THE ACADEMY OF CHARTER SCHOOLS

Student & Family Handbook
2026-2027

Schoolwide Overview

THE ACADEMY'S MISSION AND VISION

The Academy's mission is to help all students grow into college-ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion.

Fueling lifelong success through preparation, exploration, and empowerment.

NOTICE OF NONDISCRIMINATION

The Academy welcomes all students and strives to create and maintain a diverse student population. We are dedicated to the principles of equal opportunity and prevention of harassment in all of its practices. The educational programs, activities, and employment opportunities offered by The Academy are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, national origin, language, religion, ancestry, need for special education services, or any other protected class. More details about the Nondiscrimination and Equal Rights Policy can be found in The Academy's Board Policy.

If you have a complaint about discrimination or harassment as it pertains to The Academy, please contact one of the coordinators below.

Title IX Coordinator:
Claire Young, Human Resources Manager
claire.young@theacademyk12.org
(303) 289-8088

Americans with Disabilities Act (ADA) & Section 504 Coordinator:
Sarah Gramarossa, Chief Academic Officer
sarah.gramarossa@theacademyk12.org
(303) 289-8088

SCHOOL GOVERNANCE

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

Academy Board of Directors:
Each school district has the authority to run public schools, with oversight of the State Board of Education. The Charter School Institute, through the Charter Schools Act, has

delegated most of the decision-making authority for The Academy to The Academy Board of Directors (Academy Board) as per C.R.S. 22-30.5-104 (4), (7)(a).

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

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

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

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

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

Support Services & Operations:
Please see the website for a staff directory.

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

The grievant shall address concerns or grievances with an immediate supervisor or school Principal ("Supervisor"). Before a Supervisor responds to a complaint regarding the grievant, they will engage in an informal review process. The Supervisor, if appropriate, will hear both sides before acting on the complaint. If either party is not comfortable

having the conversation, then the Supervisor may mediate the discussion with both persons. Ahead of any informal resolution processes, the Supervisor will gain written consent to disclose records and engage in the process. At all stages of investigations, The Academy commits to presume innocence throughout and will seek to offer remedies to both parties.

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

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

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

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

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

STUDENT REGISTRATION & ENROLLMENT

Enrollment Procedures:

Enrollment at The Academy is based on a lottery selection process for those grade levels in which lottery applications exceed available spaces. Siblings of current students must

still complete the lottery application. Filling grade levels will be based on the level of priority described below.

1. Children of staff (application for enrollment occurs within 30 days of hire)
2. Siblings of current students
3. Lottery List

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

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

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

VOLUNTEER OPPORTUNITIES- ROAR HUB

At The Academy, we greatly value the contributions of family volunteers. Your help and participation are invaluable to creating a positive and engaging learning environment for all students. If you are interested in volunteering or learning more about opportunities available, please feel free to contact your student's classroom teacher or level principal. As part of our Family, Community, and School Partnerships Plan, The Academy shares most volunteer opportunities and events through our ROAR Hub. Please login to the ROAR Hub to search for opportunities and sign up. We also encourage our volunteers to log any volunteer time or money donations ($10 = 1 hour of volunteer time) in the ROAR Hub. This includes volunteer time or donations even if the opportunity was not listed on the ROAR Hub page.
Some events that are in need of volunteers throughout the year are:

- Back to School Celebration
- Kaleidoscope Music Festival
- Trunk or Treat
- Field Days at both campuses
- Holiday Bazaar
- STEAM celebration
- Art shows
- Book Fairs
- Grade level field trips
- Class parties

- Friday folders/classroom tasks

FAMILY EDUCATIONAL RIGHTS & PRIVACY NOTICE

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

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

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

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

- The right to inspect and review the student's education records within 45 days after the day The Academy receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a

hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

  Student Privacy Policy Office

  U.S. Department of Education

  400 Maryland Avenue, SW

  Washington, DC 20202

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State

or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L)
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

ASSESSMENT PROTOCOLS & PARENT REFUSAL

The Academy's default testing mode for state assessments is online administration, unless otherwise noted. More details are available in the Assessment Mode Testing Policy. A parent/guardian who wishes to exempt their child from a particular state assessment shall make that request in writing to the appropriate level Principal. More details are available in the State Assessment Opt-Out Policy. This policy's exemption process shall apply only to state assessments and shall not apply to WIDA ACCESS or other Academy classroom assessments.

PARENT NOTIFICATION

PARENTS RIGHT TO KNOW:

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

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

If you would like to receive any of this information, please contact:
Claire Young, Human Resources Manager
claire.young@theacademyk12.org
(303) 289-8088 ext. 109

PARENT AND FAMILY ENGAGEMENT:

Family and community engagement is an integral part of the Every Student Succeeds Act (ESSA). Title I, Part A helps to provide local educational agencies (LEAs) with high numbers or high percentages of children from low-income families with funds to help ensure that all students are receiving a high quality education. ESSA funds assist schools in providing supports and programs to students that help them to meet challenging state academic standards. The Academy has developed a written Family Engagement Policy and related Family, School, and Community Partnerships Plan with input from families attending School Accountability Committee meetings. Both the Engagement Policy and the Partnerships Plan are publicly available on the Board page of the school website and referenced in the Student and Family Handbook. More details about the Family Engagement Policy can be found in The Academy's Board Policy.

Elementary (K-5) Information

ACADEMICS

Values & Philosophy:
Our academic framework prepares students for post secondary citizenship. Students explore academic content and passion areas through rigorous instruction, hands-on learning experiences, and cross curricular learning. We set the foundation for students to find their voice, advocate, welcome others, and experience personal empowerment through Leader in Me and other social emotional learning experiences.

The Academy Elementary has three navigational stars which guide our approach to all aspects of the elementary school experience.

Navigational Stars:
Prepare - Elementary students will develop the knowledge, skills, and abilities that *prepare* them to be successful readers, writers, and mathematicians.

Explore - Elementary students will *explore*, develop, and showcase their strengths and passions through participating in cross-curricular, hands-on learning projects and specials opportunities in music, art, technology, physical education, and science.

Empower - Elementary students will be *empowered* to develop their personal and shared leadership capacity as well as their emotional and social competency through Leader in Me and other social-emotional learning to bring their strengths and passions to life.

CURRICULUM

Literacy instruction is delivered through Wonders. This includes reading, writing, grammar, and spelling. Math instruction is delivered through enVision Math (Savvas). Social Studies and Science standards are aligned with the Colorado State Standards and are delivered through Wonders, Core Knowledge resources, and other supplemental resources with an emphasis on project based, hands-on learning.

GRADING PROCEDURES

The primary purpose of grading is to communicate student achievement and progress to students, parents, school administrators, post-secondary schools, and the public.
Graded Assignments:

- All graded assignments must directly relate to the Colorado Academic Standards/Curriculum.
- Grades will be based on individual achievement of learning goals/objectives.
- Assessments will be used for grading purposes. Assessments take place after the learning has occurred and may include, but are not limited to: unit tests, independent class work, quizzes, and projects.
- Late or missing assignments will be marked "incomplete" until the work is completed.
- In addition to schedule school-wide progress reports, parents will be notified when a grade of D or F appears to be forthcoming, and/or when there is a marked or sudden change in a student's performance or attitude.
- In class assignments and assessments will be re-done at the teacher's request only.
- The Academy policy for make-up work is two days for each day absent as time to make up work.

AI and Academic Integrity

We recognize that the responsible use of AI requires the highest standards of academic integrity. AI-enabled tools may be used to support student work (such as brainstorming or receiving feedback), but AI-generated work must not replace student work. **We are creating a plan for meaningful expectations and practices around AI use in our school which will be shared with staff and families.**

HOMEWORK

At The Academy K-5, there is no requirement for daily homework. However, we strongly encourage nightly reading for 15-20 minutes. We value work-life balance for our students, and therefore, encourage students to pursue extracurricular activities, rest, and play outside of school hours. Students may bring work home that was incomplete from the day, make-up work from absences, or additional material to enhance their skills and grade.

ATTENDANCE POLICY

PURPOSE

The Academy recognizes regular attendance and active participation as essential to academic achievement and personal growth. Parents/guardians are responsible for ensuring their student's consistent, on-time attendance and preparedness for learning each day. Excessive absences hinder instructional continuity and academic progress, as makeup work cannot replace in-class learning experiences.

The Academy's annual attendance goal is 95%. Families are expected to adhere to the attendance policy and avoid excusing students for reasons that are not medically necessary or unavoidable. Parents/guardians must monitor attendance records and are the only individuals authorized to excuse a student's absence.

Student Responsibilities:

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

Family Responsibilities:

- Send your child to school every day, unless child is unwell
- Provide medical documentation, including specific reasons and dates, for absences from school
- Provide advance notice of any non-medical absences
- Make sure your child arrives at school on time. North Campus - School begins at 7:45 a.m. Students should be at their desks ready to learn at 7:45 a.m. Main Campus - School begins at 8:05 am. Students should be at their desks and ready to learn at 8:05 am
- Encourage and support your child's learning at home
- Talk to your child's teacher about any problems that may affect your child's learning
- Encourage your child to ask for help at school if needed
- Reinforce the importance of education and learning

School Responsibilities:

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

DEFINITIONS & GUIDELINES

Excused Absences (with proper documentation)

a. A student who is temporarily ill or injured or whose absence is approved by the school administration on a prearranged basis.

b. A student who is absent due to physical disability or a mental or behavioral health disorder.

School administration may recognize additional absences, such as a funeral, legal obligations, medical procedures, religious observances or other extenuating circumstances. The school may require suitable proof for excused absences, including written statements from medical sources. Extended family trips should be coordinated with the grade level administrators and/or counselor.

Exempt Absences

a. Suspensions (in school or out of school)
b. School activity (field trip, athletic participation, etc.)
c. Court mandated appointments or appearances

School Activity Absences

Absences due to school-sponsored events (athletics, field trips, performances, etc.) are exempt but students remain responsible for all missed work and deadlines.

Unexcused Absences

Unexcused absences occur when a student is absent from school without a valid and verifiable excuse by the parent/guardian that is consistent with this policy, or when a student leaves school or class without permission of authorized school staff. Each unexcused absence will be entered on the student's record. The parent/guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

In accordance with law, the school may impose appropriate disciplinary actions that relate directly to classes missed while unexcused. Additional information is provided in the Student & Family Handbook.

Communication

Parents/guardians must notify the Attendance Office if their student will be absent for any reason within 48 hours of the absence. If not reported within 48 hours, the absence may not be excused. The preferred method for reporting an absence/tardy is by submitting this form or emailing attendance@theacademyk12.org.

Partial Absences

Partial Absences occur when a secondary student enters class more than 10 minutes after the scheduled start time or departs class more than 10 minutes before the scheduled end time, or when an elementary student enters class more than 30 minutes after the scheduled start time or departs class more than 30 minutes before the scheduled end time.

Make-Up Work

Students are responsible for obtaining and completing missed work during excused and unexcused absences.

See the Student & Family Handbook for make-up work guidance.

Consequences and Support for Absences

Continued unexcused absences or persistent excused absences may lead to further disciplinary action and a referral to truancy court as required by the Colorado Compulsory Attendance law (C.R.S. 22-33-101 et seq. and C.R.S. 22-33-1070). A “habitually truant” student is defined as a student of compulsory attendance age who has the equivalent of four total days of unexcused absences from school in any one month or the equivalent of ten total days of unexcused absences during any school year.

When a student reaches (total # days) 5, 7, and 10 absences (excused, unexcused or a combination of both- this includes partial absences) parents/guardians may receive a letter from The Academy indicating the attendance information and any action steps needed. This could include meeting with administration, the school’s attendance review board, or counselors to develop individualized support plans for improved school attendance.

Chronic Absenteeism

When a student has an excessive number of absences, these absences negatively impact the student's academic success. If a student misses 10 percent or more of a school year, the student shall be considered “chronically absent.” All absences are included in this designation—excused and unexcused and partial absences. Consequently, a student who averages 2 absences (excused or unexcused) a month is at-risk of being chronically absent for the year. If a student is identified as "chronically absent," the school administration may develop a plan to improve the student's attendance. The plan will include best practices and research-based strategies to address the reasons for the student's chronic absenteeism. When practicable, the student's parent/guardian will participate in the development of the plan. The school administration will discuss truancy consequences with the student and family, and strongly consider putting the student on an attendance contract at the beginning of each semester.

Tardy Policy

At the secondary level, any student who is not in class, sitting in their assigned seat ready to work when the bell rings, is considered tardy. Tardies are limited to 10 minutes late to class, after which point it is considered a partial absence.

At the elementary level, any student who is not in class, sitting in their assigned seat and ready to work when the bell rings, is considered tardy. Tardies are limited to 30 minutes late to class, after which point it is considered a partial absence.

All students who are late to school must sign in at the front desk at each campus.

DRESS CODE

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

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

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

Jeans Day/Non Uniform Days
- Denim pants, shorts, or skirts (no holes)
- Shirts must meet the waistband of pants (no crop tops)

Dresses, Skirts, Jumpers
- Colors - Red, Navy Blue, Hunter Green, Tan, or Green Plaid
- Polo dresses, dresses, skirts, shorts or skorts, jumpers all at mid length
- Not in uniform - Rompers

Shirts
- Colors - White, Red, Navy Blue, Hunter Green
- Long or short sleeve shirts with a collar

- Shirts do not need to be tucked in
- Not in uniform - Shirts without a collar including T-Shirts and tank tops

Shoes
- Any color
- Any shoe, boot, sandal, athletic shoe
- Not in uniform - Shoes with rollers or wheels

Warm Clothing/Outerwear
- Colors - Red, Navy Blue, White, Hunter Green
- Academy logo fleece jackets, cardigans, sweaters, crew-neck sweatshirts, and vests
- Hooded sweatshirts, coats, and jackets are not to be worn in the classroom unless permitted by a teacher/principal

TOYS

Toys, including trading cards, should not be brought to school. Toys will be confiscated and can be returned to families at the teacher's discretion. A few students may have a fidget tool written into a formal intervention plan; in that case, those items are permitted as long as they are not a distraction. It is the teacher's discretion to confiscate an item if it becomes distracting to the learning environment.

