

Intent to Apply to Become a District Charter School

Instructions: All District charter school applicants must file this intent to apply form with the District at least thirty (30) days before submitting an application to the Board of Education. The intent to apply form may be returned by email to the attention of the Director of Planning, Enrollment, and Charter Schools at ccsdboard@cherrycreekschools.org: This form should also be the first document included in the District charter school application.

Date: January 7, 2026

Name of proposed District charter school: Heritage Heights Academy Washington Campus

Name of educational service provider (EMP), if applicable: _____

Contact person: Natalia Miller-Forrest

Mailing address: 20050 East Smoky Hill Rd

City: Centennial State: C O Zip Code: 80015

Daytime/cell phone: 720-870-9541 Cell 970-462-5587 Fax: _____

E-mail: Natalia.Miller-Forrest@heritageha.org

Please respond to the following:

1. Applicant(s) has/will file an application to charter this school or a substantially similar school with other authorizers: Yes X No If yes, please list the other authorizer(s):

2. Applicant(s) submitting this form: (Check appropriate statement)

 X is incorporated in Colorado as a nonprofit under the name Heritage Heights Academy

_____.
_____ has filed application to become a Colorado nonprofit under the name _____
_____.
_____ (state type of entity, if other than above & name): _____
_____.

3. If applicant intends to contract with an EMP, the corporate status of the EMP:

_____ is incorporated in Colorado as a nonprofit under the name _____
_____.
_____ has filed application to become a Colorado nonprofit under the name _____
_____.
_____ (state type of entity, if other than above & name): _____
_____.

4. The proposed district charter school will be located within the boundaries of the school district in which this intent to apply form is submitted: Yes No,

If No, the proposed district charter school will be located in _____
_____.

Originally Approved March 10, 2014
Revised January 13, 2025



**HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS**

Appendix A: Governance and Leadership



Colorado Secretary of State
 Date and Time: 09/15/2016 02:53 PM
 ID Number: 20161622911
 Document number: 20161622911
 Amount Paid: \$50.00

Document must be filed electronically.
 Paper documents are not accepted.
 Fees & forms are subject to change.
 For more information or to print copies
 of filed documents, visit www.sos.state.co.us.

ABOVE SPACE FOR OFFICE USE ONLY

Articles of Incorporation for a Nonprofit Corporation
 filed pursuant to § 7-122-101 and § 7-122-102 of the Colorado Revised Statutes (C.R.S.)

1. The domestic entity name for the nonprofit corporation is Heritage Heights Academy PTSO.
(Caution: The use of certain terms or abbreviations are restricted by law. Read instructions for more information.)

2. The principal office address of the nonprofit corporation's initial principal office is

Street address 23570 E. 1st Place
(Street number and name)

Aurora CO 80018
(City) (State) (ZIP/Postal Code)

United States
(Country)

Mailing address
(leave blank if same as street address)

11001 W. 120th Ave.
(Street number and name or Post Office Box information)

Suite 452

Broomfield CO 80021
(City) (State) (ZIP/Postal Code)

United States
(Country)

3. The registered agent name and registered agent address of the nonprofit corporation's initial registered agent are

Name
 (if an individual) Mata Deena
(Last) (First) (Middle) (Suffix)

OR
 (if an entity)
(Caution: Do not provide both an individual and an entity name.)

Street address 23570 E. 1st Place
(Street number and name)

Aurora CO 80018
(City) (State) (ZIP Code)

Mailing address
(leave blank if same as street address)

11001 W. 120th Ave.
(Street number and name or Post Office Box information)
Suite 452
Broomfield CO 80021
(City) (State) (ZIP Code)

(The following statement is adopted by marking the box.)

The person appointed as registered agent above has consented to being so appointed.

4. The true name and mailing address of the incorporator are

Name
(if an individual) Mata Deena
(Last) (First) (Middle) (Suffix)

OR

(if an entity)
(Caution: Do not provide both an individual and an entity name.)

Mailing address 23570 E. 1st Place
(Street number and name or Post Office Box information)
Aurora CO 80018
(City) (State) (ZIP/Postal Code)
United States
(Province – if applicable) (Country)

(If the following statement applies, adopt the statement by marking the box and include an attachment.)

The corporation has one or more additional incorporators and the name and mailing address of each additional incorporator are stated in an attachment.

5. *(If the following statement applies, adopt the statement by marking the box.)*

The nonprofit corporation will have voting members.

6. Provisions regarding the distribution of assets on dissolution:

Article XIV of Bylaws states: Section 2: Remaining Funds. Upon a vote of dissolve the PTSO, the remaining PTSO funds shall first be used to pay any outstanding PTSO debt and ten exclusively for exempt purposes either: 1. A vote shall be taken by the PTSO Membership to spend the remaining funds on an item or items that benefit the students; or 2. The remaining funds be held in escrow by the Principal for use by future School PTSO. If a PTSO is not formed within 24 months, the funds shall revert to the School and be used toward the benefit of the students under the discretion of the Principal.

7. (If the following statement applies, adopt the statement by marking the box and include an attachment.)

This document contains additional information as provided by law.

8. (Caution: Leave blank if the document does not have a delayed effective date. Stating a delayed effective date has significant legal consequences. Read instructions before entering a date.)

(If the following statement applies, adopt the statement by entering a date and, if applicable, time using the required format.)

The delayed effective date and, if applicable, time of this document is/are _____.
(mm/dd/yyyy hour:minute am/pm)

Notice:

Causing this document to be delivered to the Secretary of State for filing shall constitute the affirmation or acknowledgment of each individual causing such delivery, under penalties of perjury, that the document is the individual's act and deed, or that the individual in good faith believes the document is the act and deed of the person on whose behalf the individual is causing the document to be delivered for filing, taken in conformity with the requirements of part 3 of article 90 of title 7, C.R.S., the constituent documents, and the organic statutes, and that the individual in good faith believes the facts stated in the document are true and the document complies with the requirements of that Part, the constituent documents, and the organic statutes. This perjury notice applies to each individual who causes this document to be delivered to the Secretary of State, whether or not such individual is named in the document as one who has caused it to be delivered.

9. The true name and mailing address of the individual causing the document to be delivered for filing are

Steele	Melissa		
(Last)	(First)	(Middle)	(Suffix)
11001 W 120th Ave			
(Street number and name or Post Office Box information)			
Suite 452			
Broomfield	CO	80021	
(City)	(State)	(ZIP/Postal Code)	
	United States		
(Province – if applicable)	(Country)		

(If the following statement applies, adopt the statement by marking the box and include an attachment.)

This document contains the true name and mailing address of one or more additional individuals causing the document to be delivered for filing.

Disclaimer:

This form/cover sheet, and any related instructions, are not intended to provide legal, business or tax advice, and are furnished without representation or warranty. While this form/cover sheet is believed to satisfy minimum legal requirements as of its revision date, compliance with applicable law, as the same may be amended from time to time, remains the responsibility of the user of this form/cover sheet. Questions should be addressed to the user's legal, business or tax advisor(s).

Name and Mailing Address of the Incorporator: Provide the name and mailing address of each incorporator. A “mailing address” is an address where mail can be delivered. An incorporator must be either an individual who is age 18 years or older or a business entity. If an incorporator is an individual, a last name and a first name must be provided. If the entity has more than one incorporator, click the “Yes” button and include an attachment stating the name and mailing address of each additional incorporator.

Deena Mata
23570 E. 1st Place
Aurora, CO 80018

Mia Graham
6103 S. Millbrook Ct.
Aurora, CO 80016

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 19 2017**

HERITAGE HEIGHTS ACADEMY
19697 E SMOKY HILL RD
CENTENNIAL, CO 80015-3102

Employer Identification Number:
47-5408066
DLN:
17053230324026
Contact Person: HILLARY MOON ID# 31645
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 28, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

**AMENDED AND RESTATED BYLAWS
OF
HERITAGE HEIGHTS ACADEMY**

(AMENDED AUGUST 14, 2019; MARCH 23, 2020; JANUARY 10, 2023)

BYLAWS
OF
HERITAGE HEIGHTS ACADEMY

ARTICLE I.

OFFICES

Section 1.1 Business Offices. The initial principal office of the corporation shall be as stated in the articles of incorporation. The corporation may at any time and from time to time change the location of its principal office. The corporation may have such other offices, either within or outside Colorado, as the Board of Directors may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office. The registered office required by the Colorado Revised Nonprofit Corporation Act, C.R.S. §7-21-101 through 7-137-301 (the “Act”) to be maintained in Colorado may be changed from time to time by the Board of Directors or by the authorized officers of the corporation, or to the extent permitted by the Act by the registered agent of the corporation, provided in all cases that the street addresses of the registered office and of the business office or home of the registered agent of the corporation are identical.

ARTICLE II.

MEMBERS

Section 2.1 Classification, Qualification, Privileges and Election of Members. The corporation shall have one class of voting members. Each family of a child currently enrolled at Heritage Heights Academy shall be considered one member. A family for purposes of these bylaws shall mean any parent(s) or legal guardian(s) together having one or more children or wards enrolled at Heritage Heights Academy. Members shall have no rights or privileges other than to elect Directors of the corporation.

Section 2.2 Suspension and Termination of Membership. The membership of any member shall terminate automatically once the family no longer has any children or wards enrolled at Heritage Heights Academy.

Section 2.3 Dues. There shall be no membership fees or dues.

Section 2.4 Transfer of Membership. Membership in the corporation is nontransferable. Members shall have no ownership rights or beneficial interests of any kind in the assets of the corporation.

ARTICLE III.

BOARD OF DIRECTORS

Section 3.1 General Powers. Except as otherwise provided in the Act, the Colorado Charter Schools Act, the articles of incorporation or these bylaws, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation shall be managed by, its Board of Directors.

Section 3.2 Qualifications, Number, Classification, Election and Tenure.

(a) Qualifications. Each Director must be a natural person who is twenty-one years of age or older. Beginning in the year 2019, a majority of the Board Directors shall consist of individuals qualified as parents or guardians of enrolled students at the time of their election or appointment to fill a vacancy. In addition, qualifications for Board membership shall include, but not be limited to: (a) an interest in children and their education; (b) enthusiasm for Core Knowledge, Heritage Heights Academy and conviction in its purpose; (c) willingness to give time and energy to Heritage Heights Academy including a commitment to make every effort to attend all board meetings and required trainings; (d) individuals with specific skill sets, including, but not limited to, experience in education, accounting, finance, or law, as may be qualifications sought by the Board of Directors from time to time; (e) ability to represent the community and interpret community needs and views; (f) willingness to accept and support decisions democratically made; (g) ability to represent Heritage Heights Academy to the community; and (h) willingness to comply with any requirements for qualification, including, but not limited to, reading certain books, as may be prescribed in Board policy. Each member of the Board of Directors must comply with the conflicts of interest policies in these bylaws and adopted by the Board.

(b) Number. The initial number of voting Directors of the corporation shall be seven. The number of Directors shall never be fewer than five nor more than nine, as determined by the Board of Directors from time to time. Any action of the Board of Directors to change the number of Directors shall constitute an amendment of these bylaws changing the number of Directors, provided such action otherwise satisfies the requirements for amending these bylaws as provided in the Act, the articles of incorporation or these bylaws. Non-voting members are permitted, and at the Board's discretion shall consist of an Administrator and/or a teacher representative[s]. Teacher representation and attendance is not mandatory. Teacher representative attendance may be requested by the teacher representative, the Administration, or the Board. The purposes of non-voting members shall include, but not be limited to, reporting to the Board about goals, progress, events, and responding to inquiries of Directors regarding the school.

(c) Initial Board of Directors. The initial Board of Directors shall consist of the following individuals: Jennifer Gibbons, Deleen Stallings, Jessica Price, Kristen Ivory, Karen Lee-Toy, Susan Hartley, and Peggy Downs.

(d) Terms. The term of each Director elected pursuant to these bylaws shall be four (4) years.

(e) Election and Tenure. In April of every year, beginning in 2017, an election shall be held to elect new Directors. Candidates participating in an election are strongly encouraged to attend at least one full study session and Board of Directors meeting during the three months preceding the election. The newly elected Directors shall be seated at the next regular meeting following the election. Two Directors shall be elected each year, except every fourth year, beginning in 2022, only one Director shall be elected. Election shall be conducted in a manner to ensure that at all times a majority of Directors are parents or guardians of a student currently enrolled at the time of election. Each Director so elected shall hold office until such Director's term expires and thereafter until such Director's successor shall have been elected and qualified, or until such Director's earlier death, resignation or removal. If the number of candidates running for Director are equal to the number of seats available, or an adequate number of parent/guardian Directors are not running, then the Directors will take their seats without an election. If the number of candidates running for Director are less than the number of seats available the candidate(s) will take their seats without an election, and the Board of Directors may appoint Directors, as though there were a vacancy, to maintain the requirements of these bylaws.

(f) Re-election. Each Director may run for re-election at the expiration of his or her term, in accordance with the following conditions: 1) The Director must be the parent or guardian of a current, enrolled student at the time of re-election if seeking a seat that must be held by a parent or guardian to maintain a majority of parents or guardians serving on the Board.

(g) Conduct of Elections. It shall be the responsibility of the Board of Directors to promulgate rules and direct staff in carrying out the intent of these bylaws to conduct the annual election for new Directors. The Board shall make reasonable efforts to notify parents/guardians and the community of requirements and deadlines for Board Director candidacy, and the time and location of the election. The use of any part of school buildings or grounds for electioneering for specific candidates in Board Director elections is prohibited, except that the school can organize forums, debates, or other events in which each candidate is invited and provided, as nearly as practicable, equal access and opportunity to speak and at which candidate literature may be distributed. All final decisions regarding disputes in the election of Directors will be made by the Board of Directors.

Section 3.3 Resignation; Removal; Vacancies. Any Director may resign at any time by giving written notice to the Chair or to the secretary of the corporation. A Director's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A Director shall be deemed to have resigned in the event of such Director's incapacity as determined by a court of competent jurisdiction. A Director may be removed at any time by a unanimous vote of the other Directors if it is determined be in the best interests of the corporation. Any vacancy of an elected Director may be filled by the affirmative vote of a majority of the remaining Directors, though less than a quorum. If the Board fails to fill the vacancy by majority vote after sixty (60) days from the date the vacancy occurs the Board Chair shall appoint a new Director to fill the vacancy. A Director appointed to fill a vacancy shall hold the office for the unexpired term of such Director's predecessor in office. Any Directorship to

be filled by reason of an increase in the number of Directors shall be filled by the affirmative vote of a majority of the Directors then in office, and a Director so chosen shall hold office until the next election, at which time the seat shall be filled by election. A vacancy that will occur at a specific later date may be filled before the vacancy occurs, but the new Director may not take office until the vacancy occurs. Vacancies shall be filled in a manner to ensure that a majority of the Board always consists of parent or guardian representatives.

Section 3.4 Regular Meetings. A regular annual meeting of the Board of Directors shall be held each year at the time and place within Arapahoe County, Colorado, as determined by the Board, for the purpose of seating newly elected Directors, electing officers, and for the transaction of such other business as may come before the meeting. The Board of Directors may provide by resolution the time and place within Arapahoe County, Colorado, for the holding of additional regular meetings.

Section 3.5 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or a majority of board members. The person or persons authorized to call special meetings of the Board of Directors may fix the time and place within Arapahoe County, Colorado, for holding any special meeting of the Board called by them.

Section 3.6 Notice of Meetings. The corporation shall provide notice of all meetings at least one business day before the meeting and in compliance with the Colorado Open Meetings Law, C.R.S. § 24-6-401 *et seq.* Public notice of the annual meeting shall be posted at the Heritage Heights Academy campus no less than one business day prior to the holding of the meeting.

(a) Requirements. In addition to the notice provisions of the Colorado Open Meetings Law, notice of any special meeting of the Board of Directors stating the date, time and place of the meeting shall be given to each Director at such Director's business or residential address at least five days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least two days prior thereto by personal delivery or private carrier of written notice or by telephone, facsimile, electronic transmission or any other form of wire or wireless communication (and the method of notice need not be the same as to each Director). Written notice, if in a comprehensible form, is effective at the earliest of: (i) the date received; (ii) five days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed; and (iii) the date shown on the return receipt, if mailed by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee. Oral notice is effective when communicated in a comprehensible manner. If transmitted by facsimile, electronic transmission or other form of wire or wireless communication, notice shall be deemed to be given when the transmission is complete.

(b) Waiver of Notice. A Director may waive notice of any meeting before or after the time and date of the meeting stated in the notice. Except as otherwise provided in this Section 3.6(b), the waiver shall be in writing and signed by the Director entitled to the notice. Such waiver shall be delivered to the corporation for filing with the corporate records, but such delivery and filing shall not be conditions of the effectiveness of the waiver. A Director's attendance at or participation in a meeting waives any required notice to that Director

of the meeting unless: (i) at the beginning of the meeting or promptly upon the Director's later arrival, the Director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and does not thereafter vote for or assent to action taken at the meeting; or (ii) if special notice was required of a particular purpose pursuant to the Act or these bylaws, the Director objects to transacting business with respect to the purpose for which such special notice was required and does not thereafter vote for or assent to action taken at the meeting with respect to such purpose.

Section 3.7 Deemed Assent. A Director of the corporation who is present at a meeting of the Board of Directors when corporate action is taken is deemed to have assented to all action taken at the meeting unless (i) the Director objects at the beginning of the meeting, or promptly upon the Director's arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting; or (ii) the Director contemporaneously requests the Director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or (iii) the Director causes written notice of the Director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before the adjournment thereof or by the corporation promptly after the adjournment of the meeting. Such right of dissension or abstention is not available to a Director who votes in favor of the action taken.

Section 3.8 Quorum and Voting. A majority of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, and the vote of a majority of the Directors present in person at a meeting at which a quorum is present shall be the act of the Board of Directors, unless otherwise required by the Act, the articles of incorporation or these bylaws. If less than a quorum is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present.

Section 3.9 Voting by Proxy. No Director may vote or act by proxy at any meeting of Directors.

Section 3.10 Compensation. Directors shall not receive compensation for their services as such; however, by resolution of the Board of Directors, the reasonable expenses of Directors of attendance at Board meetings may be paid or reimbursed by the corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the corporation in any other capacity.

Section 3.11 Committees. By one or more resolutions adopted by the vote of a majority of the Directors present in person at a meeting at which a quorum is present, the Board of Directors may designate from among its members one or more committees, each of which, to the extent provided in the resolution establishing such committee, shall have and may exercise all of the authority of the Board of Directors, except as prohibited by the Act. The delegation of authority to any committee shall not operate to relieve the Board of Directors or any member of the Board from any responsibility or standard of conduct imposed by law or these bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these

bylaws or the Act for the Board of Directors unless the Board or the committee itself determines otherwise.

Section 3.12 Advisory Boards. The Board of Directors may from time to time form one or more advisory Boards, committees, auxiliaries or other bodies composed of such members, having such rules of procedure, and having such chair, as the Board of Directors shall designate. The name, objectives and responsibilities of each such advisory Board, and the rules and procedures for the conduct of its activities, shall be determined by the Board of Directors. An advisory Board may provide such advice, service, and assistance to the corporation, and carry out such duties and responsibilities for the corporation as may be specified by the Board of Directors; except that, if any such committee or advisory Board has one or more members thereof who are entitled to vote on committee matters and who are not then also Directors, such committee or advisory Board may not exercise any power or authority reserved to the Board of Directors by the Act, the articles of incorporation or these bylaws. Further, no advisory Board shall have authority to incur any corporate expense or make any representation or commitment on behalf of the corporation without the express approval of the Board of Directors or the Chair of the corporation.

Section 3.13 Meetings by Electronic Communication. Members of the Board of Directors or any committee thereof may participate in a regular or special meeting by, or conduct the meeting through the use of, any means of electronic communication, so long as the following conditions are met:

- a) Directors participating and the public may hear each other during the meeting, and technology is in place to ensure such;
- b) The Director is participating electronically as a result of extenuating circumstances. Examples of extenuating circumstances include health issues, job, military service, a family emergency, state emergency, inclement weather, any condition that renders travel unsafe for the Director, or any other circumstance deemed to be out of the ordinary and extenuating by the Board Chair.
- c) Directors participating electronically shall have any materials made available to them as those materials presented to or made available to those physically present.

A Director participating in a meeting by this means is deemed to be present in person at the meeting for purposes of establishing a quorum. Directors must not make participation by electronic means a normal occurrence, and each Director should seek to limit electronic participation occurrences to no more than two times per year. It is possible that under certain extenuating circumstances all Directors will participate electronically. Under such circumstances, the public meeting notice must include instructions for the public to participate in the electronic meeting.

ARTICLE IV.

OFFICERS AND AGENTS

Section 4.1 Designation and Qualifications. The elected officers of the corporation shall be a Chair, vice-Chair, secretary and treasurer. All elected officers must be members of the Board of Directors. The Board of Directors may also appoint such other officers as it may consider necessary or useful. One person may hold more than one office at a time, except that no person shall hold simultaneously the offices of Chair and vice-Chair. No officer shall execute, acknowledge or verify any instrument in more than one capacity. All officers must be natural persons who are twenty-one years of age or older.

Section 4.2 Election and Term of Office. The Board of Directors, or an officer or committee to which such authority has been delegated by the Board of Directors, shall nominate officers at or in conjunction with each annual meeting of the Board of Directors held at or around the time of the election of new Directors each year. At the next meeting following the annual meeting, the Board of Directors shall elect the officers from the group nominated at the annual meeting. If the nominations and elections of officers shall not be held at or in conjunction with such meeting, such nominations and elections shall be held as soon as convenient thereafter. Each officer shall hold office for approximately one year, from the end of the meeting at or in conjunction with which such officer was elected until such officer's successor shall have been duly elected or appointed and shall have qualified, or until such officer's earlier death, resignation or removal. Directors elected to serve as Chair or vice-Chair shall be limited to serving for two full, consecutive terms in each role, except that after a period of one year without serving as Chair (if office sought is Chair) or vice-Chair (if office sought is vice-chair) then that Director is eligible to serve again in that role.

Section 4.3 Compensation. Officers shall not be compensated for their duties, except for the reasonable reimbursement of expenses related to such duties and no payment of reimbursement of expenses shall be made in any manner so as to result in the imposition of any liability under either section 4941 or section 4958 of the Internal Revenue Code.

Section 4.4 Removal. Any officer or agent may be removed by the Board of Directors at any time, with or without cause, but removal shall not affect the contract rights, if any, of the person so removed. Such removal shall not affect the Director status of any individual so removed. Election, appointment or designation of an officer or agent shall not itself create contract rights.

Section 4.5 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the corporation, by giving written notice to the Chair or to the Board of Directors. An officer's resignation shall take effect upon receipt by the corporation unless the notice specifies a later effective date, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. An officer shall be deemed to have resigned in the event of such officer's incapacity as determined by a court of competent jurisdiction. A vacancy in any office, however occurring, may be filled by the Board of Directors, or by any officer or committee to which such authority has been delegated by the Board of Directors, for the unexpired portion of the term. If a resignation is made effective at a later date, the Board of Directors may permit the officer to remain in office until the effective date and may fill the pending vacancy before the effective

date with the provision that the successor does not take office until the effective date, or the Board of Directors may remove the officer at any time before the effective date and may fill the resulting vacancy.

Section 4.6 Authority and Duties of Officers. The officers of the corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Chair, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) Chair. The Chair shall, subject to the direction and supervision of the Board of Directors: (i) be the chief executive officer of the corporation and have general and active control of its affairs and business and general supervision of its officers, agents and employees; (ii) preside at all meetings of the Board of Directors; (iii) see that all resolutions of the Board of Directors are carried into effect; and (iv) perform all other duties incident to the office of Chair and as from time to time may be assigned to such office by the Board of Directors. The Chair shall be an ex-officio member of all standing committees and may be designated chairperson of those committees by the Board of Directors.

(b) Vice-Chair. The vice-Chair shall assist the Chair and shall perform such duties as may be assigned by the Chair or by the Board of Directors. The vice-Chair shall, at the request of the Chair, or in the Chair's absence or inability or refusal to act, perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions on the Chair. The vice-Chair shall conduct Board elections.

(c) Secretary. The secretary shall (i) keep or delegate the keeping of the minutes of the proceedings of the Board of Directors, and the members (if any); (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the corporate records and of the seal of the corporation; (iv) keep at the corporation's registered office or principal place of business within Colorado a record containing the names and addresses of all members (if any); and (v) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to such office by the Chair or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

(d) Treasurer. The treasurer shall (i) have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors; (ii) monitor compliance with all requirements imposed on the corporation as a tax-exempt organization described in section 501(c)(3) of the Internal Revenue Code; (iii) upon request of the Board, make such reports to it as may be required at any time; and (iv) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to such office by the Chair or the Board of Directors. Assistant treasurers, if any, shall have the same powers and duties, subject to the supervision by treasurer.

Section 4.7 Surety Bonds. The Board of Directors may require any officer or agent of the corporation to execute to the corporation, at the corporation's expense, a bond in

such sums and with such sureties as shall be satisfactory to the Board, conditioned upon the faithful performance of such person's duties and for the restoration to the corporation of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the corporation.

ARTICLE V.

FIDUCIARY MATTERS

Section 5.1 Indemnification.

(a) Scope of Indemnification. The corporation shall indemnify each Director, officer, employee and volunteer of the corporation to the fullest extent permissible under the laws of the State of Colorado, and may in its discretion purchase insurance insuring its obligations hereunder or otherwise protecting the persons intended to be protected by this Section 5.1. The corporation shall have the right, but shall not be obligated, to indemnify any agent of the corporation not otherwise covered by this Section 5.1 to the fullest extent permissible under the laws of the State of Colorado.

(b) Savings Clause; Limitation. If any provision of the Act or these bylaws dealing with indemnification shall be invalidated by any court on any ground, then the corporation shall nevertheless indemnify each party otherwise entitled to indemnification hereunder to the fullest extent permitted by law or any applicable provision of the Act or these bylaws that shall not have been invalidated. Notwithstanding any other provision of these bylaws, the corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with the qualification of the corporation as an organization described in section 501(c)(3) of the Internal Revenue Code, or that would result in the imposition of any liability under either section 4941 or section 4958 of the Internal Revenue Code.

Section 5.2 General Standards of Conduct for Directors and Officers.

(a) Discharge of Duties. Each Director shall discharge the Director's duties as a Director, including the Director's duties as a member of a committee of the Board, and each officer with discretionary authority shall discharge the officer's duties under that authority (i) in good faith; (ii) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and (iii) in a manner the Director or officer reasonably believes to be in the best interests of the corporation.

(b) Reliance on Information, Reports, Etc. In discharging duties, a Director or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (i) one or more officers or employees of the corporation whom the Director or officer reasonably believes to be reliable and competent in the matters presented; (ii) legal counsel, a public accountant or another person as to matters the Director or officer reasonably believes are within such person's professional or expert competence; or (iii) in the case of a Director, a committee of the Board of Directors of which the Director is not a member if the Director reasonably believes the committee merits

confidence. A Director or officer is not acting in good faith if the Director or officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this Section 5.2(b) unwarranted.

(c) Liability to Corporation. A Director or officer shall not be liable as such to the corporation for any action taken or omitted to be taken as a Director or officer, as the case may be, if, in connection with such action or omission, the Director or officer performed the duties of the position in compliance with this Section 5.2.

(d) Director Not Deemed to Be a “Trustee.” A Director, regardless of title, shall not be deemed to be a “trustee” within the meaning given that term by trust law with respect to the corporation or with respect to any property held or administered by the corporation including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 5.3 Conflicts of Interest.

(a) Definition. A conflict of interest arises when any “responsible person” or any “party related to a responsible person” has an “interest adverse to the corporation.” A “responsible person” is any individual in a position to exercise substantial influence over the affairs of the corporation, and specifically includes, without limitation, Directors and officers of the corporation. A “party related to a responsible person” includes his or her extended family (including spouse, ancestors, descendants and siblings, and their respective spouses and descendants), an estate or trust in which the responsible person or any member of his or her extended family has a beneficial interest or a fiduciary responsibility, or an entity in which the responsible person or any member of his or her extended family is a Director, trustee or officer or has a financial interest. “An interest adverse to the corporation” includes any interest in any contract, transaction or other financial relationship with the corporation, and any interest in an entity whose best interests may be impaired by the best interests of the corporation including, without limitation, an entity providing any goods or services to or receiving any goods or services from the corporation, an entity in which the corporation has any business or financial interest, and an entity providing goods or services or performing activities similar to the goods or services or activities of the corporation.

(b) Disclosure. If a responsible person is aware that the corporation is about to enter into any transaction or make any decision involving a conflict of interest, (a “conflicting interest transaction”), such person shall: (i) immediately inform those charged with approving the conflicting interest transaction on behalf of the corporation of the interest or position of such person or any party related to such person; (ii) aid the persons charged with making the decision by disclosing any material facts within the responsible person’s knowledge that bear on the advisability of the corporation entering into the conflicting interest transaction; and (iii) not be entitled to vote on the decision to enter into such transaction.

(c) Approval of Conflicting Interest Transactions. The corporation may enter into a conflicting interest transaction provided either:

(i) The material facts as to the responsible person's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board of Directors or to a committee of the Board of Directors that authorizes, approves or ratifies the conflicting interest transaction, and the Board or committee in good faith authorizes, approves or ratifies the conflicting interest transaction by the affirmative vote of a majority of the disinterested Directors on the Board or committee, even though the disinterested Directors are less than a quorum; or

(ii) The conflicting interest transaction is fair as to the corporation.

(d) Conflicts of Interest that cannot be Approved. No Director or his or her immediate family member shall be an employee of the school. No Director or his or her immediate family member shall be employed by or have any financial interest, whatsoever, in any contractor or service provider to the school with annual contracts totaling in excess of \$5,000. If circumstances change and such a conflict is created, then the Director shall immediately resign or be removed from the Board of Directors. No two Directors married to each other can serve on the Board at the same time. For all purposes under this section, immediate family member is defined as spouses, parents/guardians, children, and siblings.

(e) Conflict of Interest Certification. All Board Directors will annually complete a Conflict of Interest form and certify in writing that there are no undisclosed conflicts of interest or any conflicts of interest that would disqualify the Director from service on the Board.

Section 5.4 Liability of Directors for Unlawful Distributions.

(a) Liability to Corporation. A Director who votes for or assents to a distribution made in violation of the Act or the articles of incorporation of the corporation shall be personally liable to the corporation for the amount of the distribution that exceeds what could have been distributed without violating the Act or the articles of incorporation if it is established that the Director did not perform the Director's duties in compliance with the general standards of conduct for Directors set forth in Section 5.2.

(b) Contribution. A Director who is liable under Section 5.4(a) for an unlawful distribution is entitled to contribution: (i) from every other Director who could be liable under Section 5.4(a) for the unlawful distribution; and (ii) from each person who accepted the distribution knowing the distribution was made in violation of the Act or the articles of incorporation, to the extent the distribution to that person exceeds what could have been distributed to that person without violating the Act or the articles of incorporation.

Section 5.5 Loans to Directors and Officers Prohibited. No loans shall be made by the corporation to any of its Directors or officers. Any Director or officer who assents to or participates in the making of any such loan shall be liable to the corporation for the amount of such loan until the repayment thereof.

Section 5.6 Compliance with Laws Applicable to Public Schools. In addition to the foregoing, all officers and Directors shall comply with the applicable provisions of the Code of Ethics set forth in C.R.S. § 24-18-101, *et seq.*

ARTICLE VI.

RECORDS OF THE CORPORATION

Section 6.1 Minutes, Etc. The corporation shall keep as permanent records minutes of all meetings of the Board of Directors and members (if any), a record of all actions taken by the Board of Directors or members without a meeting, a record of all actions taken by a committee of the Board of Directors in place of the Board of Directors on behalf of the corporation, and a record of all waivers of notices of meetings of the Board of Directors or any committee of the Board of Directors or members (if any). All such permanent records shall be maintained in accordance with the Colorado Open Meetings Law.

Section 6.2 Accounting Records. The corporation shall maintain appropriate accounting records.

Section 6.3 Records In Written Form. The corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Section 6.4 Records Maintained at Principal Office. The corporation shall keep a copy of each of the following records at its principal office:

- (a) The articles of incorporation and the corporate seal;
- (b) These bylaws;
- (c) Resolutions adopted by the Board of Directors relating to the characteristics, qualifications, rights, limitations and obligations of the members or any class of members;
- (d) The minutes of all meetings of the members, and records of all action taken by the members without a meeting, for the past three years;
- (e) All written communications within the past three years to the members generally as the members;
- (f) A list of the names and business or home addresses of the current Directors and officers;
- (g) A copy of the most recent corporate report delivered to the Colorado secretary of state;
- (h) All financial statements prepared for periods ending during the last three years that a member of the corporation could have requested under section 6.6(c);

(i) The corporation's application for recognition of exemption and the tax-exemption determination letter issued by the Internal Revenue Service; and

(j) All other documents or records required to be maintained by the corporation at its principal office under applicable law or regulation.

ARTICLE VII.

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 7.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the Chair or Vice Chair, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 7.2 Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 7.3 Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 7.4 Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 7.5 Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Board of Directors, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the Chair of this corporation or by proxy appointed by the Chair, or in the absence of the Chair and the Chair's proxy, by the Secretary or Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the Chair, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or

persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

ARTICLE VIII.

MISCELLANEOUS

Section 8.1 Fiscal Year. The fiscal year of the corporation shall commence on July 1 and end on June 30 of each year.

Section 8.2 Conveyances and Encumbrances. Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation shall be authorized only in the manner prescribed by applicable statute.

Section 8.3 Designated Contributions. The corporation may accept any contribution, gift, grant, bequest or devise that is designated, restricted or conditioned by the donor, provided that the designation, restriction or condition is consistent with the corporation's general tax-exempt purposes. Donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation shall reserve all right, title and interest in and to and control over such contributions, and shall have authority to determine the ultimate expenditure or distribution thereof in connection with any such special fund, purpose or use. Further, the corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used exclusively to carry out the corporation's tax-exempt purposes.

Section 8.4 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any subsequent federal tax laws.

Section 8.5 Principles of Construction. Words in any gender shall be deemed to include the other gender; the singular shall be deemed to include the plural and vice versa; the words "pay" and "distribute" shall also mean assign, convey and deliver; and the table of contents, headings and underlined paragraph titles are for guidance only and shall have no significance in the interpretation of these bylaws.

Section 8.6 Preservation of Mission. In order to preserve and protect the mission and goals of Heritage Heights Academy, it is hereby declared that all Employees, Directors and committee members have access to a copy of the Heritage Heights Academy Application and Contract. Strict adherence to the original mission and goals of the Founding Citizens (as defined in the Application) shall be observed at all times.

