent meetings.

CAO Strategic Initiatives

Big Rock 1 - Low Growth Among Students Identified with READ Plans and/or Reading Deficits

K-5 Literacy Interventionists are completing the beginning of the year Acadience testing. We will be able to share the exact number of identified students at the October Special Meeting. K-5 will complete STAR testing and will determine skill need areas and identify students and support needs. Students already identified are in small pull out groups, coteach, or push in classrooms with interventionists. K-5 is focusing on small group instruction in literacy to differentiate instruction.

Big Rock 2 Declining Growth in Elementary Math

K-5 will complete STAR testing and will determine skill need areas and identify students and support needs. Students already identified are in small pull out groups, coteach, or push in classrooms with interventionists. K-5 is focusing on small group instruction in math to differentiate instruction.

Big Rock 3 Low Growth in Middle School Math

Middle School will complete MAPS testing and will determine skill need areas and identify specific students and support needs. Students already identified are in coteach or push in classrooms with interventionists

Big Rock 4- Low Growth in Middle School Reading

Middle School will complete MAPS testing and will determine skill need areas and identify specific students and support needs. Students already identified are in coteach or push in classrooms with interventionists.

Big Rock 5- Low Growth in Special Education and MLL Literacy

Low growth in both the Special Education and MLL population in literacy with a focus on research based intervention and a literacy interventionist to provide differentiated instruction. Both programs are implementing Read 180 or English 3D to differentiate instruction for students. (Similar structure to the work done in math over the past year that has yielded stronger growth results.)

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The Academy K-12 Discipline Matrix (Administration/Staff Copy)

<table>
<tr><th colspan="2">Category 1 Behavior</th></tr>
<tr><td colspan="2">These behaviors create an apparent and immediate unsafe learning environment. Law enforcement may be contacted to support the response. Suspensions are usually assigned while an investigation can be conducted and/or a safe environment can be established. Category 1 behaviors can result in a referral for expulsion on the first offense. These behaviors can also initiate a Habitually Disruptive Contract which can lead to a referral for expulsion for repeated offenses.</td></tr>
<tr><td>Category 1A Violation</td><td>Response Plan:

*Staff must notify admin immediately of this behavior. Admin leads the response. Admin teams notify Executive Director and Chief Academic Officer.</td></tr>
<tr><td>Sale, distribution, intent to sell drugs, alcohol, imitation drugs, dangerous substances</td><td rowspan="2"><u>Mandatory:</u>

● Documentation in PowerSchool (Admin complete Log Entry-Discipline and Incident in PS.)
● Parent / Guardian Contact (If completed by phone/conversation, recap in an email.)
● Threat Assessment
● Out of School Suspension (OSS)
○ ECE-2nd: 1-3 days
○ 3rd-12th: 5 days
<u>Possible</u>:

● Expulsion Referral
● Restorative Reflection & Education
● Counseling / Admin Check-Ins
● Support Plan
● Referral to Outside Services
● Referral to Law Enforcement
● Individual Safety Plan</td></tr>
<tr><td>Possession of a weapon, ordinary objects used as a weapon, explosives, or facsimile weapons used in a threatening way</td></tr>
<tr><td>Category 1B Violation:</td><td>Response Plan: *Staff must notify admin immediately of this behavior. Admin leads the response. Admin teams notify Executive Director and Chief Academic Officer.</td></tr>
<tr><td>Assaulting, fighting, and/or knowingly causing bodily injury to another member in our community</td><td>Mandatory:

● Documentation in PowerSchool</td></tr>
</table>

Bullying	(Admin complete Log Entry- Discipline and Incident in PS.) ● Parent / Guardian Contact (If completed by phone/conversation, recap in an email.) ● Out of School Suspension ○ ECE-2nd: 1-3 days ○ 3rd-12th: 3-5 days ● Restorative Reflection & Education ● Counseling / Admin Check-Ins **Possible:** ● Support Plan ● If Habitually Disruptive or Bullying, appropriate documents completed and communicated with families. ● Expulsion Referral ● Referral to Outside Services ● Referral to Law Enforcement ● Individual Safety Plan ● Threat Assessment ● In School Suspension (ISS) or Combination of ISS and OSS (not to exceed 5 days)
Habitually Disruptive- (repeated Category 2 and 3 behaviors)	
Possession or use of drugs, alcohol, imitation drugs, tobacco, vaping devices, or drug paraphernalia	
Robbery (includes use of force or threatened force) or repeated theft	
Vandalism or destruction of property that requires repair or replacement (over $100)	
Death threats made either in written, verbal, or digital form	
Participation in a gang or secret society	
Unwanted physical contact of a sexual nature (touching private areas, groping, simulated sexual acts)	

Students with Disabilities/Considerations (IEP/504)

Required: *If an Expulsion Review is requested, a Manifestation Determination Review must be held within ten (10) school days for a student with a disability under IDEA or Section 504. The meeting must involve a Special Education Teacher and/or Section 504 Specialist to determine if misconduct directly and substantially relates to the student's disability or if it directly resulted from the school's failure to implement the IEP or 504 Plan.*

Category 2 Behavior	
These behaviors disrupt the environment to a level that additional support is necessary. Category 2 behaviors may result in a temporary removal from the learning environment, documentation in PowerSchool, conferencing with an administrator, communication with parent/guardian, and restorative agreements. In addition, suspension and/or expulsion could result.	
Category 2A Violation:	**Response Plan*: Admin notified and included in response. Admin lead the response.***

Harassment of a protected class – disability, sexual, ethnic/racial, gender, age, religion Verbal altercation (arguing, shouting, harmful language, and/or making threats, etc) Inappropriate comments or language directed at or made about another member in our community/profanity/verbal abuse Leaving school property without being signed out at the Front Office Theft (stealing valuables, attempting to sell or keep another's property, organized or deliberate theft) Possession or use of vaping/tobacco devices Creation of imitation weapons used in a threatening way	**<u>Mandatory:</u>** ● Documentation in PowerSchool (Admin or teacher complete Log Entry-Discipline. Admin complete Incident.) ● Parent / Guardian Contact (If completed by phone/conversation, recap in an email.) ● OSS/ISS or Combo Suspension ○ ECE-2: 1-2 days ○ 3-12: 1-3 days ● Restorative Reflection **<u>Possible</u>**: ● Counseling/ Admin Check-Ins ● Support Plan ● Parent / Guardian Meeting ● Expulsion Referral (Habitually Disruptive) ● Threat Assessment
Category 2B Violation:	**Response Plan:** ***Admin notified and included in response as needed.***
Failure to follow a reasonable request after clear expectations, redirect, and check-in *without* successfully changing behavior (Classroom removal) Repeated defiance Inappropriate use of technology (taking photos without consent, distribution of inappropriate social media, recording a fight, inappropriate websites, etc.) Not being in assigned area at assigned time/skipping class Taking or being in possession of another person's property or materials without permission or intent to return Using hostile body language (getting in someone's face, clenching fists, etc)	**<u>Mandatory:</u>** ● Documentation in PowerSchool (Teacher or Admin complete Log Entry-Discipline.) ● Behavioral Reflection Form ● Parent / Guardian Contact (If completed by phone/conversation, recap in an email.) **<u>Possible</u>**: ● Detention ● OSS/ISS or Combo Suspension not to exceed 2 days.

Engaging in any physical behavior that invades another person's personal space (de-pantsing, slapping, touching or hitting another student's private areas, etc.)	If suspension- Admin complete Incident in PS. ● Educational Reflection ● Restorative Conversation ● Classroom Removal ● Expulsion Referral (Habitually Disruptive)
Deliberately promoting, aiding, or provoking an altercation with prior intent or planning. This includes organizing, pressuring, or influencing others to engage in an altercation, either directly or indirectly, through in-person or digital communication.	
Knowingly being in the presence of individuals who are using, possessing, or distributing illegal substances, including drugs, alcohol, or nicotine products. Being knowingly present during such activity, even without directly participating, is a violation of school rules and may result in disciplinary action, including suspension and/or loss of privileges. Students are expected to remove themselves from such situations and report the incident to a trusted adult or school staff member.	
Accessing or obtaining staff property without permission	
Trespassing	
Vandalism or destruction of property that requires repair or replacement	
False reporting / providing false statements / counterfeiting or forgery	
Being in the same stall as another student in the restroom (Grades 3 and up)	
Repeated Academic Dishonesty	
Detrimental Behavior	
Repeated disruptive behaviors and/or patterns of Category 3 behaviors	