FOOD AND DRINK

Water bottles (containing clear water only) are permitted in classrooms. No other drinks are allowed in classrooms. Water bottles are a privilege and may be confiscated if they become a distraction or are misused. At teacher-designated times, students may enjoy healthy snacks. Teachers may reach out to partner with families if snacks are repeatedly considered non-nutritious. Only teacher-approved healthy snacks may be consumed in the classrooms at teacher-designated times. Students are not allowed to chew gum in classrooms.

BIRTHDAY TREATS

Our school has transitioned to a "no food" policy for birthday celebrations to ensure student safety, promote lifelong health, and maximize daily learning time. While we love honoring our students on their special days, replacing traditional food treats with non-edible celebrations allows us to build a more inclusive and focused environment for every child.

Why We Made This Change

- **Protecting Students with Unknown Allergies:** Food allergies among children have risen sharply over recent decades. Many severe reactions occur from accidental exposure to hidden or unlisted ingredients in shared treats. Because some families may still be discovering new dietary sensitivities or severe allergies, a strict no-food policy keeps our classrooms safe for everyone.
- **Aligning with Health Guidelines:** According to the USDA and CDC Dietary Guidelines for Americans, children should strictly limit added sugars to less than 10% of their daily calories. For younger children, guidelines state they should completely avoid added sugars. With multiple birthdays per classroom, frequent cupcakes and sugary treats quickly exceed these limits and disrupt healthy habits.
- **Maximizing Learning and Development:** Standard instructional days require precise scheduling to fulfill rigorous academic benchmarks. Pausing lessons to distribute treats, clean up major messes, and manage the subsequent "sugar crashes" takes a significant toll on focused learning time. Eliminating food transitions protects our classroom hours for adequate educational development.

How We Celebrate Instead

We still want your child to feel incredibly special on their birthday! Teachers will recognize students using meaningful, non-food alternatives, such as:

- **Classroom Privileges:** Choose your celebration style from the classroom choice board. Choices might include things like, extra recess for the class, or choosing a special classroom seat for the day.
- **Shared Activities:** Inviting the birthday child to select a favorite book for the teacher or family member to read aloud to the group. (arranged ahead of time with teacher)
- **Donate to the class library:** If families wish to send a favorite book, the child can have a dedication placed into the inside cover and that memory will serve students for years to come.

Classroom teachers will share their specific policy at the start of the school year. Thank you for your partnership in keeping our school safe, healthy, and highly focused on academic success.

Spirit Day Fridays:
Students may wear Academy spirit gear or shirts of colleges/universities on the last instructional day of each week as an alternative to the above referenced shirts. Students will still wear uniform bottoms unless it is jeans day. Shirts do not need to be tucked in.

ACADEMIC SUPPORTS

Multi-Tiered Systems of Support:

Inclusion coupled with high expectations is at the heart of The Academy's approach to supporting diverse learning needs. The Academy has a strong staff of experienced learning support specialists and support service providers who work hard to implement a high quality multi-tiered system of supports (MTSS) with the core belief that all children can succeed. MTSS is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at both the classroom and school levels. MTSS is a framework that uses implementation science to create one integrated system from a wide range of student support options. At The Academy this includes support for students struggling with academics, behavioral or social-emotional challenges, advanced students, students with disabilities, students learning English as a second language, and more (IEP/Special Education, 504, Advanced Learning Plans, English Language Learners, READ plans). Our system is designed to support the needs of all students and recognize each individual as a valued and contributing member of our community.

DISCIPLINE

Values & Philosophy:

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

- Clear Expectations - Establish and communicate a clear, consistent set of expectations for behavior and conduct
- Supportive Response - We seek first to understand in an objective way
- Achieve Resolution -
    - Identify the choice that did not meet expectations
    - Identify how that choice impacted themselves, others, and/or the learning environment
    - Identify different choices that meet achieve a safe, inclusive, and productive learning environment
    - Restore any harm that was caused to self, others, or the learning environment

We understand that students will sometimes make choices that impede our ability to provide everyone a safe, inclusive, and productive learning environment. We believe that each of these choices provides an opportunity to learn and grow. We believe that our response to these choices should be instructional, supportive, and predictable. We believe resolution is achieved when harm is restored and a safe, inclusive, and productive learning environment is achieved.

Approach:

The Academy Elementary School uses a two pronged approach to behavior support and discipline. We see these as learning opportunities and a skill set that is continuously growing. Our school uses both Restorative Practices and more traditional consequences/processes, as needed.

Clear Expectations - At The Academy, we set clear expectations for our community in a variety of ways. Our elementary grade levels do this through classroom expectations set at the beginning of the year and maintained throughout, and establishing clear expectations and routines for common times such as lunch, recess, and specials. We utilize our Leader in Me Habits as well as our 6 character traits (respect, responsibility, kindness, courage, integrity, self-control) to inform these expectations.

Supportive Response - A responding staff member will support students when a behavior or conduct issue arises in a developmentally appropriate manner defined by the following:

- Done in a setting that does not put the interaction on display of other students
- Asking questions and seeking to understand what happened
- Using objective language based upon our observations
- Remaining emotionally constant and/or neutral

Achieving Resolution - We will support students to achieve resolution in regards to choices that do not support a safe, inclusive, and productive learning environment. Resolution is achieved through the following outcomes:

1. Clearly identifying the choice that did not uphold our common expectations
2. Identifying possible different choices for the future (Example: reflection form or reflective conversation)
3. Providing an opportunity for any harm to be restored (Example: restorative conversation, apology, etc.)
4. If needed, assigning a natural consequence for the choice made

Through this process, the responding staff member and/or the student involved may identify a natural consequence as a measure to restore any harm caused and/or to resolve the issue. Natural consequences will be proportionate, and related to the choice made.

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

Student/Family-The Academy K-12 Discipline Matrix (*Updated 7/20/2026*)

<table>
<tr><th colspan="2">Category 1 Behavior</th></tr>
<tr><td colspan="2">These behaviors create an apparent and immediate unsafe learning environment. Law enforcement may be contacted to support the response. Suspensions are usually assigned while an investigation can be conducted and/or a safe environment can be established. Category 1 behaviors can result in a referral for expulsion on the first offense. These behaviors can also initiate a Habitually Disruptive Contract which can lead to a referral for expulsion for repeated offenses.</td></tr>
<tr><td>Category 1A Violation</td><td></td></tr>
<tr><td>Sale, distribution, intent to sell drugs, alcohol, imitation drugs, dangerous substances</td><td rowspan="2"><u>Mandatory:</u>
Documentation in PowerSchool (Admin complete Log Entry-Discipline and Incident in PS.)
Parent / Guardian Contact (If completed by phone/conversation, recap in an email.)
Threat Assessment
Out of School Suspension (OSS)
ECE-2nd: 1-3 days
3rd-12th: 5 days
<u>Possible</u>:
Expulsion Referral
Restorative Reflection & Education
Counseling / Admin Check-Ins
Support Plan
Referral to Outside Services
Referral to Law Enforcement
Individual Safety Plan</td></tr>
<tr><td>Possession of a weapon, ordinary objects used as a weapon, explosives, or facsimile weapons used in a threatening way</td></tr>
<tr><td>Category 1B Violation:</td><td></td></tr>
<tr><td>Assaulting, fighting, and/or knowingly causing bodily injury to another member in our community</td><td rowspan="4">Mandatory:
Documentation in PowerSchool (Admin complete Log Entry-Discipline and Incident in PS.)
Parent / Guardian Contact (If completed by phone/conversation, recap in an email.)</td></tr>
<tr><td>Bullying (See definition below)</td></tr>
<tr><td>Habitually Disruptive- (repeated Category 2 and 3 behaviors- See definition below)</td></tr>
<tr><td>Possession or use of drugs, alcohol, imitation drugs, tobacco, vaping</td></tr>
</table>

devices, or drug paraphernalia	• Out of School Suspension
	  ○ ECE-2nd: 1-3 days
	  ○ 3rd-12th: 3-5 days
	• Restorative Reflection & Education
	• Counseling / Admin Check-Ins
	Possible:
	• Support Plan
	• If Habitually Disruptive or Bullying, appropriate documents completed and communicated with families.
	• Expulsion Referral
	• Referral to Outside Services
	• Referral to Law Enforcement
	• Individual Safety Plan
	• Threat Assessment
	• In School Suspension (ISS) or Combination of ISS and OSS (not to exceed 5 days)

Harassment of a protected class – disability, sexual, ethnic/racial, gender, age, religion	
Robbery (includes use of force or threatened force) or repeated theft	
Vandalism or destruction of property that requires repair or replacement (over $100)	
Death threats made either in written, verbal, or digital form	
Participation in a gang or secret society	
Unwanted physical contact of a sexual nature (touching private areas, groping, simulated sexual acts)	

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

Category 2 Behavior	
These behaviors disrupt the environment to a level that additional support is necessary. Category 2 behaviors may result in a temporary removal from the learning environment, documentation in PowerSchool, conferencing with an administrator, communication with parent/guardian, and restorative agreements. In addition, suspension and/or expulsion could result.	
Category 2A Violation:	
Verbal altercation (arguing, shouting, harmful language, and/or making threats, etc)	**<u>Mandatory:</u>** • Documentation in PowerSchool (Admin or teacher complete Log Entry-Discipline. Admin complete Incident.) • Parent / Guardian Contact (If
Inappropriate comments or language directed at or made about another member in our community/profanity/verbal abuse	
Leaving school property without being signed out at the Front Office	

Theft (stealing valuables, attempting to sell or keep another's property, organized or deliberate theft)	completed by phone/conversation, recap in an email.) ● OSS/ISS or Combo Suspension ○ ECE-2: 1-2 days ○ 3-12: 1-3 days ● Restorative Reflection **Possible**: ● Counseling/ Admin Check-Ins ● Support Plan ● Parent / Guardian Meeting ● Expulsion Referral (Habitually Disruptive) ● Threat Assessment
Creation or possession of imitation weapons used in a threatening way	
Category 2B Violation:	
Failure to follow a reasonable request after clear expectations, redirect, and check-in *without* successfully changing behavior (Classroom removal)	**Mandatory:** ● Documentation in PowerSchool (Teacher or Admin complete Log Entry-Discipline.) ● Behavioral Reflection Form ● Parent / Guardian Contact (If completed by phone/conversation, recap in an email.) **Possible**: ● Detention ● OSS/ISS or Combo Suspension not to exceed 2 days. If suspension- Admin complete Incident in PS. ● Educational Reflection ● Restorative Conversation ● Classroom Removal ● Expulsion Referral (Habitually Disruptive)
Repeated defiance	
Inappropriate use of technology (taking photos without consent, distribution of inappropriate social media, recording a fight, inappropriate websites, etc.)	
Not being in assigned area at assigned time/skipping class	
Taking or being in possession of another person's property or materials without permission or intent to return	
Using hostile body language (getting in someone's face, clenching fists, etc)	
Physical Rough Play- Engaging in any physical behavior that invades another person's personal space	
Deliberately promoting, aiding, or provoking an altercation with prior intent or planning. This includes organizing, pressuring, or influencing others to engage in an altercation, either directly or indirectly, through in-person or digital communication.	

Knowingly being in the presence of individuals who are using, possessing, or distributing illegal substances, including drugs, alcohol, or nicotine products. Being knowingly present during such activity, even without directly participating, is a violation of school rules and may result in disciplinary action, including suspension and/or loss of privileges. Students are expected to remove themselves from such situations and report the incident to a trusted adult or school staff member.	
Accessing or obtaining staff property without permission	
Trespassing	
Possession or use of vaping/tobacco devices	
Vandalism or destruction of property that requires repair or replacement	
False reporting / providing false statements / counterfeiting or forgery	
Being in the same stall as another student in the restroom (Grades 3 and up)	
Repeated Academic Dishonesty	
Detrimental Behavior	
Repeated disruptive behaviors and/or patterns of Category 3 behaviors	
Selling items at school- Selling, purchasing, advertising, or exchanging items at school without prior approval from school administration.	

Category 3 Behavior	
These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment.	
Violation:	
Failure to follow a reasonable request after clear expectations, redirect, and check-in *with* successfully changing behavior	**<u>Mandatory:</u>** ● Documentation in PowerSchool (Completed by teacher involved. First
Teasing another member of the community/name calling	

Physical rough play or horseplay	offense Gen Doc and repeated behaviors Log Entry-Discipline.) ● Student will be notified of documentation ● Parent / Guardian Contact in case of repeated behaviors. **<u>Possible</u>**: ● Behavior Reflection Form (in classroom) ● Restorative Conversation ● Logical Consequences
Disruptive hallway/common spaces behavior	
Misuse of passes / time out of class	
Academic dishonesty (Parent Contact) (1st Offense)	
Possession of non-academic items that causes a distraction to the learning environment	
Profanity or inappropriate comments not directed at a person	
Tardies (Grades 6-12)	
Inappropriate use of technology (playing games, usage during unpermitted times, off task websites and/or games, using another person's device, etc.)	
Taking or being in possession of another person's property or materials without permission	
Vandalism or destruction of property that does not require repair or replacement	
Inappropriate bathroom use/behaviors	
Public display of affection	
Personal electronics violation (MS Office Documentation)	
Dress code violation	

Definitions/Glossary:

Academic Dishonesty
Any intentional act or attempt to deceive an instructor or other evaluator regarding a student's work or academic performance. It involves using unauthorized materials, receiving or providing aid, or misrepresenting one's work to gain an unfair advantage. Common examples include cheating, plagiarism, fabrication, and facilitating academic dishonesty.