Section 8.7 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 8.8 Amendments. These bylaws may be altered, amended or repealed and new bylaws may be adopted by the affirmative vote of two-thirds of the Board of Directors at any regular or special meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

(END)

HERITAGE HEIGHTS ACADEMY

BYLAWS CERTIFICATE

The undersigned certifies that s/he is the Secretary of Heritage Heights Academy, a Colorado nonprofit corporation, and that, as such, the undersigned is authorized to execute this certificate on behalf of said corporation, and further certifies that attached hereto is a complete and correct copy of the presently effective bylaws of said corporation.

Dated: January 10, 2023

HHA Secretary

HHA BOD Performance Rubric

Exceeded expected performance levels; completed responsibilities at high levels of proficiency and/or had participation levels of 100% in said responsibility

Met expected performance levels; completed responsibilities at an acceptable level of proficiency and/or had participation levels of 75% in said responsibility

Partially Met expected performance levels; sometimes failed to complete responsibilities, completed responsibilities at a moderate level of performance or possibly violated Board Policies and/or had participation levels of 50% in said responsibility

Did Not Meet expected performance levels; often failed to complete responsibilities at expected levels of proficiency, did not complete some responsibilities at all or clearly violated Board Policies and/or had participation levels of below 50% in said responsibility

Circle the rating that best describes the performance in each specific area and give an overall rating.

E M PM DM	1	The Board has remained focused on the Mission and Vision of HHA.
E M PM DM	2	The Board as a whole has maintained a commitment to a fundamental, traditional educational delivery system and to the Core Knowledge Curriculum.
E M PM DM	3	To my knowledge, each individual Director has maintained a commitment to a fundamental, traditional educational delivery system and to the Core Knowledge Curriculum.
E M PM DM	4	The Board as a whole has publicly supported the individual subject areas taught at HHA including, but not limited to, RIGGS, Jr. Great Books, Latin and Singapore Math programs.
E M PM DM	5	Each individual Director has actively participated in the overall direction of HHA including committee work and involvement in pressing situations that require work be done outside of the Board Meetings.
E M PM DM	6	Each individual Director has become knowledgeable about school matters without undue reliance on only one or two staff members, parents or other 2nd-hand sources.
E M PM DM	7	Directors have demonstrated a clear understanding of their role and have not tried to become unduly involved in the day-to-day management of the school.
	8	The Board as a whole has demonstrated a commitment to fostering a positive relationship with:
E M PM DM	A	Staff Members
E M PM DM	B	Parents
E M PM DM	C	The Community at large (non-school related people/events)
	9	Each individual Director has demonstrated a commitment to fostering a positive relationship with:
E M PM DM	A	Staff Members
E M PM DM	B	Parents
E M PM DM	C	The Community at large (non-school related people/events)
E M PM DM	10	Directors have taken the initiative to promote HHA's uniqueness as a school and successful academic program to potential parents, local businesses, government officials and/or other civic or social groups throughout the area.
	11	Directors have demonstrated a professional demeanor in all communications with:
E M PM DM	A	Other Directors

E M PM DM	B	Parents
E M PM DM	C	Faculty and Staff
E M PM DM	D	Other organizations at HHA
E M PM DM	E	Cherry Creek District R-1 and its representatives
E M PM DM	F	Non-HHA related organizations

	12	When confronted with concerns or issues presented to the Board of Directors by parents, Faculty and Staff, or other Directors, each Director demonstrated:
E M PM DM	A	A caring attitude toward those presenting their issues or concerns
E M PM DM	B	The ability to listen intently with the objective of understanding the issue or concern
E M PM DM	C	Empathy toward their situation regardless of the validity of the concern or the Board's ability to intervene at that time
E M PM DM	D	The ability to respond in an appropriate and thoughtful manner
E M PM DM	E	A well founded knowledge of the Board's Policies and Procedures
E M PM DM	13	The ability to publicly support the Administration without minimizing the concerns of those presenting
E M PM DM	14	Directors have effectively followed the Conflict Resolution Policy (referring issues back to person with whom there is a concern or showing how to bring a matter before the Board of Directors if appropriate) when confronted with individuals who have issues with other Directors, Faculty, Staff or Administration.
E M PM DM	15	All Directors have attended the appropriate number of subcommittee meetings this year.
E M PM DM	16	All Directors attended the Board Retreat and actively participated in the development of the Strategic Plan.
E M PM DM	17	Directors have effectively carried out their duties as delineated in the Strategic Plan.
E M PM DM	18	The Board has effectively used the Strategic Plan to guide its activities and priorities through out the year.
E M PM DM	19	The Board has met the deadlines and goals as outlined in the Strategic Plan.
E M PM DM	20	The Board has held the Administration & Finance Committee financially accountable
E M PM DM	21	All Directors have attended and participated in Board Visit Days.
E M PM DM	22	All Directors have adhered to the Open Meetings Law (CRS24-6-401,et seq.).
E M PM DM	23	All Directors have adhered to the confidential provisions of Colorado law by not discussing personnel matters, students, negotiations or other confidential matters outside of Executive Session at the Board of Directors meetings.
	24	The Chairman of the Board has:
E M PM DM	A	Conducted effective meetings
E M PM DM	B	Effectively balanced the need to conduct business with the desire of attendees to interact on matters of interest
E M PM DM	C	Handled all situations in a positive and professional manner
E M PM DM	D	Successfully conducted meetings in a manner that allowed all Directors equal opportunity to discuss issues or represent their points of view
	25	The President of the Board has:
E M PM DM	B	Handled matters of parental concern effectively
E M PM DM	C	Set a positive tone when interacting with Parents, Faculty, Staff and other Directors
E M PM DM	D	Created a good working relationship will all parts of HHA

E M PM DM	E	Met the duties of the office as expected
	26	The Board Treasurer has:
E M PM DM	A	Presented timely and accurate Financial Statements
E M PM DM	B	Worked effectively with the Principal and Business Manager
E M PM DM	C	Shown good judgment in all financial matters
E M PM DM	D	Demonstrates a clear understanding of HHA's financial statements and Cherry Creek School District's/CDE's and funding mechanisms.
	27	The Secretary of the Board has:
E M PM DM	A	Presented timely and accurate Minutes
E M PM DM	B	Effectively balanced the need for accurate notes with the need to allow Board Meetings to continue uninterrupted

	28	Board Meetings have:
E M PM DM	A	Started on time
E M PM DM	B	Had all Directors present or excused
E M PM DM	C	Remained focused on the Agenda
E M PM DM	D	Not included committee work
E M PM DM	E	Not included discussions which were not pertinent to the agenda
E M PM DM	F	Equitably represented the opinions and questions of all Directors
E M PM DM	G	Ended in a timely fashion
	29	Throughout this year, the Board of Directors has:
E M PM DM	A	Been a driving force in the continued development of HHA
E M PM DM	B	Dealt effectively with crisis situations when they arose
E M PM DM	C	Given the Principal effective guidance as needed
E M PM DM	D	Developed a positive relationship with the Administration
E M PM DM	E	Represented the school as a whole instead of individual interests
E M PM DM	F	Made good decisions as proven by "hind-sight"
	30	Through out this year, Directors have:
E M PM DM	A	Divided responsibilities equitably between all Directors as much as possible
E M PM DM	B	Submitted reports for Board Meetings in a timely fashion
E M PM DM	C	Supported and encouraged one another
E M PM DM	D	Stepped in to help accomplish tasks without having to be asked
E M PM DM	E	Come to Board Meetings well prepared
E M PM DM	F	Demonstrated a professional demeanor at all Board Meetings
E M PM DM	G	Refrained from conversations critical of other Directors
E M PM DM	31	How would you rate the Board's effectiveness at following it's own Policies & Procedures?
E M PM DM	32	How would you rate the overall performance of the Board of Directors this year?

Comments: Please use the back of this page for your comments and feel free to comment on any topic whether included in this survey or not.

EDUCATION ALLIANCE OF COLORADO

Board Agreement

BOARD CODE OF CONDUCT

The Board commits its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum. Board members and members elect shall exemplify integrity, honesty and respect and shall abide by this policy. Failure to consistently abide by this policy may result in Board discipline, Board censure, or removal of a board member as set forth in the Bylaws.

1. Board Directors will serve the members of the Alliance in accordance with its Mission, Vision, Bylaws, Policies, and any other governing documents approved by the board of the EAC.
2. Board Directors will attend all scheduled Board meetings (Regular and Special) in order to be fully informed and available to vote on matters affecting the EAC. If an individual Director is unable to regularly participate, he/she will put the needs of the EAC first and resign from the Board. If a Director misses or is late to more than three scheduled meetings within a twelve-month period, the Director will resign from the Board before the next scheduled monthly meeting.
3. Board Directors will listen, speak their mind, respect the opinion of others, resolve conflict directly with each other, and accept the democratically made decisions of the Board.
4. Board Directors will make decisions based on what is best for the members.
5. Board Directors will be aware of the implications of their role and how it affects relationships with its members. As such, Board Directors shall conduct themselves in a manner that does not imply or give the perception of an advantage over other members due to board member status.
6. Board Directors will not use the EAC or any part of the EAC for their own advantage or for the advantage of friends, either financial or non-financial.
7. After notifying the Board, Board Directors shall excuse themselves from the deliberation and vote of an issue for which they have an unavoidable conflict of interest.
8. Board Directors will make no disparaging remarks, in or out of Board meetings, about other Directors of the Board, EAC officers or staff, or members of the EAC.
9. Board Directors will not communicate in a way that compromises the value and dignity of another person.
10. Board Directors will abide by and support majority decisions of the Board, past and present. If a Board Director feels a past decision needs to be revisited, it should be discussed with the Board.
11. Board Directors will not make decisions without a careful examination of all sides of an issue.
12. Board Directors will recognize their role as servant leaders and uphold the expectation for maintaining a professional demeanor at all board and EAC functions, whether attending as Board Directors or volunteers. It is each Board Director's responsibility to set and maintain the tone for the culture of the EAC.

COMPLIANCE

The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation, respect of roles, and ensuring continuance of governing capability.

CONFLICT OF INTEREST NOTIFICATION

Board members will describe below any relationships, transactions, positions they hold (volunteer or otherwise), or circumstances that they believe could contribute to a potential conflict of interest between The Education Alliance of Colorado and your personal interests, financial or otherwise (If none, please state, "none").

SIGNATURES

Board members will adhere to the provisions of this agreement as evidenced by the annual signature of each director as signed below:

Board Signatures

Date

Conflict of Interest Notification

Natalie Miller Forest

None



JULY 2026 - JUNE 2027

JULY 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	X	8	9	10	11	12
13	14	15	16	17	X	19
20	21	22	23	24	25	26
27	28	29	30			

Notes	
This calendar reflects the following data:	
Total Number of Instructional Days - 164	
Total Number of Instructional Hours - 1,107	

OCTOBER 2026						
S	M	T	W	TH	F	S
				X	X	3
4	5	6	7	8	9	10
11	X	X	X	X	X	17
18	X	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	X	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	X	X	X	X	X	28
29	30					

DECEMBER 2026						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	X	19
20	X	X	X	X	X	26
27	X	X	X	X	X	

Quarters and Day Count	
1st Quarter Ends - September 25 (28 days)	
2nd Quarter Ends - December 17 (45 days)	
3rd Quarter Ends - March 5 (40 days)	
4th Quarter Ends - May 27 (51 days)	

JANUARY 2027						
S	M	T	W	TH	F	S
					X	2
3	X	5	6	7	8	9
10	11	12	13	14	15	16
17	X	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	X	13
14	X	X	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	X	X	13
14	X	X	X	X	X	20
21	22	23	24	25	26	27
28	29	30	31			

Parent/Teacher Conferences :	
Mandatory Parent Attendance	
October 1-2 & March 11-12	

APRIL 2027						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	X	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	X	29
30	31					

JUNE 2027						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Legend:	
 Board of Director Meetings	
X No Classes	

Important Emails:
 Enrollment: Enrollment@heritageha.org
 Business Office: BusinessOffice@heritageha.org

Attendance: Use School App or call Front Desk

Grievance Policy: Conflict Resolution

Heritage Heights Academy (HHA) strives to be proactive in promoting a positive culture between all of our community members. The following policies apply to grievances, including complaints, concerns, or conflicts, of any type. The administration and Board are committed to addressing and resolving grievances in a timely and efficient manner.

The Board places great trust in its faculty and administrators to manage the affairs of the school and to serve our school community. This grievance process should be used only for genuine complaints, concerns, or conflicts that require the attention of the School Director or the Board, not simple disagreements that can be managed informally. The Board will not typically review grievances based on the discretionary day-to-day decision-making or good faith judgment calls made by faculty or administrators, unless there is clear evidence of misconduct or a need to address a substantial issue.

Employees may also utilize this process to dispute work related decisions by administration, like non-renewals or other work related concerns, complaints or conflicts.

Please follow these steps before filing a formal grievance:

1. **Address issues with those directly involved** – Bring your complaint, concern, or conflict first to the person best positioned to address it. Make efforts to sincerely resolve the grievance with those who are directly involved.
 - a. If you are a parent and it is a specific classroom or academic issue, this will most likely be an attempt to resolve the issue with your child's teacher. If it is a broader, school-wide issue, this will most likely be an attempt to resolve the issue with a school administrator beginning with the Vice Principal first and the Principal second if you are not satisfied. If you are an employee this will most likely be an attempt to resolve the issue with the co-worker with whom you have the issue, or your supervisor if it is a broader, school-wide issue.

If your attempts to resolve the complaint, concern, or conflict informally does not produce a satisfactory result, or you find the individual(s) involved to be non-responsive, and the issue is substantial, you may file a formal grievance by following these steps:

1. **Complete a Grievance Form (available on the school's website or front office)** – This includes providing a brief summary of the issue; informal steps that were taken to resolve it, including discussions with those directly involved; the outcome of those attempts; the reasons why you were not satisfied with the outcome; a citation to any laws and/or policies that you believe were violated; and what you are requesting be reviewed and/or changed about the outcome.
2. **Submit the Grievance Form to the School Director** – The form may be submitted to the school's front office or emailed directly to the School Director or his/her secretary. If the Grievance is an issue in which the School Director is directly involved or in which the School Director has already issued a final decision then this form may be submitted directly to the President of the Board for consideration under Step 5.
3. **School Director Review** – The School Director will, within three working days, review the Grievance and either reply in writing to the grievant or request a meeting. Others involved may be consulted on the issue and/or invited to any

meetings scheduled to discuss the issue.

4. **School Director Decision** – Within ten working days of the date the Grievance Form is submitted, the School Director will provide a written decision or planned course of action regarding the Grievance to the grievant.
5. **School Board Review** – If the grievant is not satisfied with the School Director's decision or planned course of action, the grievant may request that the School Director submit the grievance to the Board for review within five (5) business days. If the grievant requests Board review, the School Director will forward all documentation, including the original Grievance Form, any notes or summaries of meetings or actions taken, the School Director's final written decision or planned course of action, and any other relevant information to the Board. Board Members may request an additional statement from the grievant, as well as any other information it deems relevant to research or request. The Board President may appoint a mediator, as appropriate, to attempt to resolve the concern. The Board President will determine whether or not to include the request on the agenda of the School Board's next meeting. An individual Board Member can make a motion to have it added to agenda during the board's next meeting, and it will be added with a requisite vote of the majority, following regular procedures. At all stages of this process Board members will take care to preserve expectations of privacy, including avoidance of public references to specific individuals or incidents, and may call an executive session to discuss any Grievances, for which an executive session is allowed. If the grievance involves a specific employee, that employee will be informed by the Board President before the meeting at which the issue may be discussed and will be asked if he or she wants the discussion to happen during open session instead of executive session. If the Grievance is not reviewed at the next regular meeting following receipt of the request to review, it will be deemed resolved and the decision or planned course of action articulated by the School Director will be final, unless or until there is a change in circumstances.
6. **School Board's Decision** – Any decision by the Board at the conclusion of considering a Grievance, or a decision not to review a Grievance, will be final and the matter will be considered resolved. Any future consideration of the matter will require a change in circumstances and the grievant will be required to initiate the process from the beginning. If there is not a change in circumstances, any Grievance Form filed on a matter that is resolved may be ignored or simply disposed of with a response from the School Director that the matter is deemed resolved.

HHA Grievance Form

Please complete each section of this form and submit to the school's front office in an envelope with "Grievance" written on the outside; or email a copy to the School Director or his/her secretary with the term "Grievance" and the date in the Subject line.

Name: _____

Date: _____

Are you an employee of the school? Yes No

Are you a parent of a student at the school? Yes No

Name of the child on whose behalf you are filing this grievance:

Please attach any additional documentation. If there is insufficient space to respond to a question below, please attach your response to this document.

Provide a brief summary of the issue, including the names of those directly involved:

Describe the steps you have taken to resolve this issue with those directly involved:

Describe the outcome of your attempts to resolve this issue with those directly involved:

Explain the reasons why you were not satisfied with the outcome:

Cite any laws and/or school policies that you believe were violated in connection with this issue:

Explain what, specifically, you want to be reviewed and/or changed about the outcome:



Non-Discrimination Policy

Heritage Heights Academy does not discriminate on the basis of race, color, national origin, sex, age or disability, or any other legally protected class status, in admission to its programs, services or activities, in access to them, in treatment of individuals, hiring, employment, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the school's activities and programs. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. The School's Compliance Officer and Title IX Coordinator to address questions or complaints, including without limitation allegations of sexual harassment under Title IX, is Nicole Grubb, Dean of Culture, 20050 East Smoky Hill Road, Centennial, Colorado, nicole.grubb@heritageha.org, 720-870-9541. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance officer or directly to the U.S. Department of Education, Office for Civil Rights, Region VIII, Federal Office Building 1244 North Speer Blvd., Suite #310, Denver, CO 80204. Information about Title IX complaints, policies and procedures can be found [HERE](#)

Colorado CROWN Act - In compliance with the Colorado Crown Act, any practices or references in any handbooks or policies of the School related to prohibiting discrimination on the basis of an individual's race shall include a person's hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. Specifically, without limitation, such protective hairstyles shall include styles such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps.



HHA Leadership Team Biographies

Executive Director

Natalia Miller-Forrest is an experienced K–8 school leader with more than two decades of service in classical and Core Knowledge education. A native of Grand Junction, Colorado, she has taught in private, charter, and homeschool settings and has held multiple leadership roles, including four years as Dean of Students and founding Executive Director of a high-performing Classical Core Knowledge K–8 school since 2016.

Natalia earned her Bachelor of Arts in Elementary Education from the University of Northern Colorado and her Master of Arts in Educational Leadership from Colorado Mesa University. She completed her principal licensure after eight years teaching in a Classical Core Knowledge environment, where she developed deep expertise in curriculum implementation, instructional coaching, and character-based school culture.

As a school leader, Natalia has demonstrated a strong track record of operational and academic success. She has managed multimillion-dollar operating budgets, overseen a \$20 million school facility construction project from concept to completion, guided a \$8 million annual program budget, and implemented systems that consistently support academic growth, strong climate results, and equitable outcomes for diverse learners. Her leadership approach emphasizes excellence in teaching, coherent curriculum design, and meaningful partnership with families and the community.

Natalia’s experience in founding and sustaining a successful classical charter school positions her uniquely well to lead the replication of the Heritage Heights Academy model. She brings deep knowledge of Core Knowledge implementation, data-informed instructional leadership, and long-term school development—qualities aligned with funders seeking strong, mission-driven leaders capable of delivering transformational results for students.

Outside of school leadership, she enjoys time with her husband, Jim, and their four children and spouses. Her personal interests include cooking, gardening, reading and traveling.



Heritage Heights Academy

A Kindergarten Through 8th Grade
Classical Core Knowledge Charter School

Principal

Michael Udlock is an experienced K–12 educational leader with a career spanning more than 25 years as a teacher, youth minister, and school administrator. He currently serves as Principal of Heritage Heights Academy in Centennial, Colorado, where he previously held the role of Vice Principal beginning in 2019. In this capacity, Michael leads a safe, positive, and academically rigorous Classical–Core Knowledge learning environment and oversees schoolwide systems for data-driven decision-making, staff evaluation, student support, and operational excellence. His leadership emphasizes relational trust, clear communication, and the development of structures that help students, staff, and families thrive.

Before joining Heritage Heights Academy, Michael spent twelve years in progressively senior leadership roles at Hope Online Learning Academy Co-op, a statewide blended-learning K–12 charter school. There he served as Principal, Director of Student Services, Academic Liaison, and Director of Learning Center Development. His work included professional development, restorative practices implementation, behavior and attendance systems, crisis management, community building, and oversight of academic and operational processes across multiple learning sites.

Michael began his career as a Theatre Arts and Speech teacher in Houston, Texas, where he taught for eight years in an alternative high school setting and later at Rangeview High School in Aurora, Colorado. In addition to classroom teaching, he designed and produced theatrical performances, supervised auditorium operations, contributed to school improvement initiatives, and trained teachers districtwide in instructional technology. His early professional life also includes several years of youth ministry leadership in Houston and Loveland, Colorado, where he built programming focused on student mentorship, service, and personal development.

He holds a Master of Arts in Educational Leadership from the University of Northern Colorado and a Bachelor of Arts in Theatre Arts from Hastings College. He also completed a Graduate Certificate in Theological Studies and maintains professional licensure as a K–12 Principal in Colorado. His professional skill set includes restorative practices, team building, crisis response, technology integration, strategic planning, and the development of systems that promote consistency, accountability, and student success.

Known for his collaborative approach, Michael is dedicated to fostering a school culture rooted in character, citizenship, and academic achievement. Outside of school leadership, he enjoys time with his wife, Dana, and their five children—including two sets of identical twin boys and a daughter. His personal interests include theatre arts, movies, carpentry, and collecting comic books.



Heritage Heights Academy

A Kindergarten Through 8th Grade
Classical Core Knowledge Charter School

Dean of Students (5th – 8th)

Rashell McLennan transitioned to Administration as the Heritage Heights Academy Dean of Middle School in April of 2024 after 14 years as a 5th-12th grade Life Science and Biology Teacher. She has been a Classical Core Knowledge teacher since 2010. As the Dean, she provides support for both students and teachers in fourth to eighth grade. As the Assessment Coordinator and the teacher's admin supervisor, she enjoys mentoring and engaging with teachers' conversations about content, pedagogy and using assessment for data-driven instruction and decision-making.

During her tenure as a teacher, she has participated in and lead professional development in areas of classroom management, Love and Logic, and science content and pedagogy. Serving as a department and school science content lead, she has helped onboard and mentor new teachers for many years. Mentoring has been a joy that led her to seek a change in role in school administration. As a teacher, she has helped students learn to find joy and love in learning about science concepts and the integration of history into science using classical science experiments. Rashell has experience helping students achieve college readiness in science through high academic rigor as an AP Biology teacher and ACT preparation instruction. Rashell has experience with curriculum selection and development based on the spiral concept found not only in Classical education but also in the Core Knowledge Sequence.

Rashell will be completing her Master of Arts in Educational Leadership and Principal's Licensure in May of 2026 to become a school principal. She received a Bachelor of Arts from Elmhurst College, in Biology and Chemistry in 1997 and Post-Baccalaureate Teacher Licensure in 2010 from Colorado Mesa University after 13 years in data management in the Pharmaceutical, HR and Healthcare fields.

Rashell and her husband George love to travel and enjoy quality cuisine. Rashell enjoys writing and illustrating children's books with mixed media, watercolor, and collage.



Heritage Heights Academy

A Kindergarten Through 8th Grade
Classical Core Knowledge Charter School

Dean of Students (Kinder – 4th)

Alaina Pisarra is the Dean of Students at Heritage Heights Academy, where she began at the start of the current school year. A dedicated educational leader with a strong commitment to advocating for every student and supporting staff fully, Alaina brings nine years of experience in education to her role. In addition to overseeing student culture and success, she leads teacher induction programs and collaborates to help recruit, develop, and train future educators.

Before stepping into administration, Alaina spent most of her career teaching second and fourth grade with a focus on math and science at a charter school in Douglas County. During her time in the classroom, she was nominated each year for the district's Apple Award, an honor reflecting exceptional teaching as recognized by parents and was named the Denver Broncos Most Valuable Teacher (MVT) in 2020. She also served as a team leader and mentor teacher, roles that strengthened her passion for supporting colleagues and fostering strong instructional practices.

Alaina's transition into leadership was driven by her desire to become the kind of administrator she always valued; one who listens deeply, advocates fiercely, and makes a meaningful difference in the school community. She holds a Bachelor of Arts in Elementary Education and a Master of Arts in Curriculum and Instruction with a concentration in Educational Leadership. She maintains her teaching licenses and prioritizes ongoing professional development to continually refine her practice. Outside of her professional life, Alaina enjoys spending time with her family, traveling, cooking, and painting.



**HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS**

Appendix B: Financial Management and Facilities

HERITAGE HEIGHTS ACADEMY

FINANCIAL POLICIES &



PROCEDURES MANUAL

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Effective as of this date: June 17, 2025

Note: This policy is subject to change by a vote of the board of Heritage Heights Academy.

If at any time this policy conflicts with Colorado law or with Cherry Creek School District policies as they apply to Heritage Heights Academy, Colorado law and District policy supersede this policy. If this policy is silent on a topic, please reference the most current Financial Policies and Procedures Manual on CDE's website for guidance: <https://www.cde.state.co.us/node/59416>

FINANCE COMMITTEE CHARGE STATEMENT

The Finance Committee oversees the school's budget and asset management. This committee reviews financial statements regularly to monitor progress, approves short- and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school's resources. The committee chair is the current Board Treasurer. The committee members may include the Treasurer, Executive Director, 1-2 parents/community members, or an additional Board member. Financial background is strongly preferred but not required. This committee meets once a month along with our outside CPA to review monthly financials. This committee presents regular financial updates at the monthly Board meeting. This committee shall review the School's Financial Policies & Procedures Manual at least annually.

OBJECTIVE

The financial objective of Heritage Heights Academy (the School or HHA) will be to conduct the operations and business with sound fiscal management.

RESPONSIBLE PARTIES

Ongoing financial management of the School shall be supported and guided by:

The Board of Directors

The Executive Director

The Finance Committee

The ultimate responsibility for financial management rests with the Board of Directors and Executive Director

FISCAL MANAGEMENT GOALS

The financial management shall be the ultimate responsibility of the Board and the Executive Director. The Executive Director shall administer the budget making expenditures and commitments with Board approval. The ultimate responsibility for the financial operations falls upon the Board and the Executive Director equally.

The Executive Director shall be responsible for the installation and supervision of proper internal control systems to include, but not limited to:

- Receipt and deposits of moneys
- Payment of salaries and wages as adopted by the Board
- Timely payment of bills
- Accurate posting of transactions and reconciliation of accounts
- Responsible administration of employee benefits
- Procurement of assets
- Execution of the annual budget

The Executive Director, who reports directly to the Board, shall also have the responsibility of hiring, evaluating, promoting and/or dismissing from employment any members of the bookkeeping and/or human resources staff. All personnel actions will be completed in accordance with HHA's personnel policies. The Board will vote on the hiring of the outside CPA firm.

The Executive Director shall also be responsible to the Board to provide counsel in the form of a written comment regarding fiscal impact of any and all recommended financial decisions which may have a major impact on the budget or exceed originally budgeted amounts for major individual fund objects by \$10,000 or 10% whichever is less.

In order to assure HHA's financial integrity, the Board shall determine and set aside sums as contingency reserves to be included in the general fund budget to avoid borrowing money to conduct operations.

The Executive Director shall ensure compliance with the Colorado Financial Transparency Act.

ANNUAL BUDGETS

The annual budget is the financial plan for the operation of the School. It provides the framework for both expenditures and revenues for the year and translates into financial terms the educational programs and priorities of the School.

The Board assigns to the Executive Director overall responsibility for budget preparation, budget presentation and budget administration, but portions of this responsibility may be delegated to a finance committee, the membership of which shall be determined by the Board.

Insofar as possible, the budgets adopted by the Board shall be sufficient to implement all programs and policies that have had Board approval.

Legal Ref.: C.R.S. 22-44-1** Please reference the most current FPP Manual:
<https://www.cde.state.co.us/node/59416>

BUDGET PLANNING, PREPARATION AND SCHEDULES

Timelines

1. Each month the Executive Director or outside CPA firm shall review and present the financial reports for the previous month's activities to the Finance Committee. The Finance Committee meets monthly to review financial summary, fund balance information and check registry when available.
2. Every year, starting around January, the Executive Director shall meet with the outside CPA firm regularly, as necessary, for the purpose of developing the budget for the following school year.
3. The Executive Director shall present the proposed new budget to the Board during the month of February, with the preliminary budgets to be given to the District by the middle of March unless a later date is assigned by the district.

FINANCE COMMITTEE

The Board may elect to defer to the Finance Committee (the Committee) in the event a need arises that is deemed beyond the scope or authority of the Executive Director. The Committee will be comprised of the Board Treasurer, the Executive Director or designee, the outside CPA firm, and other members of the community as determined and appointed by the Board. The Committee may not have more than two current Board members.

The Committee will be responsible for organizing and meeting on an established basis as determined by the Board Treasurer.

The Committee will report directly to the Board, make recommendations and develop long-range strategic plans.

The Committee will be responsible to make its own policies and regulations with Board approval.

Activities of the Committee will not, in any way, interfere with the administrative operations of the School.

The Committee will be advisory to the Board, and does not have authority to make any final decisions on behalf of the Board or to legally bind the School, unless such authority is expressly delegated to the Committee by the Board.

FINANCIAL EMERGENCIES

If the Board determines, during any budget year, that the amounts appropriated for expenditure in the budget exceed actual revenues available plus available fund balance, the Board may declare a fiscal emergency. Such declaration shall require the affirmative vote of two-thirds of the members of the Board.

The Board will determine if the formation of a special committee is appropriate and what actions should be taken.

Legal Ref.: C.R.S. 22-44-115.5

BUDGET TRANSFERS

When a contingency occurs, the Board may transfer any unencumbered moneys from the contingency reserve account, which is within the general fund, to the capital reserve fund, the grants fund or the food services fund.

The Board shall not transfer moneys from the capital reserve fund.

Legal Ref.: C.R.S. 22-32-107; C.R.S. 22-44-1**

GRANTS OR GIFTS FROM PRIVATE SOURCES

Only the Board may accept grants, gifts or bequests on behalf of the School in excess value of \$5,000.00. The title to all gifts, grants and bequests shall rest with the Board and not with any School or department. No grant, gift, or bequest in excess value of \$5,000 may be accepted or utilized without prior approval from the Board. Every effort shall be made to maintain donated item(s) within the School.

Legal Ref.: 22-32-1**

FUNDING PROPOSALS AND APPLICATIONS

The charter school shall pursue federal, state or private grants or other such funds that will assist the charter school in meeting its mission or adopted goals.

Proposals for external funds will be submitted to the Board for evaluation and approval. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the Executive Director is authorized to use his/her judgment in approving it for submission. The Executive Director will review the proposal with the Board at its next regular meeting.

The Board reserves the right to reject funds associated with any grant which has not been Board approved. The Board shall, before an acceptance of such funds, consider the charter school's obligations, expectations or encumbrances when the grant ceases.

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

All Board funds are allocated to a specific use, but surplus funds shall be invested by a designee of the Board President or Executive Director in accordance with Colorado statutes and in a manner designed to accomplish the following objectives:

- a. To insure the legality and safety of all Board funds. The Board will not enter into investment transactions which will expose itself to undue credit risk of an issuer or broker/dealer.
- b. To ensure that adequate funds are available at all times to promptly pay all of the Schools' financial obligations. Transactions entered into will consider the liquidity needs of the Schools and minimize exposure to interest rate risks.
- c. To earn maximum return possible on the funds available for investment while complying with state statutes and Board policies, while maintaining adequate liquidity and safety.

In order to effectively make use of the school's cash resources, all funds needed for general obligations will be pooled for investment purposes. The income derived from any pooling will be distributed to the various funds as directed by the Board in accordance with state statutes.

Legal Ref.: C.R.S. 11-10.5-101 et seq.
C.R.S. 11-47-101 et seq.
C.R.S. 24-75-601 et seq
C.R.S. 24-75-701 et seq.

REVENUES FROM INVESTMENTS

In order to maintain best practices with regard to cash management, the following regulations are to be followed in implementing the Board policy.

Eligible Depositories

1. All state and national banks with offices in Colorado which are insured by the Federal Depository Insurance Corporation (FDIC) and which are approved as eligible public fund depositories by the State of Colorado Division of Banking. C.R.S. 11-10.5-103(6)
2. All state and federal chartered savings and loan associations with headquarters in Colorado which are insured by the FDIC and which are approved as eligible public fund depositories by the State of Colorado Division of Banking. (C.R.S. 11-47-103(6))

Eligible Securities Broker/Dealers

1. Securities dealers and banks which are designated as reporting dealers by the Federal Reserve Bank of New York (Primary Dealers) or regulated by the National Association of Securities Dealers, maintain a local office in Colorado, and are approved by the Board.
2. National and state banks, state and federally chartered savings and loan which have been approved by the Colorado Banking Board and/or the Division of Financial Services as an eligible public depository in the State of Colorado and which may be approved by the Board.
3. Securities dealers which are not designated reporting dealers by the Federal Reserve Bank of New York and are approved by the Board.

Annually, the designee may require each approved securities dealer to provide audited financial statements demonstrating financial stability and verifying the required capitalization as prescribed by NASD.

Eligible Investments

1. Obligations of the United States Government or its agencies, including but not limited to the following: (C.R.S. 24-75-601)

- United States Treasury Obligations, including Bills, Notes, Bonds, Strips and other zero coupon securities (i.e.: CATS, TIGRS, TRs, etc.) of appropriate maturity.
 - Federal Farm Credit Bank (FFCB) discount notes, notes and bonds.
 - Federal Home Loan Bank (FHLB) discount notes, notes and bonds.
 - Federal Home Loan Mortgage Corporation (FHLMC) discount notes, notes and bonds.
 - Federal National Mortgage Association (FNMA) discount notes, notes and bonds.
 - Student Loan Marketing Association (SLMA) discount notes, notes and bonds
 - Resolution Funding Corporation, Refcorp strips.
 - Other government agencies that may hereafter be created by an act of Congress which are under the control of the federal government.
 - Additionally, where deemed appropriate, the School may invest in mortgage-backed assets issued and guaranteed by the above listed government agencies, within the Growth Impact Fund, Self-Insurance Fund and Building Fund. Such investments shall be evaluated based upon, ultimate maturity of five years or less, stability of cash flows and consistent yield exceeding comparable Treasury securities.
2. Repurchase agreements (Repos) on the above securities made in compliance with CRS 24-75-601, as amended. All Repos must be settled on a "Delivery Versus Payment Basis," with collateral perfected and delivered to a third-party safekeeping account. Repos will be collateralized at a minimum of 102 percent of the purchase price of the Repos. The Board Treasurer or the designee shall execute the Public Securities Association Master Repurchase Agreement to govern all repurchase agreement relationships.
 3. Time certificates of deposit of savings accounts in state or national banks which are insured by the FDIC and which are approved by the State of Colorado Division of Banking.