Category 3 Behavior	
These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment.	
Violation:	**Response Plan:** ***Teachers lead response to Category 3 behaviors. Admin notified of repeated category 3 behaviors that may require additional supports.***
Failure to follow a reasonable request after clear expectations, redirect, and check-in *with* successfully changing behavior	**<u>Mandatory:</u>** ● Documentation in PowerSchool (Completed by teacher involved. First offense Gen Doc and repeated behaviors Log Entry-Discipline.) ● Student will be notified of documentation ● Parent / Guardian Contact in case of repeated behaviors. **<u>Possible</u>**: ● Behavior Reflection Form (in classroom) ● Restorative Conversation ● Logical Consequences
Teasing another member of the community/name calling	
Physical rough play or horseplay	
Disruptive hallway/common spaces behavior	
Misuse of passes / time out of class	
Academic dishonesty (Parent Contact) (1st Offense)	
Possession of non-academic items that causes a distraction to the learning environment	
Profanity or inappropriate comments not directed at a person	
Tardies (Grades 6-12)	
Inappropriate use of technology (playing games, usage during unpermitted times, off task websites and/or games, using another person's device, etc.)	
Taking or being in possession of another person's property or materials without permission	
Vandalism or destruction of property that does not require repair or replacement	
Inappropriate bathroom use/behaviors	
Public display of affection	
Personal electronics violation (MS Office Documentation)	

Dress code violation	

Definitions/Glossary:

Academic Dishonesty

Any intentional act or attempt to deceive an instructor or other evaluator regarding a student's work or academic performance. It involves using unauthorized materials, receiving or providing aid, or misrepresenting one's work to gain an unfair advantage. Common examples include cheating, plagiarism, fabrication, and facilitating academic dishonesty. *The use of AI generated text/work as one's own work falls into this category.*

Appropriate Language

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

The Academy defines inappropriate language as:

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

Bullying (Physical)

Pressuring or intimidating another to gain control or to inflict physical, mental or emotional harm through direct physical actions.

Bullying (Non Physical)

Using verbal, gestural or electronic means to assert dominance or cause harm to someone physically, mentally or emotionally.

Defiance

Refusal to follow the directions of a staff member that involves expressions of anger, irritability, arguing and/or vindictiveness and that results in a disruption of school activity.

Detrimental Behavior

Behavior that creates a threat of physical harm to students and endangers the welfare or safety of other students or school personnel.

Disruptive Behavior

Any action that significantly interferes with the normal functioning of a setting, like a classroom or workplace, or disrupts the learning or work of others.

Habitually Disruptive

Pursuant to C.R.S. § 22- 33- 106, "habitually disruptive student" means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.

Harassment (Physical)

Any physical, recurring or other act or conduct, whether in written or electronic form, aimed at a member or perceived member of a protected category within the school community, which is discriminatory or harmful in nature.

Harassment (Non Physical)

Any verbal or non-physical act, including written or electronic communications, directed at a member or perceived member of a protected category within the school community, which is discriminatory or harmful in nature.

Horseplay/Rough Housing

Low-level, physical pranks, pushing, shoving, etc. that do not result in injuries.

Robbery

Knowingly taking anything of value from a person or surroundings of another by the use of force, threats or intimidation.

Students with a Disability/Considerations(IEP/504)

A student with a disability may exhibit behavior that could lead to an in-school suspension and/or out-of-school suspension. Depending on how ISS is managed at the school, both resolutions indicate a removal from education and have an impact on a student with disabilities receiving their IEP/504 services. If the behavior persists and the student is repeatedly removed, it generally indicates a recurring pattern of removal. When this pattern extends beyond ten (10) school days, a Manifestation Determination Review must be completed. It is also best practice to complete a Functional Behavior Assessment and Behavior Intervention Plan.