Appropriate Language

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

The Academy defines inappropriate language as: (Verbal, written, electronic, visual/pictorial)

- Profanity: Any language that is vulgar, obscene, or offensive.
- Slurs: Derogatory, demeaning, or discriminatory language targeting individuals or groups based on disability, race, creed, color, sex, sexual orientation, gender identity,

gender expression, family composition, religion, age, national origin, ancestry, or any other protected status.
- Hate Speech: Language that expresses, advocates, or encourages violence, hostility, discrimination, or intimidation toward an individual or group based on an actual or perceived characteristic, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, religion, age, national origin, ancestry, or any other protected status.
- Sexually explicit language: Any language that is sexually suggestive or offensive.

Bullying (Physical/Non Physical)
In Colorado, bullying is defined in C.R.S. 22-32-109.1(1)(b): “Bullying” means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

Defiance
Willful refusal to follow a reasonable direction given by a staff member, including persistent noncompliance, argumentative behavior, or other conduct that results in a disruption of the educational environment.

Detrimental Behavior
Any conduct that causes or is reasonably likely to cause physical, emotional, or educational harm to oneself or others. It substantially disrupts the educational environment, or involves the intentional violation of school rules, policies, or staff directives.

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

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

Harassment (Physical)
Any unwelcome physical conduct directed at an individual based on the individual’s actual or perceived membership in a protected category within the school community that is discriminatory, intimidating, hostile, threatening, or harmful in nature.

Harassment (Non Physical)
Any unwelcome verbal, written, visual, electronic, or other non-physical conduct directed at an individual based on the individual’s actual or perceived membership in a protected category

within the school community that is discriminatory, intimidating, hostile, threatening, or harmful in nature.

Horseplay/Rough Housing
Minor physical behavior, including physical pranks, pushing, shoving, or similar conduct that is not intended to cause harm and does not result in injuries.

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

Students with a Disability
Students with disabilities are entitled to the procedural protections provided under applicable state and federal law. Repeated removals from the student's educational placement, including in-school suspension when it constitutes a removal, may create a pattern of exclusion. When required by law, the school will conduct a Manifestation Determination Review before implementing a disciplinary change of placement. The school should also consider whether a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), or revisions to existing behavioral supports are appropriate to address the student's needs.

Cellular Devices & Headphones:
Cellular phones can be brought to school but must remain off and completely out of view for the duration of the school day. Cell phones should be kept in the child's backpack. For the first offense, the cell phone can be picked up by the student at the end of the school day from their teacher or admin office. For any repeat offenses, a parent or guardian can retrieve the phone at the end of the school day from the admin office and other actions may be taken based on our behavior and discipline policies. Smartwatches should not be used as communication or gaming devices during the school day. Headphones/earbuds should only be used with teacher permission and be kept in backpacks at all other times. The same consequences for offenses for cellular phones will apply to earbuds/headphones, and Smartwatches.

Safe2Tell:
Safe2Tell provides students in all Colorado schools with an increased ability and opportunity to prevent and report violence and other inappropriate activities by making anonymous calls to 1-877-542-SAFE (7233). The proactive and anonymous features of the program and hotline are critical. Safe2Tell provides the means for children and youth to take a stand, without fear of retribution, and empowers them to make a difference! To anonymously report a school safety concern, click here to be redirected to the Safe2Tell website. If you have a smartphone, the Safe2Tell app is available for free for Android and iOS.

Suspension & Expulsion:

If the Principal or his/her designee determines that suspension is warranted, they may suspend the student for a period not to exceed five (5) days for Class Two, or Three offenses inclusive, or for a period not to exceed ten (10) school days for Class One offenses. The duration of the suspension shall, subject to The Academy Board Policies and regulations, be within the discretion of the Principal or their designee. The suspension may be for punitive purposes and/or for the purpose of further investigation or consideration. The first day of suspension time shall be the first school day following the conference.

If it is determined that a suspension is warranted, reasonable efforts shall be made immediately to notify a parent/guardian of the student involved of the circumstances surrounding the suspension. The parent, guardian, or legal custodian and the school shall confer as to the best way to transfer custody of the student to the parent/guardian. Once such determination has been made and the Principal/designee can accomplish such transfer, the suspended student shall be required to leave the school building and the school grounds immediately. The pupil shall not be readmitted to school until a meeting between the parent, guardian, or legal custodian and the Principal/designee has taken place. The Principal/designee shall make every reasonable effort to meet as indicated but, if the parent/guardian cannot be contacted, or the parent/guardian repeatedly fails to appear for scheduled meetings, the Principal/designee may readmit the pupil.
The student shall have an opportunity to make up schoolwork during the period of suspension. The integrity of a test or other assessment shall not be jeopardized. In assisting students with make-up work, every effort will be made to provide a student, who seeks out the opportunity from the teacher(s), with school work equivalent to that missed with regard to instructional goals and objectives, and anticipated time on task, but with due regard to minimizing the burden on the teacher. For a suspension in a school year, for any violation of school policy, procedures, rules or regulations, a student may have the opportunity to receive full credit for work made up, if the school work is the equivalent of that missed, and is accomplished within the time provided. Reductions from credit given may be based on the quality of the work submitted and any delay beyond the acceptable time period.

Delegation of Authority - The Academy Board delegates to the Principal or designee the authority to suspend a student for additional periods of time, consistent with law and due process, as set forth below.

Initial Extension of Suspension - The Principal or designee may extend the suspension imposed by the Principal designee up to ten (10) additional school days on grounds specified in this procedure, or others which may be provided by law. Pursuant to the procedural requirements set forth below, or the designee may extend the suspension so that such combined periods of suspension by the Principal/designee do not exceed twenty-five (25) days. If it is determined that an extension of suspension is warranted, the student's parent/guardian shall be notified of the circumstances surrounding the extended suspension.

Supplemental Extension for Students with Disabilities - When the subject of a disciplinary action is a student with disabilities as referenced in federal law, and a suspension in excess of ten (10) consecutive days is contemplated, or would be a suspension in a series of suspensions, that, together, equal more than ten (10) days, the school shall institute the following procedures:

1. As soon as a suspension in excess of ten (10) days is contemplated, the Principal or designee will notify the student's parents of the issue and of all applicable procedural rights.
2. A staffing committee, the composition of which must include, but is not limited to, the minimum committee members required by federal statute or regulation or state board regulation, shall meet to determine if the behavior for which disciplinary action is contemplated is related to the student's disability(ies). The review shall be conducted and resolved in accordance with 34 C.F.R. 300.523 (Individuals With Disabilities Education Act of 1997 Regulations).
3. If the staffing committee determines that the behavior for which disciplinary action is contemplated is related to the student's disability(ies), the student shall be removed from the classroom and placed in an appropriate alternative setting for a period that, together with the initial suspension, does not exceed ten (10) school days.
    - In appropriate circumstances, as determined in accordance with the Individuals with Disabilities Education Act of 1997, the placement in an appropriate alternative setting may be extended to forty-five (45) days.
    - During such period, a fully composed staffing committee shall meet to review/check the student's Individualized Education Program (IEP) to determine what modifications, if any, should be made in response to the student's behavior. Such staffing shall be preceded as necessary by additional evaluations of the student.
4. If the staffing committee determines that the behavior for which disciplinary action is contemplated is not related to the student's disability(ies), the Principal or designee may proceed as indicated pursuant Expulsion and Supplemental Extension of Suspension. If the staffing committee determines that the behavior is so related, the Principal or designee shall be consulted as to necessary procedures. However, any additional periods of exclusion from school that may be imposed, shall not include complete denial of services or deprivation of a Free Appropriate Public Education (FAPE) for a student with disabilities staffed into special education pursuant to the Individuals with Disabilities Education Act of 1997.

Expulsion & Supplemental Extension of Suspension; Denial of Admission Delegation of Authority - The Charter School Institute's Board of Education delegates to The Academy Board or its designee the authority, in accordance with C.R.S. 22-33-105, to extend suspensions, to expel for any period not extending beyond one year, and to deny admission to any child who is not qualified for admission or continued attendance at the

public schools of the District, in accordance with the limitations imposed by state law. The designee shall report to The Academy Board on such actions as required by law.

Procedure for Expulsion or Supplemental Extension of Suspension - Prior to any contemplated expulsion or supplemental extension of suspension of any student, the following procedure, as well as those procedures set forth in relevant policies cited at the conclusion of this policy, shall be followed.

General Notice - The Principal or their designee shall cause written notice of such proposed action to be delivered to the student and their parent/guardian a reasonable time prior to the date of contemplated action. Such delivery may be in person or by registered U.S. mail and shall be deemed to be completed when handed to the addressee or the notice is deposited in the U.S. mail addressed to the last known address of the student or their parent or guardian.

Contents of Notice - The notice shall contain the following basic information.

- A statement of the allegations leading to the contemplated denial of admission or expulsions;
- A statement of the nature of the evidence supporting the charges;
- A statement offering the parent, guardian or legal custodian a hearing on the question of expulsion or supplemental extension of suspension;
- A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent, guardian, legal custodian and/or an attorney; and,
- A statement that failure to participate in such hearing constitutes waiver of further rights in the matter.

Hearing - The hearing shall be conducted by The Academy's Executive Director. The hearing shall be closed except to participants and witnesses unless the student and parents request an open hearing. Testimony and information shall be presented; however, technical rules of evidence shall not be applicable, and the Executive Director may consider and give appropriate weight to such information or evidence as it deems appropriate. The student or their representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript shall be at the expense of the party requesting the same. The Executive Director may retire to closed session to review and consider the evidence.

The Executive Director shall render a written opinion within five (5) days after the hearing. If the Executive Director is unable to reach a decision, then the decision that is

subject to appeal will be affirmed. All decisions rendered must be submitted in writing to the appropriate personnel, student and parent or guardian.

The Executive Director shall advise The Academy Board of the circumstances, the action taken, and the reasons for the action taken, with respect to each hearing.

Waiver of Conditions - By mutual agreement between the Executive Director and the student or his/her representative, time limits and other conditions of this procedure may be waived.

Right to Appeal Suspension - Suspensions shall be served as assigned by an administrator. An appeal by a parent for the purpose of clearing a student's disciplinary record may be made in writing to the level Principal ten (10) business days after the assignment of the suspension. The appeal for a review of a suspension by a student/parent will review whether:

- The student committed the alleged infraction; and
- Did The Academy staff follow applicable procedures?

In the event the response of the Principal is not satisfactory to the student/parent, the parent may appeal in writing to the Executive Director ten (10) business days after receiving the response from the school level Principal. The Executive Director shall respond to the parent within ten (10) business days. In the event the response of the Executive Director is not satisfactory to the student/parent, the parent may appeal in writing to the Board of Directors within ten (10) business days after receiving the response of the Executive Director. The Board of Directors shall respond to the parent in a timely fashion. The decision of The Academy Board shall be final.

Right to Appeal Expulsion - An appeal may be taken from the decision of the Executive Director to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

Miscellaneous - Students who are suspended or expelled are prohibited from attending any school activity, as well as from being on the school campus or property, without the express approval of school administration. Failure to abide by this restriction shall be considered defiance of authority and may also result in a referral to law enforcement. When a pupil is expelled by a school/district for the remainder of the year, the parent/guardian is responsible for seeing that the compulsory school attendance statute is complied with during the period of expulsion from The Academy. A student or the student's parent/guardian may request that The Academy provide educational services to

the student who has been expelled. Appropriate educational services may be determined by The Academy.

Behavior Supports:
Multi-Tiered Systems of Support - The Academy Elementary has a team that is focused on the behavioral and social-emotional needs of all students. This team consists of teachers, administration, mental health providers, and other support staff. The goal of The Academy's MTSS Behavior Team is to identify students who are not meeting grade-level behavior expectations and provide appropriate supports to help those students perform.

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

Tier 1a behavior interventions are appropriate when, through ongoing formal and informal data collection, teachers notice that a student is struggling to meet appropriate grade-level expectations. Interventions are done in the classroom with minimal teacher support. Discussion of Tier 1a students will occur during weekly grade level meetings. Teacher will communicate the plan to families and the MTSS Coordinator.

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

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

Middle School (6-8) Information

THE ACADEMY'S MIDDLE SCHOOL BELIEVES

The Middle School experience must be specifically designed to support the unique needs of middle school students. Much of the design of The Academy's Middle School is adapted from the Association of Middle Level Education's work titled, *The Successful Middle School: This We Believe*. The Academy's six core values provide the foundation for our community to engage with one another and to do our best work. A commitment to these values ensures that each member of our community has access to a safe, inclusive, and productive environment in which we can all thrive.

INTEGRITY	I will be honest with my words and open to the ideas of others. I will follow school rules, even when no one is watching. I will take ownership over the choices I make and accept the outcomes.
RESPECT	I will respect myself, others, and the environment we share. I will treat others as they wish to be treated. I will acknowledge and value the identity and contributions of others.
RESPONSIBILITY	I will be engaged and take the lead in my education. I will be reliable, punctual, and prepared. I will follow through and be dependable.
COURAGE	I will stand up for others. I will ask for help. I will make the right choice, even when it isn't easy.
KINDNESS	I will care for and be compassionate to others. I will be inclusive. I will be helpful and generous.
SELF-CONTROL	I will lead by example. I will set and achieve my goals. I will show restraint even when challenged.

Values Calendar:
Each month the Academy Middle School will focus on a particular value through social emotional curriculum, school wide events and activities, student incentives, and student recognition.

Values & Philosophy:
Our Middle School academic program prepares students for post-secondary success while demonstrating growth and achievement on individual measures. Our curriculum provides opportunities to explore important topics of personal, social, and moral significance. We invite young adolescents to pose and answer questions. We challenge students to address real-world, complex issues that introduce multiple, diverse perspectives. Our electives program provides students with opportunities to pursue what they love while trying something new. Teachers rely on active, purposeful instructional strategies that emphasize students to work with one another and movement within the classroom. We believe that middle school is a time for students to learn about themselves and how they fit into the world around them. Outdoor education and service learning empower students to define their sense of self and to figure out how they can meaningfully contribute to the larger community.

Our academic program has three navigational stars which guide our approach to all aspects of the middle grades experience: prepare, explore, and empower.