Under the Colorado Public Deposit Protection Act (PDPA), certificates of deposit which exceeded the insured amount (\$250,000) shall be collateralized by eligible government

securities having a market value equal to or exceeding 102 percent of the difference between the insured amount and each of the Schools' total deposits.

4. Time certificates of deposit of savings accounts in state or federally chartered savings and loans with headquarters in Colorado, which are insured by the Federal Savings and Loan Insurance Corporation (FSLIC) or FDIC which are approved by the State of Colorado Division of Banking.

Under the Colorado PDPA, certificates of deposit which exceed the insured amount (\$250,000) shall be collateralized by eligible securities in accordance with PDPA. This collateral will have a market value equal to or exceeding 102 percent of the difference between the insured amount and each of the Schools' total deposits.

5. Shares of government entity investment pools, or money market mutual funds, authorized under the provisions of CRS 24-75-701, as amended. Such funds shall be invested in United States Treasury and Agency obligations and managed to maintain a constant net asset value, with a maximum maturity of 360 days and weighted average maturity not to exceed 180 days.

Security Maturity Schedule

All investments made by the School are intended to maximize income while meeting cash management requirements. Therefore, all investments shall be matched, to the extent practical, to anticipated shortfalls within the Schools' cash flow budgets. Additionally, the outside CPA firm shall determine a minimum cash balance that shall be maintained to meet unanticipated cash requirements or revenue shortfalls.

Surplus cash in excess of the minimum cash balance shall be invested such that total cash flows, Executive Director and interest are sufficient to meet the Schools' cash flow budget. This is best accomplished by developing an appropriate ladder maturity schedule, avoiding undue concentrations of maturities that would expose the School to excessive reinvestment or liquidity risk.

The School may invest funds in securities exceeding a maturity of three years only with specific approval from the Board.

The School may elect to liquidate securities prior to maturity if, for market reasons, the funds may be reinvested in a similar quality and maturity security generating an economic gain. The School shall not liquidate securities or delay investment of surplus funds more than 30 days for the purpose of market timing.

Safekeeping of Securities

The School will establish a safekeeping account with the bank or registered securities dealer to be a custodian for marketable securities owned by the Schools. Securities shall be held by the custodian in the Schools' name and segregated from each institution's own securities. The custodian shall provide the School with safekeeping receipts and/or monthly statements detailing all securities held for the School.

Institutions issuing certificates of deposit will hold the certificates of deposit and send the School a safekeeping receipt.

Local Participation

The Board will make every reasonable effort to support the financial institutions located in the local community. Investments in institutions located outside of the local community will be made when competitive rates, lack of collateral available, allocation of assets or financial stability from the community's financial institutions make this decision in the best interest of the School.

Competitive Participation

The Board's designee shall seek competitive quotes on investments. The Board's designee shall determine the current level of interest rates available in the market prior to purchasing investments, ensuring that purchases are made at competitive rates.

Investment Selection

Based on the investment quotes obtained, the Board's designee shall purchase investments that provide the highest net yield. Net yield will be the investment income less costs of executing the investment. Costs will include the following: brokerage fees, wire transfer fees, safekeeping fees, staff time to purchase and redeem the investment and other cost factors needed to manage the investment.

Documentation

All purchases and sales of investments will be authorized or confirmed in writing with the issuer/dealer. Internal controls will be implemented, including separation of duties, balancing of internal records against custodian statements and tracking of cash flow and interest income. Any investment with a maturity greater than three years will be reviewed by the Finance Committee with recommendations made to the Board of Directors. The Board of Directors must authorize all investments with maturities greater than three years and include the results of the authorization and vote in the meeting minutes.

Auditing

The School shall conduct regular and/or unscheduled reviews of all of the investment transactions. Problems or concerns found in these reviews will be reported to the appropriate personnel.

Reporting

The Finance Committee will receive a monthly report of investment earnings, as a part of the financial reports, which shall be provided by the Board's designee.

DEPOSITORY OF FUNDS

All revenue received by the School shall be deposited in an official bank or banks as designated by the Board. Such financial institutions must qualify as eligible public depositories in accordance with state law.

All moneys belonging to the School, including moneys derived from food services and school activities shall be deposited by the person designated most appropriate by the Executive Director (official custodian) in a depository or depositories as designated by the Board.

The School Designee or official custodian shall comply with all requirements of state law regarding the deposit of funds.

LEGAL REFS.: C.R.S. 24-75-601; C.R.S. 11-10.5-101 et seq.; C.R.S. 11-47-101 et seq.; C.R.S. 22-32-104 (4) (c); C.R.S. 22-32-107 (3), (4), (6); C.R.S. 22-32-109 (1) (g); C.R.S. 22-32-110 (1) (x); C.R.S. 22-40-104; C.R.S. 22-40-105; C.R.S. 22-45-104; C.R.S. 23-71-404 (1)

THEFT COVERAGE FOR EMPLOYEES AND OFFICERS

It is important to ensure adequate theft coverage is contained within HHA's liability insurance coverage.

TYPES OF FUNDS

State statutes and regulations recommend that the School use a standardized accounting structure, such as the structure identified in this Financial Policies and Procedures Handbook. Within the standardized structure the School may elect to use a variety of funds to group specific activities. The Board Treasurer with advisement of the outside CPA firm shall determine the funds and fund types which the School shall use for all accounting and reporting purposes.

FINANCIAL REPORTS AND STATEMENTS

A summarized total of revenues and expenditures of the School's funds shall be provided to the Finance Committee or at the regular Board meeting.

Financial reports shall be prepared as soon as practicable after the month's closing.

PROPERTY INVENTORY AND CAPITALIZATION

The School shall maintain a system for an annual inventory of all items costing \$500 or more and having a life expectancy of over one year and all Technology Equipment, with the exception of equipment permanently fixed in a building such as heaters or lockers. Including but not limited to computers, laptops, projectors and smart boards. This inventory will be updated as necessary. The Board may authorize the employment of an appraisal company to assist with the inventory procedure. The School will maintain an inventory of all capital assets in accordance with governmental accounting standards. The School's inventory will be updated annually to include property newly purchased and disposed.

The Executive Director, in conjunction with the Vice Executive Director or Board President or a designee by the Board Treasurer, shall develop procedures for conducting annual inventories of School property.

Classroom content lists, needed for insurance purposes, will be prepared by the teachers prior to the end of the School year. Lists for all other building areas will be prepared by the Executive Director or their designee. These content lists will at a minimum include a room number, description of all contents and the quantity.

Responsibility for the inventory system shall lie with the Executive Director and shall be accountable for the maintenance of proper inventory in their School.

Capital assets include all School owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$5,000 and a useful life greater than one year.

LEGAL REF.: C.R.S. 29-1-506(2)

AUDITS

In accordance with state law, all funds and accounts of the School shall be audited annually, following the close of the fiscal year.

The Board shall appoint an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor also shall audit all accounts of the School and the report will be provided to the District and the Colorado Department of Education (the CDE).

Competitive bidding shall be utilized to assist the Board in selecting an audit firm whose services and fees best meet the needs of the School. The independent auditor shall serve at the discretion of the Board. The Board may choose to use an auditor from a previous year instead of repeating the bidding process.

The audit report shall contain, among other information:

- a. Financial statements prepared in conformity with Generally Accepted Governmental Accounting Principles and GASB 34. (The financial statements are the representation of the School, whether prepared by the Schools or by the auditor.)
- b. Disclosures in accordance with the Financial Policies and Procedures Handbook. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the CDE and shall be in agreement with the audited financial statements of the School.
- c. All funds and activities of the School.
- d. Budget to actual comparisons for each fund and activity.
- e. The auditor's opinion on the financial statements. If the opinion is anything other than unqualified, the reason must be explained. The opinion shall include general fixed assets.
- f. Disclosure of all instances of noncompliance with state law, including the Public School Finance Act of 1988, irrespective of materiality.
- g. A supplemental listing of all investments held by the School at the date of the financial statements.

The auditor also shall make recommendations to the Board concerning its accounting records, procedures and related activities, as may appear necessary or desirable, and shall perform such other related services as may be requested by the Board.

The audit report must be completed and submitted by the auditor to the School by October 1 unless a request for an extension of time is granted by the District. Within 30 days after receiving the audit, the School shall submit copies to the District, the State Auditor and the State Commissioner of Education.

The Board reserves the right to request an audit at more frequent intervals if desired.

LEGAL REF.: C.R.S. 22-32-109 (1)(k); C.R.S. 24-75-601.3; C.R.S. 29-1-601 et seq.

PURCHASING AND PURCHASING AUTHORITY

The Board Treasurer or their designee, in conjunction with the Executive Director, shall be responsible for the installation and supervision of proper internal control systems for purchasing, including but not limited to, a purchase order system, proper verification of purchases, payment documentation and bidding procedures.

LEGAL REFS.: C.R.S. 22-32-109 (1) (b); C.R.S. 24-17-201

PURCHASE ORDERS

1. The Executive Director will be responsible for the review and approval of purchase orders originating from within their scope of budgetary authority. A purchase order (PO) request will be completed by the individual requesting a purchase for the school or a department. The individual will submit the PO to the Executive Director for approval.
2. Any PO exceeding \$10,000 will need approval from the Board Treasurer or their designee. Except for curriculum purchases and office supplies purchases specifically or previously approved by the Board or applicable Grant.
3. Availability of funds is checked at time of approval. All purchases must be charged to the correct budgetary account. The approved copy forwarded to the Executive Director will list the budget line item(s) related to the PO for tracking purposes.
4. The vendor will ship the merchandise to the school or department, referencing the PO number. The School or department requesting the purchase of goods and/or services shall maintain records as to the status of all such requests and shall be responsible for checking the items actually received against the PO and packing slip. After the School or department checks the merchandise and signs for the receipt of the merchandise, the documentation will be maintained by the Business Office.
5. When the receipt is recorded and the PO and invoice are reconciled, the Business Office will process payment.
6. If the school or department receives an item that is not wanted after it is ordered, it is the PO originator's responsibility to re-package the product, affix address labels, return the merchandise to the vendor and advise the Executive Director of any changes.
7. The purchasing power of the School shall not be used to obtain goods or services for the private use of any employee.
8. Any employee who charges any item without an authorized PO will be held personally liable for that purchase.
9. Requests for receiving items in order to preview them should still cause a PO to be activated. If the items are kept, the current PO policy will be followed.
10. Purchasing items via credit or debit card should follow the normal PO process.

11. The outside CPA firm works collaboratively with the Business Office to review all disbursements for proper account coding to ensure accurate financial statements preparation on a monthly basis.

PETTY CASH

1. A petty cash fund up to \$500 may be made available for the purchase of small items costing not usually more than \$50.
2. Petty cash will be kept in a locked strong box. One person will be given responsibility for all disbursements, with the ultimate responsibility for petty cash is with the Executive Director.
3. Merchandise that is purchased with cash shall require the purchaser to obtain a receipt from the vendor. Sales tax exemption certificates are available and **must** be used.
4. The purchaser is reimbursed from the petty cash fund upon presentation of a vendor's receipt and by signing a petty cash voucher.
5. The vendor's receipt is attached to the signed petty cash voucher and placed with the petty cash fund. The sum of the signed petty cash vouchers and the sum of cash on hand shall equal the total petty cash fund at all times.
6. To replenish the petty cash fund, a petty cash fund balancing sheet must be completed with all petty cash expense forms and receipts attached. Business Office will replenish fund as needed.
7. Petty cash shall not be loaned or used for check cashing services or for any other reason that is for the personal benefit of an individual.

PAYMENT PROCEDURES

All items submitted for payment must be supported by a Purchase Order or request for check, as appropriate, along with all necessary supporting documentation. Payments will be made in a timely manner to avoid penalties and late or carrying charges.

1. Invoices are received by the Office Manager via the email businessoffice@heritageha.com or by physical mail.
2. Invoices are reviewed by the Office Manager and matched to Purchase Order when applicable and then forwarded to the Executive Director or their designee for approval.
3. Upon receipt of the approved invoice a check is processed for payment.
4. Checks are forwarded to the Executive Director for signature and to a board member if

- required.
5. Checks and invoices are returned to the accounting office for disbursement to the vendors.

6. Recurring expenses, such as copier lease payments or rent payment, for which there is a short time between commitment to pay and time of actual payment a check is processed and sent with the original invoice and the Executive Director approves the invoice and signs the check at the same time.
7. Personal credit card and personal check use is strongly discouraged. Personal credit cards and checks are to be used only when no other method of payment is available. Reimbursement will only be made when a Request for Payment is accompanied by an original receipt and approved by the Executive Director.
8. See appendix A for a listing of current signers.

ON-LINE PAYMENTS

On-line payment is set up to pay the following recurring bills: telephone bills, utility bills, payroll contributions, and payroll service fee. Any additional on-line payments must be approved by the Executive Director.

1. When the above bills are received the Office Manager will stamp them and send to the Executive Director for approval.
2. Upon receipt of the approved invoice the Office Manager will submit the payment on-line.
3. The payment confirmation and the invoice will be filed accordingly and will be made available for future review or audit purposes.
4. The Executive Director will verify the payment confirmation to the approved invoice and sign off as verification that the payment was made correctly.

USE OF CASH

Occasionally it is necessary to issue cash to individuals for the purpose of making change at a School site for payment of fees during enrollment or for an activity where admission is charged or goods sold.

1. A cash activity fund should be established by a check written against the activity fund account, and these funds should remain intact for the period needed.
2. Cash should be established and handled in the same manner as petty cash funds.
3. Cash should be retained in the School office and the amount "checked out" as needed using a cash fund form with explanation of purpose.
4. A copy of the cash fund form should be completed in duplicate with the original copy placed with the cash and a copy given to the authorized individual or organization checking out the funds.

5. When the funds are returned, the original copy of the form is removed from the box and both copies are marked "cash returned." The duplicate copy is then retained by the individual or organization to serve as a receipt for the return of the money.
6. No cash is to be held by a teacher or in a classroom for an amount of time more than needed to transport the cash to the School office.
7. The Executive Director or designee will be responsible to make deposits or transport cash to the Bank or outside CPA firm.

CREDIT CARDS

Credit cards will only be issued to the Executive Director or Assistant Executive Director. All use of the cards must be accounted for by some form of receipt.

At times the card may be loaned out, but a receipt must be turned in to accounts payable for all transactions.

Use of other credit card accounts, for example Walmart, must be accompanied with a receipt, and a PO must be routed through the appropriate channels if the amount exceeds \$1,000.00.

CONTRACTOR PAYMENTS

In most cases, payments to consultants, speakers or other professionals, where a receiving report would be inappropriate, will be handled by a Service Contract. A Memorandum of Agreement will be used only for independent contractors as determined by IRS regulation. It is very important that the originator of the Agreement clearly identify what services are to be rendered. Appendixes should be attached if the space on the form is not sufficient to clearly identify these services in the rare case the Schools may wish to seek legal recourse for breach of contract due to non-performance.

The procedure for processing a Memorandum of Agreement is as follows:

- a. The originator will prepare the contract, including all monies to be encumbered as well as the account to be charged and necessary signatures.
- b. Upon completion of services the contractor will turn in an invoice for payment. Along with the invoice, the contractor will provide a statement of summary as to the services performed, dates and times spent on the project. Upon receipt of the above documentation, the Business Office will process payment.
- c. The contractor will provide a copy of liability and workers' compensation insurance in addition to completing a W-9.

BIDDING POLICY

It is the goal of the Board to obtain goods and services at the best value, while meeting quality and consistency standards that meet the needs of the School. All bidding and awarding of contracts shall be done in an ethical manner and shall comply with applicable laws, regulations, and policies, including conflict of interest policies.

Purchases are to be made in accordance with this policy, except that this policy may be suspended for the following reasons:

1. If there is an emergency condition likely to result in physical injury to persons, damage to property, significant financial loss to the School, or a significant disruption to the School's processes. If a purchase over \$10,000 is made after being judged to be of emergency nature, such purchase shall be submitted for ratification by the Board at the next regular Board meeting;
2. If a bidding process is likely to result in higher costs, or in other ways adversely affect the School;
3. If a particular product or service is required that maintains standardization or compatibility with existing products or services;
4. If a product is perishable; or
5. If the product is only available from one source, including, without limitation, a specific educational resource.

Products and Services

Purchases under \$5,000 may be effectuated without seeking multiple bids or quotes.

Purchases over \$5,000 will be awarded by staff only after seeking at least three proposals or bids from possible providers. Staff will select the provider who offers the best value, taking into consideration the quality and consistency of the product or service being offered and any other factors deemed relevant by staff making the decision.

Purchases over \$10,000 must be awarded by the Board after staff seek and obtain at least three proposals or bids from possible providers to be presented to the Board. Staff may recommend a selection to the Board. The Board will select the provider who offers the best value, taking into consideration the quality and consistency of the product or service being offered and any other factors deemed relevant by the Board.

This policy shall not apply to contracts for professional services.

The Board may waive any provision of this section, as it deems necessary, and accept any bid or approve any contract in order to serve the best interests of the School.

Construction, Capital Improvement, or Facility Alteration/Renovation Contracts

Construction, capital improvement, or facility alteration/renovation projects in excess of \$5,000 shall be bid out in accordance with this section. The contract to be bid shall be advertised at least seven (7) days prior to the date set for the opening of bids. The advertisement shall state the requirements for the bids and state that any qualified builder interested in participating in the open, competitive bidding process may participate.

Each bidder may be required to submit with the bid a bid-bond in an amount to be determined by the estimated cost of the project to ensure that any bidder, if selected, will accept the contract.

If more than three bidders submit a bid then the Board may request that staff reduce the number of bids to be presented to three, based on factors to be determined by the Board. The Board will consider the three presented bids and award the contract to the bidder that offers the best value, after considering the following factors:

1. Cost and quality of materials and/or services being offered;
2. Track record of the bidder;
3. Financial, personnel, and other resources of the bidder and likelihood they will complete the project on time; and
4. Any other factors deemed important to members of the Board.

Bidders will be required to provide specific information necessary to verify qualifications, including licenses or other regulatory documents and any information necessary to check for conflicts of interest.

The School reserves the right to reject any and all bids in whole or in part, to waive irregularities, technicalities, or any other requirements of this section and accept any bid or approve any contract in order to serve the best interests of the School.

MULTI-YEAR CONTRACTS

The School may enter into contracts for a term exceeding one fiscal year provided that funds for the School's performance are pledged in reserve, or the contract contains what is commonly referred to as "TABOR" or "Non-appropriation" language and payments in future fiscal years are subject to annual budget appropriation by the Board.

The School's payment and performance obligations for succeeding fiscal years in a multi-year contract shall be subject to Board appropriation.

LEGAL REF.: Article X, Section 20 of the Colorado Constitution

VENDOR RELATIONS

No favoritism shall be extended to any vendor. All employees of the School must exercise sound judgment in avoiding conflicts of interest or the appearance of impropriety in dealing with vendors. Gifts or gratuities of other than nominal value or which might obligate a School employee in any manner shall be politely and firmly refused.

No employee or any person officially connected with the School shall be an agent for the sale of any textbooks, School apparatus or supplies of any kind for use in the School. Anyone violating this policy may be subject to disciplinary action up to and including termination.

This policy shall not prevent any person from receiving royalties upon the sale of any textbook of which he is the author.

LEGAL REF.: C.R.S. 24-17-104

EMPLOYEE/BOARD RELATED TRANSACTIONS

The School's Conflicts of Interest policy must be followed at all times. No employee of the school, Board member, member of the employee's immediate family, Board member's immediate family, firm owned by an employee of the school their immediate family, or firm owned by a Board member or their immediate family, will be allowed to sell to the school or to students of the school, goods or services of any kind without the expressed prior written consent of the Board. Service contracts should be reviewed by the Board at least annually.

PAYDAY SCHEDULES

Regular and overtime wages of employees shall be paid on the last business day of each month.

The payroll cutoff for time sheets will be the seven business days prior to pay day. Time sheets will be approved by the Business Office or the Executive Director and must be turned in within 48 hours of the cutoff.

Any employee who resigns shall be paid on the regular payday. A terminated employee shall be paid on the final day worked if possible, or within a reasonable time thereafter in alignment with the Department of Labor.

LEGAL REF.: C.R.S. 22-63-106

PAYROLL PROCEDURES

The Business Office or outside CPA firm working with Payroll Vendor will follow the payroll procedures as outlined in this section.

1. Receive and review timesheets and prepare the necessary data for computer input.
2. Review data entry and make necessary changes to assure an accurate payroll. In the event of a discrepancy, the Executive Director will be notified prior to payroll being processed for the month.
3. Void all payroll checks on which there are errors and issue handwritten checks to take the place of those voided.
4. Prepare and review payroll register and other reports necessary for payroll documentation and issue checks.

Beyond correcting mistakes or payroll oversights, under no circumstances will the outside CPA firm or Business Office make any additions, deletions or modifications to payroll data concerning employees without having received prior written directives from the Executive Director or the Board.

These directives should be received by the Business Office on a timely basis so that they will not interfere with the normal monthly processing of the School's payroll.

Anything unusual will be brought to the attention of the Board Treasurer or the President for investigation.

The outside CPA firm shall reconcile the monthly payroll unless the business manager has been trained for this function. The CPA firm will also reconcile all benefits prior to processing payroll each month. The third-party payroll service company (TPPSC) will update the payroll system with current tax tables and provide the online software backbone to process payroll in compliance with current regulations. The TPPSC is also responsible for the preparation of various required federal and state reports relating to payroll including but not limited to employee new hires, 941s, W2s, remittance of all state and federal tax withholding, local tax and direct deposit of the net check to the employee's bank account/s.

Advances of pay will not be made unless there are extenuating circumstances. Any earned pay will not be processed prior to the normal payroll schedule unless a change of employment has occurred. Payroll advances will not include travel advances.

SALARY DEDUCTIONS

Deductions shall be made from the paychecks of all employees for retirement and federal, Medicare and state income tax in keeping with federal and state requirements.

Salary deductions shall be made for absences not covered by leave policies adopted by the Board. Such deductions shall be calculated on the basis of the employee's per diem rate.

All other types of deductions shall require approval by the Executive Director and written permission of the employee.

All employees are entitled to take advantage of the provisions of Section 401(k) and 125 Plans of the Internal Revenue Code of 1954, as amended, whereby a Public School employee may have his pay reduced by an amount which is placed into his account.

The Executive Director shall develop procedures and guidelines for such support.

TAX SHELTERED ANNUITY CRITERIA

The School shall not allow tax sheltered annuity/investment products to be marketed to its employees by any 403B provider.

EXPENSE REIMBURSEMENTS

The School shall reimburse employees and Board members within annual budgetary limitations for certain expenses incurred on behalf of the School. The following shall be reimbursable items:

1. Conference expense authorized by the Executive Director within policy and budgetary limitations.
2. Meal expense when traveling on School business if not covered in lump sum expenses.

An itemized expense voucher shall be completed and signed by all persons being reimbursed at School expense. The recipient shall attest to the validity of the expenses by signing the expense voucher.

LEGAL REF.: C.R.S. 24-17-104(3)(d), (e)

5. The following procedures shall apply to expense reimbursements:
 - a. Pre-Authorized Official travel.
 - Actual travel expense shall be reimbursed and mileage shall be reimbursed at the current federal rate per mile when private automobiles are used.
 - Travel expenses shall be kept to a minimum whenever possible.
 - The Board encourages the use of car pools and School vehicles whenever possible.
 - b. Pre-Authorized Conference expenses. Conference expenses, including meals, lodging, travel, conference fees and miscellaneous associated expenses shall be either paid by the School or reimbursed to the employee if:
 - The proper forms are submitted with sufficient documentation (travel expense form or mileage reimbursement report).
 - The forms are approved by the individual with budget authority.
 - There is sufficient budgeted money available.

- c. Pre-Authorized Mileage reimbursements. The mileage expense report is to be completed by any employee who is requesting reimbursement for expenses incurred while using a privately-owned vehicle on School business.
- The form should be completed and signed by the employee, approved by the immediate supervisor and forwarded to the Executive Director for review and signature.
 - Employees are not reimbursed between home and first and last duty assignment each day.
 - Reports received more than 90 days after the due date may be denied.
 - The reimbursement rates should mirror the current IRS regulations regarding miles driven using the standard business mileage rate.
- d. Pre-Authorized Meal expenses. Meal expenses shall be reimbursed with original receipts. The maximum amount allowed for meals per person shall be as follows:
- | | | |
|--------------------------|-----------|---------|
| <input type="checkbox"/> | Breakfast | \$15.00 |
| <input type="checkbox"/> | Lunch | \$20.00 |
| <input type="checkbox"/> | Dinner | \$35.00 |
- e. Authorization must come from the Executive Director or their designee.
6. Employees may receive travel advances when properly authorized by the individual with budget authority. Advances shall not exceed an amount that can be substantiated by the employee based upon the length of anticipated travel. Employees receiving such travel advances shall complete and submit expense vouchers, accompanied by receipts, to the Business Office as soon as practical upon their return from travel. If actual reimbursable expenses exceed the employee's advance, the School shall reimburse the difference. However, if the advance exceeds the actual reimbursable expenses incurred, the employee shall immediately reimburse the School for the difference. Receipts not received may become the expense of the employee.
7. Mileage and other expense reimbursement will be distributed along with other non-payroll checks following normal procedures. Reimbursements require approval/authorization by the Executive Director or his/her designee.

FUNDRAISING ACTIVITIES

All fundraising programs must be approved by the Executive Director. Approval will be made within the guidelines predetermined by the Board of Directors before any activity is to begin or announced to staff or students. It is the intention of the Board that any activity should show that it will produce a reasonable amount of profit, and conform to applicable IRS rules, before a fundraising activity be approved.

EMPLOYEE AT WILL HIRING AGREEMENTS

Employee AT WILL employment agreements will be prepared in accordance with industry standards and recommendations/guidance provided by the Executive Director. The process for new employee contracts will be as follows:

- a. The Executive Director shall identify those areas needing additions of personnel.
- b. The Executive Director will bring to the Board a description of the needs and get approval from the Board to proceed with the search process.
- c. The position will be offered a range determined by the Board unless otherwise approved by the Board.
- d. A statement of financial impact will accompany the recommendation of additions to staff.
- e. The above provisions do not apply to filling vacancies for positions previously authorized and budgeted.

SHORT NOTICE CONTRACTS

At times there will be little to no notice of a position vacancy. Under these circumstances, the Executive Director shall work to expedite the process quickly. The President of the Board shall be notified of the proposed salary and position. A Special Board Meeting may be conducted to discuss the process for filling the vacancy.

Depending upon budgetary limits and the recommendations of the Executive Director, the Board may elect not to fill the vacancy.

EMPLOYEE PAY RAISES

The Board will review any proposals for pay increases, which shall be submitted by the Executive Director, with recommendations made by the Finance Committee, for the upcoming School year.

Employee at Will Agreements may be made available to the outside CPA firm in a reasonable time after being signed and approved but not later than three weeks prior to the processing of the first payroll for the new School year. It is expected that exceptions will occur as some staff will choose not to return.

PRESENTATION OF FINANCIAL REPORTS

At each monthly scheduled Finance Committee meeting, the outside CPA firm shall periodically present the check registers for approval of accounts payables checks sent out during the prior month's accounting period. The registers will be open for discussion and review by the Finance Committee.

The reports should be sent to the Finance Committee Members via mail or email prior to the meeting. Questions regarding the registers may be directed to the outside CPA firm or Office/Business Manager for clarification.

The outside CPA firm shall give monthly summary reports on the overall financial condition of the School to the Finance Committee Members and the Executive Director. These reports will summarize the balance sheet accounts with a year-end projection for revenues and expenses. The outside CPA firm is designated as the Schools' representative to the District and State for all finance questions and clarifications. The outside CPA firm will also present a report addressing compliance with the Financial Transparency Act.

Appendix A

Current Authorized Signers

Authority to sign checks written on any of the School accounts shall be as follows:

- Under \$10,000 – one signature required - Executive Director (if not arising from a purchase order), Board Chair, or Board Treasurer
- \$10,000 to \$25,000 – two signatures required (Executive Director, Board Chair, or Board Treasurer)
- Over \$25,000 – two signatures (Board Chair, Board Treasurer, or Executive Director)
 - Current Board Chair – Jen Gibbons
 - Current Board Treasurer – Rich Wells
 - Current Executive Director – Natalia Miller-Forrest



**HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS**

Appendix C: Enrollment, Community Demand, and Student Access

HERITAGE HEIGHTS ACADEMY – WASHINGTON CAMPUS	
2027 Opening Year Submissions	
Entry Grade^	Count
Kindergarten	84
1st	104
2nd	71
3rd	64
4th	52
Total Interested Families for August 2027 Opening	375
Section B	
Total Submissions	
Submission Category	Count
Submissions for August 2027 Opening	375
Submissions Interested in August 2028 Enrollment or Later	145
Total Aggregated Submissions Recieved*	520
Section C	
Notes	
* "Total Aggregated Submissions Recieved" includes all intent-to-enroll forms collected to date, including aggregated future-year interest.	
^ Only August 2027 submissions are included in grade-level counts in Section A	



Heritage Heights Academy Intent to enroll Confirmation & Advocacy Sign-Up

Thank you for your interest in enrolling at the new school for Heritage Heights Academy. Please complete the following form to mark your interest and get on the list for the opening year.

Submitting an Intent to Enroll does not place your child on the waitlist or guarantee a seat—it simply shows your family's excitement and interest in being part of this growing community.

By filling out the form, you'll also have the opportunity to join our email list to receive important updates—including the announcement of our new school location..

PLEASE FILL OUT ONE FORM FOR EACH STUDENT YOU WISH TO ENROLL

Gracias por su interés en inscribirse en la nueva escuela Heritage Heights Academy. Complete el siguiente formulario para manifestar su interés y entrar en la lista para el primer año.

El hecho de enviar una intención de inscripción no coloca a su hijo en la lista de espera ni garantiza una plaza, simplemente muestra el entusiasmo y el interés de su familia por formar parte de esta comunidad en crecimiento.

Al rellenar el formulario, también tendrá la oportunidad de unirse a nuestra lista de correo electrónico para recibir actualizaciones importantes, incluido el anuncio de la ubicación de nuestra nueva escuela, y añadir su nombre a nuestra lista de apoyo.

RELLENE UN FORMULARIO POR CADA ESTUDIANTE QUE DESEE MATRICULAR

Parent/Guardian Email | Correo electrónico del padre/guardián

Parent/Guardian Last Name | Apellido del padre/guardián

Parent/Guardian Phone Number | Número de teléfono del padre/guardián

Child's Last Name | Apellido del niño

Heritage Heights Academy plans to open in the 2027-28 school year with grades K–4th, then grow to serve grades K–8th. Please select the grade you intend to enroll your child in for the 2027-28 school year (current Kindergartners would be in 2nd grade).

Heritage Heights Academy tiene previsto abrir sus puertas en el curso escolar 2027-28 con los grados K-4º, y luego ampliar su oferta educativa hasta los grados K-8º. Seleccione el grado en el que desea matricular a su hijo para el curso escolar 2027-28 (los estudiantes que actualmente cursan Kindergarten estarían en 2º grado).



Filling out an Intent to Enroll form lets us know you're interested in having your child attend our new school — and it helps us show the district that families are excited about this option!

It's not a final commitment, just a way to say, "Count us in!" and support our efforts to open the doors for more students.

Please confirm your understanding.

Al completar el formulario de intención de inscripción, nos permite saber que está interesado en que su hijo asista a nuestra nueva escuela y nos ayuda a demostrar al distrito que las familias están entusiasmadas con esta opción.

No es un compromiso definitivo, solo una forma de decir "¡Cuenten con nosotros!" y apoyar nuestros esfuerzos por abrir las puertas a más estudiantes.

Confirme que ha comprendido lo anterior.

- I understand that this form is to show interest in enrolling in a new HHA campus and does not finalize any enrollment.
-

Be Part of Our Journey!

Would you like to join our advocacy efforts to get the new school approved?

Sign up to help us open the school and join our email list to get updates.

¡Únete a nuestra aventura!

¿Te gustaría unirse a nuestros esfuerzos para conseguir que se apruebe la nueva escuela?

Regístrate para ayudarnos a abrir la escuela y únete a nuestra lista de correo electrónico para recibir novedades.

- Yes, add me to the list | Sí, añádeme a la lista.
-

We appreciate you taking the time to connect with us. Your support helps us move closer to opening our second school and creating more opportunities for our students.

Together, we're making a difference!



School Environment Policy 14.0: Enrollment/Waitlist Policy Nondiscrimination Policy

Heritage Heights Academy (HHA) is a Kindergarten-8th grade public charter school authorized by the Cherry Creek School District. This policy outlines the approved enrollment process for HHA for grades kindergarten through 8th grade. HHA does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services in its programs or activities, including without limitation its enrollment policies and procedures.

In compliance with the Colorado Crown Act, any practices or references in this handbook or any handbooks or policies of the School related to prohibiting discrimination on the basis of an individual's race shall include a person's hair texture, hair type, hair length, or a protective hairstyle that is commonly or historically associated with race. Specifically, without limitation, such hairstyles as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps.

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Natalia Miller-Forrest, Principal

Address: 20050 East Smoky Hill Road, Centennial, CO 80015 Telephone: 720-870-9541

School Environment Policy 14.01: Choosing Heritage Heights Academy

We encourage parents and prospective students to carefully review the HHA charter and other school information on the HHA website at <http://www.heritageheightsacademy.org/> After reviewing all of the information, if they value the school's philosophy and educational offerings, we would encourage them to enroll at HHA.

School Environment Policy 14.02: Enrollment Process Enrollment Policy

Heritage Heights Academy (HHA) includes kindergarten through eighth grade. Heritage Heights Academy is committed to the premise that its school population will represent the educational community of Arapahoe County in terms of gender, ethnicity, and economic status. Heritage Heights Academy has increased, and will continue to increase, educational opportunities for its students. Recruitment will be focused on maintaining a balanced and diverse student body.

Admitted students may continue their enrollment from year to year.

Heritage Heights Academy will follow all state and federal laws prohibiting discrimination. The educational program of Heritage Heights Academy will be nonreligious and nonsectarian.

Heritage Heights Academy will not discriminate in its enrollment on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services. No student will be denied admission because of academic performance.

Heritage Heights Academy will comply with all applicable, approved policies and regulations and the requirements of federal and state laws concerning the education of children with disabilities.