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Bullying Investigation Checklist

Attach any reports, documents, evidence, and written accounts of the alleged bullying incident(s) to this checklist.

Date of Bullying Report:

Date Investigation Started: **Date Investigation Completed:**

Investigator: **Position:**

I. Initial Review

1. Is the alleged bullying incident(s) within the school district's authority to investigate? ☐ Yes ☐ No ☐ N/A

   If No, notify the Complainant and provide resources for support.

   If Yes, move to next question.

2. Is the alleged bullying incident within the scope of the bullying prevention policy? ☐ Yes ☐ No ☐ N/A

   If No, the report should be promptly investigated pursuant to the applicable school board policy.

   If Yes, promptly investigate the complaint pursuant to the bullying prevention policy.

3. If possible criminal conduct is indicated in the report, was law enforcement notified? ☐ Yes ☐ No ☐ N/A

   If yes, Date: _____ Contact Person: _____

   Status, if known: _____

   _____

II. Bullying Report

1. Does the Complainant wish to remain anonymous? ☐ Yes ☐ No

2. Name of Complainant:
   ☐ Student ☐ Parent/Guardian ☐ Staff ☐ Other (please specify):

   a. If a student, specify school and grade:
   b. If a parent/guardian or other, provide contact information:

3. Is the Complainant the target of the alleged bullying being reported? ☐ Yes ☐ No

III. Investigation Information

Information to be collected and evaluated as part of the investigation may include, but is not limited to:

1. Description of the alleged bullying incident(s), including date(s), times(s), locations(s), methods(s) (e.g., physical, verbal, written, electronic/social media, psychological, social, images or items displayed or worn, etc.), how often the incident(s) occurred, whether an imbalance of power exists between the target and perpetrator and whether the alleged bullying was based on any protected category under federal and state law and school board policy;

2. Identify all individuals involved in the alleged bullying incident(s), including the student(s) reported as targets, the individuals reported as aggressors, and the individuals who witnessed or have knowledge about the alleged bullying; include relevant information regarding the individuals (e.g., student grade and school; contact information if not a student or school district staff member) and, if applicable, the relationships among the involved individuals;

3. Identify whether the Complainant alleged that alleged bullying incident(s) was based on any of the following characteristics or traits: disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services; if yes, refer to the appropriate policy and procedure addressing nondiscrimination/equal opportunity or sexual harassment under Title IX;

4. Identify whether any of the students involved in the alleged bullying incident(s) receive special education services under an IEP or a Section 504 Plan, or whether any of the students are in the process of being referred or evaluated for special education services; if yes, refer to the student's IEP or 504 Plan and contact the special education director or Section 504 coordinator;

5. Review evidence of alleged bullying provided to the school and in the school's possession (e.g., school or bus surveillance video, cell phone video, photographs, digital images, emails, letters, written statements, notes, police reports, etc.);

6. Identify whether there were any previous incidents of bullying or other behavior (alleged or substantiated) involving any or all of the involved individuals;

7. Identify additional school staff, if any, involved in the investigation and their role;

8. Determine whether any interim measures should be implemented for any of the involved students and, if so, describe and attach documentation as appropriate;

9. Determine whether the alleged bullying adversely affected any of the involved students' education or educational environment. Provide examples as necessary so students are able to accurately respond;

10. Any additional information relevant to the complaint and investigation.

IV. Findings

1. Evaluate the information and evidence collected through the investigation and determine findings (i.e., did or did not find the alleged conduct constitutes bullying or other prohibited behavior under the bullying prevention model policy; did the alleged conduct affect any of the involved students' education or educational environment; and why).

V. Discipline

1. Determine whether discipline and/or any responsive action needs to be taken based on the findings of the investigation.
2. Complete a Bullying Incident Summary.
3. If discipline is imposed, inform the bully's parent/guardian in writing that a Remedial Discipline Plan Conference will be held.
4. Conduct a Remedial Discipline Conference; during this conference, complete a Remedial Discipline Plan and provide to the parent/guardian a copy of the Bullying Incident Summary.
5. Ensure that all documentation is placed in the student's educational record.