PREPARE	EXPLORE	EMPOWER
The Academy's Vision… All students develop the academic skills needed to prepare for lifelong success.	**The Academy's Vision…** All students explore their strengths and passions through real-world learning.	**The Academy's vision…** All students practice habits of mind that will empower them to lead their own futures.

PREPARE	EXPLORE	EMPOWER
At the middle school level… Middle school students will develop strong academic foundations through rigorous core instruction, strategic interventions, and purposeful enrichment to prepare for success in high school.	**At the middle school level…** Middle school students will broaden and refine their interests through cross-curricular and elective experiences, including career exploration, to inform future academic and extracurricular pathways.	**At the middle school level…** Middle school students will build the skills, confidence, and self-awareness to take ownership of their learning, choices, and relationships in preparation for success in high school and beyond.

CURRICULUM

We rely on a guaranteed, viable curriculum and research-based instructional strategies to ensure that each student is challenged with appropriate level of understanding and readiness. Here are the curriculums we use for our core subject areas: Language Arts, Math, Science, and Social Studies:

Language Arts	HMH Into Literature HMH Writable	https://www.hmhco.com/programs/into-literature#overview https://www.hmhco.com/programs/writable#overview
Math	EnVision	https://www.savvas.com/index.cfm?locator=PS3c5r
Science	HMH Into Science	https://www.hmhco.com/programs/hmh-into-science-6-8#overview
Social Studies	HMH Social Studies	https://www.hmhco.com/programs/hmh-social-studies#overview
SEL	Leader in Me	https://www.leaderinme.com/

ATTENDANCE

We want your students here. Consistent attendance provides each student the best opportunity to learn and grow within our community. Our schoolwide goal is for all students to be present for 95% or classes. Parents/guardians must notify the Attendance Office if their student will be absent for any reason within 48 hours of the absence. You are able to excuse 70 class periods (10 days) without a doctor's note. If your student falls below 84% attendance you and your student may be asked to meet with an administrator to develop an attendance support plan. In order to provide students and families with the appropriate support, we have determined tiered support practices by identifying levels of attendance, as well as timeline of support.

Levels of Attendance:

- Regular Attendance – 95% and above
- At-Risk Attendance – 90.0-94.9
- Chronic Absence – 80.0-89.9
- Severe Chronic Absence – below 80%

Excused Absences (with proper documentation)

A student who is temporarily ill or injured **or** whose absence is approved by the school administration on a prearranged basis.

A student who is absent due to physical disability or a mental or behavioral health disorder.

Exempt Absences (will not be counted in your student's total number of absences)

- Suspensions (in school or out of school)
- School activity (field trip, athletic participation, etc.)
- Court mandated appointments or appearances

School Activity Absences

Absences due to school-sponsored events **(**athletics, field trips, performances, **etc.)** are exempt but students remain responsible for all missed work and deadlines.

Unexcused Absences

Unexcused absences occur when a student is absent from school without a valid and verifiable excuse by the parent/guardian that is consistent with this policy, **or** when a student leaves school or class without permission of authorized school staff. Each unexcused absence will be entered on the student's record. The parent/guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

Attendance Suite Notifications

For the 2026-27 school year you will receive regular, automated updates regarding the attendance of your student. The purpose of this communication is to ensure that students are in class as much as possible. When a student reaches (total # days) 5, 7, and 10 absences (excused, unexcused or a combination of both- this includes partial absences) parents/guardians may receive a letter from The Academy indicating the attendance information and any action steps needed. This could include meeting with administration, the school's attendance review board, or counselors to develop individualized support plans for improved school attendance.

If you have any questions about the letters that you receive please contact Brennan Duffy .

Arrival & Dismissal:

The doors to the North Gym (Middle School) will be open at 7:45am to align with the opening of both High School and Elementary. The start of our instructional day is 8:20am. This start time is intentionally staggered to reduce the flow of traffic. We will dismiss each day* at 3:30pm. All students must exit the building by 3:45 p.m. unless they are participating in a supervised activity or event. We encourage middle school families to pick up on the west side of the building in both blue and green zones.

**Any changes to the dismissal time will be communicated with students and families*

Late Arrivals to School or Class (Tardies):

We want all of our students to arrive at school and be to classes on time. Being on time provides us with the best opportunity to ensure the student has access to the full experience of the day and/or instruction. If a student arrives at school after 8:20am, they should enter through the Bistro doors (east side of the school) and check-in at the desk. They will receive a tardy pass to give to their classroom teacher in order to enter the learning environment.

The expectation for students is that they are in their seats, ready to begin instruction when the bell rings. The Middle School team will conduct "sweeps" of hallways, common areas, and restrooms during passing periods and at the beginning of each period. Tardies are mainly managed by the classroom teacher; however, the middle school admin team may be involved if a pattern of tardiness develops. Patterns of tardiness may result in the use of our school's behavior and conduct guidelines.

** If a student is more than 10 minutes late to a class, that will count in a partial absence, not a tardy.

GRADING

The primary purpose of grading is to communicate student achievement and progress. Students are assigned a final grade in each course at the end of each semester. At any time, you are encouraged to check your student's progress through PowerSchool. Teachers will do their best to ensure gradebooks are updated each week. If you have any questions regarding your student's grade in a class, please contact that teacher directly.

Grading Scale:

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

Grading is weighted according to the following categories:

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

Performance based courses (Visual Arts, Performing Arts, Work-based Learning)

- 50% classwork/homework/participation (Process)
- 50% assessments (Product)

Teachers will notify parents/families when a grade of D or F is assigned. We also aim to communicate any significant changes in a student's behavior, performance, or attitude.

Semester Academic Awards:

- Students with a GPA of 3.0-3.49 receive academic recognition

- Students with a GPA of 3.5-3.99 receive honor roll recognition
- Students with a GPA of 4.0 receive high honor roll recognition

Late or Missing Assignments
Late or missing assignments will be marked as "incomplete" until the work is completed. Students can turn in a late/missing assignment according to the following.

- Within 2 weeks of the assigned date, late/missing work can earn up to 90% of the total points available for that assignment.
- After 2 weeks, late/missing assignments will not be accepted unless previously approved by the teacher.

Missed Assignments & Makeup Work Due to Absences:
When a student misses class due to an absence, they are given two (2) school days for each day absent in which to make up work. Students must make arrangements with their teachers to make up assignments and assessments. After 2 days, any work or assessments not completed are considered late or missing.

If a student's individual circumstances require them to miss extended periods of time, then we will work with the student and family to create a plan of support that accounts for instruction and work completion. Through this collaboration, modifications may be made to eliminate nonessential assignments and/or change deadlines or due dates.

Redoing Assignments & Test Corrections:
All assignment redos must first be agreed upon by the teacher. Once approved, classroom work, assignments, and homework may be redone within 2 weeks for up to 90%. After 2 weeks, students are no longer able to submit redos, unless previously approved by the teacher.

All assessment redos or test corrections must first be communicated to and agreed upon by the teacher. Once approved, assessment/test corrections may be redone within 2 weeks for up to 90%. After 2 weeks, students may redo assessments/submit test corrections for up to 70%.

Academic Integrity
Integrity and honor are central to The Academy's mission of preparing students to become college ready, exemplary citizens through academic mastery and personal empowerment. As community members of The Academy, faculty and students accept the responsibility to maintain the highest standards of intellectual honest and ethical conduct in completing all forms of academic work. Since assignments, exams, and other classwork are measures of student performance, honesty is required to ensure accurate measurement of student learning. **As technology advances and we are learning more about AI practices, we will continue to update and revise this section of our handbook throughout the school year.**

General Academic Integrity Standards
Students will not misrepresent their work by handing in the work of someone else. Prohibited conduct includes:

- Plagiarism: unacknowledged use of information, ideas, or phrasing of others, including:
    - Copying exact words of another writer without proper documentation of the source;
    - Stealing or passing off words, graphics, or artwork that is not one's own;
    - Submitting AI-generated text as one's own.
- Purchasing a paper or assignment from a service or other source;
- Reproducing another person's paper and submitting it as one's own;
- Having someone else take an exam;
- Inventing information or citations in an academic exercise, misquoting, or quoting out of context;
- Signing another person's name to an official document and/or submitting information known to be false.

Students will not submit information obtained dishonestly. Prohibited conduct includes:

- Copying homework;
- Working with another student on work that is intended to be done independently;
- Downloading and submitting term papers or other documents from online resources;
- Sharing answers through data storage devices, cell phones, messaging, or other electronic means;
- Taking electronic pictures of exams or sharing exam content with students who have not yet been assessed.

Students will not give or sell their work to another person. Prohibited conduct includes:

- Giving work to another student to be copied;
- Providing answers to an exam during an exam;
- Discussing an assessment with students who have not yet been assessed on the material;
- Giving or selling a written assignment to another student.

AI and Academic Integrity

We recognize that the responsible use of AI requires the highest standards of academic integrity. AI-enabled tools may be used to support student work (such as brainstorming or receiving feedback), but AI-generated work must not replace student work. **As a school, we are creating a plan for meaningful expectations and practices around AI use in our school, which will be presented in the Fall.**

The following are considered violations of academic integrity when not explicitly authorized by the teacher:

- Submitting AI-generated text, images, code, or other content as one's own work;
- Using AI tools during exams or assessments without explicit teacher permission;
- Using AI to translate work in a way that misrepresents language proficiency;
- Concealing or failing to disclose the use of AI in a completed assignment.

Investigation and Consequences

The Academy will specify and follow procedures for investigating and addressing suspected misuse of AI and other forms of academic dishonesty in alignment with existing academic integrity and discipline practices. Consequences will be determined based on the severity and context of the violation.

Protocol: Consequences will depend on the severity and impact of the violation. In some cases, consequences may not follow the sequence outlined below.

First offense: The student may receive a failing grade on the assignment at the teacher's discretion. The teacher will notify the parent / guardian of the violation. The teacher will note academic dishonesty in the PowerSchool gradebook and document the incident as a Behavior Log Entry.

Second offense: The student will receive a zero on the assignment. The teacher will note academic dishonesty in the PowerSchool gradebook and document the incident as a Behavior Log Entry. Admin will notify the parent / guardian of the violation.

Third offense: The student will receive a zero on the assignment. The teacher will note academic dishonesty in the PowerSchool gradebook and document the incident as a Behavior Log Entry. Admin will notify the parent / guardian of the violation and assign an In-School-Suspension with an Educational Project focused on Academic Dishonesty. Continued Academic Dishonesty will be considered Defiance per our Discipline Matrix and will result in additional consequences.

ACADEMICS

<u>Homework</u>

Much of our academic program relies upon classroom instruction. Homework supports students in practicing skills learned in class, previewing upcoming content, completing projects, preparing for assessments, and developing independent learning habits.

IXL Practice Expectations

Students will use IXL for additional skill practice in both Reading and Math throughout the school year.

- Students are expected to complete **30 minutes per week in Reading IXL and 30 minutes per week in Math IXL.**

- Students will be provided dedicated time during the school day to complete the majority of this practice; however, students are responsible for ensuring they meet weekly expectations.
- If students do not complete the required minutes during school, remaining practice may become homework.
- Weekly IXL completion will be included as part of students' **Pride grade.**

Reading Expectations
In English classes, students will read multiple novels and texts throughout the school year.

- Some reading will occur during class time.
- Students may also be assigned reading outside of school to support class discussions, assignments, and pacing.
- Students are encouraged to develop regular reading habits outside of school to strengthen comprehension and vocabulary skills by reading **30 minutes per week**.

General Homework Expectations
Completing homework on time is important because it directly supports classroom learning and skill development.

- Homework may be assigned for practice, completion of classwork, projects, studying, reading, or skill reinforcement.
- Homework may be graded for completion and/or accuracy.
- Assignments not submitted in a timely manner will be marked as **Incomplete** in PowerSchool and may be subject to the **Late or Missing Assignment** practices outlined elsewhere in this handbook.

If a student develops a pattern of incomplete or late work, school staff will provide support to help the student complete assignments. This support may include working before or after school, during the lunch rotation, or during another designated period.

<u>Assessments</u>:
Classroom teachers use a variety of assessments to evaluate student performance. As a middle school, we also use assessments to measure student growth and achievement. The data we collect from these assessments is then used to determine areas of strength and opportunities for growth as a middle school program. We also use this data to best support individual students, including scheduling and/or class placement. We use two primary assessment tools.

- *NWEA MAP Growth Assessment* - Students complete the NWEA MAP Growth Assessment three times each school year in math, reading, and science. These assessments measure a students' achievement and growth compared to millions of students across the country of their same age and content area. The MAP assessments provide us with a score that we use to determine a student's grade-level readiness and to evaluate a student's growth throughout the year.

Following each testing period, we will provide students/families with a report illustrating how your student is performing academically.

- *CMAS (Colorado Measure of Academic Success)* - Once a year, students will be asked to complete the state's CMAS assessments in Language Arts and Math. 8th grade students will also complete the state's CMAS assessment for science. The CMAS tests are designed to measure what students have learned in comparison to the state's academic standards. These scores are also used to determine the school's performance and accountability to the larger community.

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

<u>CMAS Opt Out</u>
As provided for in state law, parents may excuse their students from taking CMAS. Contact Brennan Duffy if you are considering excusing your student from CMAS, so that you may make an informed decision with regard to the impact non-participation may have on your school and district. During testing, our entire focus will be on supporting students as they take the test. As a result, families are asked to arrange an excused absence from school on testing days and appropriate alternative activities of their own if their child will not be participating.

Opting out of the tests increases the risk of lower average assessment scores at our school. This could result in a lower effectiveness rating for educators or a lower accreditation rating. Additionally, state and federal law expects schools to administer state tests to at least 95% of their students. Failing to meet score and/or participation expectations may result in a school receiving the "School in Need of Improvement" designation. This requires the school to undergo Performance Improvement Planning and monitoring.