If a grade level is overenrolled, Heritage Heights Academy will use a computer generated lottery (i.e. random selection process) and then waiting list format for enrollment of all students who do not have



priority status as stated below. Open Enrollment is open to any student who resides within the state of Colorado, subject to HHA's total enrollment limitations.

Each year, current Heritage Heights Academy students will submit an Intent to Return for the following school year during the month of December. New students' families will submit applications for their student(s) between the open enrollment dates of January 15th through January 31st. The open enrollment period will be announced through the communication procedures at HHA for current students, as well as advertised in various forms for prospective students. The forms of communication are social media, weekly communiques, posting on the school website, posting flyers in public places, word of mouth, and hosting Open Houses at HHA for prospective students. By February 10th of each year, Heritage Heights Academy will first enroll students with priority status in each grade level, and then the school will determine the number of open slots in each grade level.

Priority Status

Priority status for enrollment will be given to students re-enrolling, the children or grandchildren of current staff members and siblings of currently enrolled students. For purposes of this policy a "staff member" is any individual formally employed by Heritage Heights Academy who receives an I.R.S. Form W-2 from Heritage Heights Academy. Interested in-district students, meaning students who reside in Cherry Creek School District boundaries, will always be given enrollment priority and placed on any wait list ahead of out-of-district students.

Lottery and Enrollment Process

At midnight on January 31st, the lottery will be conducted to determine the order of enrollment for students in the next school year for any grade level that is oversubscribed. Each student who applied to be included during the open enrollment period will be added in rank order to the list created by the lottery, except that in-district students will always be placed higher on the list than out of district students. The lottery list that is created each year will be done by adding the remaining waitlist from the previous year back into the new lottery pool to be drawn at random again for the current. Open slots in each grade level will be filled in the order in which a student's name is on the list, maintaining the rank order generated by each year's lottery for each group with priority status given (full time employee children, sibling, in- district and then out of district). Parents or guardians of students selected for enrollment will be notified of their student(s)'s selection BY EMAIL ONLY and will be given 24 hours from the date and time of the notification that was sent to confirm their continued interest in enrolling their student(s) in Heritage Heights Academy. If the parent/ guardian declines enrollment or fails to respond within the 24 hours, the next student on the list will be notified, until full enrollment is reached in that grade level. Once full enrollment is reached in each grade level, the lottery list will be converted into a waiting list. Each student will receive separate acceptance and each student's place must be accepted individually.

We encourage parents/guardians to attend one of the parent orientations and/or a tour of the school to ensure that families are making the best choice for their student(s). Enrollment of students with special needs who are selected by the lottery will be done in accordance with Heritage Heights Academy's



charter contract and applicable state and federal laws. Heritage Heights Academy reserves the right to grant an extension to the acceptance deadline.

Enrollment for any open slots on the waitlist will be accepted through Count Day of each school year (early October). After the lottery is completed, interested students will be added to the end of the waitlist in the order that they complete an enrollment form, except that in-district students will always be ahead of out of district students on the wait list.

Current students who miss the December deadline for re-enrollment (Intent to Return form), and cannot justify having missed the deadline, can be placed in the lottery as though they are a new student.

If a student does not show up or fails to complete the Parent Forms (one set per student) on the Cherry Creek School District's portal by the first day of school, Heritage Heights Academy will

make an effort to contact the family to understand their intentions. If after two days the student still has not shown up for school, there is no communication from the family, or the Parent Forms are still incomplete, the slot will be offered to the next student on the waiting list, continuing this process until the slot is filled or the waitlist is exhausted. Heritage Heights Academy will not accept any new students after Count Day due to its rigorous curriculum and school culture. The only exceptions to the Count Day deadline will be when grade level slots are available and 1) the student is from a new family moving to Colorado or 2) the student is a sibling of a current Heritage Heights Academy student. Use of these exceptions will only be with the approval of the school principal, in his or her sole discretion.

Other Enrollment Policies

New students will be assessed in May, July and the first week of school for placement in reading and math ability groups. Current students are assessed at the end of the school year.

The Registrar follows the procedures used by Cherry Creek School District Schools for the transfer of student records to and from Heritage Heights Academy. Students who exit Heritage Heights Academy before the end of the school year are required to complete the Withdrawal Form and take care of any outstanding debts before records will be released by HHA.

January 14, 2026

Dear Cherry Creek School District Charter School Review Committee,

I am the parent of three children—my oldest is 6 years old and my twins are 3—and our family is currently on the waitlist (and planning to apply) for Heritage Heights Academy. After learning more about the school’s Classical Core Knowledge curriculum, strong academic expectations, and focus on character development, I believe this public-school option would be an outstanding fit for my children and the way we want them to learn.

As a Cherry Creek School District family, we value having access to multiple high-quality public school options, and we strongly want to remain in CCSD long-term. The demand for Heritage Heights Academy is clearly there, and opening the Heritage Heights Academy Washington Campus would meaningfully expand access—both by adding seats and by improving geographic availability for families who want a rigorous, content-rich education grounded in character. It would also help ensure more equitable access to this type of program for families across the district.

I support Cherry Creek School District’s approval of the Heritage Heights Academy Washington Campus and would intend to enroll my children if offered seats as they become available. I respectfully urge the district to approve this charter application so more families can access this educational option.

Sincerely,

Jacqueline Long

January 13th, 2026

Dear Ms. Miller-Forrest,

I am writing to express my strong support for the application to open the Heritage Heights Academy Washington Campus. Our family is currently on the waitlist, and we are very eager for the opportunity to enroll our child at Heritage Heights Academy.

We are drawn to Heritage Heights Academy because of its rigorous, content-rich curriculum, emphasis on character development, and commitment to academic excellence. We believe this educational approach is exactly what our child needs to thrive both academically and personally. After learning more about the school's mission and values, it is clear that Heritage Heights Academy offers a unique and high-quality option that is greatly needed in our community.

The opening of the Washington Campus would be incredibly meaningful to our family and many others who are actively seeking this type of educational environment. The strong interest reflected by the waitlist demonstrates a real and growing demand for Heritage Heights Academy, and expanding to a second campus would allow more students to benefit from this exceptional model.

Thank you for considering this application and for the work you are doing to expand high-quality educational opportunities for families in the Cherry Creek School District. We sincerely hope the Washington Campus is approved and look forward to the possibility of becoming part of the Heritage Heights Academy community.

Sincerely,

Samson Leo

Waitlist Parent Letter – CCSD

January 15, 2026

Dear Heritage Heights Academy

I am Meron Tsegaye the parent of Eliana Endale . She is 6years old and currently kindergarten .Our family is very interested in Heritage Heights Academy because of its strong academics, emphasis on character, and supportive school community. We believe it would be a wonderful environment for our child to learn and grow. Opening the Washington Campus would greatly benefit our family and many others by expanding access to a high-quality education and strengthening the local community. We truly hope this opportunity becomes available. Thank you for your time and consideration.

Sincerely,

Meron Tsegaye

01/13/2026

Cherry Creek School District Charter School Review Committee

Dear Committee Members,

I'm writing to express my strong support for the Heritage Heights Academy Washington Campus charter application. As a parent of a Sukriti, Umashankar Gowda and Sukisha, Umashankar Gowda (twins) child currently on the waitlist for 5th Grade , I've been impressed by the school's Classical Core Knowledge curriculum, high academic standards, and emphasis on character development. I believe this public-school option would be an excellent fit for my child, and I'm excited about the prospect of them attending.

I appreciate the Cherry Creek School District's commitment to offering multiple high-quality public school options, and I wish to remain part of this district. However, I believe it's essential to have more schools like Heritage Heights Academy that provide rigorous curriculum and character development. With the growing demand for quality education in our area, I think it's crucial to increase access to schools that prepare students for success.

Given the limited availability of seats and geographic access in our area, I strongly support the approval of the Heritage Heights Academy Washington Campus charter application. This would provide more families like mine with a valuable educational option and ensure equitable access to a rigorous curriculum that prepares students for future success.

If offered a seat, I intend to enroll my child in Heritage Heights Academy, and I urge you to approve this charter application to give more families the opportunity to access this exceptional educational experience.

Sincerely,

Umashankar Mallikarjunaiah.

01/13/2026

Dear Cherry Creek School District Charter School Review Committee,

We are the parents of Aurora Twist, a six-year-old Kindergarten student who is currently on the waitlist (or planning to apply) for Heritage Heights Academy. After learning more about the school's Classical Core Knowledge curriculum, strong academic expectations, and emphasis on character development, we strongly believe this public-school option would be an excellent fit for our daughter.

We appreciate Cherry Creek School District's commitment to offering families multiple high-quality public education options. Our family values remaining within CCSD, and we are especially drawn to Heritage Heights Academy's rigorous, content-rich curriculum and its focus on developing well-rounded students with strong character and a love of learning.

We fully support Cherry Creek School District's approval of the Heritage Heights Academy Washington Campus and would intend to enroll Aurora if she is offered a seat. We respectfully urge the district to approve this charter application so that more families can access this exceptional educational opportunity.

Thank you for your time and consideration.

Sincerely,

Johnny Twist
Shannon Twist
Parents of Aurora Twist



Office of Clinical Experiences
and Partnerships
Campus Box 21 P.O. Box 173362
Denver, CO 80217-3362
303.615.1777 Phone
ocep@msudenver.edu
msudenver.edu/ocep

To Whom It May Concern,

On behalf of the Metropolitan State University of Denver's School of Education, I am pleased to offer this letter in support of Heritage Heights Academy's efforts to move forward with opening a new school location.

The MSU Denver School of Education is deeply committed to advancing high-quality, equitable education and to strengthening partnerships that expand meaningful learning opportunities for future educators. Heritage Heights Academy's mission, educational approach, and dedication to serving students align closely with our values and with our ongoing work to prepare effective educators.

As an institution that prepares future teachers, MSU Denver values partnerships with schools that model strong instructional practices and a student-centered learning environment. We view Heritage Heights Academy as a valued community partner and support its continued growth and development.

We are confident that this expansion will contribute positively to the local educational landscape and further the shared goal of improving outcomes for students and communities we collectively serve.

Thank you for your consideration.

Sincerely,

Andrea Barber

Andrea Barber | Coordinator
Office of Clinical Experiences & Partnerships | School of Education
Metropolitan State University of Denver
Campus Box 21, P.O. Box 173362, Denver, CO 80217-3362
303-605-7719 (phone)
<https://www.msudenver.edu/ocep>



MSU DENVER SCHOOL OF
EDUCATION





Dear Cherry Creek Schools Review Committee,

I am writing on behalf of the Public Education and Business Coalition (PEBC) to express our strong and enthusiastic support for Heritage Heights Academy's charter application through Cherry Creek Schools.

Over the past five years, PEBC and the PEBC Teacher Residency have partnered with Heritage Heights Academy (HHA) to serve as an approved alternative teacher licensure program for multiple Teachers of Record. Throughout this partnership, we have witnessed HHA's steadfast commitment to ensuring that all teachers—both new and experienced—have access to rigorous, high-quality professional preparation and support. Their educators consistently demonstrate a dedication to student growth and to reflective, evidence-based instructional practice.

Looking ahead, PEBC and HHA are actively exploring an expansion of our partnership to include the placement of PEBC Teacher Residents alongside HHA's mentor teachers beginning in the 2026–2027 school year. We believe HHA's collaborative culture, emphasis on mentorship, and focus on instructional excellence make it an exceptional environment for developing and supporting novice teachers as they pursue professional licensure through the PEBC Teacher Residency.

Our partnership with Heritage Heights Academy is one we value deeply. We are confident that the school's leadership, commitment to educator development, and focus on student achievement will make it a continued asset to the Cherry Creek Schools community. PEBC is proud to offer our full and enthusiastic endorsement of Heritage Heights Academy's charter application and future growth.

Sincerely,

John Kearney

Sr. Director of School Partnerships
Public Education and Business Coalition



January 20, 2026

Lydia Hoffman
Chief Executive Officer
Colorado Schools Fund

Cherry Creek School District, Office of Charter School Authorizing

Dear Cherry Creek School District,

I am writing to offer my strongest support for Heritage Heights Academy's application to expand and establish a new public charter school within the Cherry Creek School District. As the CEO of Colorado Schools Fund, an organization dedicated to supporting the launch and growth of outstanding public schools across Colorado, I have witnessed firsthand the positive impact that thoughtful, mission-driven public schools can have on students, families, and communities.

Since opening in 2016, Heritage Heights Academy has demonstrated a clear commitment to excellence through its Classical Core Knowledge curriculum, which emphasizes academic rigor, critical thinking, and a strong foundation in content for students in grades K-8. The school's mission to challenge learners to achieve academic success, develop strong character, and become contributing citizens is deeply aligned with our values at Colorado Schools Fund. Equally important is the school's emphasis on strong partnerships among educators, families, and the broader community, an approach that is essential for long-term student success.

Colorado Schools Fund's support for Heritage Heights Academy extends beyond this letter. We have invested resources to help ensure high-quality planning, leadership development, and responsible growth as the school pursues expansion. This investment reflects our confidence in the school's leadership team, its academic model, and its readiness to scale while maintaining fidelity to its mission and culture.

Heritage Heights Academy has articulated a clear and responsible vision for growth that responds to family demand, including a waitlist of over 1,500 families, while prioritizing sustainability and quality. The proposed expansion represents an opportunity to serve more students with a proven public school model that values academic excellence, character development, and community engagement.

I am confident that Heritage Heights Academy will continue to be a strong asset to Cherry Creek School District and its families. Colorado Schools Fund wholeheartedly supports this application and encourages its approval. Thank you for your consideration and for your continued commitment to ensuring high-quality public school options for students and families.

Best regards,

A handwritten signature in black ink that reads "Lydia Hoffman". The signature is written in a cursive style with a large initial "L" and a long, sweeping underline.

Lydia Hoffman



African Leadership Group
10700 E. Evans Ave
Aurora, CO 80014
(303) 862-4062

January 22, 2026

Cherry Creek School District
Charter School Review Committee

Dear Members of the Charter School Review Committee,

On behalf of African Leadership Group (ALG), I am writing to express our strong and enthusiastic support for Heritage Heights Academy's request for authorization to open a second campus within Cherry Creek School District.

ALG works closely with families, educators, and community leaders across the Denver metro area, with a particular focus on African immigrant families and communities of color. Through this work, we see firsthand both the aspirations families hold for their children and the real scarcity of high-quality, culturally affirming public education options that meet those aspirations.

In this context, I studied and visited Heritage Heights Academy. What I learned and witnessed is a school that reflects academic seriousness, thoughtful leadership, and a deeply intentional school culture. Heritage Heights is not only academically strong—it is meaningfully diverse and clearly responsive to the families it serves. The fact that the school currently maintains a waitlist of more than 1,000 students speaks to both community trust and unmet demand.

I was particularly impressed by the school's discipline and restraint in remaining a single-site school until leadership felt fully prepared to expand. That decision reflects maturity, patience, and respect for quality over speed—qualities that are critical to successful charter growth. Now, as Heritage Heights Academy seeks to open a second campus, it does so from a position of strength, experience, and demonstrated impact.

During my visit, I spoke with teachers, observed classroom instruction, and met with student government leaders. I encountered students who were confident, articulate, and welcoming—young people shaped by a culture where history, positive identity, and high expectations are embedded into daily practice. This kind of environment does not happen by accident; it is the result of strong leadership and a coherent educational vision.

Heritage Heights Academy's status as an authorized Cherry Creek School District public charter school is significant. It reinforces the idea that educational excellence is not defined by governance model, but by outcomes for students and families. Based on my observations, Heritage Heights Academy has earned the opportunity to expand its reach and serve more families in the district.

African Leadership Group fully supports this charter application and respectfully urges the Cherry Creek School District to approve the authorization of Heritage Heights Academy's second campus. We believe



African Leadership Group
10700 E. Evans Ave
Aurora, CO 80014
(303) 862-4062

this expansion represents a responsible, community-responsive investment in public education and aligns with the district's commitment to serving diverse learners with excellence.

Thank you for your time, consideration, and continued leadership on behalf of students and families across Cherry Creek School District.

Sincerely,

A handwritten signature in blue ink, appearing to read "Papa Dia", with a long horizontal stroke extending to the right.

Papa Dia
Founder & Executive Director
African Leadership Group

Targeted Marketing Plan for Heritage Heights Academy

Overview & Purpose

The purpose of this targeted marketing plan is to increase awareness and enrollment for Heritage Heights Academy within the Cherry Creek School District while ensuring equitable access for families of all income levels, languages, and cultural backgrounds as the school expands to a second campus.

Heritage Heights Academy, in partnership with ScholarLead.com, utilizes Facebook and Instagram as primary outreach channels due to their high usage among parents and caregivers. All advertisements run through the school's official social media pages to maintain credibility and consistent branding, and are geographically targeted to CCSD zip codes aligned with the current and proposed campus locations.

Outreach is intentionally designed to be inclusive and accessible. Targeting is based on location, language, and parent demographics rather than income, race, or ethnicity, allowing the school to reach families across all socioeconomic groups. Advertisements and follow-up communications are provided in English, Spanish, and Russian, the main language communities represented in the current school and community population.

This strategy supports Heritage Heights Academy's commitment to building a diverse, inclusive school community and ensures families across the district have clear, accessible information about enrollment opportunities.

Marketing Channels & Strategies

Social Media Outreach

In the United States, Facebook and Instagram are among the top three platforms utilized by U.S. adults, with 71% of survey participants stating they use Facebook, and 50% using Instagram ([Pew Research](#)). The Heritage Heights and ScholarLead marketing strategy utilizes these two platforms to meet parents in its community where they are.

Advertisements are run using the Heritage Heights social pages, continuing to capitalize on current credibility and brand recognition, with materials being customized and branded to match.

Advertisements are then targeted to the zip code areas included in the Cherry Creek School District boundaries, as Heritage Heights' original campus and proposed second campus are within that district.

Reaching low-income families

Current marketing and outreach strategies are based on location and parent demographics only. This allows us to reach all income brackets. Our current targeting includes the following zipcodes: 80013, 80015, 80014, 80016, 80111, 80112, 80249, 80012, 80017, 80231, and 80011. Zip codes 80013, 80014, 80012, and 80231 have a higher concentration as the school operates and plans to open its second campus in the area.

Census data indicates average household income is \$100,802 for all zip codes incorporated in Cherry Creek School District, while CCSD reports average household income as \$104,715 ([Census Reporter](#)).

By taking a larger geographic area approach, especially in zip codes on the lower end of the household income, like 80231, 80012, and 80011, we reach families that would significantly benefit from enrolling at Heritage Heights Academy.

Reaching English as a Second Language (ESL) Families

Of the targeted area Heritage Heights Academy is looking to open a school, 51.2% of the population are English speakers only, while 39.7% speak Spanish, 2.8% speak an Indo-European Language, and 3.2% speak an Asian or Pacific Islander Language.

To reflect this linguistic diversity:

- All social media advertisements are developed in both English and Spanish
- Interested families receive follow-up text messages and emails in their preferred language
- Enrollment forms, including the online intent-to-enroll form, are fully available in Spanish
- Team members continue conversations with Spanish-speaking families in their preferred language

We are also testing outreach methods to the Indo-European communities with Russian language advertisements, of which a large community currently attends Heritage Heights Academy.



Reaching Diverse Families to Build an Inclusive School

Heritage Heights Academy is proud of our cultural heritage as families from all over the world, over 26 different countries, attend our school. We aim for our second campus to continue our mission and have a very inclusive and diverse community.

In 2021, Meta platforms restricted the ability to directly target specific races and ethnicities. All social media outreach is only specific to language, location, and parent demographics (i.e. parents with students aged 6-9). This allows us to reach more families of all races and ethnicities. In the marketing materials, we continue the theme of diversity and inclusion with photography of the diverse population of Heritage Heights.

Alignment with Mission

This targeted marketing strategy directly supports Heritage Heights Academy’s mission to provide equitable access to high-quality education and to foster a diverse, inclusive learning environment. By removing barriers related to language, income, and access to information, this approach ensures that families across Cherry Creek School District are aware of and able to pursue enrollment opportunities at Heritage Heights Academy’s expanding campus.



**HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS**

Appendix D: Staffing and Organizational Structure



Heritage Heights Academy

Five-year Strategic Plan

2025-2030

December 8, 2025

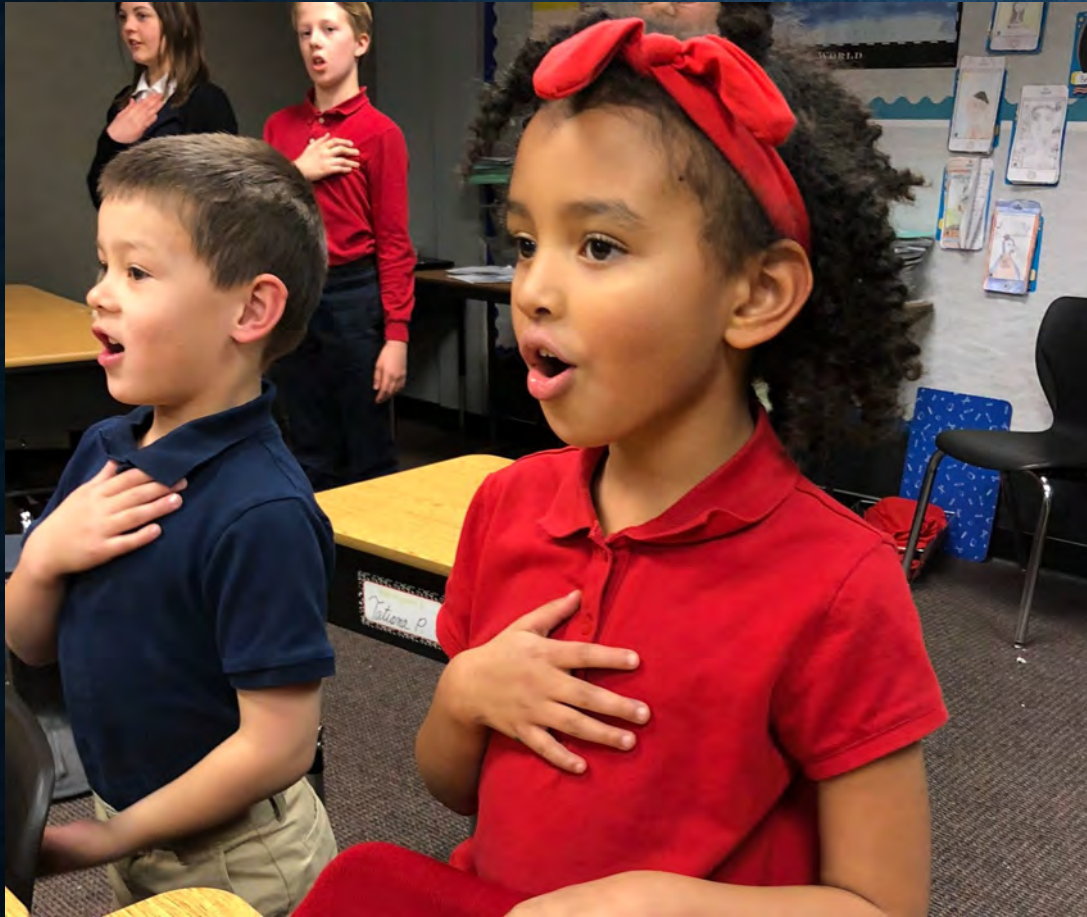
OUR STORY



Welcome
to
Heritage
Heights
Academy



OUR VISION



The vision of Heritage Heights Academy is to develop successful scholars, critical thinkers, and lifelong learners acquired from a Classical Core Knowledge education. Our students will thrive as contributing members of our local and global community.

OUR MISSION

The mission of Heritage Heights Academy is to provide an educational choice that challenges all learners to achieve individual academic success, develop a strong character, and learn to be contributing citizens. Heritage Heights Academy is dedicated to developing meaningful partnerships between parents, teachers, and the community to ensure the success of all students.



LEADERSHIP TEAM



**Natalia
Miller-Forrest**
Executive
Director



Michael Udlock
HHA 1 Principal



Alaina Pisarra
Dean of
Elementary
School



**Rashell
McLennan**
Dean of Middle
School



BOARD OF DIRECTORS

Our board is composed of current or former parents with deep ties to our school community.



Jennifer Gibbons
(Chair)



Nathan Weldon
(Vice President)



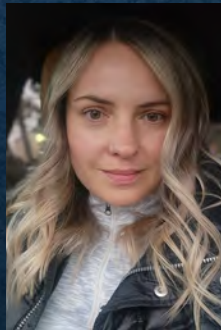
Rich Wells
(Treasurer)



Jamie Kristofco
(Secretary)



Nicole
Merriman



Olesia
Podinovskiy

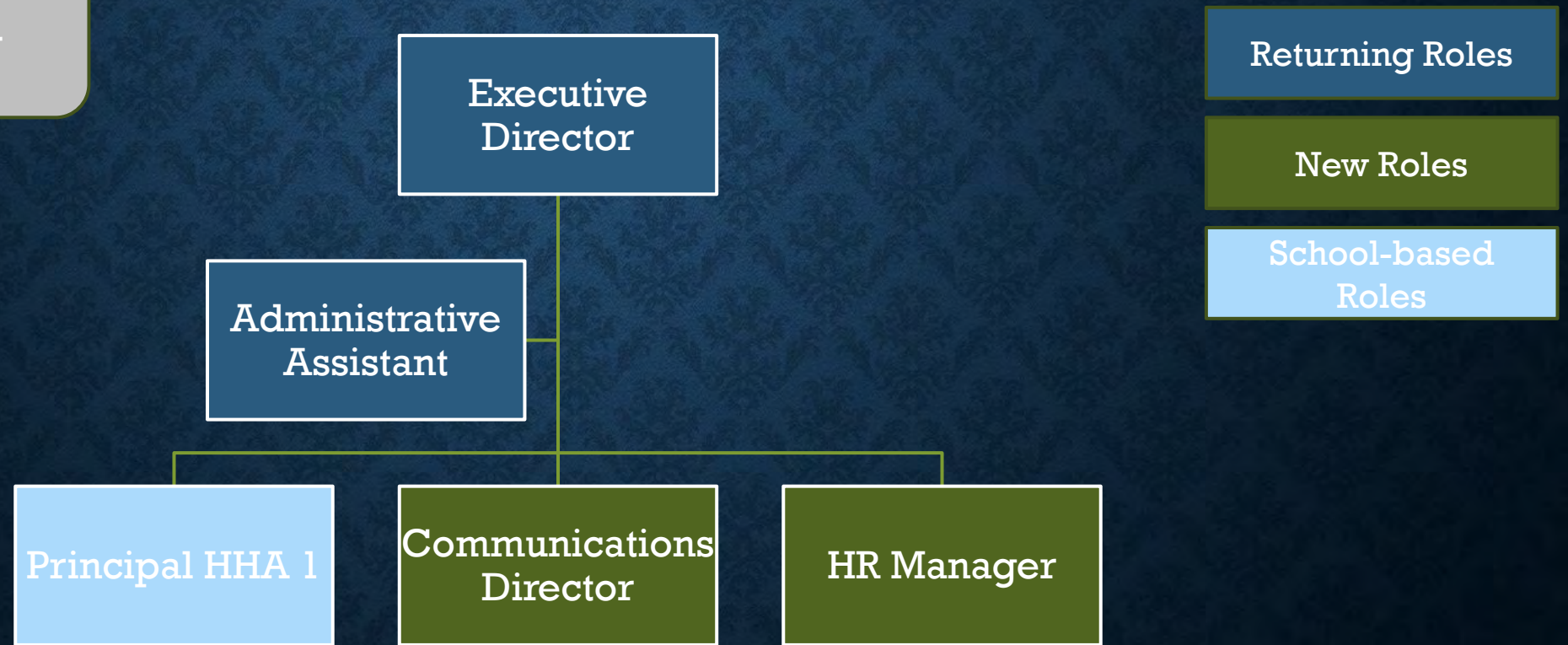


Brandon
Lucido



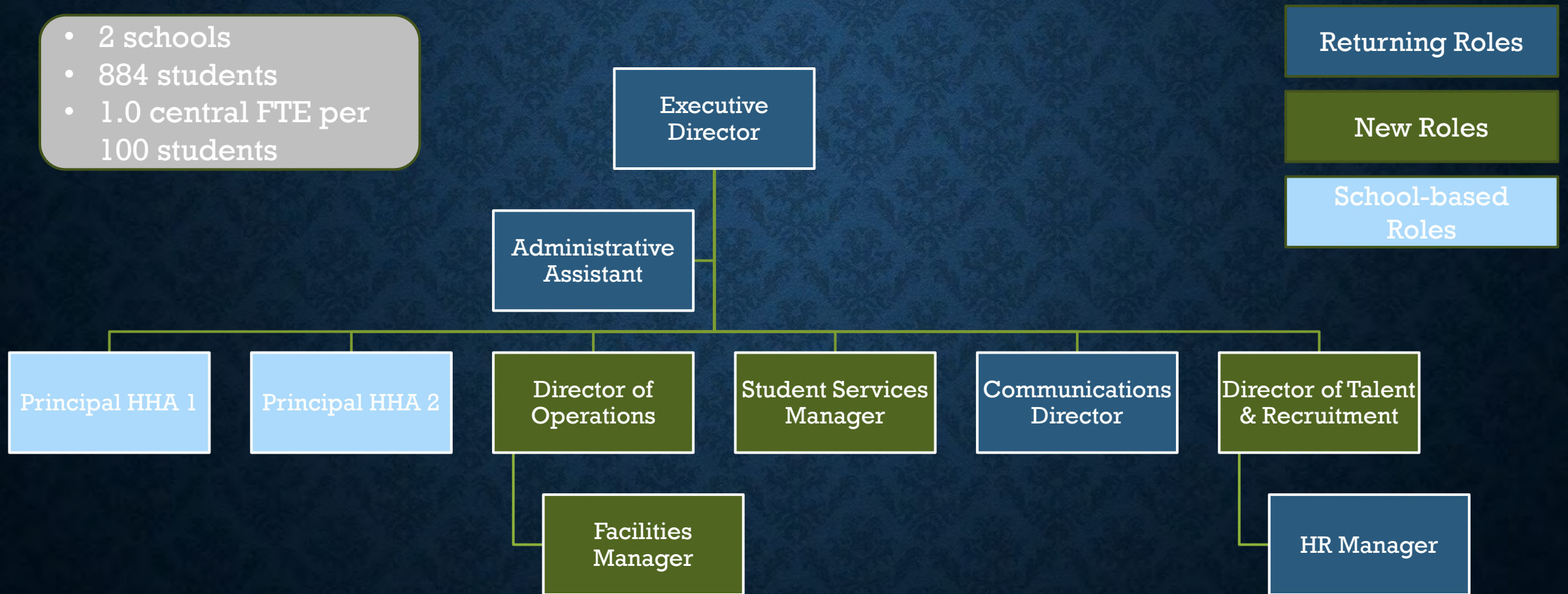
GROWING OUR CENTRAL TEAM: 2026-27

- 1 school
- 598 students
- .8 central FTE per 100 students



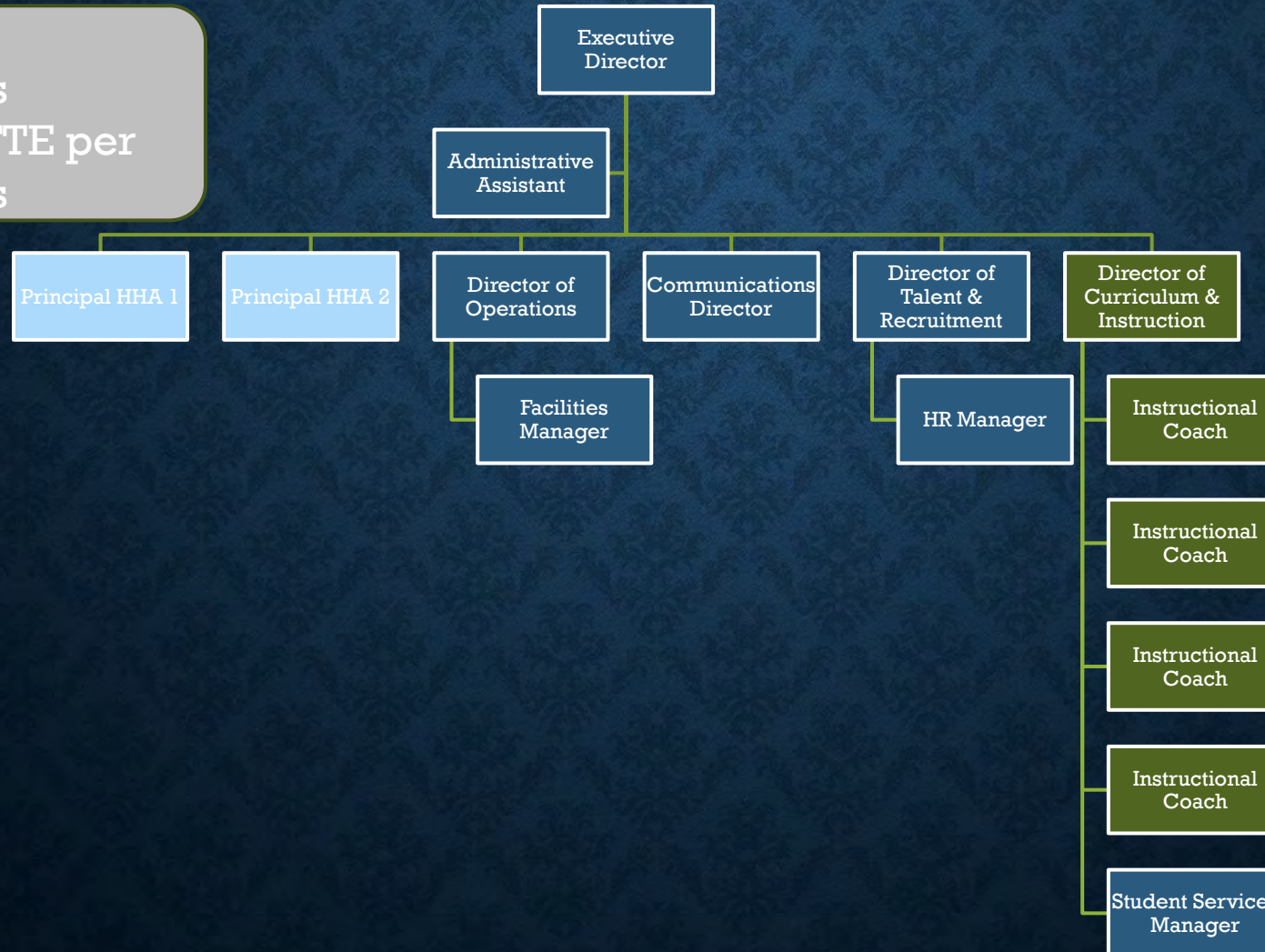
GROWING OUR CENTRAL TEAM: 2027-28

- 2 schools
- 884 students
- 1.0 central FTE per 100 students



GROWING OUR CENTRAL TEAM: 2028-29

- 2 schools
- 988 students
- 1.3 central FTE per 100 students



Returning Roles

New Roles

School-based Roles



GROWING OUR CENTRAL TEAM: 2029-30

- 3 schools
- 1,326 students
- 1.1 central FTE per 100 students



Returning Roles

New Roles

School-based Roles



Appendix D: Staffing Growth Timeline (FY27–FY33)

Positions and full-time equivalents (FTEs) are projected based on enrollment growth. Roles and timelines may adjust to meet student needs and budget capacity.