VI. Interventions

1. Determine whether discipline, and/or any responsive action needs to be taken based on the findings of the investigation o Interventions to address bullying may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, development of a safety plan, community-based services, and discipline. The school district should refer to its code of conduct and discipline policies and procedures for next steps regarding any disciplinary actions that may result from a bullying incident.

VII. Notification

1. Document notification to the students involved in the alleged incident(s) of bullying and their parents/guardians of the outcome of the investigation and any other information deemed appropriate by the investigator and designated administrator. Notification should include the responsive actions taken to address the reported incident of bullying. **Information shared with students and parents/guardians must be in accordance with applicable law and local school board policy and procedures.**

VIII. Recordkeeping

1. Maintain bullying reports, investigation documentation and evidence, written findings reports (if any), and records of any responsive actions in accordance with applicable law, local school board policy and procedures, and the school district's record retention manual. A school district should consult with its legal counsel regarding recordkeeping requirements and practices.

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Library Resources Policy

PURPOSE

This policy establishes clear, transparent procedures for the acquisition, retention, display, use, and reconsideration of school library resources. It ensures compliance with state law, safeguards student access to diverse materials, supports parental involvement, and protects staff members acting in good faith.

SCOPE

This policy applies to all library resources (print and non-print) maintained by the school library. It does not apply to classroom-only instructional materials.

DEFINITIONS

- **Library Resource:** Any print or non-print material (e.g., books, e-books, periodicals, videos, audio recordings, digital content) found on the public school library.
- **Library Staff Member:** Any certified or non-certified employee, contractor, or volunteer responsible for library functions.
- **Obscene Material:** Content defined as obscene under C.R.S. § 18-7-101(2).
- **Parent:** A student's biological or adoptive parent, legal guardian, or other person with legal custody, of a currently enrolled student.
- **Protected Class:** Any group protected under state or federal anti-discrimination law (e.g., race, gender identity, religion, disability).
- **Reconsideration Request:** A formal written request by a parent seeking removal or restricted access to a specific library resource.
- **Standards:** The criteria outlined in C.R.S. § 22-1-148(3), which include protections for free speech, non-discrimination, and the exclusion of obscene materials.

ACQUISITION, RETENTION, DISPLAY, & USE

In accordance with C.R.S. § 22-1-148, the school shall maintain written, viewpoint-neutral procedures governing the selection, retention, display, and use of library resources. These procedures must comply with the following criteria:

- **Selection Criteria**
  Library resources must be selected based on their educational, informational, or literary value and their suitability for the age and maturity levels of the students served.

- **Retention and Removal**
  Resources shall be retained or removed based on consistently applied collection development and maintenance criteria, not on the personal or political viewpoints of the material.

- **Compliance with Legal Standards**
  All library practices must:

    - Applicable State and Federal law;

    - Protect against harassment and discrimination, including content or practices that marginalize protected classes (e.g., based on race, gender identity, religion, sexual orientation, or disability);

    - Exclude obscene materials, as defined in C.R.S. § 18-7-101(2) and interpreted in *Miller v. California*, 413 U.S. 15 (1973).

RECONSIDERATION OF LIBRARY RESOURCES

A Parent may submit a written request for the reconsideration of a specific library resource. Upon receipt, the school will provide a written acknowledgment of the request within a specified timeframe (e.g., seven calendar days). The school will then convene a review committee. This committee will evaluate the resource in question using the standards defined in C.R.S. § 22-1-148(3) and the school's established viewpoint-neutral procedures. The review must consider:

- Constitutional protections including, freedom of speech and religion;
- Whether the removal of the resource is harassment or discrimination with respect to the author, content, and intended audience of a library resource; and
- Whether the material meets or violates the definition of obscenity under state or federal law.