<u>Student-Led Conferences</u>
Student-led conferences are an awesome leadership opportunity for middle school students. Students use their leadership portfolio to celebrate their interests and passions, to illustrate their academic growth and achievement, and to communicate how they contribute to the larger middle school community. Student-Led conferences take place in October and February. Families schedule time with their child's Pride teacher.

During Pride, students work on their leadership portfolios in preparation for student-led conferences. All teachers are encouraged to use leadership portfolios as an opportunity for students to share celebrations, lessons, and or exemplary work. Because student-led conferences take place after school on Tuesday and Wednesday, all Middle School students and staff are off Thursday and Friday of the same week.

If a parent/family wishes to have an additional meeting with their student's teachers and/or counselor outside of the Conference dates, please contact the teacher/counselor directly.

Math Pathways

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

- Performance on standardized measures (STAR, MAPS, and/or CMAS)
- Demonstration of content mastery by earning an 80% or higher on end of unit assessments
- MAPs math scores in the 81st percentile or higher
- Consistent growth in MAPs math data
- CMAS math scores of Met or Exceeded Expectations
- Formative assessment data (quizzes, unit assessments, etc.)
- Overall math grade
- Teacher recommendation

Each year, student performance will be evaluated to determine best placement for math. For complete details on the Middle School's math pathways, click here.

Accelerated English

There are two options available for middle school students in English. Placement into Accelerated English is determined by advanced performance on standardized measures (STAR, MAPS, and/or CMAS), demonstration of content mastery as determined by earning a 90% or higher on end of unit assessments in HMH and grade-level Writing Rubrics, and may require a grade-level recommendation based upon a student's work ethic, participation, and behavior in all their classes.

Traditional English Class

Students in a traditional English class will move through the content, and standards at the traditional pace and level of understanding that is expected from a student in their grade level.

Accelerated English Class

While covering the same core standards as the Traditional English class, students in the Accelerated English class will work on developing a deeper understanding of the core standards and will work through the content at an accelerated pace. This placement takes into account not only classroom performance, but an NWEA MAPs percentile score of 81st percentile or higher and 90% on grade-level Writing Rubrics.

Blended Honors
All middle school students have the opportunity to earn an honors designation on their transcript in Science and Social Studies. Any student that is aiming for an honors designation will need to communicate that through the survey at the beginning of each semester. An honors designation can be earned by collaborating with the content-specific teacher and successfully completing the requirements in each content area. For complete details, click here.

Course Selection & Schedule Requests
During Spring Semester, our Middle School Counselor and Assistant Principal will present course offerings to all incoming middle school students. Students and parents will complete the Course Selection form online. We will create a student schedule for the following school year that will include any of the top selections. During the first ten school days of each semester, a student may request a change to their schedule through the Middle School Counselor. Due to space and availability, schedule change requests will likely not be fulfilled.

TECHNOLOGY & NON-ACADEMIC ITEMS

Chromebooks:
The Academy is a 1:1 technology school and every student receives a chromebook. These devices are an essential educational tool we use to improve and build upon learning that is happening in our classrooms. If a student consistently fails to bring their chromebook to school or their chromebook is damaged for a week or longer, then the administration and IT will replace or repair the device and add any necessary fees to the student's account. It is required that students only use a school provided device. Students have the following responsibilities with the device:

- Charge the device each night in order to be prepared for the next school day.
- Do not share the device with other students.
- Practice digital citizenship.
- Keep the device clean, including no stickers or writing.
- Keep food and drinks away from the device.

PERSONAL ELECTRONIC DEVICES

In response to a community survey, we have refined our practices around personal electronics with the following goals:

1. Limit the time students have permitted access to their personal electronics
2. Holding individual students accountable for misusing personal electronics
3. Providing students/families a tool for communication

Personal electronics include, but are not limited to cell phones, headphones, smart watches, smart glasses, gaming devices, etc.

Personal electronic devices should not be heard, seen or used in instructional spaces, this includes hallways, restrooms, cafeteria during lunch, and Flex time. With the exception of headphones being used for instructional purposes and as directed by the teacher, individual electronic devices should be in the "off" or "silent" position at all times in the learning environment. We also ask that these devices be stored out of sight.

Electronic devices may only be used at designated times and locations. At the middle school level, these spaces and times include before and after school hours and during recess. Although permitted to be used during these times, students are responsible for ensuring that devices are not used in a manner that is unsafe, illegal, or disruptive to the school environment. Students cannot use their personal electronic devices for the following:

- Capturing photos or video / audio recording without the community member's permission
- Cheating or academic dishonesty

Students choosing to bring a personal electronic device shall be personally and solely responsible for the security. The Academy shall not assume responsibility for theft, loss, or damage of any such device and will not be responsible for the investigation of such incidents.

If a student uses a personal electronic device during unapproved times, we will work with the student and family to create a plan that minimizes future disruptions which could include restricting access to these devices at school.

Protocol: If a student's personal electronic device is seen, heard or used anywhere other than Morning Gym (7:45-8:15) and Recess, then the student is required to give their device to a staff member upon request. Refusal to follow this reasonable request will result in additional consequences.

First / Second offense: The student will turn their phone or personal electronic device into the Middle School Office, the behavior will be documented and parents will be notified. The student is able to pick up their phone at the end of the school day.

Third offense: The student will turn their phone or personal electronic device into the Middle School Office, the behavior will be documented and parents will be notified. The student is able to pick up their phone at the end of the school day and student will be placed on the following plan:

- A 10-day Personal Electronic Improvement Plan will be established with the following terms:
    - Turn in their phone/personal electronic device at the beginning of the school day and pick their device up at the end of the day for 10 school days **-or-** Leave their phone/device at home for 10 school days.

    - During this 10-day plan, students are not permitted to use any personal electronic devices. If the device is not turned in and/or a student is seen on another device the 10-day plan will restart. (If their own personal device is used during this plan, guardians will be required to pick up the device from the Middle School Office.)

Violations after completion of a 10-day Personal Electronic Improvement Plan:

- If a student has had their cell phone or personal electronic device delivered to the Middle School office following the completion of a Personal Electronic Improvement Plan, this will be considered Defiance per our Discipline Matrix and will result in additional consequences. Guardians will be required to pick up the device and student may receive:
    - 4th violation: 1 day of ISS
    - 5th+ violations: 1-5 day OSS, Remedial Discipline Plan, loss of device privileges for the remainder of the school year

Non-Academic Items

Non-academic items brought to school will be confiscated as those items are a distraction to learning. A few students may have a fidget written into a formal intervention plan and in that case, those items are permitted if they are not a distraction. It is the teacher's discretion to confiscate an item if it becomes distracting to the learning environment. Students are not to have Sharpies on school grounds. Sharpies should be confiscated and should not be returned to students. Students choosing to bring a non-academic item to school are personally and solely responsible for the item. The Academy shall not assume responsibility for theft, loss, or damage of any such item and will not be responsible for the investigation of such incidents.

Food and Drink

Water bottles (containing clear water only) *are permitted in classrooms.* **No other food or drink is permitted in classrooms.** Water bottles are a privilege and may be confiscated if it becomes a distraction or is misused. Open containers of food, candy, or drink in the classrooms will be confiscated and *not returned*. Our Middle School Gym is a classroom space; therefore, food and drink is not permitted there in the morning or anytime during the school day. **Additionally, students are not to chew gum during the school day as well.**

Lockers:

Lockers are the property of the school and are available for students to rent for a fee during the school year. If a student would like to request a locker, you may complete this Secondary Locker Request form. Students should keep their locker combination secret - they should not give their combination to anyone. Students are **not** to share lockers. If a locker does not work properly, the student should report it to the Middle School Office for assistance. It is the responsibility of each student to keep lockers clean inside and out. Any student defacing lockers (writing, banging, or tampering) will be expected to compensate the school for the damage.

MIDDLE SCHOOL DRESS CODE

The Dress Code creates opportunities for individual expression given that students follow some basic universal requirements. It creates an environment where everyone can feel comfortable by disallowing hateful or intolerant dress and removing unnecessary and potentially harmful enforcement. Students will be prepared to enter into the broader world with an understanding and acceptance of different people.

Values -

- The dress code is implemented consistently, to ensure equal treatment for all students.
- Staff and other students allow for expression while maintaining dress code standards.
- The dress code is clear so that it is enforced consistently between various staff members or students.
- Students are able to wear clothing that they are comfortable with, as long as it meets the basic requirements.

General Guidelines - There are some pieces of clothing that are required for the student body.

- Shirts, bottoms, and shoes that meet these standards are a requirement at all times.
    - Shirts must have sleeves or straps, cover the front to the top of the belly button, full coverage of back, and connect under the arms.
    - Buttocks must be fully covered with opaque fabric no shorter than the upper thigh.
    - Shoes of any variety with durable soles. There may be cases where shoes can be removed for a specific activity, but they must be put back on as soon as the activity is done.
- Private areas of the body must be covered with opaque fabric.
    - Undergarments must be covered with exceptions of bra straps and waistbands.
    - Facial features including the eyes, nose, mouth, and surrounding area must always be visible and displayed in a way that does not make a student unidentifiable, with the exception of a medical mask, when necessary.
    - Certain classes and activities may require specific attire.

Students May Wear - We find it important that some items are specifically allowed. This list is not exhaustive and as long as students comply with the General Guidelines their attire is acceptable.

- Shirts including spaghetti straps, tank tops, halter tops, and muscle shirts that meet the basic requirements.
- Bottoms include holes in jeans and opaque leggings.
- Religious or cultural headwear and accessories are accepted.

Students Cannot Wear -

- Clothing featuring
    - Hate speech targeting race, ethnicity, gender, sexual orientation, religious affiliation, health conditions, or other protected groups
    - Violent conduct, images or language
    - Profanity
    - Items that clearly promote any illegal activity
    - Items that promote the use of drugs or alcohol
    - Pornographic images or nudity
- Hats, hoodies with hoods up, beanies or bandanas, with exceptions for religious, cultural, or medical reasons
- Costume wear
- Onesies
- Soft-soled slippers

Protocol: Students will be given the opportunity to meet dress code expectations. Refusal to follow this reasonable request will result in additional consequences.

First offense: The student will be asked to comply with the dress code by covering, changing, or removing the non-compliant item. Parents or guardians may be contacted for support. The offense will be documented in PowerSchool.

Second offense: The student will be asked to comply with the dress code by covering, changing, or removing the non-compliant item. Parents or guardians will be notified and the offense will be documented in PowerSchool.

Third offense: The student will be asked to comply with the dress code by covering, changing, or removing the non-compliant item. Some items may require parent pick-up from the Middle School office. Parents or guardians will be notified, the offense will be documented in PowerSchool and Admin will assign an Educational Reflection.

<u>Identification Badges (Student IDs)</u>:
Unlike Elementary, Middle School students no longer have to wear a uniform. The Academy's staff relies on students wearing/having immediate access to their ID to quickly demonstrate they are a member of the middle school community and to check-out certain classroom items. Because we share a building with multiple levels, we ask that students wear and/or are in possession of their ID every day. Being in possession of the ID means that the student can quickly show their ID when asked by a member of the staff (in their pocket and/or attached to their backpack).

MIDDLE SCHOOL BEHAVIOR AND CONDUCT GUIDELINES

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

- Clear expectations
- Supportive response
- Achieve resolution

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

<u>The Foundation for our Response to Behavior & Conduct</u>:
Our values when responding to choices that are not supportive of a safe, inclusive, and productive learning environment are Clear Expectations, Supportive Response and Achieve Resolution.

Clear Expectations:
As a Middle School, we commit to clearly stating expectations, teaching how to meet those expectations, and revisiting/reteaching expectations when necessary.

Supportive Response:
Our goal is to support students when a behavior or conduct issue arises in a manner defined by the following:

1. Done in a setting that does not put the interaction on display of other students
2. Asking questions and seeking to understand what happened
3. Using objective language
4. Remaining emotionally constant and/or neutral
5. Treating each response as a first response

Achieving Resolution:
When behavior/conduction situations arise, we aim to achieve resolutions and restore a safe, inclusive, and productive learning environment. Resolution is achieved when student can:

1. Identify the choice that did not uphold The Academy's core values
2. Identify and alternate choice for the future
3. Restore any harm caused by the choice

4. Fulfill any consequences assigned for their choice

Behavior Categories:
We aim to keep our response proportionate to the behavior/conduct choice made. We rely on the following table to achieve a proportionate, consistent, and predictable response:

Category 1 Behaviors	Category 2 Behaviors	Category 3 Behaviors
These behaviors create an apparent and immediate unsafe learning environment. Law enforcement may be contacted to support the response. Suspensions are usually assigned while an investigation can be conducted and/or a safe environment can be established. Category 1 behaviors follow a three strike system and can result in expulsion the first time.	These behaviors disrupt the environment to a level that additional support is necessary. Category 2 behaviors may result in a temporary removal from the learning environment, a behavioral log entry, conferencing with a Middle School administrator, communication with parent/guardian, and restorative agreements. In addition, suspension and/or expulsion could result.	These behaviors can be redirected in the context of a safe, inclusive, and productive learning environment. Category 3 behaviors may result in a conversation with the responding staff member, communication with the parent/guardian, and/or logical consequences (detention, reflections, apology letter).

If you would like to see further information about our behavior categories and the types of behaviors that happen within each category, please visit this link.

Increasing Our Support & Response:
For each behavior and/or conduct choice made by an individual student, we will increase the level of our support and response. Support that we provide for students can include reflective activities, team-based conferencing, and the use of the MTSS system to create an individualized plan. Responses go from minor consequences (phone call home, detention, etc.) to major (In- or Out-of-School Suspensions). Our goal is to teach students, collaborate with families, and replace punitive responses with restorative/collaborative solutions. Because we believe that each behavior response scenario is unique, variations in our response/support may vary.