School Year	Grades Served	Projected Enrollment	Leadership	Classroom Teachers	Specials Teachers	Student Support & SPED/ELL	Operations & Admin	Total Staff
FY27	K-4	260	Principal	8	2	4	2	16
FY28	K-5	312	Principal	10	3	5	2	20
FY29	K-6	364	Principal + Asst. Principal	12	3	6	3	24
FY30	K-7	416	Same	14	4	8	3	29
FY31	K-8	468	Principal + Asst. Principal + Coaches	16	4	10	4	34
FY32+	K-8	468+	Full Leadership Team	16	4	12	5	37

Table 1: Projected Staffing Growth Timeline for Heritage Heights Academy North (FY27–FY33)



Executive Director Job Description

Introduction

The Heritage Heights Academy maintains a job description for each position at Heritage Heights Academy. These descriptions are subject to change by the HHA BOD as Heritage Heights Academy evolves. Such changes may include, but are not limited to, the reallocation of responsibilities among personnel and new positions being created, as warranted.

Heritage Heights Academy Vision

The vision of Heritage Heights Academy is to develop successful scholars, critical thinkers, and lifelong learners acquired from a *Core Knowledge* education. Heritage Heights Academy students will thrive as contributing members of our local and global community.

Heritage Heights Academy Mission

The mission of Heritage Heights Academy is to provide an educational choice that challenges all learners to achieve individual academic success, develop a strong character, and learn to be contributing citizens. Heritage Heights Academy is dedicated to developing meaningful partnerships between parents, teachers, and the community to ensure the success of all students.

Heritage Heights Academy Pillars

- **Academics:** scholarship through the implementation of the *Core Knowledge* curriculum in a *Classical Education* environment promoting academic excellence for all students.
- **Character:** purposeful character education, parent participation, and a strong code of conduct to enhance learning, community, virtue and citizenship.

Executive Director

The Executive Director shall report and be accountable to the Board of Directors. As a person integral to Heritage Heights Academy's administrative team, the Executive Director will maintain the integrity of, advocate for, and facilitate the implementation of Heritage Heights Academy's vision, mission, and pillars at all times.



Professional Philosophy

In maintaining the integrity of, advocating for, and facilitating the implementation of Heritage Heights Academy's vision, mission, and pillars, the Executive Director will:

- purposefully and positively promote and represent Heritage Heights Academy's vision, mission, pillars, charter, and BOD to its members and the community
- engage Heritage Heights Academy's members and the wider community in supporting Heritage Heights Academy's goals
- work collaboratively with members of Heritage Heights Academy, the HHA BOD, and the community; and
- promote his/her professional growth to provide professional leadership at the highest level.

Duties and Responsibilities

The Executive Director provides direction in leading Heritage Heights Academy to achieve its mission of academic and personal leadership within its student body and faculty. This includes:

- developing the principles that ensure an equitable learning experience that includes curriculum, *Classical Education* and *Core Knowledge* priorities.
- supporting and guiding the school leadership.: Pursue the vision and execute the mission of the school.

As Executive Director, he/she will provide support and direction to key leadership staff including the Principal and the areas of facility and finance.

Staffing & Human Resources

- Recruit, interview, hire, and onboard the school Principal and provide accountability in the recruiting, interviewing, hiring, and onboarding all school staff through the principal, and support personnel in collaboration with Cherry Creek School District (CCSD) as applicable.
- Conduct regular Principal and Business and Facility Staff evaluations, provide constructive feedback, and implement professional growth plans aligned with school goals and expectations.
- Exercise authority and accountability over the school Principal regarding employee discipline and termination decisions while ensuring compliance with legal and contractual obligations.

Leadership & Organizational Management

- Provide leadership, support, and hold accountable the Principal who oversees the Leadership Cabinet members, fostering a collaborative and mission-driven school leadership culture.
- Evaluate data and promote Heritage Heights Academy culture focused on student achievement.



Communications & Public Relations.

- Maintain open, respectful, and responsive communication channels with all HHA stakeholders and broader community relationships.
- Provide administrative support for all student recruitment efforts.

Fiscal Responsibility

- Develop and provide oversight on all school finances and budgets, ensuring alignment with the school's strategic plan and budgetary constraints. This includes:
 - **Budget development and monitoring:** Develop and oversee the annual school budget in collaboration with the Business Manager and Board Finance Committee; ensure fiscal responsibility aligned with school priorities.
 - **Authorized banking:** Serve as a signatory on financial accounts; monitor banking activity to ensure alignment with approved budgets and internal controls.
 - **Grant acquisition and reporting:** Identify, write, and manage grants that align with the school's mission, including local, state, and federal funding opportunities; ensure timely reporting and compliance.
 - **Payroll:** Supervise the payroll process in collaboration with the Business Manager to ensure accuracy, compliance, and staff satisfaction.
 - **Annual audit management:** Coordinate with auditors to complete the required annual financial audits; ensure timely submission to all governing bodies.
 - **Payroll oversight**

Student Culture & Safety

- Provide accountability and support for consistent student discipline in alignment with the school's character education values and classical virtues.
- Provide oversight to ensure the school environment is safe, orderly, and nurturing, meeting all physical safety and emotional wellness standards.

Family Engagement

- Build and sustain trusting relationships with families through consistent communication, visibility, and collaboration.
- Attend and support all community outreach events and initiatives.



Committee Leadership

Maintain oversight and support of the School Accountability Committee and Fundraising Committee, over the chair leadership of the Principal, ensuring transparency, goal setting, and mission-aligned outcomes.

School Replication & Expansion

Lead the vision, planning, and execution of school replication efforts, ensuring fidelity to the *Classical Core Knowledge* model and excellence in academic and operational standards.

Construction & Capital Projects

Oversee major facility construction projects and capital improvements, ensuring they are on time, on budget, and aligned with student and staff needs.

Charter Renewal & Development

Draft, revise, and submit charter applications and renewals; liaise with authorizing bodies to maintain compliance and secure long-term charter status.

Charter School Advocacy

Represent the school in statewide charter school networks and legislative efforts; advocate for policy that supports school choice and *Classical Education* in Colorado.

Philanthropic & Community Engagement

Act as liaison with donors, foundations, and civic organizations; cultivate relationships to support fundraising, awareness, and community partnership goals.

Board Employment & Reporting

Serve as a direct employee of the HHA Board of Directors (BOD); provide regular updates and strategic recommendations.

Policy Development & Oversight

- Draft, revise, and implement board-level policies including:
 - Staff Handbook
 - Student Handbook
 - Board Bylaws



Board Governance Support

- Coordinate and facilitate annual Board elections and support onboarding and training of new board members.

Supervision of Staff

- Provide regular coaching, feedback, and evaluation of the K–8 Principal; ensure alignment with mission and performance benchmarks.
- Provide regular coaching, feedback, and evaluation of the Business Manager ensure alignment with mission and performance benchmarks.
- Oversee financial operations through close coordination and evaluation of the Business Manager.
- Monitor and support the Facility Manager to ensure safety, compliance, and maintenance standards are upheld.
- Provide regular coaching, feedback, and evaluation of the Instructional Coaches ensure alignment with mission and performance benchmarks.

Legal Affairs & Contract Management

Manage legal compliance, vendor contracts, and liability insurance in consultation with legal counsel and insurance providers.

Authorizer (CCSD) Liaison

Act as the primary point of contact with the Cherry Creek School District (CCSD); ensure compliance and positive working relationships.

Operations Oversight

Ensure smooth and efficient operation of all school systems including transportation, food service, technology, and safety.

Student Enrollment Management

Oversee student enrollment strategy and implementation, ensuring compliance with lottery procedures, retention goals, and demographic balance.

Professional Learning & Model Fidelity

- Engage in ongoing professional development to remain current in *Classical Core Knowledge* best practices and to model lifelong learning for staff.



- Lead internal initiatives that ensure curriculum fidelity, instructional quality, and adherence to the school's classical mission.

Other Duties

Perform additional duties as assigned by the Board of Directors.

Required Experience

- Master's degree in educational leadership and current Colorado Administrator's license
- 5 years' experience in management and supervision
- 5 years' experience in faculty development
- Commitment to *Classical Education* and the *Core Knowledge* Sequence as well as other aspects of Heritage Heights Academy's core values and curriculum
- Experience in or knowledge of Charter schools and other independent educational institutions
- Experience in implementing, managing, and analyzing data from assessments
 - o Experience in working with students of varying ages, skill levels, and circumstances
 - o Thorough familiarity with principles of child, early adolescent, and educational psychology
 - o Classroom teaching experience

Leadership Qualities

- A consensus-building, participatory management style
- Professional and personal integrity
- Appreciation of cultural and ethnic diversity
- Strong team leadership and ability to delegate
- Excellent interpersonal skills
- Excellent communication skills, both written and verbal
- Child and family advocate
- Excellent organizational skills



Principal Job Description

Introduction

The Heritage Heights Academy maintains a job description for each position at Heritage Heights Academy. These descriptions are subject to change by the Executive Director as Heritage Heights Academy evolves. Such changes may include, but are not limited to, the reallocation of responsibilities among personnel and new positions being created, as warranted.

Heritage Heights Academy Vision

The vision of Heritage Heights Academy is to develop successful scholars, critical thinkers, and lifelong learners acquired from a *Core Knowledge* education. Heritage Heights Academy students will thrive as contributing members of our local and global community.

Heritage Heights Academy Mission

The mission of Heritage Heights Academy is to provide an educational choice that challenges all learners to achieve individual academic success, develop a strong character, and learn to be contributing citizens. Heritage Heights Academy is dedicated to developing meaningful partnerships between parents, teachers, and the community to ensure the success of all students.

Heritage Heights Academy Pillars

- **Academics:** scholarship through the implementation of the *Core Knowledge* curriculum in a *Classical Education* environment promoting academic excellence for all students.
- **Character:** purposeful character education, parent participation, and a strong code of conduct to enhance learning, community, virtue and citizenship.

Principal

The Principal shall report and be accountable to the Executive Director. As a person integral to Heritage Heights Academy's administrative team, the Principal will maintain the integrity of, advocate for, and facilitate the implementation of Heritage Heights Academy's Vision, Mission, and Pillars at all times.



Professional Philosophy

In maintaining the integrity of, advocating for, and facilitating the implementation of Heritage Heights Academy's vision, mission, and pillars, the Principal will:

- purposefully and positively represent and promote Heritage Heights Academy's vision, mission, pillars, and the charter to its members and the community
- engage Heritage Heights Academy's members and the wider community in supporting Heritage Heights Academy's goals
- work collaboratively with members of Heritage Heights Academy, and the community and
- promote his/her professional growth to provide professional leadership at the highest level.

Duties and Responsibilities

The Principal assists in leading Heritage Heights Academy to achieve its mission of academic and personal leadership within its student body and faculty. This includes:

- developing the curriculum, ensuring sequential learning experiences in *Classical Education* and *Core Knowledge* for all students
- supporting and guiding the faculty
- assisting in student assessment coordination and analysis
- providing leadership and direction to all instructional and non-instructional staff
- supervising and observing all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.

Staffing & Human Resources

- Recruit, interview, make recommendations for hiring and onboard all school staff, including licensed educators, paraprofessionals, and support personnel in collaboration with Cherry Creek School District (CCSD) as applicable.
- Conduct regular staff evaluations, provide constructive feedback, and implement professional growth plans aligned with school goals and expectations.
- Make recommendations in employee discipline and termination decisions while ensuring compliance with legal and contractual obligations.

Staff Attendance & Leave Management

- Review and approve staff PTO requests while ensuring adequate instructional coverage.



- Manage the substitute teacher scheduling process and ensure instructional continuity in teacher absences.

School Scheduling & Operations

- Design, supervise, and maintain the school’s master schedule, ensuring alignment with *Core Knowledge* sequencing, state standards, and instructional best practices.
- Oversee all operational scheduling (lunch, recess, specials, testing, etc.) to support smooth day-to-day functioning.

Leadership & Organizational Management

- Lead, support, and hold accountable all Leadership Cabinet members, fostering a collaborative and mission-driven school leadership culture.
- Plan and facilitate bi-weekly Cabinet meetings to ensure alignment of academic, operational, and cultural priorities.
- Evaluate data and promote Heritage Heights Academy culture focused on student achievement.

Policy Implementation & Governance

- Implement and uphold all school policies and procedures in alignment with school charter and regulatory guidelines.
- Model ethical leadership, clear decision-making, and consistent enforcement of expectations across the school.

Communications & Public Relations

- Produce, supervise, and manage all communication projects, to promote Heritage Heights Academy.
- Maintain open, respectful, and responsive communication channels with parents and families, including newsletters, town halls, and classroom updates.

Fiscal Oversight

- Approve all building-level expenditures for instructional materials, curriculum needs, and supplies, ensuring alignment with the school’s strategic plan and budgetary constraints.

Student Life & Program Management

- Review and approve all after-school programs, field trips, clubs, and extracurricular activities, ensuring they enhance student development and align with the school’s mission.



- Promote, support, and manage student recruitment efforts, including open houses, tours, and community outreach initiatives.

Student Culture & Safety

- Monitor and support consistent student discipline in alignment with the school's character education values and classical virtues.
- Ensure the school environment is safe, orderly, and nurturing, meeting all physical safety and emotional wellness standards.

Family Engagement

- Build and sustain trusting relationships with families through consistent communication, visibility, and collaboration.
- Attend and participate in all PTSO meetings and coordinate school-wide engagement in PTSO events and initiatives.

Committee Leadership

- Chair and guide the School Accountability Committee and Fundraising Committee, ensuring transparency, goal setting, and mission-aligned outcomes.

Professional Learning & Model Fidelity

- Engage in ongoing professional development to remain current in *Classical Education* and *Core Knowledge* curriculum best practices and to model lifelong learning for staff.
- Lead internal initiatives that ensure curriculum fidelity, instructional quality, and adherence to the school's classical mission.

Other Duties

- Perform additional duties as assigned by the Executive Director, including representation at district meetings, charter school events, or leadership summits.

Required Experience

- Master's degree in educational leadership and current Colorado Administrator's license.
- 2 years of experience in management and supervision.
- 2 years of experience in faculty development.
- Commitment to *Classical Education* and the *Core Knowledge* Sequence as well as other aspects of Heritage Heights Academy's pillars and curriculum.



- Experience in implementing, managing, and analyzing data from assessments.
- Experience in working with students of varying ages, skill levels, and circumstances.
- Thorough familiarity with principles of child, early adolescent, and educational psychology.
- Classroom teaching experience.
- Experience in or knowledge of charter schools and other independent educational institutions

Leadership Qualities

- A consensus-building, participatory management style
- Professional and personal integrity
- Appreciation of cultural and ethnic diversity
- Strong team leadership and ability to delegate
- Excellent interpersonal skills
- Excellent communication skills, both written and verbal
- Child and family advocate
- Excellent organizational skills



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE:	Vice Principal
POSITION STATUS:	Full Time
AGREEMENT TERM:	Ten (10) Months

QUALIFICATIONS

EDUCATION: Master's Degree in Educational Leadership or be willing to complete a program by end of first year and or Current Colorado Administrator's license. Must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

PREFERRED: Experience in management and supervision. Experience in faculty development. Commitment to Classical Education and the Core Knowledge Sequence as well as other aspects of Heritage Heights Academy's Core Values (i.e., Singapore Math). Experience in implementing, managing, and analyzing data from assessments. Experience in working with students of varying ages, skill levels, and circumstances. Thorough familiarity with principles of child, early adolescent, and educational psychology. Classroom teaching experience.

SKILLS, KNOWLEDGE AND WORKING CONDITIONS

A consensus-building, participatory style. Professional and personal integrity. Appreciation of cultural and ethnic diversity. Strong team leadership and excellent interpersonal skills, both written and verbal. Child and family advocate. Excellent organizational skills. Must be professional and dependable, maintaining professional work behavior at all times. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. Must maintain all required professional licensures and certifications and attend any required training as directed by the Principal. CPR and First Aid certification is required.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

PROFESSIONAL PHILOSOPHY: In maintaining the integrity of, advocating for, and facilitating the implementation of Heritage Heights Academy's Vision, Mission, and Core Values, the Vice Principal will:

- Purposefully and positively represent Heritage Heights Academy's Vision, Mission, and Core Values to its members and the community;
- Engage Heritage Heights Academy's members and the wider community in supporting Heritage Heights Academy's goals;
- Promote the Vision, Mission, and Core Values of Heritage Heights Academy's Charter and the HHA BOD;
- Work *collaboratively* with members of Heritage Heights Academy, the HHA BOD, and the community; and
- Promote his/her professional growth to provide professional leadership at the highest level.

DUTIES AND RESPONSIBILITIES:

The Vice Principal shall:

Assist in leading Heritage Heights Academy to achieve its Mission of academic and personal leadership within its student body and faculty. S/he develops the curriculum, ensures sequential learning experiences in Classical Education and Core Knowledge for all students, supports and guides the faculty, and assists in student assessment coordination and analysis. S/he will:

- Serve as a part of the leadership team in leading the school community in achieving the mission of the school, with a focus on academic leadership;
- Be responsible for school safety, serve on the Safety Committee and over see school safety in the Principal's absence;
- Serve as the Testing Coordinator in implementing testing and evaluation of students on a regular basis;
- Collaborates with school leadership and stakeholders to develop, implement, and revise the Unified Improvement Plan (UIP) based on data and school performance outcomes;
- Leads the creation, coordination, and execution of the master schedule, daily instructional schedules, and schoolwide events and assemblies;
- Serve as Assessment and Data Coordinator providing guidance and accountability for students, staff and parents;
- Assist the Principal in organizing staff meetings as needed;
- Attend IEP,504,GT, and MTSS meetings as Administrative representative
- Promote and model productive communications and teamwork among school staff and parents;
- Assist the Principal in meeting accountability standards and using student data to



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

- evaluate and promote a school culture focused on student achievement;
- Communicate with parents about specific student concerns;
- Assist in interviewing, hiring and training of teaching staff;
- Assist in the development and oversight with the implementation of a student discipline and classroom management plan;
- Implement student discipline per school rules/policies with students, staff & parents;
- Serve on different school committees as directed per the Principal;
- Supervise assigned teachers (e.g., mentor, guide, evaluate and hold accountable);
- Act as an advocate for students;
- Supervise and facilitate certain school events as directed by the Principal (e.g., Fun Run, Spring Carnival, Fall Festival, sports events, concerts, etc.); and
- Teach Ability Groups as necessary.

With the Principal, the Vice Principal will:

- Use data to evaluate and promote Heritage Heights Academy culture focused on student achievement; and
- Act as liaison with the School Resource Officer, outside service providers and school counselors as needed.

REPORTS TO: Principal

POSITION GOAL: The Vice Principal will maintain the integrity of, advocate for, and facilitate the implementation of the Heritage Heights Academy's Vision, Mission, and Core Values at all times.

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE: Middle School Dean

POSITION STATUS: Full Time

AGREEMENT TERM: Twelve (12) Months

SALARY RANGE:

QUALIFICATIONS

EDUCATION: Bachelor’s Degree in Education or education-related field preferred Master’s Degree in education, counseling or education-related field. Must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

PREFERRED: Experience in a leadership role (lead teacher, administration, team lead, instructional coach) or experience in faculty development. Commitment to Classical Education and the Core Knowledge Sequence as well as other aspects of Heritage Heights Academy’s Core Values. Experience with homeschooling. Experience in implementing, managing, and analyzing data from different sources to ensure equitable practices and support of all students’ education. Experience in working with students of varying ages, skill levels, and circumstances. Familiarity with principles of child, early adolescent, and educational psychology.

SKILLS, KNOWLEDGE AND WORKING CONDITIONS

<ul style="list-style-type: none"> ● A consensus-building, participatory style ● Professional and personal integrity ● Appreciation of cultural and ethnic diversity ● Strong team leadership and excellent interpersonal skills, both written and verbal ● Child and family advocate ● Excellent organizational skills ● Must be professional and dependable, always maintaining professional work behavior ● Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations 	<ul style="list-style-type: none"> ● Must be able to use a computer with proficiency ● Able to work both indoors and outdoors ● Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe ● Physical aspects will include, but are not limited to, walking, sitting, bending and stooping ● Must maintain all required professional licensures and certifications and attend any required training as directed by the principal. CPR and First Aid certification is required
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REPORTS TO: Principal



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION GOAL: The Middle School Dean will maintain the integrity of, advocate for, and facilitate the implementation of the Heritage Heights Academy's Vision, Mission, and Core Values at all times.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Middle School Dean shall:

- Purposefully and positively represent Heritage Heights Academy's Vision, Mission, and Core Values to its' members and the community.
- Assist in the development and oversight of the HHA Homeschool Option Plan.
- Engage Heritage Heights Academy stakeholders and the wider community in supporting Heritage Heights Academy's homeschool outreach.
- Management of homeschool program resources as it relates to calendar, schedule, personnel, and finances under the supervision of HHA's Principal.
- Work collaboratively with members of Heritage Heights Academy, the Board of Directors, and the community; and promote his/her professional growth to provide professional leadership at the highest level.
- Serve as a part of the leadership team in leading the school community in achieving the mission of the school, with a focus on homeschool coordination and community outreach leadership.
- Implement Love and Logic strategies to ensure consistency and application across the staff.
- Promote and model productive communication and teamwork among school staff and parents.
- Promote a positive school culture focused on high character development standards.
- Communicate with parents about specific student concerns.
- Assist in the oversight with the implementation of the HHA student discipline, and classroom management plan.
- Implement student discipline per school rules/policies with students, staff & parents.
- Serve on different school committees as directed by the principal.
- Coach and support all staff for character education and support of students.
- Advocate for students.
- Supervise and facilitate certain school events as directed by the principal.
- Act as liaison with the School Resource Officer, outside service providers and school counselors as needed.
- Communicate regularly with the administration and keep accurate, timely and thorough records of communication with families.
- Other administrative and staff duties as assigned.

Homeschool and Outreach Director

Heritage Heights Academy – 20050 East Smoky Hill Road, Centennial, CO 80015 – 720-870-9541 – www.heritageha.org



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE:	Teacher
POSITION STATUS:	Full Time
AGREEMENT TERM:	Ten (10) Months
SALARY SCALE:	

QUALIFICATIONS

EDUCATION:	An earned Bachelor's and/or Master's Degree from an accredited institution. Teachers must be highly qualified in compliance with all applicable State and Federal laws.
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EXPERIENCE

REQUIRED:	A minimum of two (2) years working in a school environment.
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SKILLS, KNOWLEDGE AND WORKING CONDITIONS

Outstanding customer service skills and an ability to effectively communicate with students of all ages and skill levels, families, and other external stakeholders as necessary. Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment. Must be professional and dependable, maintaining professional work behavior at all times. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. Must maintain all required professional licensures and certifications and attend any required trainings as directed by the Principal. CPR and First Aid certification is recommended.

REPORTS TO: Principal

STAFF SUPERVISORY RESPONSIBILITIES: None

POSITION GOAL: Through a passionate and dedicated commitment to the success of each and every student, Teachers are responsible for implementing the Core Knowledge curriculum



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

and creating a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher shall:

- Plan and deliver the Classical Core Knowledge Curriculum.
- Assess, monitor and communicate student academic progress in core subjects.
- Maintain complete and accurate student academic and disciplinary records.
- Timely communication of standards, achievements and areas of growth or need to students, parents, and administrators.
- Maintain a safe and orderly classroom.
- Cooperatively work with students, specialists, parents and administration in the development and implementation of individualized education plans, independent or small group study programs, and RTI plans.
- Model respect, personal responsibility, competence and honesty in every aspect of the job.
- Perform other duties as assigned by the Principal.

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE: Gifted and Talented Specialist

POSITION STATUS: Part Time

AGREEMENT TERM: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's and/or Master's Degree from an accredited institution. Teachers must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

PREFERRED: A minimum of two (2) years working in a school environment.

SKILLS, KNOWLEDGE AND WORKING CONDITIONS

Knowledge of the educational needs of gifted and talented students. Knowledge of strategies and materials for the education of gifted and talented students. Ability to design and implement interdisciplinary units of study. Ability to use open-ended and problem solving approaches of instruction. Flexibility and confidence in working with gifted students, their parents, classroom teachers, and principal. Knowledge of curriculum and design and implementation. Knowledge of assessment principles and design. Knowledge of statutory and regulatory requirements of gifted and talented students. Ability to interpret data. Outstanding customer service skills and an ability to effectively communicate with students of all ages and skill levels, families, and other external stakeholders as necessary. Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment. Must be professional and dependable, maintaining professional work behavior at all times. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. Must maintain all required professional licensures and certifications and attend any required training as directed by the Principal. CPR and First Aid certification is required.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

REPORTS TO: Principal

STAFF SUPERVISORY RESPONSIBILITIES: None

POSITION GOAL: Through a passionate and dedicated commitment to the success of each and every student, Teachers are responsible for implementing the Core Knowledge curriculum and creating a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher shall:

- Plan and deliver the Core Knowledge Curriculum and fulfill requirements of the gifted and talented program.
- Assess, monitor and communicate student academic and individual needs and progress in core subjects.
- Maintain complete and accurate student academic and disciplinary records.
- Conduct student assessments and adapt curriculum and lesson plans accordingly, providing differentiation and/or extensions of lessons.
- Work cooperatively with classroom teachers to address gifted student's needs.
- Develop and revise gifted curriculum.
- Timely communication of standards, achievements and areas of growth or need to students, parents, and administrators.
- Maintain a safe and orderly classroom.
- Take part in an after school commitment each quarter.
- Cooperatively work with students, specialists, parents and administration in the development and implementation of individualized education plans, independent or small group study programs, and RtI plans.
- Model respect, personal responsibility, competence and honesty in every aspect of the job.
- Attend Board of Directors meeting once a semester.
- Perform other duties as assigned by the Principal.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY (HHA)

JOB DESCRIPTION

POSITION TITLE:	MTSS Coordinator
POSITION STATUS:	Full Time
AGREEMENT TERM:	Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's and/or Master's Degree from an accredited institution in the field of education. The Coordinator must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

REQUIRED: A minimum of five (5) years working as a classroom teacher, interventionist, specialist, or similar work in a school environment

PREFERRED: A minimum of two (2) years working in a leadership or coordinator position with MTSS, special education, intervention, or 504.

BASIC SKILLS, KNOWLEDGE, AND WORKING CONDITIONS

- Maintain professional competence through professional reading and attending appropriate workshops, courses, and conferences in keeping with the needs of students and in accordance with HHA guidelines
- Outstanding customer service skills and an ability to effectively communicate, both written and orally, with students of all ages and skill levels, families, and other external stakeholders as necessary.
- Demonstrate enthusiasm and commitment toward the job and mission of HHA.
- Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment.
- Must be professional and dependable by
 - o Modeling dignity and respect, personal responsibility, competence, and honesty in every aspect of the job
 - o Always maintaining cooperative and professional relationships, and work behavior
 - o Engaging in strong interpersonal, oral, and written communication.
- Must be able to lift up to 35 pounds without assistance in connection with the assistance of children and staff, including any potential emergency situations.
- Must be able to use and care for instructional equipment used in the school, including a computer, with basic proficiency and work.
- Must be able to maintain safe supervision of children and see and hear well enough to keep children safe.
- Physical aspects will include, but are not limited to, walking, sitting, bending, stooping, indoors and outdoors.
- Must maintain all required professional licensures and certifications and attend any required training as directed by the Principal.
- Attend Board of Directors meeting once a semester.
- CPR and First Aid certification is required.
- Take part in an after-school events each quarter.
- Perform other duties as assigned by the Principal.



HERITAGE HEIGHTS ACADEMY (HHA)

JOB DESCRIPTION

REPORTS TO: Vice Principal

STAFF SUPERVISORY RESPONSIBILITIES: Intervention Team

POSITION GOAL: Through a passionate and dedicated commitment to the success of each and every student and staff member, the MTSS Coordinator is responsible for designing, implementing, and overseeing the MTSS, RTI, 504 and Intervention strategies and procedures and creating a school environment that holds students and staff to high academic and character standards.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The MTSS Coordinator shall:

- Maintain knowledge of models and implementation of Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), and 504 models in school settings
- Maintain knowledge of measurement tools for various levels of assessment, including adaptive and curriculum-based measurement
- Have the ability to communicate a data-driven discussion and evidence-based practices
- Apply academic and behavior interventions to support high-quality instruction for all students and to meet student's individual needs
- Apply instructional expertise to improving the effectiveness of tier 2 and tier 3 interventions and practices at Heritage Heights Academy
- Assess needs of implementation of MTSS, RTI, and 504 in the school and classrooms and leads the development of resources to address those needs and increase quality of instruction
- Provide support and training for MTSS, RTI, and 504 practices
- Develop research-based recommendations for instructional strategies, professional development, and assessments to increase the quality of teaching and learning for interventions across the tiers
- Monitor the implementation of MTSS, RTI, and 504 practices at HHA including both academic and behavior support systems
- Monitor process to ensure compliance and adherence to school, district, state, and federal regulations
- Coordinate MTSS, RTI, and 504 staff development activities for school based personal
- Plan and lead training on intervention curriculum

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE:	Librarian
POSITION STATUS:	Full Time
AGREEMENT TERM:	Twelve (12) Months

QUALIFICATIONS

EDUCATION:	Must have completed High School, college graduate preferred.
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EXPERIENCE

REQUIRED:	A minimum of two (2) years working in a school environment.
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SKILLS, KNOWLEDGE AND WORKING CONDITIONS

Outstanding customer service skills and an ability to effectively communicate with students of all ages and skill levels, families, and other external stakeholders as necessary. Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment. Must be professional and dependable, maintaining professional work behavior at all times. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. Must maintain all required professional licensures and certifications and attend any required trainings as directed by the Principal. CPR and First Aid certification is required.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

REPORTS TO: Principal

STAFF SUPERVISORY RESPONSIBILITIES: None

POSITION GOAL: Through a passionate and dedicated commitment to the success of each and every student, the Librarian is responsible for helping to create a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations.

- To ensure that students and staff are effective users of ideas and information
- To empower students to be critical thinkers, enthusiastic readers, skillful researchers, ethical users of information
- To instill a love of learning in all students and ensure equitable access to information
- To collaborate with classroom teachers to design and implement units of instruction, assess student learning
- To align the School Library Program (SLP) with the mission, goals, and objectives of the school / school district

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Librarian shall:

- Collaborate with classroom teachers as a partner in the instructional process
- Collaborate to design, teach, and assess learning experiences that incorporate inquiry learning, information literacies in their formats, critical thinking and self-assessment
- Promotes a love of reading and lifelong learning, often working with small groups of children.
- Teaches students to build on prior knowledge to construct new knowledge
- Stays current in professional practices, educational research; maintains active professional memberships
- Participates in the recruiting, hiring, training and supervising of library staff and volunteers; evaluates support staff
- Fosters a creative, flexible environment so that the school library is an essential part of the learning community
- Develops and maintains resources appropriate to the curriculum, the learners, and instructional strategies of the school community
- Establishes procedures for selection, acquisition, circulation, resource sharing of resources in all formats



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

- Promotes the ethical use of information: copyright, fair use, and licensing of intellectual property
- Inventory all materials in the library and input all new materials into the inventory.
- Schedule a time for each class to be in the Library for a half hour each week.
- Set up and maintain the check-out process of all library materials.
- Plan, organize and execute the yearly Scholastic Book Fair.
- Keep the library organized and tidy, having all books labeled.
- Model respect, personal responsibility, competence and honesty in every aspect of the job.
- Perform other duties as assigned by the Principal.

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE: Instructional Coach

POSITION STATUS: Full Time

AGREEMENT TERM: Ten (10) Months

REPORTS TO: Principal

QUALIFICATIONS

EDUCATION: An earned Bachelor's and/or Master's Degree from an accredited institution. Teachers must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

SKILLS, KNOWLEDGE AND WORKING CONDITIONS

Outstanding customer service skills and an ability to effectively communicate with students of all ages and skill levels, families, and other external stakeholders as necessary. General knowledge of all elementary curriculum areas. Specific knowledge of assigned content areas and state assessments. Specific knowledge of assessment and lesson design. Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment. Must be professional and dependable, maintaining professional work behavior at all times. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. Must maintain all required professional licensures and certifications and attend any required training as directed by the Principal. CPR and First Aid certification is required.

STAFF SUPERVISORY RESPONSIBILITIES: None

POSITION GOAL: Through a passionate and dedicated commitment to the success of each student, Instructional Coaches are responsible for helping Teachers implement the Core Knowledge curriculum and creating a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

The Instructional Coach shall:

- Serve as content specialist to help develop and implement instructional plans aligned with the Core Knowledge Curriculum.
- Pass Praxis Math or Reading Specialist
- Work with homeroom teacher and administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps.
- Work with teachers and Administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps.
- Provide job-embedded professional development for teachers and aides through modeling engaging teaching as needed.
- Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.
- Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth.
- Work with content coordinators, campus administration, and team and/or grade level teachers in planning lessons and assessments aligned to school curriculum.
- Manage and distribute instructional resources to teachers and provide training on their use to include ELO resources.
- Attend curriculum training and provide campus level professional development in district initiatives.
- Provide ongoing feedback to administration to be used in the teacher evaluation process.
- Assist with the campus strategic plan and formulation of the UIP (Unified Improvement Plan).
- Complete math or literacy audit yearly.
- Assist in the development, monitoring and implementation of teacher intervention plans.
- Assist in the collection, analysis and response to campus data.
- Assist and lead new teacher meetings.
- Attend campus meetings/trainings/ as assigned.
- Model respect, personal responsibility, competence and honesty in every aspect of the job.
- Attend Board of Directors meeting once a semester.
- Perform other duties as assigned by the Principal.