After completing its review, the committee will submit its recommendation to the school's governing board or designee, which will issue a final decision. The school will notify the Parent of the outcome and ensure that the final determination, along with a clear rationale, is prominently posted on the school's website. The entire review process must be completed within 60 calendar days of the school receiving the written request.

COLLECTION MAINTENANCE

Routine removal due to damage, outdated content, or lack of use is permitted outside the reconsideration process.

STAFF PROTECTION

No library staff member may be terminated, demoted, disciplined, or retaliated against for actions taken in good faith under this policy. This includes acquiring, retaining, or displaying library materials in accordance with the school's established procedures, as well as refusing to remove or restrict access to any resource prior to the completion of the formal reconsideration process. Staff members who follow the selection and display criteria outlined in this policy are protected from adverse employment actions related to their professional judgment.

POLICY REVIEW

This policy shall be reviewed periodically and updated as state law evolves.

This policy supersedes any previously existing policy of The Academy of Charter Schools pertaining to the content herein.

Adopted by the Board on _____

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Disclosure of Information to Federal Immigration Authorities Policy

PURPOSE

This policy is adopted to comply with Colorado Revised Statutes § 24-74.1-102 (enacted through SB 25-276), which prohibits the unauthorized disclosure of personal identifying information to federal immigration authorities and protects the privacy and safety of students, families, and staff.

SCOPE

This policy applies to all employees, students, parents, guardians, relatives, contractors, volunteers, representatives, school resource officers (SROs), and any law enforcement or security personnel operating on school grounds or acting in an official capacity on behalf of The Academy of Charter Schools.

DEFINITIONS

- **Personal identifying information**: As defined in C.R.S. § 24-74-102(1), any information that identifies or describes an individual and is maintained by the school, including but not limited to a name, address, telephone number, school identification number, social security number, biometric record, date of birth, school records, contact information, citizenship or immigration status, and other identifiers.

- **Federal immigration authorities**: Any officer, agent, or representative of U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or any other federal agency enforcing immigration law.

- **Valid judicial order**: A court-issued subpoena, warrant, or writ signed by a federal judge or federal magistrate and served in accordance with law.

ADOPTION & COMMUNICATION

The Academy of Charter Schools shall adopt and implement this policy and make it available through traditional means, including handbooks, the school website, and upon request.

DESIGNATION OF RESPONSIBLE EMPLOYEE

A designated employee (hereinafter referred to as “Responsible Employee”) shall be notified if information or access is requested for federal immigration enforcement.

PROHIBITION ON DISCLOSURE & COLLECTION

The Academy of Charter Schools employees and representatives shall not:

- Disclose, share, or permit access to any personal identifying information about students, parents, guardians, staff, relatives or visitors to federal immigration authorities, unless:
    - A valid judicial order is presented, and
    - The order is reviewed and approved by the Responsible Employee in consultation with legal counsel.
- Ask for, collect, or retain any information regarding an individual’s immigration or citizenship status, unless explicitly required by federal or state law.
- Permit federal immigration authorities to enter nonpublic areas of school property or facilities unless presented with a valid judicial order that has been reviewed and approved by legal counsel.

VERIFICATION REQUIREMENT

No employee shall comply with any request for information from a federal immigration authority without:

- Receiving a copy of the judicial order in writing, and
- Verifying the authenticity and scope of the order with legal counsel or the Responsible Employee.

RESPONSE PROCEDURES

If a school employee is approached by a federal immigration officer:

- The employee shall immediately refer the request to the Responsible Employee.
- No verbal or written information shall be disclosed unless authorized under this policy.

- No physical access shall be granted to school facilities or records unless a valid judicial order is presented and approved.

DOCUMENTATION

All requests from federal immigration authorities and school responses shall be:

- Documented in writing, including the first name, last name, employer and badge number of the requestor;
- Reviewed by legal counsel, and
- Retained in school records consistent with applicable privacy laws.

FAMILY NOTIFICATION

If legally permissible, the school will notify affected individuals or families when a request for information from federal immigration authorities is received.

NON-RETALIATION

No employee shall be retaliated against for refusing to disclose information in violation of this policy.