EXPECTATIONS FOR NON-INSTRUCTIONAL TIMES

Morning Expectations
We provide supervision for students who need to be dropped off prior to the start of the school day from 7:15-8:20. Students are able to use their cell phones during this time; however, they must follow our expectations for Personal Electronic Devices. To ensure student safety and maintain a positive start to the day, students are expected to follow these morning expectations:

Cafeteria (7:15-8:05) / Blacktop (7:45-8:05)

- Students utilizing the cafeteria or blacktop areas should follow all cafeteria and recess expectations.

- When dismissed from these areas, students should go directly to the Middle School Gym.

MS Gym Supervision (7:45–8:20)
- Students are expected to remain seated while in the gym.
- If students need to leave the gym (locker access for 6th grade students, restroom, etc.), they must check out with Mrs. Caswell using their Student ID.
- Food and drinks are not permitted in the Middle School Gym. Students will be asked to finish food items in the cafeteria or outside before entering the gym.

Morning Transition
- At 8:10, students should move to their assigned Pride group sections.
- At 8:15, students should put away non-academic items and be at Level 0 for Morning Welcome and Announcements.
- At 8:20, students will be dismissed with their Pride class to transition to their classroom together.

Students who consistently struggle to meet morning expectations may be asked to work with administration and families to identify alternative drop-off arrangements that better support student success and safety.

<u>Hallway Expectations</u>
Students are asked to pass through the hallways quietly and be considerate of others in the halls and classrooms. Students should walk on the right with a voice level of 0-2. Wandering in the hallways during class time is prohibited. Students granted permission to leave class are expected to go promptly to the required destination.

<u>Passes Out of Class</u>
We know that students cannot learn if they are not in the classroom. Teachers will use their best discretion when students ask to use the restroom. Students who request to use the restroom on a frequent basis will be referred to the school nurse to determine if a physical condition exists necessitating the student's frequent trips out of the classroom. Students should be in the classroom during the first and last 10 minutes of class and during direct instruction.

If a student is out of a classroom, the student must have a pass from SMART Pass. Students must get acknowledgement from their teacher before signing out on the Kiosk in the classroom prior to leaving the classroom with the pass. Students will have two passes out of class per day outside of passing periods. If a student is spending an excessive amount of time outside of the classroom, then parents will be notified and a plan may be created to limit passes.

<u>SMART Pass</u>
The Academy Middle School will be utilizing SMART Pass for the 26-27 school year. SMART Pass is an online pass management system that allows for teachers and

administrators to know where students are and how many students are out of class to ensure that students are in class as much as possible. If your student has a plan that requires additional passes, these accommodations are uploaded into Smart Pass. If you have any questions please reference this website or reach out to Brennan Duffy (brennan.duffy@theacademyk12.org).

Cafeteria Expectations

Responsibility for proper behavior in the cafeteria rests primarily with the students.

- Students will not run, push or "cut" when lining up in the lunch lines.
- Students will remain seated until a staff member dismisses their table.
- Students must receive permission from a staff member on duty if they wish to leave the cafeteria for any reason.
- Throwing, smashing, and spitting of food is not permitted.
- Stealing or touching another student's food and/or belongings is not permitted.
- Students are to remain seated in the original seats during lunch and are not permitted to "float" from table to table unless they receive permission from a staff member.
- Food and drink must remain in the cafeteria, except for water bottles.
- Students must throw away their trash and wipe their table.
- Students at tables where trash has not been picked up must either identify the student responsible for the mess or clean up the mess.

Consequences for not following any of the rules may include assigned seating and/or lunch detention. Repeated offenses will result in additional consequences as determined by the administration.

Recess Expectations

Recess provides students with an opportunity to socialize, move, and recharge during the school day. To help ensure recess remains safe and enjoyable for everyone, students are expected to follow these expectations:

- Be respectful, responsible, and safe at all times.
- Follow directions from all staff members the first time they are given.
- Remain in designated recess areas and stay within supervision boundaries.
- Use equipment appropriately and share materials respectfully with others.
- Keep hands, feet, and objects to yourself. Physical play that may result in injury or conflict is not permitted.
- Use appropriate language and include others in activities whenever possible.
- Resolve conflicts respectfully and seek adult support when needed.
- Help keep recess spaces clean by throwing away trash and taking care of school property.
- When the whistle, signal, or staff direction is given, stop activities immediately and transition appropriately.

Students who consistently struggle to meet recess expectations may temporarily lose recess privileges, participate in structured recess activities, or receive additional support from staff to ensure a safe environment for all students.

Flex Time Expectations

Students participate in Flex Time during the lunch rotation. This time is designed to support community building, independent learning, academic practice, and student engagement. Students are expected to follow all school expectations during Flex Time and remain respectful, responsible, and engaged in the assigned activity.

Monday: Class Meeting

- Students will report to the Middle School Gym for a class meeting to begin the week.
- Students will sit in the bleachers.
- Students are expected to be at **Level 0** during presentations and announcements.

Tuesday: Independent Reading

- Students will sit in their assigned Pride group sections in the gym for independent reading.
- Students are expected to bring a novel or independent reading book each week.
- Students are expected to remain at **Level 0** during reading time.

Wednesday & Thursday: Academic Practice (IXL)

- Students will report to their Pride classrooms for academic practice and support.
- Students are expected to remain at **Level 0**, stay on task, and actively engage in assigned IXL activities.

Friday: Flex Time

- Friday activities may vary and may include enrichment opportunities, academic support, school activities, or other structured experiences.
- Students are expected to follow all directions and meet expectations for the assigned activity.

Please note: Flex Time schedules may be adjusted during shortened weeks, special schedules, or school events.

Restroom Use

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

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

- No Vaping: Vaping or the use of tobacco or THC products, including electronic cigarettes is strictly prohibited in all restrooms. Violators will face disciplinary action in accordance with the Academy's substance use procedure.
- One Student Per Stall: Only one student is allowed in a restroom stall at a time. Multiple students in a stall may be interpreted as engaging in inappropriate behavior and will be subject to search, investigation, and possible disciplinary action.
- No Vandalism: Vandalism including graffiti, damage to fixtures, improper disposal of waste is strictly prohibited. Students caught vandalizing the restroom will face disciplinary action. The school resource officer may or may not be asked to join the investigation depending on the severity of the vandalism.
- No Loitering or Hanging Out In the Restroom: Students are asked to exit the restroom once bathroom use is complete. Students are not permitted to use the restroom for social gatherings and/or non-restroom related activities.

TREATMENT OF OTHERS

In our effort to provide each member of the community a safe, productive, and inclusive environment, we work hard to address reports of negative student interactions on our campus. These behaviors include teasing, harassment, bullying, peer conflict, fighting, horseplay, and offensive language. These behaviors have the potential to make members in our community feel less safe, fearful, and/or unable to engage. We will rely on the following definitions to categorize the behavior and help guide our response.

- *Teasing* - Teasing is making fun of others with the intention of being funny **and** perceived by the victim as a joke and/or causes little to no impact to the victim.
- *Harassment* - Harassment is when the behavior or conduct is intended to harm or intimidate **and** perceived by the victim to cause substantial harm or intimidation. To be considered harassment, the following must also be considered.
    - Was the action targeted at a particular person or group of people (present or not)?
    - Was the action similar to a previous action and/or a pattern of actions?
    - Was the action associated with an actual or perceived characteristic such as race or ethnicity, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, religion, sexual orientation, age, or a person's association with a person or group?
- *Bullying* - Bullying is behavior or conduct that is harmful, unwanted and/or aggressive and behavior that is repeated, or has the potential to be repeated over time and is behavior that creates a real or perceived imbalance in power. In order to be considered bullying, the behavior must be aggressive and include the following.

    - *An Imbalance of Power* - A bully uses their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
    - *Repetition* - Bullying behaviors happen more than once or have the potential to happen more than once. This can include both a pattern of experiences to one member of the community. Repetition can also be determined if the bully is choosing similar behaviors with multiple members in the community.

- *Peer Conflict* - Peer conflict refers to disagreement or hostility between peers or peer groups. It is characterized as conflict between people of equal or similar power (friends); it occurs occasionally; it is unplanned; and it does not involve violence or result in serious harm.
- *Fighting* - Fighting is a physical altercation between two or more individuals that is done with the intention to harm another. This can also include encouraging or organizing a fight on a school campus without participation.
- *Horseplay* - Horseplay is a rough or boisterous & excessive play or prank that is not done with malicious or intention to harm.
- *Altercation* - A verbal altercation is an angry exchange of words between two or more individuals. This includes arguing, shouting, using hurtful language, or making threats. Verbal altercations disrupt the learning environment and can lead to further conflict or unsafe situations. Students are expected to resolve disagreements respectfully and seek help from a trusted adult when needed.
- *Offensive Language* - The Academy Middle School defines offensive language as follows.
    - Profanity: Any language that is vulgar, obscene, or offensive.
    - Slurs: Derogatory or discriminatory language targeting individuals or groups based on race, ethnicity, religion, gender, sexual orientation, disability, or any other characteristic.
    - Hate Speech: Language that promotes violence or hatred against individuals or groups.
    - Sexually Explicit Language: Any language that is sexually suggestive or offensive.

<u>Substance Use</u>

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

Prohibited Substances -

- Tobacco Products: Cigarettes, cigars, smokeless tobacco (chewing tobacco, snuff, etc.)
- Vaping Devices: E-cigarettes, vape pens, cartridges, or any related paraphernalia
- Alcohol: All forms of alcoholic beverages

- Illegal Drugs: Any controlled substances not prescribed by a licensed medical professional
- Prescription Drugs: Misuse of prescription medication

Prohibited Actions -

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

Suspension & Expulsion

If the Principal or his/her designee determines that suspension is warranted, they may suspend the student for a period not to exceed five (5) days for Class Two, or Three offenses or for a period not to exceed ten (10) school days for Class One offenses. The duration of the suspension shall be within the discretion of the Principal or their designee, subject to The Academy Board Policies and regulations. The suspension may be for punitive purposes and/or for the purpose of further investigation or consideration. The first day of suspension time shall be the first school day following the conference.

If it is determined that a suspension is warranted, reasonable efforts shall be made immediately to notify a parent/guardian of the student involved of the circumstances surrounding the suspension. The parent, guardian, or legal custodian and the school shall confer as to the best way to transfer custody of the student to the parent/guardian. Once such determination has been made and the Principal/designee can accomplish such transfer, the suspended student shall be required to leave the school building and the school grounds immediately. The pupil shall not be readmitted to school until a meeting between the parent, guardian, or legal custodian and the Principal/designee has taken place. The Principal/designee shall make every reasonable effort to meet as indicated but, if the parent/guardian cannot be contacted, or the parent/guardian repeatedly fails to appear for scheduled meetings, the Principal/designee may readmit the pupil.
The student shall have an opportunity to make up schoolwork during the period of suspension. The integrity of a test or other assessment shall not be jeopardized. In assisting students with make-up work, every effort will be made to provide a student, who seeks out the opportunity from the teacher(s), with school work equivalent to that missed with regard to instructional goals and objectives, and anticipated time on task, but with due regard to minimizing the burden on the teacher. For a suspension in a school year, for any violation of school policy, procedures, rules or regulations, a student may have the opportunity to receive full credit for work made up, if the school work is the equivalent of that missed, and is accomplished within the time provided. Reductions from credit given may be based on the quality of the work submitted and any delay beyond the acceptable time period.

Delegation of Authority - The Academy Board delegates to the Principal or designee the authority to suspend a student for additional periods of time, consistent with law and due process, as set forth below.
Initial Extension of Suspension - The Principal or designee may extend the suspension imposed by the Principal designee up to ten (10) additional school days on grounds specified in this procedure, or others which may be provided by law. Pursuant to the procedural requirements set forth below, or the designee may extend the suspension so that such combined periods of suspension by the Principal/designee do not exceed twenty-five (25) days. If it is determined that an extension of suspension is warranted, the student's parent/guardian shall be notified of the circumstances surrounding the extended suspension.
Supplemental Extension for Students with Disabilities - When the subject of a disciplinary action is a student with disabilities as referenced in federal law, and a suspension in excess of ten (10) consecutive days is contemplated, or would be a suspension in a series of suspensions, that, together, equal more than ten (10) days, the school shall institute the following procedures:

5. As soon as a suspension in excess of ten (10) days is contemplated, the Principal or designee will notify the student's parents of the issue and of all applicable procedural rights.
6. A staffing committee, the composition of which must include, but is not limited to, the minimum committee members required by federal statute or regulation or state board regulation, shall meet to determine if the behavior for which disciplinary action is contemplated is related to the student's disability(ies). The review shall be conducted and resolved in accordance with 34 C.F.R. 300.523 (Individuals With Disabilities Education Act of 1997 Regulations).
7. If the staffing committee determines that the behavior for which disciplinary action is contemplated is related to the student's disability(ies), the student shall be removed from the classroom and placed in an appropriate alternative setting for a period that, together with the initial suspension, does not exceed ten (10) school days.
    - In appropriate circumstances, as determined in accordance with the Individuals with Disabilities Education Act of 1997, the placement in an appropriate alternative setting may be extended to forty-five (45) days.
    - During such period, a fully composed staffing committee shall meet to review/check the student's Individualized Education Program (IEP) to determine what modifications, if any, should be made in response to the student's behavior. Such staffing shall be preceded as necessary by additional evaluations of the student.
8. If the staffing committee determines that the behavior for which disciplinary action is contemplated is not related to the student's disability(ies), the Principal or designee may proceed as indicated pursuant Expulsion and Supplemental Extension of Suspension. If the staffing committee determines that the behavior is so related, the Principal or designee shall be consulted as to necessary procedures.

However, any additional periods of exclusion from school that may be imposed, shall not include complete denial of services or deprivation of a Free Appropriate Public Education (FAPE) for a student with disabilities staffed into special education pursuant to the Individuals with Disabilities Education Act of 1997.