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE:	Reading and Math Interventionist Teacher
POSITION STATUS:	Full Time
AGREEMENT TERM:	Ten (10) Months

QUALIFICATIONS

EDUCATION:	An earned Bachelor's and/or Master's Degree from an accredited institution. Teachers must be highly qualified in compliance with all applicable State and Federal laws.
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EXPERIENCE

PREFERRED:	A minimum of two (2) years working in a school environment.
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SKILLS, KNOWLEDGE AND WORKING CONDITIONS

Outstanding customer service skills and an ability to effectively communicate with students of all ages and skill levels, families, and other external stakeholders as necessary. Demonstrate enthusiasm and commitment toward the job and mission of HHA. Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment. Must be professional and dependable, maintaining professional work behavior at all times, including good communication interpersonal, oral and written skills. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. Must maintain all required professional licensures and certifications and attend any required training as directed by the Principal. CPR and First Aid certification is required.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

REPORTS TO: Principal

STAFF SUPERVISORY RESPONSIBILITIES: None

POSITION GOAL: Through a passionate and dedicated commitment to the success of each and every student, Teachers are responsible for implementing the Core Knowledge curriculum and creating a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher shall:

- Plan and deliver the Core Knowledge Curriculum.
- Work individually or in small groups with students to assess current level of performance.
- Provide targeted instruction that meets the needs of each individual student
- Write lesson plans and analyze data.
- Treat children with dignity and respect.
- Operate and care for instructional equipment used in the classroom.
- Promote high academic/achievement for all children.
- A greater focus on teaching and learning.
- Flexibility to stimulate local initiatives coupled with responsibility for student performance.
- Assess, monitor and communicate student academic progress in core subjects.
- Maintain complete and accurate student academic and disciplinary records.
- Timely communication of standards, achievements and areas of growth or need to students, parents, and administrators.
- Maintain a safe and orderly classroom.
- Take part in an after school commitment each quarter.
- Cooperatively work with students, specialists, parents and administration in the development and implementation of individualized education plans, independent or small group study programs, and RtI plans.
- Model respect, personal responsibility, competence and honesty in every aspect of the job.
- Attend Board of Directors meeting once a semester.
- Perform other duties as assigned by the Principal.

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

POSITION TITLE:	Educational Aide
POSITION STATUS:	Full Time
AGREEMENT TERM:	Twelve (12) months

QUALIFICATIONS

EDUCATION:	High School diploma, some college preferred.
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EXPERIENCE

PREFERRED:	Experience working with and/or supervising children, preferably in a school environment. Customer service and working in a fast paced environment.
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SKILLS, KNOWLEDGE AND WORKING CONDITIONS

Outstanding customer service skills and an ability to effectively communicate with students of all ages and skill levels, families, and other external stakeholders as necessary. Strong organization skills, ability to multi-task, and manage time to meet frequently changing deadlines in a fast-paced environment. Must be professional and dependable, maintaining professional work behavior at all times. Must be able to lift up to 35 pounds without assistance in connection with the preparation and organization of the classroom and the assistance of children, including any potential emergency situations. Must be able to use a computer with basic proficiency and work both indoors and outdoors. Must be able to maintain physical and visual contact with children and see and hear well enough to keep children safe. Physical aspects will include, but are not limited to, walking, sitting, bending and stooping. CPR and First Aid certification is preferred.



HERITAGE HEIGHTS ACADEMY

JOB DESCRIPTION

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Education Aide shall:

- Assist Teacher with tasks as assigned.
- Working one-to-one or with small groups of students.
- Supporting students with learning difficulties or disabilities.
- Supporting students with English as a second language.
- Preparing the classroom for lessons.
- Tidying up and keeping the classroom in good order.
- Creating displays of student's work.
- Helping on school outings or at school events.
- Supervise outdoor and indoor recess.
- Supervise children while in lunchroom.
- Prepare classroom materials.
- Copying, and laminating.
- Assists with pickup and drop off.
- Support the Front Desk when needed.
- Other duties as assigned.

By signing this job description, I am hereby stating that I have read and understood the duties, requirements and essential functions related to the above position.

Employee's Name (Please Print)

Employee's Signature

Date



HERITAGE HEIGHTS ACADEMY

Employee Manual

Purpose of This Manual

This manual has been prepared to inform you about HERITAGE HEIGHTS ACADEMY'S (HHA's) employment practices and policies, as well as the benefits provided to you as an employee, and the conduct expected from you.

No employee manual can answer every question, nor would we want to restrict the normal question and answer interchange among us. It is in our person-to-person conversations that we can better know each other, express our views, and work together in a harmonious relationship.

Please don't hesitate to ask questions regarding the policies contained in this Manual. Your supervisor will gladly answer them.

Employees are required to read and become familiar with this Manual. Please refer to the Manual whenever questions arise.

HHA's policies, benefits, and rules, as explained in this Manual, may be changed from time to time as business, employment legislation, and economic conditions dictate. If and when provisions are changed, the updated information will be available to employees through the school office.

Notice

The policies in this Manual are to be considered as guidelines. Nothing in this Manual or in any other HHA policies, guidelines, practices, or handbooks is to be construed as a contractual obligation binding HHA. **The employment relationship between HHA and its employees is at-will and can be terminated with or without cause and with or without notice, at any time, at the option of either HHA or the employee.**

HHA reserves the right to modify, supplement, rescind, or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. Any such action shall apply to existing as well as future employees. No one, other than the HHA Board of Directors, may substantively alter or modify any of the policies in this Manual. No statement or promise by a supervisor, manager, or department head may be interpreted as a change in policy, nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable or invalid, such finding does not invalidate the entire Employee Manual, but only the specific provision found to be unenforceable or invalid.

1. An Overview of HHA

About HHA

The vision of HHA is to develop successful scholars, critical thinkers, and lifelong learners acquired from a Core Knowledge education. HHA students will thrive as contributing members of our local and global community. The mission of HHA is to provide an educational choice that challenges all learners to achieve individual academic success, develop a strong character, and learn to be contributing citizens. HHA is dedicated to developing meaningful partnerships between parents, teachers, and the community to ensure the success of all students.

For more details on HHA and the educational philosophies of our school, please refer to the Charter application for HHA.

What HHA Expects from You

All employees of HHA are expected to read and understand the contents of this employee manual. Failure to abide by these policies can result in disciplinary actions up to, and including, dismissal.

2. Employment

Personnel Administration

The task of handling personnel records and related personnel administration functions at HHA is assigned to the Office Manager. Questions regarding insurance, wages, and interpretation of policies may be directed to the Office Manager.

Your Personnel File

Keeping your personnel file up to date can be important to you with regard to pay, deductions, benefits, and other matters. You are required to notify the Office Manager immediately if you have a change in any of the following:

1. Legal name
2. Home address
3. Home telephone number
4. Person to call in case of emergency
5. Number of dependents
6. Marital status
7. Change of beneficiary
8. Driving record or status of driver's license, if you operate any HHA vehicles
9. Military or draft status
10. Exemptions on your W-4 tax form

Coverage or benefits that you and your family may receive under HHA's benefits package could be negatively affected if the information in your personnel file is incorrect.

You are permitted to view the information kept in your own personnel file (unless otherwise restricted by law) and can request and receive copies of all documents you have signed. For access to your personnel file, please make arrangements with the Office Manager.

Employment Classifications

At the time you are hired, you are classified as either full-time, part-time, or temporary and are also told whether you qualify for overtime pay. Please refer to information regarding benefits eligibility to determine what, if any, benefits you are entitled to. Policies described in this Manual and communicated by HHA apply to all employees, with the exception of certain wage, salary, and time-off limitations that apply only to non-exempt employees (see below for definition). If you are unsure of which job classification your position fits into, please ask your supervisor.

Full-Time Employees

A full-time employee works on average, a minimum of 36 hours or more per week.

Part-Time Employees

An employee who works, on average, less than 36 hours per week is considered a part-time employee.

"Non-Exempt" and "Exempt" Employees

At the time of hire, all employees are classified as either "exempt" or "non-exempt." By law, non-exempt employees are entitled to overtime pay for hours worked in excess of twelve (12) hours per day or forty hours (40) per work week, whereas exempt employees are not eligible to receive overtime pay.

Exempt employees include teachers, the Administration, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Each employee will be informed of his or her exempt status at the time of hire, transfer, or promotion. Any questions regarding your exempt status should be directed to your supervisor.

Job Descriptions

We maintain a job description for each position in HHA. Please review the job description given to you at the time of hire. If you have any questions or concerns, please schedule an appointment with the Office Manager or Principal.

Employment Policies

Anniversary Date

The first day you report to work is your "official" anniversary date. Your anniversary date is used to compute various conditions and benefits described in this Manual.

At Will Employment

All employment and compensation with HHA is "at will," which means that your employment can be terminated with or without cause, and with or without notice, at any time, at the option of either HHA or you, except as otherwise provided by law.

Business Hours

Our regular operating hours are 7:55 A.M. to 3:25 P.M., Monday through Friday. All teachers are expected to be at school by 7:15 a.m. and stay until 4:00 p.m. on school days.

Your particular hours of work and the scheduling of your lunch period will be determined and assigned by the Principal. Most employees are assigned to work a forty (40) hour work week.

Absence or Lateness

From time to time, it may be necessary for you to be absent from work. HHA is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside your work hours may arise. Leave time has been provided for this purpose. If you are unable to report to work, or if you will arrive late, you must contact your supervisor immediately. Give him or her as much time as possible to arrange for someone else to cover your position until you arrive. If you know in advance that you will need to be absent, you are required to request this time off directly from your supervisor. Those not reporting to work must notify their supervisor at least six (6) hours in advance, when possible, but no later than three (3) hours before school starts.

When you call in to inform HHA of an unexpected absence or late arrival, ask for your supervisor directly. For late arrivals, please indicate when you expect to arrive for work. Notifying the switchboard operator or a fellow employee is not sufficient. If you are unable to call in yourself because of an illness, emergency, or for some other reason, you must have someone call on your behalf. If your supervisor is not available when you call, you may leave the information with another supervisor.

Unauthorized absence from work without notifying your supervisor or the school administrator may be considered a voluntary resignation.

Attendance

You are expected to be at your workstation and ready to work from the beginning of your assigned daily work hours until the end of your assigned work hours, except for approved breaks and meal periods. When your work takes you away from your workstation, you are required to let your supervisor know where you are going and how long you expect to be gone.

Excessive Absenteeism or Lateness

Other than for a requested leave of absence, five (5) absences in a 90-day period, or a consistent pattern of absence, will be considered excessive, and the reasons for the absences may come into question. Tardiness or leaving early is as detrimental to HHA as an absence. Three (3) such incidents in a 90-day period will be considered a "tardiness pattern" and will carry the same weight as an absence. Other factors, like the degree of lateness, may be considered.

Be aware that excessive absenteeism, lateness, or leaving early may lead to disciplinary action.

Record of Absence or Lateness

If you are absent because of illness or if there is a pattern of frequent absences, you may be required to submit written documentation from your doctor. If you are absent five (5) or more days because of illness, you may be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work. You will be responsible for any charges made by your doctor for this documentation. Should you be asked to submit documents from your medical provider, you should submit this documentation directly to human resources or the Office Manager.

Community Relations

The success of HHA depends upon the quality of the relationships between HHA, our employees, our parents, our students, and the general public. In a sense, regardless of your position, you are HHA's ambassador. The more goodwill you promote, the more our school community will respect and appreciate you and HHA. Nonetheless, no employee is to act as a spokesperson or give an official comment on any HHA programs or policies unless authorized in writing.

Equal Employment Opportunity

HHA is committed to the principles of equal opportunity employment in any term, condition, or privilege of employment, and employment decisions are made on the basis of merit. HHA does not discriminate against applicants or employees on the basis of age, race, sex, color, religion, sexual orientation, national origin, disability, genetic characteristics, veteran status, or any status as protected by federal, state, or local law. All employment decisions are based solely upon an individual's qualifications and capabilities, which must satisfy the reasonable requirements of the positions under consideration, including education, experience, demonstrated competence, and when applicable, certification requirements. We expect all employees to show respect and sensitivity toward all other employees, and to demonstrate a commitment to the school's equal opportunity objectives. If you observe a violation of this policy, you should report it immediately to the Principal, your supervisor, or the President of the Governing Board.

Harassment/Discriminatory Behavior

HHA is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. HHA is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of race, color, ancestry, creed, sex, gender, sexual orientation, religion, national origin, marital status, age, disability or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any school program or activity on the basis of race, color, ancestry, creed, sex, gender, sexual orientation, religion, national origin, marital status, age, disability or need for special education services. Discrimination against employees and applicants for employment based on age is also prohibited in accordance with state and federal law. In compliance with the Colorado Crown Act, any practices or references in any handbooks or policies of the School related to prohibiting discrimination on the basis of an individual's race shall include a person's hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. Specifically, without limitation, such protective hairstyles shall include styles such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and head wraps." The following shall be objectives of the school in reference to students and employees:

1. To promote the rights and responsibilities of all individuals as set forth in the applicable state and federal laws.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various backgrounds, including socio- economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which he or she lives.
5. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or discrimination in violation of school policy.

Harassment is Prohibited

Harassment based on a person's race, color, ancestry, creed, sex, gender, sexual orientation, religion, national origin, marital status, age, disability or need for special education services, is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of HHA facilities and programs. All such harassment by HHA employees, students and third parties is strictly prohibited.

All HHA employees and students share the responsibility to ensure that harassment does not occur at any HHA activity or event.

For purposes of this policy, harassment is any unwelcome, hostile and offensive verbal, written or physical conduct based on or directed at a person's race, color, ancestry, creed, sex, gender, sexual orientation, religion, national origin, marital status, age, disability or need for special education services that: (1) results in physical, emotional or mental harm, or damage to property; (2) is so severe, persistent or pervasive that it creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school.

Reporting Harassment

Any employee who believes he or she has been a victim of unlawful discrimination or harassment as defined in this policy shall immediately report it to the school Principal and file a formal complaint as set forth in the grievance policy. If the School Principal is the alleged harasser, the report should be made to the Executive Director. If the Executive Director is the alleged harasser, the report should be made to the Chairperson of the Board of Directors.

Interim Action

When appropriate, HHA shall take interim measures during the investigation of a harassment report to protect the alleged subject of the harassment from further harassment or retaliation, including placing the alleged perpetrator on paid administrative leave until the outcome of the investigation.

Investigation

HHA shall take appropriate action to investigate allegations of harassment, to end unlawful harassment that exists, to prevent the recurrence of unlawful harassment and to prevent retaliation against the individual making the report and anyone participating in the investigation of such allegations, as well as to restore lost educational opportunities to the harassed student or employment opportunities to staff. In addition, any student or employee who engages in harassment of another student or employee shall be disciplined according to applicable HHA policies. Steps shall also be taken to ensure that victims of, and witnesses to, harassment are protected from retaliation. Further, students or employees who knowingly file false harassment complaints or give false statements in an investigation shall be subject to discipline, up to and including suspension/expulsion for students and termination of employment for employees.

In cases involving potential criminal conduct, a determination will be made as to whether appropriate law enforcement officials should be notified.

No student, employee, or member of the public shall be subject to adverse treatment in retaliation for any good faith report of harassment under this policy. To the extent possible, all reports of harassment will be kept confidential.

Sexual Harassment

Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

A learning and working environment that is free from sexual harassment shall be maintained. It shall be a violation of policy for any member of the HHA staff to harass another staff member or students through conduct or communications of a sexual nature. All staff members of HHA are charged with the duty of responsible implementation of this policy.

The following definition shall apply as sexual harassment. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment
2. Pressure for sexual activity
3. Repeated remarks to a person with sexual or demeaning implications
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats

concerning one's grades, employment status or similar personal concerns

Staff members who believe they have been subject to sexual harassment should report the incident to the Executive Director through use of the accompanying grievance procedure. If the alleged harasser is the Executive Director, with whom a grievance routinely would be filed, the staff member may file the grievance with the HHA Governing Board. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Filing of a grievance or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment or work assignments.

Policy and Procedure for Title IX Sexual Harassment

Heritage Heights Academy (the "School") is committed to providing a safe and inclusive learning and working environment for its community members. Sexual Harassment is strictly prohibited in all of the School's Educational Programs and Activities. The following policy and procedure is designed to ensure an adequate and appropriate response to allegations of Sexual Harassment in the School's Educational Program and Activities, as described herein.

The Title IX Coordinator for the School is: Alaina Pizarra, Dean of Students

The Title IX Coordinator may be contacted at the following:

20050 E Smoky Hill Rd. Centennial, CO 80015

720-870-9541

alaina.pizarra@heritageha.org

To file a Title IX Formal Complaint visit: <https://www.heritageha.org/policies-procedures>

1. Reporting

Any individual who believes that they or someone else has been a victim of or witness to Sexual Harassment or Retaliation as defined in this policy are encouraged to make a Report of their concern to the Title IX Coordinator. All employees of the School must make a Report to the Title IX Coordinator of any Sexual Harassment of which they or someone else has allegedly been a victim, even if not witnessed first-hand by the employee. Other members of the community are encouraged to make a Report of concerns regarding the same to the Title IX Coordinator. Anyone, even if they are not the individual who experienced the Sexual Harassment, can make a Report to the Title IX Coordinator.

A concern or Report may be submitted to the Title IX Coordinator in any format, although it is encouraged to utilize e-mail or hard copy transmission to better ensure a record can be more readily maintained of the content of the Report or concern. The Title IX Coordinator will make and maintain notes from any verbal Reports made.

It must be noted that an employee making a Report of concerns for Title IX purposes is separate and distinct from an employee's mandatory reporting obligations under state law when an employee reasonably suspects a child has been subjected to child abuse and/or neglect. Mandatory reporting of child abuse and/or neglect must be made directly to appropriate law enforcement and/or local child protection agencies and reporting to the Title IX Coordinator does not satisfy this requirement. It should not be assumed that reporting for Title IX purposes will satisfy an

employee's other mandatory reporting obligations.

For more information about filing a Title IX Formal Complaint, the Title IX Grievance Process, and/or Title IX definitions please visit the School's website.

Grievance Policy for Sexual Harassment

1. Staff members who believe that they have been subject to sexual harassment should:
 - a. Report the incident to the Executive Director. Or
 - b. Report the incident directly to the School's Governing Board President, if the Executive Director is the alleged perpetrator.
 - c. The Executive Director, or the School's Governing Board will investigate the reported incident.
2. The Executive Director or the School's Governing Board will attempt to resolve the problem, if warranted, in an informal manner through the following process:
 - a. They will investigate and respond to the complaint in a timely manner.
 - b. They will confer with the charging party in order to obtain a clear understanding of the basis of the complaint.
 - c. They will then attempt to meet with the charged party in order to obtain a response to the complaint.
 - d. They may hold as many meetings with the parties as is necessary to gather facts and obtain statements from witnesses if available.
3. On the basis of the investigation into the situation, the Executive Director may:
 - a. Attempt to resolve the matter informally through conciliation. Or,
 - b. Report the incident and transfer the record to the Governing Board and so notify the parties. Or,
 - c. Take any other action, as determined appropriate.
4. If the alleged perpetrator is the Executive Director, after reviewing the investigation record made by the designated investigator, the Governing Board may attempt to gather any more evidence necessary to decide the case and thereafter take any action deemed appropriate.

Threat of Violence

Employees are expected to adhere to the following protocol in the event a threat of violence has been made against any other person in the school.

1. When a person tells you that another person has made a threat of violence against him or her, take the threat seriously.
2. Try to get as much detail as possible about what was said and in what context.
3. Make sure the threatened person feels safe and is willing to be by him- or herself. If not, let the administration know.
4. Notify the Principal about the threat.

Health Examinations

In accordance with applicable laws and regulations, HHA reserves the right to require an employee to participate in a health examination to determine the employee's fitness to perform

his/her essential job functions. All such health exams shall be paid for by the school and shall remain confidential.

Outside Employment

HHA expects all full-time employees to treat their position at HHA as their primary employment. Outside activities should not interfere with your ability to properly perform your job duties at HHA.

If you are a full-time employee thinking of taking a second job during the school year, notify your supervisor immediately. He or she will thoroughly discuss this opportunity with you to make sure that it will not interfere with your job at HHA or pose a conflict of interest or the appearance of a conflict of interest. An example of work that would constitute a conflict of interest would be tutoring students of HHA for a fee.

Proof of U.S. Citizenship and/or Right to Work

HHA is committed to full compliance with federal and state immigration laws and will not knowingly hire or continue to employ anyone who does not have the legal right to work in the United States.

As an ongoing condition of employment, you will be required to provide documentation verifying your identity and legal authority to work in the United States.

Workers' Compensation

All employees are covered by workers' compensation insurance, which compensates an employee for lost time, medical expenses and loss of life or dismemberment from an injury arising out of or in the course of work. All eligible employees of HHA are covered by workers' compensation insurance as required by law. Employees must immediately report any accident or injury to their supervisor so that the necessary paperwork may be completed.

Workers' compensation only covers work-related injuries sustained in the performance of your job. If you require medical attention, you must be treated by the school's designated provider to be eligible for benefits. Heritage Heights Academy's designated provider is

Pinnacol Assurance
303-361-4000
1-800-873-7242
Monday-Friday 8-5

If you seek medical treatment other than the designated provider for your work-related injury, the costs of that treatment may not be covered by workers' compensation, and you may be required to pay for those expenses. Please contact the HHA Business Office if you have specific questions about workers' compensation.

Reporting of Injury

Similar to the mandatory reporting requirement for the injuries of students, HHA employees and volunteers are expected to report unsafe conditions to their supervisor and the Principal of HHA. HHA employees and volunteers are also expected to report any and all injuries occurring on the

job, regardless of its severity, to office personnel.

PERA

All employees of HHA shall be members of the Public Employee's Retirement Association and subject to its requirements. HHA shall be responsible for the cost of the employer's share for any contributions for employees of HHA. Contributions to PERA will be made in accordance with PERA guidelines.

Standards of Conduct

Unacceptable Activities

Generally speaking, we expect each person to act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Occurrences of any of the following violations or activities, as well as violations of any HHA rules or policies, may be subject to disciplinary action, including possible immediate dismissal. **This list is not all-inclusive and, notwithstanding this list, all employees remain employed "at will."**

If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your supervisor for an explanation.

- Breach of trust or dishonesty
- Conviction of a crime
- Violation of an established law, regulation, policy or rule
- Falsification or misuse of school records
- Gross negligence
- Insubordination
- Excessive absenteeism or tardiness
- Non-performance or under-performance of work
- Larceny or unauthorized possession of, or the use of, the property of others
- Unauthorized possession, use or copying of any records that are the property of the school
- Marring, defacing or other willful destruction of any supplies, equipment or property of the school
- Disrespectful demeanor, threats, violence or any other unprofessional behavior, including use of unprofessional language
- Gambling
- Intoxication or possession of intoxicating substances while on duty
- Sleeping on duty
- Inappropriate relationships with students, including inappropriate social media relationships or communications. All teachers and staff must use good judgment and exercise caution when meeting with students both on and off school campus. Faculty and staff are expected to understand the delicate nature of working with minors and should act appropriately toward students and parents.

Meetings

Attendance at faculty meetings is required. School-wide faculty meetings will be held as scheduled and staff will be notified in advance. Absence from a faculty meeting must be authorized by the Principal. Unauthorized absences from faculty meetings can result in disciplinary action.

Announcements and Email

Employees are responsible for reading their email at the start of each day, at lunchtime, and prior to leaving for the day. Employees should make every effort to respond to emails/ phone calls within 24 hours, but must respond within 48 hours. Parent communication is crucial for a successful school. Under rare occasions you may be asked to read an important announcement from administration, which will be announced over the PA system.

When notices are sent to your room, please give them immediate attention. We will disturb you only when absolutely necessary.

Accident or Illness

Be careful to observe general first aid precautions. Accident forms are made for children injured at school. Teachers are to fill out accident forms regardless of the seriousness of the accident. The accident forms can be obtained in the office.

NEVER give a child any medication (Tylenol, cough drops, etc). If a child shows symptoms of illness or complains of not feeling well, the child should be sent to the office. Send the child with the universal pass form indicating the reason he/she is not feeling well. IN NO CASE should a teacher send a child home without first consulting the office. When a sick child is to be sent home, the teacher will be notified.

Cell Phone Use

HHA staff members must limit their cell phone use for their planned breaks or meal periods. HHA staff should not use their cell phones during classroom instruction time unless there is an emergency.

Suspected Child Abuse Policy:

HHA employees shall abide by all state, local and federal law regarding the reporting of suspected child abuse and neglect. All staff are responsible for understanding and being informed of current laws and regulations regarding suspected child abuse and neglect. At HHA the protocol is as follows:

1. If a faculty or staff member suspects child abuse, he/she will fulfill his or her reporting obligations, as required by law, and will bring the concerns to the School Principal.
2. The Principal of HHA will require the reporting staff member to document the information in writing giving clear and specific details.
3. The ultimate responsibility for reporting rests with the employee who suspects the abuse. In most cases the report will be made jointly by the Principal of HHA and reporting staff member. If the staff member makes the report to child services/law enforcement independently, the employee will still notify the Principal of HHA immediately.

Work Rules and Performance Standards

It is not possible to provide a complete list of every work rule or performance standard. As a result, the following are presented only as examples. You are responsible for understanding and following these standards and work rules. Employees who do not comply may be subject to disciplinary action, up to and including possible termination. Notwithstanding the following, employees remain employed at-will.

Job Performance- employees may be disciplined, up to and including possible termination, for

poor job performance, as determined by HHA and set forth in this handbook. Some examples of poor job performance are as follows:

- Below average work quality or quantity
- Poor attitude, including rudeness, or lack of cooperation
- Excessive absenteeism, tardiness, or abuse of break and meal privileges
- Failure to follow instructions or school policies and procedures

Misconduct- employees may also be disciplined, up to and including possible terminations, for misconduct. Some examples of misconduct are as follows:

- Insubordination
- Abuse, misuse, theft, or the unauthorized possession or removal of HHA or school district property or the personal property of others
- Falsifying or making a material omission on HHA records, reports, or other documents, including payroll, personnel, and employment records
- Divulging confidential school information to unauthorized persons
- Disorderly conduct on school property including: fighting, attempted bodily injury, use of profane, abusive or threatening language toward others, or possession of a weapon
- Violation of any law adversely affecting the school, or conviction in court of any crime which may cause the employee to be regarded as unsuitable for continued employment
- Violation of the school's or school district's alcohol, drugs, and controlled substances policy
- Marking or signing the time sheet of another employee or knowingly allowing another employee to mark or sign your time sheet

All employees must disclose the existence of a romantic or sexual relationship with a coworker. Disclosure must be made to a supervisor. This disclosure will enable HHA to determine whether any conflict of interest exists because of the relative positions of the individuals involved. If a conflict-of-interest or potential risk is identified, HHA will work with the parties involved to consider options for resolving the problem. Administrators, supervisors and managers are prohibited from romantic or sexual relations with a subordinate. Such a situation may require reallocation of duties to avoid any actual or perceived reward or disadvantage. Failure to cooperate with the administration to resolve a conflict or problem caused by a romantic or sexual relationship between co-workers or among managers, administrators or others in positions of authority over another employee in a mutually agreeable fashion may be deemed insubordination and cause for immediate termination.

Employee Arrest of Conviction

The arrest of an employee- whether on or off-duty, may result in the employee being placed on administrative leave until such time as the case has been adjudicated by the courts and/or investigated by the School.

Employees may be required to provide relevant documentation (i.e. case dispositions, police reports, written explanations, etc.) and must provide this information as soon as possible. Failure to provide requested information in a reasonable timeframe provided may result in corrective action up to and including termination.

If an employee is convicted of a criminal offense while employed at the school, he or she may be terminated. The ultimate disposition of the issue will depend upon the nature of the offense and the employee's work duties.

Any employee who is arrested for or convicted of a misdemeanor or felony shall notify his or her supervisor of such arrest as soon as possible thereafter. Any employee must update/report on any subsequent disposition(s) - including conviction(s), pleas of guilty or nolo contendere, and deferred or suspended sentences - to his/her supervisor as soon as possible. Failure to timely inform the supervisor subjects the staff member to corrective action up to and including termination.

Nothing in this section is intended to disrupt the at-will nature of employment and HHA reserves the right to terminate the employment relationship at any time for any lawful reason, including an arrest or charge for a crime.

Alcohol, Drugs, and Controlled Substances:

The use, sale, transfer, possession, or being "under the influence" of alcohol, drugs, or controlled substances when on duty, or on HHA property is prohibited. In addition, off duty conduct that may adversely affect the reputation or interest of the school is prohibited.

Violation of this policy will result in disciplinary action, up to and including termination.

Smoking

Smoking is prohibited in the building and on the property (including the parking lot). Staff is expected to set a positive example for students concerning the use of tobacco by following this policy and state laws regarding tobacco possession and use. The use of tobacco by staff on all school property is prohibited and also during all school sponsored activities, even those off of school property. The use of tobacco while driving or sitting in school owned vehicles is prohibited, both on and off of school property. In order to be healthy role models for students, school staff is discouraged from any visible possession or use of tobacco during work hours.

Staff Children

Children of staff members are to remain in staff members' classrooms or designated areas during the hours before and after school and under the supervision of the staff member. Students of staff members are to remain in the dismissal area until the end of dismissal. If you do not have afternoon carpool duty and want your child to be under your supervision, they must remain in your classroom at all times. Please remind your students that all school rules apply before and after regular school hours, i.e., no running in halls, playing chase or tag in hallways, snowball throwing, etc. Please note: Staff children are not allowed to use the PA System at any time.

Personal Appearance

Your appearance reflects not only on you as an individual, but on HHA as well. We expect you to take pride in your appearance and strive to achieve a positive educational and business-like image when representing the school. Employees should use good judgment in determining dress and appearance while at work. An employee's attire should not distract students, parents, or other

staff members in any way.

As a basic guideline, professional dress is expected for faculty members. HHA staff members are not to wear jeans, tank tops/spaghetti straps, nor any clothing that is too short, low-cut, or tight-fitting.

Any questions regarding appropriate attire should be directed to the Principal of HHA. Failure to dress appropriately can result in disciplinary action, up to and including possible termination.

Personal Property

Employees should not bring large sums of money, jewelry or other valuables to work. HHA is not responsible for personal property that is lost, damaged, stolen, or destroyed.

Additionally, Employees park at their own risk and HHA will not be responsible for theft or damage to any vehicles parked on or near HHA property. Also, HHA will not be responsible for personal property left in vehicles that is lost, damaged, stolen or destroyed.

Access to HHA Property

HHA reserves the right to access teacher classrooms, workstations, filing cabinets, desks, packages sent to the school, and any other school property at its discretion with or without advance notice or consent.

HHA reserves the right to access the internet activity of any staff member conducted using the HHA network, as well as any information stored on HHA computers, and any voicemails or other communications conducted using HHA telephones. HHA staff members are expected to limit their internet and phone use to work-related activities. HHA staff does not have any expectation of privacy in the use of HHA property, including internet servers, computers, email or any other modes of communication or storage.

Computers

HHA may provide teachers and other select staff members a computer, which shall at all times remain the property of HHA. Computers and peripheral devices are for the benefit of the students and advancement of HHA's goals. Faculty are liable for damage (beyond normal wear and tear) to the computers and peripherals. Additionally, all faculty must follow the email and internet policies for proper use of computers. Employees may not use school owned computers for personal purposes. Any personal files stored on HHA computers become the property of HHA and subject to inspection by HHA, with or without notice, and will not be taken from the employee at any time for any reason. Employees shall have no reasonable expectation of privacy with regards to use of HHA owned electronics, and HHA may search these devices and their contents, including digital content, at any time without notice.

Email Policy

The email system of HHA is the property of HHA. It has been provided by the school for use in conducting school business. All communications and information transmitted by, received from, or stored in this system are records and property of HHA. There is no right or expectation of privacy using HHA email and content may be monitored and reviewed by HHA. HHA may

remove an employee's access to its email system at any time for any reason. Emails in the HHA system must be archived rather than permanently deleted.

Internet Use Policy

Employees may be provided access to HHA provided Internet to assist and enhance job performance. The Internet can be a valuable source of information and research; however, use of the Internet must be tempered with common sense and good judgment. Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, or offensive may not be downloaded from the HHA provided Internet or displayed or stored on the school's computers. Employees encountering or receiving this kind of material should immediately report the incident to their Supervisor. Any violation of these policies is grounds for discipline up to and including termination.

Social Media Policy

The following policy governs employee use of social media, including any online tools used to share content, profiles, opinion, insights with others such as personal web pages, message boards, networks, communities and social networking websites, including but not limited to Facebook, Instagram, Twitter, and LinkedIn as well as weblogs ("blogs"). The lack of explicit reference to a specific site does not limit the application of this policy.

The School respects the rights of all employees to use media for self-expression. However, the School also has an interest in protecting its image, goodwill, and reputation in the community. For this reason, the School expects employees to conduct themselves in a professional manner and exercise good judgment when using social media, social networking sites and/or blogs.

Therefore, employees are strictly prohibited from the following:

- Listing their School e-mail address or School-issued phone numbers unless the social media, social networking site or blog is used solely for School business and has been authorized by the Principal;
- Using any social media, social networking, blogs or other form of online publishing or discussion activities while on School time, property or business except if it is being done for School business and with the written permission of the Principal;
- Posting any material that is obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, or hateful to another person or entity;
- Posting or using a picture or likeness of an administrator, supervisor, co-worker, student or student's family member without that individual's express advance permission;
- Engaging in activity that reflects or may reflect negatively on the School, its affiliates, vendors, employees, students, or student's family members, or contains any content prohibited by the School's policies and procedures; and
- Friending/communicating with any students on personal social media accounts, unless the employees are otherwise a family relative of the student.

Employees engaging in use of social media, social networking and blogging activities are subject to all of the School policies and procedures, including but not limited to the School's policies on

(1) protecting the confidentiality of School information, (2) safeguarding School property; (3) the

prohibition against unlawful discrimination and harassment; and (4) the use of the School's electronic systems.

Employees are expected to remain respectful of the School, administrators, students and co-workers, and other educational institutions and should not post any material that is obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful or embarrassing to another person or entity, and should not engage in activity that reflects or may reflect negatively on the School, its affiliates, employees, clients, partners, vendors and suppliers, or contains any content prohibited by the School's policies and procedures.

Employees should have no expectation of privacy while using online, public social media, social networking sites and/or blogs. Employees should expect that any information created, transmitted, downloaded, exchanged or discussed in online media, social networking sites and/or blogs may be accessed by the School at any time without prior notice. Employees are personally responsible for the commentary they express and the material they post while engaging in online social networking and blogging activities.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

Expense Reimbursement

HHA recognizes that certain expenses are incurred by charter school employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures consistent with Internal Revenue Service requirements and Colorado Law.

All approval and reimbursement procedures must be followed prior to reimbursement.