STAFF TRAINING

The school shall provide annual training to all staff on:

- The contents of this policy,
- How to identify and respond to federal requests for information,
- Their legal obligations under state and federal law.

POLICY ENFORCEMENT

Violations of this policy may result in disciplinary action up to and including termination, and the school may be subject to civil penalties and legal injunctions under C.R.S. § 24-74.1-102.

REVIEW & AMENDMENTS

This policy shall be reviewed periodically and amended as necessary to ensure ongoing compliance with state and federal laws.

This policy supersedes any previously existing policy of The Academy of Charter Schools pertaining to the content herein.

Adopted by the Board on _____

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Payroll Policy

PURPOSE

The purpose of this policy is to establish clear, compliant, and transparent payroll practices for all employees of The Academy of Charter Schools, Inc. ("the School") in accordance with applicable federal and Colorado state laws, as well as guidelines set by the Colorado Department of Education (CDE) and the school's Board of Directors.

SCOPE

This policy applies to all employees of the School, including full-time, part-time, salaried, and hourly personnel.

PAYROLL ADMINISTRATION

Payroll Schedule

- Employees will be paid on a **monthly** basis, as determined by the School's leadership and communicated within their approved Offer Letter at the time of hire.
- If a regular payday falls on a weekend or holiday, employees will be paid on the preceding business day.

Method of Payment

- Employees will be paid via **direct deposit** to the financial institution of their choice.
- In cases where direct deposit is not possible, paper checks will be issued and available for pickup at the school's main office.

TIMEKEEPING & ATTENDANCE

Hourly Employees

- Hourly (non-exempt) employees must accurately record their hours worked using the School's designated timekeeping system.

- Supervisors are responsible for reviewing and approving timesheets before submission to payroll.

Salaried Employees

- Salaried (exempt) employees are not required to track daily hours worked but must submit leave reports for any absences.

DEDUCTIONS

The School will withhold the following from employee paychecks, as applicable:

- Federal and state income taxes
- PERA (Public Employees' Retirement Association) contributions
- Voluntary deductions (e.g., health insurance premiums, flexible spending accounts, 403(b) contributions)
- Court-ordered garnishments and levies, if applicable

PERA CONTRIBUTIONS

As a public employer in Colorado, the School participates in PERA. Both employee and employer contributions will be deducted and submitted in accordance with PERA rules and rates.

PAYROLL ERRORS

Any errors in payroll (overpayment or underpayment) should be reported immediately to the Human Resources Manager or Director of Finance. Corrections will be made on the next payroll cycle or sooner if required by law.

FINAL PAYCHECKS

Employees who separate from employment (resignation, termination, or retirement) will receive their final paycheck:

- **Voluntary resignation:** on the next regular payday
- **Involuntary separation:** within **24 hours** of separation, in compliance with Colorado law

Final pay will include all wages earned, any unused and accrued Vacation (if applicable per school policy), and will reflect any authorized deductions.

PAYROLL RECORDS

Payroll and timekeeping records will be maintained in accordance with federal and state retention requirements (generally **at least three years**). These records are confidential and accessible only to authorized personnel.

COMPLIANCE

The School complies with all applicable provisions of:

- The **Fair Labor Standards Act (FLSA)**
- The **Colorado Wage Act**
- The **Colorado Equal Pay for Equal Work Act**
- The **Family and Medical Leave Act (FMLA)**
- The **Colorado Healthy Families and Workplaces Act (HFWA)**

POLICY REVIEW & REVISIONS

This policy shall be reviewed periodically by the School's administration and legal counsel, and updated as needed to reflect changes in laws, regulations, or school operations. Any revisions must be approved by the Board of Directors.

This policy supersedes any previously existing policy of The Academy of Charter Schools pertaining to the content herein.

Adopted by the Board on _____

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Time and Effort Policy (Federal Funds)

PURPOSE

All charges to payroll for personnel who work on one or more federal program cost objectives are based on federally compliant procedures as described below, specific to the circumstances of the work in question.

PROCEDURES

Semi-annual certification: (single cost objective 100%)

> Applies to any employee who works 100% of their time on a single grant program and/or single cost objective.