Expulsion & Supplemental Extension of Suspension; Denial of Admission Delegation of Authority - The Charter School Institute's Board of Education delegates to The Academy Board or its designee the authority, in accordance with C.R.S. 22-33-105, to extend suspensions, to expel for any period not extending beyond one year, and to deny admission to any child who is not qualified for admission or continued attendance at the public schools of the District, in accordance with the limitations imposed by state law. The designee shall report to The Academy Board on such actions as required by law.
Procedure for Expulsion or Supplemental Extension of Suspension - Prior to any contemplated expulsion or supplemental extension of suspension of any student, the following procedure, as well as those procedures set forth in relevant policies cited at the conclusion of this policy, shall be followed.

General Notice - The Principal or their designee shall cause written notice of such proposed action to be delivered to the student and their parent/guardian a reasonable time prior to the date of contemplated action. Such delivery may be in person or by registered U.S. mail and shall be deemed to be completed when handed to the addressee or the notice is deposited in the U.S. mail addressed to the last known address of the student or their parent or guardian.

Contents of Notice - The notice shall contain the following basic information.

- A statement of the allegations leading to the contemplated denial of admission or expulsions;
- A statement of the nature of the evidence supporting the charges;
- A statement offering the parent, guardian or legal custodian a hearing on the question of expulsion or supplemental extension of suspension;
- A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent, guardian, legal custodian and/or an attorney; and,
- A statement that failure to participate in such hearing constitutes waiver of further rights in the matter.

Hearing - The hearing shall be conducted by The Academy's Executive Director. The hearing shall be closed except to participants and witnesses unless the student and parents request an open hearing. Testimony and information shall be presented; however, technical rules of evidence shall not be applicable, and the Executive Director may consider and give appropriate weight to such information or evidence as it deems appropriate. The student or their representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript shall be at the expense of the party requesting the same. The Executive Director may retire to closed session to review and consider the evidence.

The Executive Director shall render a written opinion within five (5) days after the hearing. If the Executive Director is unable to reach a decision, then the decision that is subject to appeal will be affirmed. All decisions rendered must be submitted in writing to the appropriate personnel, student and parent or guardian.

The Executive Director shall advise The Academy Board of the circumstances, the action taken, and the reasons for the action taken, with respect to each hearing.

Waiver of Conditions - By mutual agreement between the Executive Director and the student or his/her representative, time limits and other conditions of this procedure may be waived.

Right to Appeal Suspension - Suspensions shall be served as assigned by an administrator. An appeal by a parent for the purpose of clearing a student's disciplinary record may be made in writing to the level Principal ten (10) business days after the assignment of the suspension. The appeal for a review of a suspension by a student/parent will review whether:

- The student committed the alleged infraction; and
- Did The Academy staff follow applicable procedures?

In the event the response of the Principal is not satisfactory to the student/parent, the parent may appeal in writing to the Executive Director ten (10) business days after receiving the response from the school level Principal. The Executive Director shall respond to the parent within ten (10) business days. In the event the response of the Executive Director is not satisfactory to the student/parent, the parent may appeal in writing to the Board of Directors within ten (10) business days after receiving the response of the Executive Director. The Board of Directors shall respond to the parent in a timely fashion. The decision of The Academy Board shall be final.

Right to Appeal Expulsion - An appeal may be taken from the decision of the Executive Director to The Academy Board. Such appeal may be taken by filing a notice of appeal with The Academy Board within ten (10) business days of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later. The Academy Board may deny the request for appeal or grant the appeal request and review the matter for clear error or abuse of discretion. An appeal may be taken from the decision of The Academy Board to the State Board of Education.

Miscellaneous - Students who are suspended or expelled are prohibited from attending any school activity, as well as from being on the school campus or property, without the express approval of school administration. Failure to abide by this restriction shall be considered defiance of authority and may also result in a referral to law enforcement. When a pupil is expelled by a school/district for the remainder of the year, the parent/guardian is responsible for seeing that the compulsory school attendance statute is complied with during the period of expulsion from The Academy. A student or the student's parent/guardian may request that The Academy provide educational services to the student who has been expelled. Appropriate educational services may be determined by The Academy.

Safe2Tell

Safe2Tell provides students in all Colorado schools with an increased ability and opportunity to prevent and report violence and other inappropriate activities by making anonymous calls to 1-877-542-SAFE (7233). The proactive and anonymous features of the program and hotline are critical. Safe2Tell provides the means for children and youth to take a stand, without fear of retribution, and empowers them to make a difference! To anonymously report a school safety concern, click here to be redirected to the Safe2Tell website. If you have a smartphone, the Safe2Tell app is available for free for Android and iOS.

THREAT MANAGEMENT

Middle school administrators follow CDE's recommendations for managing all real, perceived, and/or potential threats within the middle school community. We utilize our threat management process for addressing any threat within our community. This process always includes a threat screening process and can include a full threat assessment and/or self-harm assessment. We rely on a team approach for this process. That team may include: Principal or Assistant Principal, Counselor, School Resource Officer, Teacher, and/or Staff Members. While staff completes these assessments, students will be required to leave campus until further notice from administration.

CONTACT INFORMATION

Main Phone:	(303) 289-8088
Athletics:	Marc Verikas; 303-289-8088 ext. 374
Attendance:	attendance@theacademyk12.org; 303-289-8088 ext. 101
Counseling:	Reonna Hatch 303-289-8088 ext. 148
Fax:	303-289-8087

Administrative Team:

Roxanne Ellsworth	Principal; 303-289-8088 ext. 210
Katie Ball	Assistant Principal; 303-289-8088 ext. 200
Brennan Duffy	Assistant Principal; 303-289-8088 ext. 201
Teri Casewell	Middle School Administrative Assistant; 303-289-8088 ext. 204
Marc Verikas	Athletic and Activities Director; 303-289-8088 ext. 374

High School (9-12) Information

Academic Overview

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

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

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

Curriculum

High School Core Academic Curriculum

English

At the Academy, our English courses focus on various genres of literature and modes of writing with an emphasis on developing composition skills through the learning and practice of the writing process. The material in class is brought to life through readings and projects of varying lengths and complexities completed both in and out of the classroom. Genres covered in our courses include, but are not limited to, poetry, memoirs, essays, letters, speeches, short stories, novels, novellas, and dramas.

Students will engage in 9th Grade English, American Literature, World Literature, and Senior English. Students also have the opportunity of expanding their knowledge in AP and CE courses - AP Language and Literature, AP Literature and Composition, CE Composition and elective English classes like Creative Writing.

Math

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

The Academy's high school is transitioning our math curriculum from EnVision math to Illustrative Math. The curriculum for Illustrative Math by Imagine Learning (Algebra I, Geometry, and Algebra II) focuses on developing a deep understanding of mathematical concepts through problem-based learning and collaborative engagement. Key components include:

- Conceptual Understanding: Students explore fundamental mathematical concepts, fostering critical thinking.
- Procedural Fluency: Emphasis on developing skills through practice and repetition to enhance accuracy and efficiency.
- Application and Modeling: Real-world applications encourage students to apply mathematics to solve practical problems.
- Mathematical Reasoning: Activities are designed to enhance logical reasoning and argumentation, helping students justify their approaches and solutions.

Each course aligns with the Common Core Standards, providing a consistent framework across all units, making it adaptable to diverse learning needs

Upper-level math courses include AP Calculus AB, AP Statistics, CE Algebra and CE Pre-Calculus adhere to their respective guidelines for materials. AP classes follow CollegeBoard requirements and standards and Concurrent Enrollment (CE) courses follow Front Range Community College (FRCC) standards for course materials.

Financial Algebra currently uses the NextGen Personal Finance curriculum which aligns with the National Standards for Personal Finance Literacy and Common Core Mathematics. The NGPF Financial Algebra Course engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's 10 units blends one core personal finance topic with one relevant math concept (e.g. Investing and Exponential Functions).

Math180 is an intervention curriculum used to support (mostly incoming 9th grade) students who have shown they need to build foundational skills in order to be ready and successful for Algebra I. It's a blended learning approach, combining teacher-led instruction with a computer-adaptive software component. The program focuses on addressing the specific needs of struggling students, helping them rebuild foundational skills and accelerate their progress towards grade-level proficiency.

Science

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

Social Studies

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

Visual Arts and Digital Arts

At The Academy, high school Visual and Digital Arts are approached as both an academic discipline and a creative practice. Our expansive course offerings include art foundations, drawing and painting, mixed media, ceramics, digital photography, animation, graphic design, and yearbook. Students seeking advanced rigor or career-focused training can participate in our CTE Media Arts Pathway and AP Art offerings, gaining high-level studio experience, practical industry skills, and college-ready portfolio development.

The curriculum emphasizes the connection between critical thinking, scholarly research, and hands-on creation. Guided by standards rooted in discipline-specific academic vocabulary and interdisciplinary connections, teachers facilitate opportunities for students to study cultural histories, master unique skills, and frame new ideas—preparing them for both post-secondary education and creative industries.

Drama and Theater Arts

The Academy's theater arts program emphasizes opportunities for students to create and perform their own original works. Theater arts are a universal force in the everyday life of people around the world. This force connects each new generation to those who have gone before. Students need theater arts to make these connections and to express the otherwise inexpressible. Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life – about actions and consequences, customs and beliefs, and others and themselves.

Music - Performing Arts

The Academy High School offers Band, Choir and Orchestra.

- Band offers wind and percussion musicians the chance to participate in a large ensemble with multiple annual performance opportunities.
- Choir is open to any student who enjoys singing and wishes to sing as part of a team.
- Orchestra offers string musicians the chance to participate in a large ensemble with multiple annual performance opportunities.

By implementing a structured and standards-based music education, students continue the generational conversation and become fluent in the language of music as a manner of artistic, intellectual, and cultural expression. The acts of performing, creating, and responding to music provide a means for development and growth in the ability to express the otherwise inexpressible and to facilitate growth in many areas of academic development.

World Language

The Academy High School offers Spanish levels 1, 2, 3, 4, and AP and uses the Somos Curriculum in levels 1-4.

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence. This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action. Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences. Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences. (ACTFL, 2014)

Blended Honors Guidelines

To earn Honors Credit:

Category	To earn honors:
Classwork/ Homework	Attempt 80% of honors work
Projects/Essays	Attempt ALL honors extensions or choices
Tests	Complete ALL honors questions with 60% correctness or greater

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

Academic Honors (Honor Roll)

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

** Disclaimer**
In an effort to celebrate a broader range of deserving students and promote diverse academic achievements, The Academy of Charter Schools is updating its approach to recognizing academic excellence for graduating seniors. We believe teachers are entrusted to inspire and educate students, not to rank them, and that learning should be a journey of growth, not a competition.

Starting with the graduating class of 2029, the school will transition to a Latin honors system, replacing the traditional selection of a single valedictorian and salutatorian. This change was announced as the class of 2029 begins their freshman year. The class of 2028 will be the final class to have a valedictorian and salutatorian recognized at graduation.

To earn a Latin Honor designation, students must achieve the following cumulative GPA (calculated at the completion of the first semester of their senior year): 4.250 and above - Summa Cum Laude 4.000 - 4.249 - Magna Cum Laude 3.750 - 3.999 - Cum Laude

Latin Honors (Summa Cum Laude, Magna Cum Laude, and Cum Laude) are widely recognized by colleges, universities, and high schools across our state and nation. This system is familiar to parents, college admissions officers, and prospective employers, ensuring our students' achievements are clearly understood and celebrated.

This change builds upon our existing academic recognition structure, where students with a GPA of 3.0-3.49 receive academic recognition, those with a GPA of 3.5-3.99 qualify for the Honor Roll, and those with a GPA of 4.0 or higher qualify for High Honor Roll and may receive special academic recognition. By adopting the Latin honors system, we aim to honor a wider range of academic accomplishments while fostering an environment where learning is valued for its own sake.

Grades & Weighting

Grading is weighted according to the following categories:

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

Performance based courses (Visual Arts, Performing Arts, Work-based Learning)

- 50% classwork/homework/participation (Process)
- 50% assessments (Product)

Assessments:

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

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

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

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

Late Work Policy

Late work (classwork, homework, and assessments) is accepted up to one week late for minus 20% and is not accepted after that. Extended time for students with

accommodations for late work must be clearly indicated with a due date at time and a half.

Assessments (projects and papers) may be handed in up to one week late for minus 20%, *but the student is then ineligible to retake or redo that assessment.* Performance assessments received after the one week deadline will receive up to 50% only.

Making Up Missed Work From Absences

Students are responsible for all class work missed due to any absence either excused or unexcused.

Students will be allowed two days for every day (excused) absence to make up work for full credit, at which time it will fall under the teacher's late work policy. Teachers may approve special requests for deadline extensions in the case of family or personal events affecting a student's ability to complete the work on time.

Reteach/Relearn/Reassess

The Academy Reteach/Relearn/Reassess Policy is intended to be consistent with the following guidelines:

- Reassessment reflects efforts of relearning and reteaching that occur prior to any reassessment.
    - In order to be eligible for a reassessment, students must attempt the assessment during the designated time. Students MAY NOT opt out of a test/exam/quiz because they are not ready and want to take it at a later date. They must attempt the assessment during the designated time unless they have an excused absence.
- Reassessment efforts may be limited to specific areas of content and/or standard(s) and need not utilize the same format as the original assessment.
- Reassessment grades modify or replace original grades to reflect current levels of proficiency.
- Reassessment criteria can be found in an individual teacher's syllabus and will be made available to all students.
- Students are expected to achieve proficiency in the Colorado State standards.
- IEPs and 504's will be utilized to direct educational decisions by staff.
- The highest grade achieved on the assessment will be recorded in Power School and no averaging with previous assessments will be used.

Students may receive a maximum of 80% on a unit assessment retake if taken within one week. Students showing mastery on a standard or topic later in the year (through spiraling content on assessments) may have a previous assessment score adjusted or removed at teacher discretion. Teacher discretion may be used regarding retakes in the case of a student requesting multiple retakes over the course of a unit or semester and

must be approved by the Department Head or Administration.