Expense reimbursement for staff traveling on approved charter school business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Travel must be conducted in the most expeditious and cost-effective manner, as determined by the charter school. Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this section an "ordinary" expense means one that is common and accepted in the profession; a "necessary" expense means one that is essential and appropriate in order to conduct charter school business. Reimbursement procedures established by the charter school will also apply to governing body members traveling on charter school business, as applicable.

Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the charter school. Receipts for all meal expenses must be secured and attached to the claim.

Expense reimbursements for staff or board travel shall not exceed the maximum General Services Administration (GSA) approved rates. Expenses in excess of the charter school's established limit are ordinarily the responsibility of the employee and may be reimbursed only with administrator approval.

End of Year Checkout

All teachers will be required to complete an inventory of their classrooms at the end of each school year. All items in the classroom must be accounted for including personal property that is left in the classroom over the summer. Please refrain from placing trash and discarded items out in the hallways when you leave for the summer. Notify the Facility Manager that you have large items that need to be discarded.

Intellectual Property

All work products created by employees in the course of his/her employment at HHA for use by/at HHA is the express property of HHA. This includes, but is not limited to, course syllabi, unit plans, lesson plans, supporting curricular documents, and program design materials. HHA shall have the indefinite right to use such works at its discretion and in any manner. All material created, gathered, or otherwise received (including materials obtained at professional development training paid for by HHA) are the express property of HHA. All work products must be backed up on the school network server on a weekly basis to assure protection of and access to HHA' shared intellectual property.

Grants

Employees are encouraged to seek additional funds to support their work. Employees must, however, seek prior written approval from the Principal for any grant submissions and/or fundraising activities.

Resolving Problems—Grievance Procedure

If you have a problem or issue with a co-worker or with HHA, we encourage you to handle this issue directly with those involved. Please note that this general grievance procedure does not apply to issues regarding unlawful harassment and discrimination, including sexual harassment, and any complaints regarding those policies should be handled as noted above. For a general grievances issue, you can take the following steps:

1. Heritage Heights Academy (HHA) strives to be proactive in promoting a positive culture between all of our community members. The following policies apply to grievances, including complaints, concerns, or conflicts, of any type. The administration and Board are committed to addressing and resolving grievances in a timely and efficient manner.
2. The Board places great trust in its faculty and administrators to manage the affairs of the school and to serve our school community. This grievance process should be used only for genuine complaints, concerns, or conflicts that require the attention of the School Director or the Board, not simple disagreements that can be managed informally. The Board will not typically review grievances based on the discretionary day-to-day decision-making or good faith judgment calls made by faculty or administrators, unless there is clear evidence of misconduct or a need to address a substantial issue.

Employees may also utilize this process to dispute work related decisions by administration, like non-renewals or other work-related concerns, complaints or conflicts.

Please follow these steps before filing a formal grievance:

1. Address issues with those directly involved – Bring your complaint, concern, or conflict first to the person best positioned to address it. Make efforts to sincerely resolve the grievance with those who are directly involved.
2. If you are a parent and it is a specific classroom or academic issue, this will most likely be an attempt to resolve the issue with your child's teacher. If it is a broader, school-wide issue, this will most likely be an attempt to resolve the issue with a school administrator. If you are an employee this will most likely be an attempt to resolve the issue with the co-worker with whom you have the issue, or your supervisor if it is a broader, school-wide issue.

If your attempts to resolve the complaint, concern, or conflict informally does not produce a satisfactory result, or you find the individual(s) involved to be non-responsive, and the issue is substantial, you may file a formal grievance by following these steps:

1. Complete a Grievance Form (available on the school's website or front office) – This includes providing a brief summary of the issue; informal steps that were taken to resolve it, including discussions with those directly involved; the outcome of those attempts; the reasons why you were not satisfied with the outcome; a citation to any laws and/or policies that you believe were violated; and what you are requesting be reviewed and/or changed about the outcome.
2. Submit the Grievance Form to the Executive Director – The form may be submitted to the school's front office or emailed directly to the Executive Director or his/her secretary. If the Grievance is an issue in which the Executive Director is directly involved or in which the Executive Director has already issued a final decision, then this form may be submitted directly to the President of the Board for consideration under Step 5.
3. Executive Director Review – The Executive Director will, within three working days, review the Grievance and either reply in writing to the grievant or request a meeting. Others involved may be consulted on the issue and/or invited to any meetings scheduled to discuss the issue.
4. Executive Director Decision – Within ten working days of the date the Grievance Form is submitted; the Executive Director will provide a written decision or planned course of action regarding the Grievance to the grievant.
5. School Board Review – If the grievant is not satisfied with the Executive Director's decision or planned course of action, the grievant may request that the Executive Director submit the grievance to the Board for review within five (5) business days. If the grievant requests Board review, the Executive Director will forward all documentation, including the original Grievance Form, any notes or summaries of meetings or actions taken, the Executive Director's final written decision or planned course of action, and any other relevant information to the Board. Board Members may request an additional statement from the grievant, as well as any other information it deems relevant to research or request. The Board President will determine whether or not to include the request on the agenda of the School Board's next meeting. An individual Board Member can make a motion to have it added to the agenda during the board's next meeting, and it will be added with a requisite vote of the majority, following regular procedures. At all stages of this process Board members will take care to preserve expectations of privacy, including avoidance of public references to specific individuals or incidents, and may call an executive session to discuss any Grievances, for which an executive session is allowed. If the grievance involves a specific employee, that employee will be informed by the Board President before the meeting at which the issue may be discussed and will be asked if he or she wants the discussion to happen

during open session instead of executive session. If the Grievance is not reviewed at the next regular meeting following receipt of the request to review, it will be deemed resolved and the decision or planned course of action articulated by the Executive Director will be final, unless or until there is a change in circumstances.

6. School Board's Decision – Any decision by the Board at the conclusion of considering a Grievance, or a decision not to review a Grievance, will be final and the matter will be considered resolved. Any future consideration of the matter will require a change in circumstances and the grievant will be required to initiate the process from the beginning. If there is not a change in circumstances, any Grievance Form filed on a matter that is resolved may be ignored or simply disposed of with a response from the School Principal that the matter is deemed resolved.

Remember—it is always best to resolve problems right away. Little problems tend to turn into big problems; facts become confused; resentment and anger build up. It is always best to get things off your chest before they get out of hand.

Open Door Policy and Counseling

If a problem or complaint is of a personal nature, or a very delicate matter, you are encouraged to meet first with the Executive Director. As appropriate, you will be directed to use the Grievance Procedure.

Compensation and Performance

Wage and Salary Policies

It is HHA's desire to pay wages and salaries that are competitive with other public schools in a way that will be motivational, fair and equitable, variable with individual and school performance, and in compliance with all applicable statutory requirements.

Individual Performance Review

HHA aims to reward employees for exceptional performance. Each employee will have an annual performance review with his or her manager or supervisor. Should the school's budget and fiscal status allow it, HHA intends to adjust wages and salaries in accordance with each employee's performance.

Payroll

Employees of HHA are paid through the PayChex payroll services provider. Paychecks will reflect the employee's work hours, computing pay, deductions for federal, state and local income taxes, and any other adjustments as contained in applicable School policies. Final pay for salaried employees whose employment is terminated during the school year will be calculated based on a percentage of workdays worked.

Pay Period

Our payroll period is on a monthly basis. Pay checks are issued to employees on the last business day of each month.

Timecards/Records

By law, HHA is obligated to keep accurate records of the time worked by "non-exempt" employees. This is done by either time clock cards or other written documentation. Your timecard is the only way the payroll department knows how many hours you worked and how much to pay you. Your timecard indicates when you arrived and when you departed. All employees are required to keep the office advised of their departures from and return to the premises during the workday.

You are responsible for your timecard. Remember to record your time. If you make an error on your card, your supervisor must make the correction, which you and your supervisor must then initial.

Non-exempt employees are not permitted to work beyond their scheduled, paid work hours without pre-approval from their supervisor.

No one may record hours worked on another's card. Tampering with another's timecard is cause for disciplinary action, including possible dismissal of both employees. Do not alter another person's record, or influence anyone else to alter your record for you. In the event of an error in recording your time, please report the matter to your manager immediately.

Performance Reviews for Academic Staff

Evaluation of job performance is ongoing. Day-to-day interaction between you and your supervisor should give you a sense of how your supervisor perceives your performance.

During formal performance reviews, your supervisor may consider the following things, among others:

- Attendance, initiative, and effort
- Knowledge of your work
- Attitude and willingness to help and learn
- The quality of your work
- The conditions under which you work

In addition to individual job performance reviews, HHA may periodically conduct a review of job descriptions to ensure that we are fully aware of any changes in the duties and responsibilities of each position, and that such changes are recognized and adequately compensated.

Six Performance Areas for Teacher Performance Evaluation

1. Content Knowledge
2. Designing, Planning, Documentation, and Assessment of Work
3. Pedagogy, Instruction, Delivery
4. Classroom Management
5. Student Performance
6. Supplemental Responsibilities

Following are some of the typical characteristics used to evaluate different levels of performance in the areas that HHA evaluates. These typical characteristics are not exhaustive or all encompassing. Evaluation of your performance represents the best judgment of your management and may take other factors into account when evaluating your performance. HHA values sustained performance and strives to evaluate our employees on this basis.

A teacher will receive a score ranging from 1 (low) to 4 (high) for each of the categories, then be placed into an overall performance level by the total score.

The Benefits Package

Eligible employees of HHA shall be entitled to receive all voluntary and required fringe benefits, including but not limited to health, dental, and life insurance, as determined by the Heritage Heights Academy Board of Directors. These benefits will be purchased by HHA and administered through the School's Business Office. Benefits eligible employees are those employees who work a minimum of 32 hours per week, or 0.8 FTE. Benefits eligibility begins 30 days from the 1st day of the month following an employee's start date.

School Holidays/Breaks Hourly employees are only paid for hours worked. Overtime must be approved. The school calendar is announced before the start of each school year. School reserves the right to modify the school calendar, including holidays and breaks, at any time.

Leave of Absence Policy

HHA employees are awarded the following leaves of absence.

Paid Time Off

Full-time, salaried staff will earn up to 5 days of Paid Time Off (“PTO”) per year, at the rate of 1 day earned for every two months of work completed from August to May. Part-time or hourly staff will earn a pro-rata amount of PTO commensurate to the amount of time they work in a typical work week (i.e. an employee who typically works 20 hours per week will earn PTO at the rate of .5 days for every two months of work completed from August to May, 10 hours will earn .25 days, etc.) PTO may be used only in accordance with all applicable employer policies which include “blackout” periods, a requirement to find a substitute/coverage for classes, and that the days can only be used in 1.0 or .5 day increments.

Employees may not earn/accrue more than 10 PTO days at any given time. Earned/accrued PTO days roll over from year to year, up to the maximum cap of 10 PTO days. Once an employee earns/accrues 10 PTO days his/her ability to earn PTO days will cease until he/she uses or cashes-in PTO days in accordance with the employer’s policies, at which point in time they can begin to earn PTO days again at the rate described in this policy up to the maximum of 10 PTO days.

If an employee currently has accrued or earned more than 10 PTO days, that employee shall no longer earn or accrue additional PTO days until they are once again below the maximum of 10 PTO days.

The employer reserves the right to amend or alter any paid time off or leave of absence policy at any time for any reason, so long as it does not affect PTO days already accrued/earned.

Use of any paid time off or leave of absence, except for qualifying paid sick leave, requires prior permission from the School Administrator. Failure to do so may result in unpaid days.

Unused “PTO” Days

Any unused PTO days at the end of an employment year (July 31) may be cashed out (so long as this option is made available to the employee by the employer), accrued (i.e. carried over) for future use, or some combination, from year to year, in accordance with this policy. If an employee has unused PTO days, then before May 15 of each year the employee must submit written notification to the school administration requesting either a cash-out for the unused PTO days, to accrue the unused days for use in the future, or some combination. If no notification is received then the days will be accrued, up to the allowable maximum amount.

Unused PTO days will be cashed out at the employee’s daily rate, and under current policy, which is subject to change at the discretion of the employer, a maximum of 5 unused PTO days can be cashed-out per year. Unused PTO days can be accrued and carried over by an employee in an amount not to exceed 10 PTO days total at any time.

For the 2021-22 School Year Only: An employee may elect to cash-out an unlimited amount of accrued PTO. The school must be notified no later than May 15, 2022 of an employee’s desire to

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Michael Udlock
2025-06-12 19:20:00

Since we are making these changes,
should this be removed?

Any requests for cash-out are subject to the availability of funds, and cash-out requests may be denied if the employer determines, in its sole discretion, that adequate funds are not available. If the employer denies one request for cash-out, it must deny all requests for that year. If cash-out requests are denied, employees can still accrue any unused PTO days up to the maximum allowable amount.

Upon separation of employment any unused, earned/accrued PTO will be paid to the employee.

Jury Duty/Witness Leave

Employee will be released for any required jury duty or witness process and will be paid the difference between their regular pay and all the monies paid to them by the court, for a maximum of five (5) working days. Employees who are required to serve for more than five (5) working days may take time off, without pay, for the balance of the time. Upon completion of jury duty, a Verification of Attendance Form must be presented to the Office Manager of HHA. Employees who are excused from jury duty for the day, or are excused early, should report to work when it is practical to do so. If an employee is called to serve on jury duty at a time that would unreasonably interfere with normal educational and business operations, he or she should request that the required service be rescheduled for a later date that would be less conflicting with your duties at HHA.

Bereavement Leave

Employee is granted up to five (5) consecutive days of paid leave in case of death of an immediate family member (spouse, partner, child, employee parent or spouse's parent, employee or spouse/partner's sibling, grandparent or spouse's grandparent), or any other family member living in the employee's house. Employee may request to leave during a workday to attend funeral services for anyone, subject to the building Principal's approval.

Military Leave

HHA complies with all applicable state and federal law concerning leave for military service.

Religious Observance

HHA adheres to all state and federal law regarding religious observation and accommodation. Employee may request leave to participate in a religious observance or request an accommodation by making a written request to the building Principal for approval.

Family and Medical Leave Act

HHA complies with all federal regulations regarding the Family and Medical Leave Act (FMLA). This policy is intended to outline the general procedure and guidelines for obtaining unpaid leave under FMLA for certain specified family and medical purposes. If you have questions regarding this policy, please contact the HHA office manager.

Employees may be eligible for FMLA if: (a) the employee has been employed by HHA for at least 12 months preceding the commencement of a leave of absence which need not be consecutive, but employment prior to a seven year or more gap in employment is not counted towards eligibility period); and (b) the employee has worked more than 1,250 hours during the 12 months immediately preceding the date the leave is sought.

Requirements for Leave

An eligible employee may request a leave of up to 12 weeks within a 12-month period for one or more of the following reasons:

- Medical Leave: Employee is unable to perform the functions of his or her position due to a serious health condition.
- Family Leave: Employee's incapacity due to pregnancy, prenatal medical care or child birth; to care for the employee's child after birth, or placement in adoption or foster care, if within twelve (12) months following birth, adoption or placement in foster care; or to care for a spouse, child (under 18 years old or disabled), or parent of the employee who has a serious health condition.
- Service member Leave: to care for a covered service member*; or for certain qualifying exigencies related to a spouse, child or parent who is on covered active duty or call to covered active duty in the Armed Forces. Qualifying exigencies may include, for example, attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

* Eligible employees who take FMLA leave to care for a covered service member are entitled to up to 26 weeks of leave during a single 12-month period.

A serious health condition is any illness, injury, impairment, or physical or mental condition that involves:

1. Inpatient care in a medical care facility and any resulting period of incapability and continuing treatment; or
2. Continuing treatment by a healthcare provider that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Examples may include:

- a. any incapability that requires an absence from daily activities for more than three consecutive calendar days for which the individual receives treatment from a healthcare provider on at least two occasions on one occasion followed by a regimen of continuing treatment under the supervision of a healthcare provider;
- b. any period of incapability due to pregnancy or prenatal care;
- c. any period of incapability due to a chronic serious condition
- d. any period of incapability due to a permanent or long-term condition for which treatment may not be effective.
- e. any period of absence to receive multiple treatments by a healthcare provider.

A covered service member is: (a) a member of the Armed Forces who has a serious injury or illness that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy, or is in outpatient status, or is on the temporary disability retired list; or (b) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces at any time during the 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. Armed Forces includes the National Guard and Reserves.

A serious injury or illness means: (a) in the case of a member of the Armed Forces, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty in the Armed Forces and was aggravated

by service in line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and (b) in the case of a veteran who was a member of the Armed Forces at any time during the 5 years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy, a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Procedures for Leave

If the necessity for leave is foreseeable, an employee must request the leave in writing at least 30 days in advance. In any case, notice is required as soon as practicable. If the leave is foreseeable based on a planned medical need, an employee must make a reasonable effort to schedule treatment so as not to unduly disrupt job performance and must follow the procedures for planned absences.

An employee requesting leave must provide appropriate documentation, sufficient for HHA to verify qualifying reasons for the leave, and the anticipated timing and duration of the leave. Any request for leave based on a serious health condition, whether it involves the employee or a family member, must be made in a timely manner and supported by appropriate medical certification. Documentation and verification confirming family relationships, adoption, or foster care may also be required.

If the leave stems from an employee's health condition, the medical certificate must specify that the employee is unable to perform the functions of his or her job, and must state the duration of such a work restriction. For a leave stemming from the health condition of a family member, the medical statement must specify that the employee is needed to care for the family member. In all cases of leave for a serious health condition, HHA reserves the right to request a second medical opinion at HHA's discretion and expense.

Length of Leave

Each eligible employee may be granted an unpaid FMLA leave period up to 12 work weeks during a 12-month period. HHA uses a "rolling" 12-month period measured backward from the date an employee commences the FMLA leave. If both spouses work for HHA, the spouses are limited to 12 weeks of leave in total during this 12-month period if the leave is for the birth, adoption or foster placement of a child or to care for a sick parent.

Employees must use all paid or unpaid leave, other than sick leave, to which they are otherwise entitled, when taking leave for any of the reasons allowed under FMLA as stated above. Unused sick leave, if applicable, must be used as part of FMLA leave for the serious health condition of the employee or the employee's spouse, child, or parent. Use of such paid or unpaid time off reduces the eligibility period for FMLA leave on a day-for-day basis. Vacation, holidays, and sick leave will not accrue during unpaid FMLA leave.

Intermittent Leave

Leave may be taken intermittently or on a reduced leave schedule under the following circumstances:

1. For the birth of a child or for placement of an adopted or foster care child, provided HHA agrees;

2. When medically necessary for treatment of, or recovery from, a serious health condition;
3. To provide care or comfort to an immediate family member with a serious health condition;
4. For periodic treatment of a serious health condition.

Employees must make reasonable efforts to schedule intermittent leave for planned medical treatment so as not to unduly disrupt student instructional time.

Employees may be required to transfer during the period of intermittent or reduced leave to a position, equivalent in pay and benefits, which better accommodates recurring periods of leave. Upon conclusion of the need for intermittent or reduced hour leave, employees will be returned to their original positions or a position equivalent in pay, benefits and other terms and conditions of employment.

Benefits During Leave

An employee on leave of absence under FMLA will be retained on HHA' medical and dental insurance plan for the duration of the leave. The employee must make arrangements with the administration for payment of spouse/domestic partner/dependent premiums, if applicable.

In the event that an employee fails to return from FMLA leave, the employee will be liable for the premiums paid by the employer to maintain insurance coverage unless: (1) the employee's failure to return to work stems from the continuation, recurrence, or onset of a serious health condition of the employee or a family member, or (2) the failure to return stems from circumstances beyond the control of the employee.

Parental Leave

Employees may take up to 6 weeks (at one time) for the birth or adoption of a child. Employees are responsible for paying the daily cost of a long-term substitute and will receive the balance of the employee's salary. The employee must use any accrued personal leave days; the employee may elect to retain up to 5 days PTO prior to beginning the counting of days for the 6 week leave. Employees electing to take leave under this policy will have their leave run concurrent with any FMLA leave for the birth or adoption of a child.

The following general provisions apply to all leave of absences:

1. A request for an extension of a leave of absence must be made in writing three working days prior to the expiration date of the original leave, and when appropriate, must be accompanied by a physician's written statement that certifies the need for the extension.
2. Failure to return to work on the first workday following the expiration of an approved leave of absence may be considered a voluntary termination.
3. Coverage under the school's group insurance plan will continue on the following basis:
 - For the first 30 days of an approved leave of absence, HHA will continue to contribute to premiums as if the employee was actively at work.
 - Employees will be required to pay the entire premium for continued coverage during the portion of an approved leave of absence in excess of 30 days.
 - Employees must make arrangements with HHA to pre-pay their share of group insurance premiums before going on a leave of absence.
4. Employees will not accrue length of continuous service for the portion of a leave of

- absence in excess of 30 days.
5. Employees on leave of absence will be subject to lay off on the same basis as employees who are actively at work.
 6. Employees on leave of absence must communicate with HHA on a regular basis, at least once each month, regarding their status and anticipated return to work date.
 7. Employees on leave of absence who seek or accept other employment without HHA's prior written approval will be subject to disciplinary action up to and including possible termination.
 8. Employees who falsify the reason for the leave of absence will be subject to disciplinary action, up to and including possible termination.
 9. All leave of absences must be approved in advance, in writing, and given to the Administration, unless specified otherwise.
 10. All leave of absences will be considered on an individual basis and acted on accordingly.

Paid Sick Leave - Colorado Healthy Families and Workplaces Act

In accordance with the Colorado Healthy Families and Workplaces Act ("CHFVA"), starting January 1, 2021, any employee who does not currently earn and/or accrue paid leave or paid sick leave at a rate greater to or equal to the following requirements will receive paid sick leave in a manner so as to meet the following minimum requirements:

Full-time salaried employees will receive on the date of hire or the first day of each employment year (August 1) a total of 48 hours of paid sick leave. Part-time or hourly employees will earn paid sick leave at the rate of 1 hour earned for every 20 hours worked, up to a maximum of 48 hours to be earned in any employment year (August 1 to July 31). Employees who do not already meet the minimum requirements of the CHFVA will earn and/or accrue paid sick leave starting on the date of hire, up to the minimum requirements, at a rate of one hour of paid sick leave for every 30 hours worked, not to exceed a total of 48 hours maximum to be earned or used in any employment year. Exempt employees will be assumed to be working 40 hours per week, except if the employee's normal workweek consists of fewer than forty hours, the employee accrues paid sick leave based upon the number of hours that comprise the employee's normal workweek.

The earned balance of accrued paid sick leave will carryover from one year to the next, subject to the maximum limit for earning or using the leave of 48 hours per year. Because this is *sick* leave, earned or accrued hours must be used for a qualifying reason, and unused hours will not be paid to an employee at the end of any year or at separation of employment.

Employees may use paid sick leave hours as soon as they are earned. The allowable reasons for use of paid sick leave are limited to the following:

1. An employee has a mental or physical illness, injury, or health condition that prevents the employee from working;
2. An employee needs to obtain a medical diagnosis, care, or treatment of a

- mental or physical illness, injury, or health condition;
3. An employee needs to obtain preventative medical care;
 4. An employee needs to care for a family member who has a mental or physical illness, injury, health condition; or who needs to obtain a medical diagnosis, care, or treatment; or who needs to obtain preventative medical care.
 5. An employee or an employee's family member has been the victim of domestic abuse, sexual assault, or harassment and the use of the leave is to seek medical attention for the employee or the employee's family member to recover from a mental or physical illness, injury, or health condition caused by the domestic abuse, sexual assault, or harassment; or for the employee or employee's family member to obtain services from a victim services organization, mental health or counseling, or to seek relocation due to the domestic abuse, sexual assault, or harassment; or to seek legal services, including preparation for or participation in a civil or criminal proceeding relating to or resulting from the domestic abuse, sexual assault, or harassment.
 6. Due to a public health emergency in which a public official has ordered the closure of the Employer or the school or place of care of an employee's child and the employee needs to be absent from work to care for the employee's child.

Paid sick leave can be used in one-hour increments. The School will not prohibit use of paid sick leave or retaliate against any employee for their lawful use of paid sick leave, if for a qualifying reason. When the need for leave is foreseeable, employees must make a good faith effort to provide advance notification and make a reasonable effort to schedule leave so as not to be unduly disruptive to their job requirements. If the need for leave is not foreseeable then the employees must provide notice as soon as practicable. The employee may be required to provide documentation of the reasons for taking the paid sick leave if for four or more consecutive days, in accordance with the CHFVA.

Paid sick leave will not be counted as an "absence" that may result in firing or another kind of adverse action. An employee will not be required to find a "replacement worker" or job coverage when taking paid sick leave. If an employee separates from employment and is rehired within six months after the separation, the employee will have reinstated any paid sick leave that the employee had accrued but not used during the employee's previous employment. Employees are not entitled to any financial compensation at any time in exchange for any unused/accrued paid sick leave.

Employees Receiving Paid Leave Equal to or Greater than the Rate Required by CHFVA

For employees receiving paid leave under other employer policies at a rate greater than or equal to the rate required by the CHFVA, up to 48 hours per year of that leave will be available for use as paid sick leave at the employee's election, and all provisions applicable to paid sick leave in this policy and the CHFVA will similarly apply to those 48 hours. Meaning, for example, any blackout dates, minimum increment, notice, or approval requirements applicable to regular paid leave will not be applicable if the reason, described in this policy and the CHFVA, for the leave qualifies as paid sick

leave. Employees may also carry over a minimum of up to 48 hours of paid leave from one year to the next.

Public Health Emergency Leave

In addition, on the date a federal, state or local public health emergency is declared and until four weeks after the official termination or suspension of the public health emergency, each employee's accrued paid sick leave will be supplemented, as necessary, to ensure that an employee may take the following amounts of paid sick leave for the additional purposes defined below:

1. For employees who normally work forty or more hours in a week, at least eighty hours of paid sick leave;
2. For employees who normally work fewer than forty hours in a week, at least the greater of either the amount of time the employee is scheduled to work in a fourteen-day period or the amount of time the employee actually works on average in a fourteen-day period.

Accrued paid sick leave counts toward the total described above, meaning the total described above is the new maximum and not in addition to existing, accrued paid sick leave. Employees may use supplemental leave before other forms of leave. Employees are only eligible for the supplemental paid sick leave in the amount described above once during the entirety of a public health emergency.

Additional purposes for taking paid sick leave during a public health emergency include an employee who needs paid time off to:

1. Self-isolate and care for oneself because the employee is diagnosed with a communicable illness that is the cause of a public health emergency;
2. Self-isolate and care for oneself because the employee is experiencing symptoms of a communicable illness that is the cause of a public health emergency;
3. Seek or obtain medical diagnosis, care, or treatment if experiencing symptoms of a communicable illness that is the cause of a public health emergency;
4. Seek preventive care concerning a communicable illness that is the cause of a public health emergency; or
5. Care for a family member who is self-isolating after being diagnosed with a communicable illness that is the cause of a public health emergency; is self-isolating due to experiencing symptoms of a communicable illness that is the cause of a public health emergency; needs medical diagnosis, care, or treatment if experiencing symptoms of a communicable illness that is the cause of a public health emergency; or is seeking preventive care concerning a communicable illness that is the cause of a public health emergency; or
6. With respect to a communicable illness that is the cause of a public health emergency:
 - a. A local, state, or federal public official or health authority having jurisdiction over the location in which the School is located or the School determines that

the employee's presence on the job or in the community would jeopardize the health of others because of the employee's exposure to the communicable illness or because the employee is exhibiting symptoms of the communicable illness, regardless of whether the employee has been diagnosed with the communicable illness;

- b. Care of a family member after a local, state, or federal public official or health authority having jurisdiction over the location in which the family member's place of employment is located or the family member's employer determines that the family member's presence on the job or in the community would jeopardize the health of others because of the family member's exposure to the communicable illness or because the family member is exhibiting symptoms of the communicable illness, regardless of whether the family member has been diagnosed with the communicable illness;
- c. Care of a child or other family member when the individual's child care provider is unavailable due to a public health emergency, or if the child's or family member's school or place of care has been closed by a local, state, or federal public official or at the discretion of the school or place of care due to a public health emergency, including if a school or place of care is physically closed but providing instruction remotely; or
- d. An employee's inability to work because the employee has a health condition that may increase susceptibility to or risk of a communicable illness that is the cause of the public health emergency.

After the four-week period following a public health emergency, any remaining supplemental paid sick leave will be removed from the employee's paid sick leave total.

Records

The School will retain records for each employee for a two-year period, documenting hours worked, paid sick leave accrued, and paid sick leave used. The School will provide documentation of the current amount of paid leave employees have (1) available for use, and (2) already used during the current benefit year, including any supplemental PHE leave. Information may be requested once per month or when the need for paid sick leave arises.

The School will not require disclosure of details relating to domestic violence, sexual assault, or stalking or the details of an employee's or an employee's family member's health information as a condition of providing paid sick leave. Any health or safety information possessed by the School regarding an employee or employee's family member will be maintained on a separate form and in a separate file from other personnel information; be treated as confidential medical records; and not be disclosed except to the affected employee or with the express permission of the affected employee.

The CHFWA

This policy should be read and understood in conjunction with the entirety of the

CHFVA. Any definitions, requirements, or details of the CHFVA shall supersede this policy.

Equal Pay for Equal Work

The School will not discriminate between employees on the basis of sex, or on the basis of sex in combination with another legally protected class status, by paying an employee of one sex a wage rate less than the rate paid to an employee of a different sex for substantially similar work, regardless of job title, based on a composite of skill; effort, which may include consideration of shift work; and responsibility, unless the basis for such disparity is one of the following, reasonably applied reasons, which account for the entire wage differential:

1. The School's seniority system;
2. The School's merit system;
3. The School's system that measures earnings by quantity or quality of production;
4. The geographic location where the work is performed;
5. Education, training, or experience to the extent that they are reasonably related to the work in question; or
6. Travel, if the travel is a regular and necessary condition of the work performed;

Wage History and Disclosure of Pay Rate

In determining an employee's pay the School will not inquire about or rely on the wage history of the prospective employee. The School will not discriminate or retaliate against prospective employees for failing to disclose their wage history. The School will not discharge, discipline, discriminate against, coerce, intimidate, threaten, or interfere with an employee or other person because the employee or person inquired about, disclosed, compared, or otherwise discussed the employee's pay rate.

Job Postings

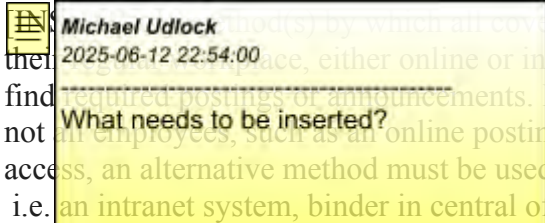
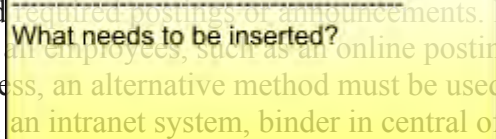
The School will disclose in all job postings, including but not limited to promotional opportunities, a good faith description of the hourly rate or salary compensation (or a range thereof, with lower and upper limits) that the School plans to pay for the position; a general description of any bonuses, commissions, or other forms of compensation that are being offered for the job; and a general description of all employment benefits the School is offering for the position, including health care benefits, retirement benefits, any benefits permitting paid days off (including sick leave, parental leave, and paid time off or vacation benefits), and any other benefits that must be reported for federal tax purposes, but not benefits in the form of minor perks.

The School may ultimately pay more or less than the posted range, so long as the posted range was the School's good-faith and reasonable estimate of the range of possible compensation at the time of the posting.

Promotional Opportunities

The School will make reasonable efforts to announce, post or otherwise make known, in writing, any promotional opportunities to all current employees (even if they aren't eligible or qualified) on the same calendar day and prior to making a promotion decision, including for “in-line” promotions where a promotion is specific to an individual employee’s career trajectory (e.g., from junior to senior positions, or from training to full positions). Applications may only be open to employees who meet the minimum qualifications. A “promotional opportunity” exists when the School has or anticipates a vacancy in an existing or new position that could be considered a promotion for one or more employee(s) in terms of compensation, benefits, status, duties, or access to further advancement. A “vacancy” in a new position occurs when the School adds a position or gives an existing employee a new position by changing their title and/or materially changing their authorities, duties, and opportunities.

These posts will include the job title, compensation and benefits, and means by which employees may apply for the position. These posts will be made for a minimum period long enough that employees can reasonably access it, and will be made, at a minimum available internally to employees, in the following manner:

1.   er employees (A) can access within hard copy, and (B) are told where to find required postings or announcements. If a particular method reaches some but not all employees, such as an online posting not accessible to those lacking internet access, an alternative method must be used for such employees.
2. i.e. an intranet system, binder in central office, bulletin boards, emails, etc.)

The promotional opportunities posting requirement will be subject to the following exceptions:

1. A promotional opportunity need not be posted to all employees if the School has a compelling need to keep a particular opening confidential because the position is still held by an incumbent employee who, for reasons other than avoiding job posting requirements, the School has not yet made aware they will be separated. However, if any employees are told of the opportunity, all other employees must be told who either (1) meet the minimum qualifications or (2) have a job “substantially similar” to any employees being told of the opportunity. If the need for confidentiality ends before any deadline to apply for the job, the School will then promptly comply with typical posting requirements.
2. No promotion posting to other employees is required for a promotion within one year of an employee being hired with a written representation (whether in an offer letter; in an agreement; or in a policy published to employees) that the School will automatically consider the employee for promotion to a specific position within one year based solely on their own performance and/or the School’s needs.
3. No immediate promotion posting is required to fill a position on a temporary basis (i.e. "acting" or "interim" positions) for up to six months where the hiring is not

expected to be permanent. If the hire may become permanent, the required promotion posting must be made in time for employees to apply for the permanent position.

Records

The School will keep records of job descriptions and wage rate history for each employee for the duration of the employment plus two years after the end of employment.

Surveillance Cameras

Surveillance cameras have been installed in locations where the security of either property or people will be enhanced, including, but not limited to, inside and outside of buildings and on our school buses. Surveillance cameras will not be used in locations where there is a reasonable expectation of privacy, as defined by law.

Video and/or audio recordings may be used as evidence in any disciplinary action, administrative or criminal proceeding, and may become a part of a student's education record or an employee's personnel file. All recordings of illegal activities of employees, students, or others will be forwarded to the appropriate law enforcement authority. HHA will comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) prior to releasing any recordings to parents or guardians of students involved in disciplinary matters. Surveillance camera video recordings will be kept for a limited period of time, to be determined by a record retention policy.

1. CONFIDENTIAL NATURE OF STUDENT INFORMATION

All information regarding a student's academic progress, home life, and social development is considered confidential and requires extreme discretion if/or when it is necessary to be shared. The administration may share confidential information on a need to know basis only. Faculty must be aware that there are parent volunteers in the building who have opportunities to overhear conversations that are confidential in nature and must take precautions to ensure that such student information remains confidential.