These employees are not required to maintain time-and-effort records if their job description clearly shows that the employee is assigned 100% to a single program or single cost objective. Each employee must certify in writing, at least semi-annually, that he/she worked solely on the program or single cost objective for the period covered by the certification. The certification is signed by the employee or by the supervisor having first-hand knowledge. Charges to the grant must be supported by these semi-annual certifications. The semi-annual certification is executed after the work has been completed, and not before. The semi-annual certifications are maintained by the Director of Finance of the organization.

Time and effort reporting (multiple cost objectives)

> Applies to employees who do not work 100% of their time on a single grant program and/or single cost objective, or work under multiple grant programs, or multiple cost objectives.

These employees are required to maintain time-and-effort records. Such reports must reflect an after-the-fact distribution of the actual time spent on each objective. These reports are submitted monthly through The Academy's current time and effort reporting procedure and approved by the employee's supervisor.

Employee Training

The Supervisor and/or the Director of Finance, who have firsthand knowledge, will schedule the initial informational meeting with any new employee performing grant-funded objectives, or

existing employee performing grant funded objectives for the first time about time and effort reporting as well as the procedure for recording it correctly. *It is the responsibility of the employee's supervisor to provide details as to which job duties fall under grant funded activities.

Reconciliation Procedures

Grantees may initially charge payroll costs based on budget estimates. Budget estimates or other percentages determined before the services are performed do not qualify as support for charges to federal awards but may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed.

The Academy uses budget estimates and will, at least quarterly, reconcile payroll charges to the actual time and effort reflected in the employees' time-and-effort records.

Annual Time & Effort Review

The Academy's Director of Finance will schedule a check-in with federally reimbursed employees and their supervisors in July of each year to review actual effort during the prior year and discuss any adjustments that may need to be made to time and effort future budget estimates.

This policy supersedes any previously existing policy of The Academy of Charter Schools pertaining to the content herein.

Adopted by the Board on _____

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Construction Projects Policy (Federal Funds)

PURPOSE

The school will adhere to all applicable federal laws, regulations, and grant conditions related to construction projects funded with federal grant dollars. This includes, but is not limited to, compliance with the Davis-Bacon Act, procurement standards in 2 CFR Part 200, and applicable environmental, safety, and civil rights requirements.

Applicable to projects totaling greater than $2,000 involving construction, alteration, or repairs that increase property value. This includes projects that are only partially federally funding.

PROCEDURES

Pre-Construction Requirements

- All necessary federal and state approvals will be obtained prior to initiating any construction activity.
- A detailed scope of work and cost estimate will be developed and board approved.

Davis-Bacon Act Compliance

- Contractors and subcontractors will be required to pay laborers and mechanics no less than the prevailing wage rates as determined by the U.S. Department of Labor (DOL).
- The applicable wage determination will be included in all bid specifications and contracts.
- The school will collect and review certified payroll reports to ensure compliance.
- Posters WH-1321 notifying workers of their rights under Davis-Bacon will be prominently posted at the job site.
- The school will resolve any wage discrepancies or violations in accordance with DOL guidance.

Procurement of Construction Services

- Competitive bids will be solicited for contracts exceeding the simplified acquisition threshold.
- Contracts will not be awarded to debarred or suspended vendors (verified through SAM.gov).
- Contracts will include all required federal clauses (e.g., Byrd Anti-Lobbying, Clean Air Act, Davis-Bacon, Equal Employment Opportunity).

Contract Oversight and Monitoring

- The school will designate a project manager to oversee construction progress and compliance.
- Regular site visits and inspections will be conducted to verify work completion and adherence to the contract scope.
- All change orders must be pre-approved and documented.
- Payment will only be made for completed and verified work.

Recordkeeping

- All records related to procurement, wage determinations, payroll, inspections, and payments will be retained for a minimum of **three years** after the project's completion or longer if required by the grant.

This policy supersedes any previously existing policy of The Academy of Charter Schools pertaining to the content herein.

Adopted by the Board on _____

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