School employees recognize that in the course of employment with the School, the employee is likely to come in to possession of or contact with student records and other confidential or sensitive information. Employees recognize that they have an ethical and, generally, a legal duty to exercise reasonable care to ensure that student records and other confidential or sensitive information is not disclosed to or possessed by unauthorized parties. School employees should be generally familiar with applicable laws, like the Family Educational Rights and Protection Act (FERPA), regarding the maintenance, use, and disclosure of student records and information. If an employee is uncertain about his or her duties with regards to student records or other confidential or sensitive information, to the extent

practical, the employee should consult with a supervisor before taking any action that might compromise the information.

Employees recognize that information about a student is generally considered to be confidential. Teachers should not require students to enter their information in to online applications or other technology-based programs, unless otherwise instructed to do so, without first receiving approval of a supervisor.

Without limitation, the following are some examples of prohibited activities with regard to student records or other confidential or sensitive information:

- The use of student contact information or educational record information for unauthorized, personal, non-school related matters.
- The use of student contact information or educational record information for personal gain (monetary or otherwise).
- Divulging student information on social media, blogging, or in other public forums without first receiving approval of a supervisor. Even if the student's name is not used, describing characteristics or attributes of the student may result in his or her identification and is prohibited.
- Sharing access codes or passwords to school provided products or software with unauthorized third persons, or use of such products or software for non-school related activities.
- Failure to properly secure or destroy (i.e. discarding without shredding) student records or other confidential or sensitive information, making it easily retrievable by unauthorized parties.
- Sharing key/alarm codes, permitting access to school facilities, to unauthorized parties.

If it is determined by the School that an employee violated the trust placed in that employee with regards to student records or other confidential or sensitive information that employee will be subject to discipline, up to and including termination of employment.

Employee Statement of Acknowledgment

This is to acknowledge that I have received a copy of the HHA Employee Manual and that I understand HHA is an at-will employer. I understand that this manual provides guidelines and summary information about the school's personnel, policies, procedures, benefits, and rules of conduct. I also understand that it is my responsibility to read, understand, become familiar with, and comply with the standards that have been established. I further understand that HHA reserves the right to modify, supplement, rescind, or revise any provision, benefit, or policy from time to time, with or without notice, as it deems necessary or appropriate.

By signing below, I confirm that I have read and understand the information in the Staff Handbook. I further understand and agree that my employment with HHA is at-will and therefore HHA or I may terminate the employment relationship at any time, for any reason, with or without notice.

Employee's Name (Please Print)

Employee's Signature

Date



**HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS**

**Appendix E: Academic Program, Assessment,
School Culture, and Student Supports**



Heritage Heights Academy: School Description

Heritage Heights Academy is a classical, Core Knowledge charter school committed to providing a content-rich, academically rigorous education that cultivates virtue, curiosity, and a lifelong love of learning. Rooted in the classical tradition and guided by the Core Knowledge Sequence, the school ensures that every child receives a coherent, cumulative, and knowledge-centered education that forms both the mind and character.

Character at the Heart of the School

Character formation is woven into every aspect of life at Heritage Heights Academy. Students are guided to practice virtues such as respect, integrity, perseverance, responsibility, and citizenship. Teachers model these virtues through their interactions and reinforce them through classical texts, historical examples, recitation, morning meetings, and daily habits of excellence. Students deepen their understanding of character through weekly gratitude reflections, and our uniform expectations further support the development of discipline, purpose, and readiness for learning.

Character education is not treated as a separate subject—it is a defining feature of the classical Core Knowledge experience and is integrated throughout academics, conduct expectations, and community life.

A Classical Education Foundation

As a classical school, Heritage Heights Academy emphasizes the development of moral and intellectual virtues—wisdom, courage, temperance, and justice—through intentional instruction, high expectations, and rich engagement with literature, history, and the arts. Classical education seeks not only to prepare students academically but to shape thoughtful, disciplined, and compassionate young people capable of contributing meaningfully to their communities.

Teachers incorporate classical practices such as narration, recitation, direct instruction, and Socratic questioning to deepen student understanding and cultivate clarity of thought. Students learn to appreciate the true, the good, and the beautiful in every discipline, helping them build strong habits of mind and character.

The Core Knowledge

The Core Knowledge Sequence provides a structured, content-rich foundation across all subject areas. This curriculum ensures that learning is sequenced, coherent, and cumulative, building essential background knowledge year by year. Students encounter a broad array of subjects that deepen their understanding of the world and contribute to academic excellence.



Key Components of the Core Knowledge

History & Geography:

Students explore ancient civilizations, world religions, world and U.S. history, global cultures, and key historical figures. This grounding in shared knowledge fosters cultural literacy and informed citizenship.

Science:

A spiraled, content-rich approach builds scientific knowledge from early grades through studies of life, physical, chemical, and earth sciences. Students develop foundational scientific literacy essential for later STEM learning through participation in a school wide science fair.

Literature & Language Arts:

Students read rich and complex texts—myths, fables, classic literature, poetry, and culturally significant stories. Writing, vocabulary, and grammar instruction align with these texts, strengthening literacy and communication.

Art & Music:

Students study great works of visual art, major artistic movements, classical composers, and musical forms while practicing creative skills. This exposure cultivates aesthetic awareness and appreciation for beauty.

Latin:

As a pillar of classical education, Latin strengthens language skills, grammar, vocabulary, and etymology knowledge. Students engage in foundational Latin study that supports literacy and prepares them for advanced language learning.

Physical Education:

Students learn teamwork, sportsmanship, and healthy habits through a structured PE program that supports physical, social, and character growth.

Supporting English Language Learners at Heritage Heights Academy

Heritage Heights Academy is committed to ensuring that all learners, including our English as a Second Language (ESL) students, experience full access to our rich classical, Core Knowledge curriculum. To accomplish this, we implement Academic Conversations and leverage ESL scaffolding practices aligned with Cherry Creek School District's successful instructional models, including co-teaching.



Academic Conversations

Academic Conversations are structured, purposeful student discussions designed to develop both oral language proficiency and deep content understanding. At HHA, teachers use Academic Conversations to support ESL learners by:

Providing sentence frames and discourse stems

- Modeling academic vocabulary
- Teaching conversational skills such as paraphrasing, elaborating, supporting ideas with evidence, and building on others' thinking
- Encouraging structured partner and small-group discussions based on rich classical texts to support reading fluency and comprehension development.
- Embedding oral language practice within history, science, literature, and other content-rich lessons

These conversations align naturally with classical pedagogy, which values oral discourse, reasoning, and thoughtful dialogue.

ESL Scaffolding

Heritage Heights Academy integrates effective ESL scaffolding strategies inspired by the well-established model in Cherry Creek School District. These practices include:

- Frontloading essential vocabulary and background knowledge
- Visual supports such as graphic organizers, diagrams, and sentence starters
- Explicit modeling and “think-alouds” during instruction
- Language objectives paired with content objectives
- Structured opportunities for oral rehearsal before writing
- Gradual release of responsibility, moving from modeling → guided practice → independent application



These scaffolds allow ESL learners to engage deeply with classical texts, Core Knowledge content, and rigorous academic expectations.

Co-Teaching Model

To further support multilingual learners, HHA incorporates co-teaching structures similar to those used in Cherry Creek. In this model:

- A general education classroom teacher and an ESL specialist work together during instruction.
- Both teachers share responsibility for planning, teaching, and assessing student learning.
- Students benefit from real-time language support, targeted small-group instruction, and differentiated scaffolds within the Core Knowledge curriculum.
- Co-teaching ensures that ESL learners remain fully included in the classical classroom environment while receiving embedded, responsive language support.

Supporting Special Education Students

Heritage Heights Academy is proud to support students with disabilities through a collaborative partnership with Cherry Creek School District Special Education staff.

Collaborative Service Model

Special education teachers, related service providers, and specialists from Cherry Creek work closely with HHA teachers to:

- Implement IEPs with fidelity
- Provide both push-in and pull-out services as appropriate
- Offer small-group instruction and targeted interventions
- Ensure students receive high-quality, research-based supports

This partnership ensures our students receive expert, consistent, and personalized services aligned with state and federal requirements.

Meeting Students Where They Are



At HHA, we believe in honoring each child's strengths and needs. We support growth by:

- Using data to design individualized supports
- Adjusting instruction while maintaining high expectations
- Embedding scaffolds within Core Knowledge content
- Encouraging independence, confidence, and perseverance
- Collaborating closely with families

Character at the Heart of the School

Character formation is woven into every aspect of life at Heritage Heights Academy. Students are guided to practice virtues such as respect, integrity, perseverance, responsibility, and citizenship. Teachers model these virtues through their interactions and reinforce them through classical texts, historical examples, recitation, morning meetings, and daily habits of excellence.

Character education is not treated as a separate subject—it is a defining feature of the classical Core Knowledge experience and is integrated throughout academics, conduct expectations, and community life.

Heritage Heights Academy, Washington Campus – Summary of Goals and Measurements

Goal Area & Number	Goal Statement	Measurement / Evidence	Timeline / Target	Monitoring & Reporting Process
Academic 1	Perform in the top 10% of CCSD schools and/or \geq 80% of students meet or exceed expectations on CMAS/CoAlt ELA and Math.	CMAS and CoAlt aggregate scores; UIP reports.	Baseline established Year 1; annual improvement targets met through Year 4.	Quarterly data reviews with instructional coaches; annual report to Board and authorizer.
Academic 2	\geq 80% of students demonstrate one year's growth in Reading and Math.	STAR Renaissance growth reports; CMAS growth data.	Reviewed quarterly; achieved annually.	Teachers and instructional coaches use progress monitoring; results included in UIP.
Academic 3	Reduce achievement gaps for targeted subgroups (FRL, EL, SPED, other at-risk groups) by \geq 15% without lowering overall performance.	Disaggregated STAR and CMAS data by subgroup.	Baseline Year 1; annual reduction documented through Year 4.	MTSS meetings track interventions, growth, and subgroup progress.
Core Knowledge 4	\geq 90% of teachers participate in formal/informal Core Knowledge training at least every two years.	PD attendance logs; HR training records.	Ongoing; reviewed annually.	Administration verifies completion of training and reports results to Board.
Core Knowledge 5	Deliver Core Knowledge curriculum each year, aligned to Colorado Academic Standards.	Annual review of curriculum maps and instructional plans.	Reviewed annually for completeness and alignment.	Instructional coaches and grade-level teams conduct pacing/alignment checks each summer and midyear..
Core Knowledge 6	Implement Core Knowledge with fidelity and pursue School of Distinction recognition when eligible.	Core Knowledge implementation rubric; classroom observations; documentation of milestones.	Ongoing fidelity reviews; formal pursuit when eligibility criteria met.	Admin and Board monitor fidelity; staff participate in CK and Liberty Common trainings; on-site train-the-trainer model supports new staff.

Organizational 7	≥ 80% of parents and teachers rate school culture/climate as satisfactory or higher on surveys.	Annual parent and staff climate surveys (Likert scale).	Parent surveys twice yearly; teacher survey each spring. Results analyzed and reported annually.	Leadership and Board review survey results; strengths celebrated and targeted improvements set each year.
Organizational 8	≥ 80% teacher retention annually (excluding separations for health/family reasons).	Annual HR retention reports.	Reviewed each school year.	Leadership analyzes trends and implements retention strategies (mentoring, coaching, recognition).
Organizational 9	Each Board member completes ≥ 4 hours of governance PD annually.	PD attendance logs; documentation of completion.	Verified annually.	Governance calendar tracks compliance; Board reviews completion each year.
Facilities 10	Secure permanent facility in CCSD for Fall 2027 opening, meeting all regulatory and financial requirements.	Facility acquisition documents; compliance certifications; financial records.	Facility secured by 2027; ongoing compliance thereafter.	Facilities committee reports progress to Board and authorizer; due diligence tracked and documented.

Monitoring Summary

- **Quarterly:** Teachers and instructional coaches review STAR and classroom assessment data.
- **Annually:** Leadership compiles results into the Unified Improvement Plan (UIP) and presents findings to the Governing Board and authorizer.
- **Continuous Improvement:** Data trends guide professional development, resource allocation, and goal adjustments to maintain alignment with accreditation performance indicators.



Replication Outcomes Crosswalk (HHA to HHA Washington)

This crosswalk is provided as a summary exhibit to illustrate how the established outcomes of Heritage Heights Academy directly inform the projected performance of HHA Washington. It does not introduce new goals or measures, but aligns documented results from the existing campus with the performance targets already described in the application narrative.

1. Academic Achievement & Growth

Proven Results at HHA	Projected Outcomes for HHA Washington
SPF Rating: Performance with rising points (75.6 → 80.2).	HHA Washington will replicate the same curriculum, staffing model, assessments, and data systems used to achieve the Performance rating, targeting Performance by Year 2 and strong growth indicators by Year 3 .
HHA matches or exceeds CCSD achievement in ELA and Math.	HHA Washington will use identical pacing guides, instructional coaching structures, and Core Knowledge fidelity systems to maintain achievement at or above district averages .
Middle school students—especially minority students—Exceed expectations on SPF growth metrics.	HHA Washington’s full K–8 progression ensures students benefit from long-term developmental sequencing, with a goal for Grades 5–8 to meet or exceed district growth expectations by Year 4 .
FRL and minority students at HHA show significantly higher CMAS proficiency than their CCSD peers.	HHA Washington will implement the same MTSS, small-group instruction, and support structures to ensure equitable outcomes and accelerated gap-closing .

2. Effectiveness With Diverse and At-Risk Learners



Proven Results at HHA	Projected Outcomes for HHA Washington
ELL population: 23% , with 38% of students speaking a non-English home language .	HHA Washington will implement the same structured literacy, vocabulary-rich curriculum, and ELD supports proven effective at the flagship campus.
ELL students at HHA meet/exceed district expectations.	HHA Washington will replicate the ELL staffing model, including ELD-trained teachers and language-support integration in Core Knowledge.
Subgroup performance improves each year, demonstrating steady gap closure .	HHA Washington will set explicit goals to reduce subgroup achievement gaps by 15% , mirroring HHA's demonstrated progress.

3. Curriculum Fidelity and Instructional Model

Proven Results at HHA	Projected Outcomes for HHA Washington
10 years of full implementation of Core Knowledge , Dimensions Math, and structured literacy.	HHA Washington will implement the same scope and sequence, teacher training, pacing guides, and curriculum monitoring tools .
Instructional coaching and PD cycles drive consistent improvement.	HHA Washington will replicate the same coaching structure, pre-service training, and ongoing PD calendar , adapted to new staff.
Character education via Core Virtues embedded in culture.	HHA Washington adopts the same model to reinforce positive culture and strong citizenship outcomes.



4. Enrollment, Demand, and Sustainability

Proven Results at HHA	Projected Outcomes for HHA Washington
Enrollment grew from 151 → 504+ , consistently at capacity.	HHA Washington will open with 260 K-4 students , growing to 468 K-8, with the ability to scale to three sections (~702 seats) based on demand.
Waitlist consistently 900-1,000+ families .	Intent-to-Enroll heat maps and multi-year interest indicate strong demand for the northern CCSD region.
Strong community reputation and parent satisfaction.	HHA Washington's family partnership strategies mirror the flagship campus, supporting long-term enrollment stability.

5. Governance and Operational Capacity

Proven Results at HHA	Projected Outcomes for HHA Washington
Stable, trained Board with continuous improvement in governance practices.	HHA Washington will be governed by the same Board of Directors as the existing Heritage Heights Academy campus, operating under the same bylaws, training expectations, and decision-making structures.
Transparent financial management and adherence to CCSD policies.	HHA Washington will replicate HHA's financial controls, audit procedures, GAAP compliance, and transparent reporting.
Highly effective administration with strong teacher retention.	HHA Washington's Executive Director/Principal model mirrors HHA's proven structure for oversight and leadership.



6. Financial Strength and Long-Term Stability

Proven Results at HHA	Projected Outcomes for HHA Washington
Fund balance: \$1.67M , meeting and exceeding reserve expectations.	HHA Washington will use conservative budgeting, phased staffing, and replication grants to ensure long-term stability.
Successful capital investments of \$5.7M without jeopardizing operations.	HHA Washington's facility plan prioritizes financial sustainability, with the ability to scale based on enrollment and funding.
Consistent positive audit results and compliance history.	HHA Washington will adopt identical fiscal policies, oversight structures, and board approvals.

7. SPED, MTSS, and Support Structures

Proven Results at HHA	Projected Outcomes for HHA Washington
Comprehensive SPED model supported by CCSD, with strong compliance history.	HHA Washington will purchase SPED services from CCSD and maintain identical referral, monitoring, and compliance procedures.
MTSS/RtI embedded in weekly Data Team cycles.	HHA Washington will implement the same data-based MTSS approach with early identification and targeted supports.
Successful integration of ELL, SPED, Gifted, and at-risk supports.	HHA Washington's staffing model includes ELL-trained teachers, interventionists, and access to CCSD supports.



8. Safe, Positive, and Consistent School Culture

Proven Results at HHA	Projected Outcomes for HHA Washington
Strong climate reflected in consistently positive surveys.	HHA Washington will replicate Core Virtues, Love and Logic, and structured classroom norms.
Progressive discipline aligned with CO law; K-2 suspension limits fully implemented.	HHA Washington will mirror all policies, including early intervention, restorative practices, and legal compliance.
Bullying prevention tied to Core Virtues and teacher action teams.	HHA Washington will adopt the same prevention, reporting, and follow-up procedures.



School Culture and Climate Summary

Heritage Heights Academy (HHA)

Replication Readiness Evidence | 2023–2025 Parent Survey Results

Heritage Heights Academy demonstrates a mature, replicable school culture grounded in academic rigor, clear expectations, and durable family trust. Parent survey data collected across multiple years (Fall 2023, Spring 2024, Fall 2025) shows consistent, stable perceptions of school quality—an important indicator that HHA’s culture is systems-driven rather than personality-dependent.

Evidence of Replication-Ready Culture

Consistency Over Time

Across survey cycles, parents report sustained satisfaction with instruction, leadership, communication, and school climate. This longitudinal stability suggests that HHA’s culture is embedded in routines, curriculum, and expectations, not dependent on novelty or isolated leadership practices. Such consistency reduces execution risk as the model expands to a second campus.

Academic Trust and Clarity

Families consistently express confidence in the school’s academic program, citing rigorous instruction, clear expectations, and alignment between curriculum and outcomes. In the Fall 2023 survey (134 responses), over **90% of families identified academic rigor and character development as primary reasons for enrollment**, a pattern that continues in subsequent surveys. This clarity supports replication by ensuring families understand—and opt into—the school’s academic model from the outset.

Strong Relationships and Orderly Culture

Survey responses reflect high levels of trust in teachers and administrators and strong perceptions of student safety, respect, and belonging. Discipline data reinforces these perceptions, with low rates of exclusionary discipline and zero expulsions over multiple years. This alignment between perception and practice indicates a coherent culture that can be intentionally reproduced at scale.

Leadership and Governance Confidence

Parents consistently report confidence in school leadership and governance, noting transparency, responsiveness, and alignment with mission. This trust reflects effective systems for communication and decision-making—critical conditions for managing growth and maintaining fidelity across campuses.

Family Partnership as a System

Survey data highlights proactive communication, accessible leadership, and meaningful family engagement as consistent strengths. These practices are structured through curriculum nights, family



education events, and regular communication routines, making them portable to a new campus rather than dependent on informal relationships.

Implications for HHA Washington

Taken together, the survey data indicates that HHA’s culture is not an emergent byproduct but an intentionally designed system. This positions HHA Washington to replicate not only academic outcomes, but also the conditions—trust, clarity, order, and shared expectations—that support strong outcomes for a diverse student population.

The following pages provide detailed survey results from Fall 2023, Spring 2024, and Fall 2025 for reviewer reference.



Appendix E: Intervention Plan

Purpose Statement for Intervention and MTSS

The purpose and mission of the Intervention and MTSS department at Heritage Heights Academy is to provide equity in education to all students through differentiated small group instruction to support closing the gaps in academic achievement so all students will be successful scholars.

Qualifying for Intervention:

Eligibility:

For the 2025-2026 school year, students who score in the 25th percentile* and below on literacy and/or math benchmark assessment qualify for intervention. If a student obtains a verified literacy or math qualifying score, the Response to Intervention team (RTI) will discuss entering the intervention program and establish a pull-out or push-in schedule. The RTI team will develop goals for each student to target their areas of need.

RTI Team: (Response to Intervention team) Includes the MTSS coordinator, Interventionist(s), homeroom teachers and legal guardians of students

Once the intervention schedule has been created based on data from test scores, teacher's observations of classwork performance, and other data points, students will not be added or removed unless this action is aligned with the referral and existing guidelines.

Exceptions to the guidelines must be documented, data driven observations, that are reviewed by the RTI team prior to applying the exception.

These guidelines are based on student's needs and staffing availability. Guidelines are subject to change based on staffing. Current cut scores are established at the beginning of the school year to be implemented consistently for the rest of the school year.

Referral Process:

For students who do not qualify for math or literacy intervention through qualifying benchmark assessment scores, the RTI team will develop and implement classroom tier 1 & 2 interventions for a minimum period of 4 weeks and document the strategies and progress. If students are not demonstrating



consistent progress or improvement, the RTI team will meet regarding the student to design a “tier 3” intervention plan. Data may begin from the start of school even before benchmark testing is completed. Qualifying data includes any samples of reading and writing and/or any math work and computations.

Intervention Overview

The Intervention and Multi-Tiered Systems of Support (MTSS) Program at Heritage Heights Academy is designed to provide equitable, targeted, and data-driven instructional support to students requiring additional assistance in literacy and mathematics. The purpose of this program is to ensure that all students have access to the instructional resources necessary to achieve academic success and to close identified gaps through differentiated small-group instruction and consistent monitoring of progress.

Students qualify for intervention primarily through benchmark assessments. Those who score at or below the 25th percentile in literacy and/or mathematics automatically meet the criteria for intervention services. When a qualifying score is identified, the Response to Intervention (RTI) team, consisting of the MTSS Coordinator, Interventionist(s), homeroom teacher, and the student’s legal guardians, reviews all relevant data to determine the appropriate intervention placement. The team develops individualized goals and designs a pull-out or push-in schedule aligned with the student's areas of need. Students who do not meet the benchmark qualification criteria may be considered through the formal referral process. In these cases, Tier 1 and Tier 2 classroom interventions must be implemented and documented for a minimum of four weeks. Should the student show insufficient progress during this period, the RTI team may determine the need for Tier 3 intervention services based on work samples, observational data, and other academic indicators.

Intervention services at HHA are delivered in small-group settings and typically follow a structured weekly schedule. Literacy intervention sessions are held on Mondays, Wednesdays, and Fridays, while math intervention sessions occur on Tuesdays and Thursdays. Sessions range from 20 to 40 minutes, depending on student need and group size. Push-in support may be provided when pull-out instruction is not feasible or when classroom-based intervention is determined to be more effective. Instruction during intervention sessions targets specific skill deficits identified through assessment data, progress monitoring, and teacher observations.

Progress monitoring is conducted every two weeks using curriculum-based measures (CBMs), STAR assessments, and additional data sources. These measures ensure that interventions are responsive to student growth and that instructional plans are adjusted as necessary. The RTI team convenes as needed throughout the school year, as well as following each benchmark assessment window, to review student progress and determine whether modifications to the intervention plan are warranted.



A student may exit intervention under one of two conditions. First, a student may demonstrate at least four consecutive weeks of documented growth and meet the individualized goal established by the RTI team. Second, a student may meet or exceed benchmark expectations during the mid-year or end-of-year assessment windows. If mid-year benchmark scores do not meet the required levels, the student will continue receiving intervention services until reassessed during the next benchmark window. Homeroom teachers are responsible for communicating with the interventionist when concerns arise or when a student may need review for potential entry into or exit from intervention services outside of the standard benchmark cycle.

Through this structured, collaborative, and data-informed process, the Intervention Program at Heritage Heights Academy ensures that all students receive the academic support necessary to thrive and progress toward grade-level expectations.



Sample Instructional Schedule

Learning in Practice

A typical day at Heritage Heights Academy, Washington Campus reflects the school's commitment to academic excellence, character formation, and disciplined instructional support.

Students begin the day with arrival, breakfast, and morning work, followed by a daily Morning Meeting that establishes expectations, builds community, and reinforces habits of responsibility and respect. Academic instruction begins promptly, with core subjects such as mathematics and literacy scheduled intentionally throughout the day to align with developmental needs and instructional priorities across grade levels.

Throughout the morning, students engage in content-rich instruction across mathematics, writing, history, and science. Lessons are grounded in explicit teaching, discussion, and frequent writing, ensuring students build knowledge systematically while developing analytical and communication skills. This structure ensures that all students, particularly those new to a classical curriculum, develop the background knowledge, academic language, and habits required for long-term success.

Dedicated literacy blocks provide time for both whole-group instruction and targeted small-group support. Reading groups and writing instruction are structured to preserve access to grade-level content while addressing individual learning needs.

The day intentionally balances rigorous academics with enrichment and movement. Visual arts, physical education are embedded into the schedule to support creativity, physical development, and student engagement. Across grade levels, Extended Learning Opportunities (ELOs) provide dedicated time for targeted intervention, enrichment, and skill development, including math fluency practice, support services, and work aligned to gifted education plans. Lunch, recess, and structured transitions reinforce positive culture and social development.

In upper grades, the schedule reflects increasing academic depth and independence. Students participate daily in history, science, Latin, grammar, and mathematics, reinforcing cumulative knowledge across disciplines. Dedicated Math/ELO blocks allow for enrichment or targeted academic support without removing students from core instruction.

Across grade levels, time is structured to support consistency, focus, and belonging. The daily schedule reflects HHA Washington's belief that strong outcomes are achieved through disciplined use of time, clear expectations, and a coherent academic experience for all students. Multilingual Learner supports are embedded through a co-teaching



model aligned with Cherry Creek School District practices, ensuring students receive language development support while fully participating in grade-level instruction.

Sample Kindergarten Weekly Schedule

Illustrates early literacy, mathematics, enrichment, and culture-building routines.

Start Time	Wednesday
7:25	Arrival, Breakfast, and Morning Work
7:55	Morning Meeting
8:15	Mathematics
9:00	Writing
9:45	Social Studies
10:30	Lunch and Recess
11:15	Visual Arts
12:00	Literacy Block 1
12:45	Literacy Block 2 / Reading Groups
1:30	Snack and Center Time
2:15	P.E.
3:00	Story Time
3:20	Pack Up
3:25	Dismiss

Center Time includes guided practice, early literacy reinforcement, and structured play aligned to instructional goals.



Sample Upper-Grade Daily Schedule (Grade 6)

Illustrates cumulative knowledge-building, content-rich instruction, and academic supports.

Start Time / Period	Monday
7:55 / Morning Meeting	6A
8:15 / 1st	History
9:00 / 2nd	Science
9:45 / 3rd	Latin
10:30 / 4th	Planning / Specials / Intervention Block
11:15 / 5th	Literacy 1
12:00 / 6th	Visual Arts 2
12:45 / 7th	Lunch
1:30 / 8th	Planning / Specials / Intervention Block
2:15 / 9th	Math / ELO
3:00 / 10th	Grammar
3:20 / Pack Up	
3:25 / Dismiss	



**HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS**

Appendix F: Approved Waivers for HHA

Approved Waivers for HHA

Contact Information
School Name: Heritage Heights Academy
School Address (mailing): 20050 East Smoky Hill Road Centennial, CO 80015
Charter School Waiver Contact Name: Natalia Miller-Forrest
Charter School Waiver Contact Phone Number: 720-870-9541
Charter School Waiver Contact Email: Natalia.Miller-Forrest@heritageha.org
Authorizer Waiver Contact Name:
Authorizer Waiver Contact Phone Number:
Authorizer Waiver Contact Email:

Automatic Waivers	
State Statute Citation	Description
C.R.S. § 22-32-109(1)(f)	Local board duties concerning selection of staff and pay
C.R.S. § 22-32-109(1)(t)	Determine educational program and prescribe textbooks
C.R.S. § 22-32-110(1)(h)	Local board powers-Terminate employment of personnel
C.R.S. § 22-32-110(1)(i)	Local board duties-Reimburse employees for expenses
C.R.S. § 22-32-110(1)(j)	Local board powers-Procure life, health, or accident insurance
C.R.S. § 22-32-110(1)(k)(l)	Local board powers-Policies relating the in-service training and official conduct
C.R.S. § 22-32-110(1)(ee)	Local board powers-Employ teachers' aides and other non-certificated personnel
C.R.S. § 22-32-126	Employment and authority of principals
C.R.S. § 22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
C.R.S. § 22-63-301	Teacher Employment Act- Grounds for dismissal
C.R.S. § 22-63-302	Teacher Employment Act-Procedures for dismissal of teachers
C.R.S. § 22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule
C.R.S. § 22-63-402	Teacher Employment Act-Certificate required to pay teachers
C.R.S. § 22-63-403	Teacher Employment Act-Describes payment of salaries
C.R.S. § 22-1-112	School Year-National Holidays

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-9-106: Local Board Duties Concerning Performance Evaluations

C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties

Rationale: The School and its Principal or designee must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have an Administrative License certificate, this should not preclude him or her from administering the evaluations under the direction of the Principal. Additionally, the School will not be required to report its teacher evaluation ratings as a part of the commissioner’s report as required by C.R.S. § 22-2-112(1)(q)(I), but will still report on in-field/out-of-field.

Replacement Plan: Instead, the School uses its own evaluation system as agreed to in the charter contract with the District. The School’s evaluation system will continue to meet the intent of the law as outlined in statute. Staff will be trained in this evaluation system and the methods used for the School’s evaluation system includes quality standards that are clear and relevant to the administrators’ and teachers’ roles and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in C.R.S. §§ 22-9-101 *et seq.* The School will not be required to report its teacher evaluation data through the TSDL collection; however teacher performance data will be reviewed by the School and used to inform hiring practices and professional development. Core course level participation will continue to be reported pursuant to C.R.S. § 22-11-503.5 as this is a nonwaivable statute.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: HHA anticipates that the requested waivers will have no financial impact on the authorizer or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: This waiver will enable HHA to implement its program and evaluate its staff in accordance with its educational program.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. §22-32-109(1)(n)(I) Board of Education – Specific Duties – School Calendar

C.R.S. §22-32-109(1)(n)(II)(A) Board of Education - Specific Duties - Teacher Pupil Contact Hours

C.R.S. §22-32-109(1)(n)(II)(B) Board of Education - Specific Duties – Adoption of District Calendar

Rationale: The school year at the School will total approximately 180 days per year, and the School’s total hours of instructional time will meet or exceed the requirements of state law. The School will prescribe the actual details of its own school calendar and daily schedule to best meet the needs of its students.

Replacement Plan: the School will have a calendar that may differ from the rest of the schools within the District. The School will also be responsible for determining the occurrence of parent-teacher conferences, staff in-service hours, and school closings deemed necessary for the health, safety, or welfare of the students. The final calendar and the School’s daily schedule will be approved by the School’s Board of Directors. To the

extent possible, the School will endeavor to develop a calendar that aligns with the District calendar.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: HHA anticipates that the requested waivers will have no financial impact on the authorizer or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: As a result of this waiver, HHA will be able to operate in accordance with its own schedule, designed to meet the needs of its community and educational program.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-63-201 Employment - License Required - Exception

Rationale: Heritage Heights Academy should be granted the authority to hire teachers and principals that will support the School's goals and objectives. The principal will not function as a traditional District school principal, but rather will be responsible for a wider range of tasks and act as the School's chief executive officer.

Replacement Plan: The School will seek to attract principals and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with business or professional experience. All employees of the School will be employed on an at-will basis. Teachers will meet any applicable requirements set forth in the Colorado state ESSA plan meaning endorsement on a Colorado teaching license; holding at least a BA or higher in the relevant subject area; completing 36 semester credit hours in the subject matter in which s/he teaches; or passing a State Board approved content exam in the relevant subject area. The School will, as appropriate, hire certified teachers and principals. However, in some instances it may be advantageous for the School to be able to hire qualified teachers and/or administrators without a certificate and who possess unique background and/or skills that fill the need of the School. All employees of the school will meet applicable fingerprinting and background check requirements. Special Education Teachers will hold the requisite state license and endorsement. All teachers of the school will report to the School the number of in-field/out-of-field teacher designations, years of experience of teachers, and effectiveness ratings (unless waived) or any other requirements promulgated by CDE.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: HHA anticipates that the requested waivers will have no financial impact on the authorizer or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: As a result of this waiver, WMPSC will be able to operate in accordance with its own program and hire staff that best fit the school's design.

**C.R.S. § 22-32-109(1)(b) Local Board Duties Concerning Competitive Bidding
C.R.S. § 22-32-110(1)(y) Local Board Powers-Accepting Gifts, Donations, and Grants**

Rationale: In order to manage its own budget and finances, the school must be granted the authority to develop its own financial policies and practices.

Replacement Plan: The School will be responsible for determining whether or not to accept gifts, donations and grants, in accordance with its own policies and best practices. The School ensures that the process is an open process in compliance with all applicable rules and regulations and any applicable provisions of this Contract.

Additionally, the School is in the best position to know what goods and services are needed and which vendors and providers may be available. The School is responsible for establishing procedures for competitive bidding, as required by applicable law and this Contract, and for selecting successful bidders on projects/contracts. The School ensures that the process is open, transparent, and in compliance with all applicable rules and regulations and this Contract.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: HHA anticipates that the requested waivers will have no financial impact on the authorizer or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: The school expects that, as a result of this waiver, it will be able to manage its own financial affairs.

**C.R.S. § 22-63-202 Teacher Employment, Contracts in Writing-Duration-Damage Provision
C.R.S. § 22-63-203 Probationary Teachers-Renewal and Non-renewal of Employment Contract
C.R.S. § 22-63-205 Exchange of Teachers - Exchange Educator Interim Authorization
C.R.S. § 22-63-206 Transfer of Teachers**

Rationale: The School should be granted the authority to develop its own employment agreements and terms and conditions of employment. The School will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful in the regular public school will be successful at the School. Heritage Heights Academy requests the authority under the Charter School Agreement to select its own teachers.

Replacement Plan: All employees of the School will be employed on an at-will basis. As a result of these waivers, the School will be able to employ professional staff possessing unique skills and/or background, filling all staff needs. No other school nor the District should have the authority to transfer its teachers into the School or transfer teachers from the School to any other schools. The School expects that as a result of this waiver it will be able to manage its own personnel affairs. There is no provision for transfers.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: HHA anticipates that the requested waivers will have no financial impact on the authorizer or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: The school expects that, as a result of this waiver, it will be able to manage its own personnel affairs.