Academic Honor Code:

Integrity and honor are central to The Academy's mission of preparing students to become college ready, exemplary citizens through academic mastery and personal empowerment. As community members of The Academy, faculty and students accept the responsibility to maintain the highest standards of intellectual honest and ethical conduct in completing all forms of academic work. Since assignments, exams, and other classwork are measures of student performance, honesty is required to ensure accurate measurement of student learning.

In order to uphold academic honesty and integrity, students will abide by the following policy

1. Students will not misrepresent their work by handing in the work of someone else
    a. Plagiarizing: unacknowledged use of information, ideas, or phrasing of others. This includes copying exact words of another writer without proper documentation of source, stealing or passing off words, graphics, and artwork that is not one's own.
    b. purchasing a paper from a service or other sources
    c. reproducing another person's paper and submitting it as one's own
    d. having someone else take an exam
    e. inventing information or citation in an academic exercise and misquoting or quoting out of context.
    f. submitting a reproduction of another person's work
    g. signing of another's name to an official document and/or submission of information known to be false
    h. using AI generated text
2. Students will not submit information that is obtained dishonestly
    a. copying homework
    b. working with another student on work that is intended to be done independently
    c. downloading and submitting term papers (or other documents) from online resources
    d. sharing answers through data storage devices
    e. using cell phones or PDA devices to take electronic pictures of exams
    f. text messaging answers of academic work
    g. stealing materials from teachers or classmates
3. Students will not give or sell their work to another person
    a. giving work to another student to be copied
    b. giving someone answers to an exam during an exam
    c. discussing an assessment with students who have not yet been assessed on the material
    d. giving or selling a written assignment to another student

Protocol: consequences will depend on the severity and impact of the violation. In some cases, consequences may not follow the sequence outlined below.

First offense: the student may receive a failing grade on the assignment at the teacher's discretion. The teacher will notify the parents of the violation. The teacher will record an honor code violation in the powerschool gradebook and submit a discipline referral describing the violation to administration.

Second offense: the student will receive a zero on the assignment. The teacher will notify the parents of the violation. The teacher will record an honor code violation in the powerschool gradebook and submit a discipline referral describing the violation to administration. The assigned administrator will review the discipline referral and consequences will be assigned.

Third offense: the student will receive a zero on the assignment. The teacher will notify the parents of the violation. The teacher will record an honor code violation in the powerschool gradebook and submit a discipline referral describing the violation to administration. The assigned administrator will suspend the student in accordance with Academy policy. Parent conference will be held prior to the student returning to class.

Possible consequences to infractions may include:

- parent/guardian conference with teacher(s) and/or administration
- an academic behavioral plan to be signed and agreed upon by student and parent
- a failing grade for the assignment
- redo the assignment within a given period of time
- suspension
- suspension of internet access
- suspension of network privileges
- a failing grade for the class
- ineligibility for groups/activities
- ineligibility for Academy National Honor Society
- community service
- restorative justice.

AI and Academic Integrity

We recognize that the responsible use of AI requires the highest standards of academic integrity. AI-enabled tools may be used to support student work (such as brainstorming or receiving feedback), but AI-generated work must not replace student work. **We are creating a plan for meaningful expectations and practices around AI use in our school which will be shared with staff and families.**

The following are considered violations of academic integrity when not explicitly authorized by the teacher:

- Submitting AI-generated text, images, code, or other content as one's own work;
- Using AI tools during exams or assessments without explicit teacher permission;
- Using AI to translate work in a way that misrepresents language proficiency;
- Concealing or failing to disclose the use of AI in a completed assignment.

Investigation and Consequences

The Academy will specify and follow procedures for investigating and addressing suspected misuse of AI and other forms of academic dishonesty in alignment with existing academic integrity and discipline practices. Consequences will be determined based on the severity and context of the violation.

Protocol: Consequences will depend on the severity and impact of the violation. In some cases, consequences may not follow the sequence outlined below.

First offense: The student may receive a failing grade on the assignment at the teacher's discretion. The teacher will notify the parent / guardian of the violation. The teacher will note academic dishonesty in the PowerSchool gradebook and document the incident as a Behavior Log Entry.

Second offense: The student will receive a zero on the assignment. The teacher will note academic dishonesty in the PowerSchool gradebook and document the incident as a Behavior Log Entry. Admin will notify the parent / guardian of the violation.

Third offense: The student will receive a zero on the assignment. The teacher will note academic dishonesty in the PowerSchool gradebook and document the incident as a Behavior Log Entry. Admin will notify the parent / guardian of the violation and assign an In-School-Suspension with an Educational Project focused on Academic Dishonesty. Continued Academic Dishonesty will be considered Defiance per our Discipline Matrix and will result in additional consequences.

Athletic Eligibility

If students have an F in a weekly grading period, he/she will be ineligible to play in any scheduled athletic games for the following week. Please look to the Athletic Handbook for more information. Grades are pulled once a week Thursday mornings at 9am, the grades

posted are the final eligibility grades for the week. Students will have one week to improve their grades as eligibility will not be pulled again for another week.

Early dismissal games are only allowable for students who are eligible.

Athletic Eligibility:

If students have an F in a weekly grading period, he/she will be ineligible to play in any scheduled athletic games for the following week. Please look to the Athletic Handbook for more information. Grades are pulled once a week Thursday mornings at 9am, the grades posted are the final eligibility grades for the week. Students will have one week to improve their grades as eligibility will not be pulled again for another week. Early dismissal games are only allowable for students who are eligible.

Teachers: Please have grades updated by Wednesday at 3:30p.m.

Homework

Homework assigned at The Academy 9-12 supports student learning within the classroom. These activities also provide important feedback to teachers on student progress in achieving standards.

1. An increasing amount of independent homework is considered necessary and is expected of secondary students.
2. For students at the secondary level, homework loads will be affected by individual course selections.
3. Across different programs, it is the degree of difficulty and complexity that distinguishes assignments rather than amount of work given. Secondary building homework guidelines should address the issue of reasonable homework expectations in all programs.

- *The purposes of homework at the secondary level include: practice/review; preparation for subsequent lessons; extension of previously learned material to new situations; and integration of separately learned skills into a single product.*

Credit Recovery

- Failed courses can be retaken through an online credit recovery program or an approved summer school program.
- Courses taken for credit in an approved summer school program will be recorded on the student's permanent record, and grades and credits received will apply toward graduation.
- All letter grades earned in summer school will be recorded on the student's transcript and included in the cumulative GPA.
- Summer school credits cannot fulfill specific graduation requirements (unless the course is to make up a course that was failed), with the exception that prior written approval is obtained from the High School Principal.
    - Students may not take summer courses to "get ahead"

- Only those summer school courses taken after the completion of one semester of ninth grade will appear on a student's senior high school permanent record.
- Credit recovery courses must be completed by the end of the academic term (fall, spring, or summer).

School Day

Daily Student Schedule:

Period	Start	End
0	7:10 am	8:00 am
1	8:05 am	8:55 am
2	9:00 am	9:50 am
3	9:55 am	10:45 am
4	10:50 am	11:40 am
5a	11:45 am	12:40 pm
5b Lunch for all **12:45-1:10** **5c Lunch for all/ Teacher Office Hours** **1:10-1:40**	12:45 pm	1:40 pm
6	1:45 pm	2:35 pm
7	2:40 pm	3:30 pm

Assembly Schedule:

Period	Start	End
0	7:10 am	8:00 am
1	8:05 am	8:50 am
2	8:55 am	9:40 am
3	9:45 am	10:30 am
Assembly	10:35 am	11:20 am
4	11:25 am	12:10 pm
5a	12:15 pm	1:00 pm

5b **LUNCH FOR ALL-No Office Hours**	1:05 pm	1:50 pm
6	1:55 pm	2:40 pm
7	2:45 pm	3:30 pm

Weather Delayed Late Start Schedule: Delayed starts typically are called because of weather conditions. This schedule could change depending on what the conditions are, please look to your email and social media outlets for updated information.

Period	Start	End
1	9:30 am	10:10 am
2	10:15 am	10:55 am
3	11:00 am	11:40 am
4	11:45 am	12:25 pm
5b LUNCH FOR ALL **No Office Hours**	12:30 pm	1:15 pm
5a	1:20 pm	2:00 pm
6	2:05 pm	2:45 pm
7	2:50 pm	3:30 pm

Morning Entry Procedures:

Cafeteria doors open for breakfast at 7:15 am. Students arriving for breakfast should be dropped off on the secondary (east) side of the building, enter through the south cafeteria doors (door 15), and stay in the cafeteria until 7:45. Students should not be dropped off before 7:15 am. No supervision will be present before this time.

7:00 - Doors open for 0 hour students

7:15 - Breakfast

- High school students may sit in the Bistro if they are actively eating breakfast. All other HS students must wait outside.
- Students are not allowed to wander the halls.

7:45 - All students may enter through the Bistro doors.

8:00 - First Bell - Class begins.

8:05 - Tardy Bell

8:10 - Written pass required from Bistro Supervisor to access 1st period class

Off Periods:
Are generally available to 11th and 12th graders. If a student is scheduled for an off period they must stay in the Bistro or be off campus during this time. Off periods are generally scheduled at the beginning and end of day.

Closed Campus Policy

The Academy High School operates under a modified closed campus model. This structure is designed to balance student independence with safety, accountability, and responsible time management.

Grade-Level Campus Access Guidelines:

- 9th Grade:
  All 9th-grade students are required to remain on campus for the full school day, including lunch. Students may not leave campus, cross 120th Avenue, or walk through the Bradburn neighborhood to access local restaurants or businesses.
  Unauthorized departure from campus will result in school disciplinary action, outlined in the 9th Grade Discipline Steps below.

- 10th – 12th Grades:
  Students in 10th, 11th, and 12th grade are eligible for open campus privileges during lunch or scheduled off periods.

Expectations for students with open campus include:

- Students should have their physical ID or their digital Smart Pass ID available at all times and present it upon request.
- Return to class on time and without disruption to the learning environment.
- Demonstrate respectful and responsible behavior in the community while off-campus.
- Respect school boundaries—students may not enter other school buildings, including the middle school, during open periods unless granted permission.

Open campus is a privilege, not a right. Abuse of this privilege—such as tardiness, skipping class, or inappropriate behavior—may result in a loss of off-campus access and the implementation of a support plan to help improve time management and decision-making.

Lunch

The Academy High School will operate on a “lunch for all” schedule, giving students a longer time to eat and socialize. Studies have shown that longer school lunch periods are associated with increased student consumption of healthy food choices such as more fruits, vegetables and less plate waste. Additionally, there is a direct correlation between a healthy diet and a student's ability to learn and thrive.

The lunch period is one hour long, but with the second half of the lunch period dedicated to optional time for students and teachers to connect. Teachers will host academic office hours - during this time students may access teachers for additional academic support, test make up, or tutoring. Please have your student work directly with individual teachers regarding the days and times when office hours are available.

Students must consume food in the cafeteria. Food and drink is not permitted to be consumed in the hallways, classrooms, etc.

High school students must remain in approved areas during the lunch period. Middle school hallways/restrooms, upstairs (except for joining office hours of high school teachers whose classes are located there), etc. are off limits. Students are asked to respect the stanchions that are in place to restrict access to certain hallways/areas.

Bistro Guidelines

1. All students in the Bistro must sign-in at the Bistro desk upon the start of the class period in which they are intending to be in the Bistro. Students who have an assigned class are not permitted to be in the Bistro during that class period.
2. Only High School students are allowed in the Bistro during their off periods- all other students MUST have a pass and work quietly.
3. The Bistro is a cell phone friendly zone- if you are watching videos or listening to music you MUST have headphones or earbuds.
4. Language MUST be school appropriate at ALL TIMES!
5. Classes are always in session, so noise levels need to be at a respectable volume.
6. Keep your belongings close to you, there are other people who want to be here too.
7. Respect your school and clean up after yourself!
8. If you move any tables and chairs then you are responsible for putting them back where they belong.
9. Be respectful of others studying in the Bistro and don't interrupt them. LET THEM WORK!
10. If you "forget" something in your car then you must turn in your cell phone to the Bistro desk to quickly go get it. If "forgetting" becomes a habit then you will need to get approval from a high school administrator to go.
11. If you are a TA, the Bistro is NOT for you to be in daily, unless you are the Bistro TA. You must be with the teacher you are assigned to.
12. 12. DO NOT text your friends to meet you in the Bistro. It is not meant to gather during class.
13. The Bistro is a privilege, if you have a "D" and/or "F" in any class, you need to stay in all your classes.

FAILURE TO FOLLOW THE BISTRO RULES WILL RESULT IN LOSS OF PRIVILEGES INCLUDE BISTRO ACCESS.

Student Services

Counseling

The Academy's Counseling Team aims to support and promote exemplary, college-ready citizens across academic, personal, social, college and career domains in alignment with the American School Counselor Association (ASCA) standards in order to prepare our students for a responsible and successful future. High school counselors serve grades 9-12 split alphabetically. They work with students individually and through classroom guidance lessons. They focus on three pillars of school counseling: social/emotional, college/career and academics.

Resources for Students
Resources for Parents

Schedule Changes and Drop/Add Requests

Students and parents should select classes wisely and carefully during the course selection process. Please be aware that staffing, resources, and course offerings are impacted by these selections. Schedule changes will be made for the following reasons only: a failed course that needs to be re-taken, a course has a prerequisite not yet met by the student, a course is double scheduled, the student has earned previous credit in a course, a course is required for graduation, or grade-level misplacement. Students must be enrolled in a minimum of seven (7) courses, including three (3) to four (4) core subjects (English, Social Studies, Science, or Math), evenly divided per semester. Classes may be added in the first three days of a given semester if there is room in the class and if it fits into the open period. Schedules will not be changed to create the open period.

The Academy Graduation Requirements
4 Credits English
4 Credits Math
3 Credits Science
3 Credits Social Studies
2 Credits World Language
1 Credit P.E. (0.5 Health, 0.5 PE or sport)
7 Credits Electives
24 total credits

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

The Academy is committed to ensuring that every student succeeds after high school –no matter which college or career pathway he/she chooses. Beginning with the Class of 2021,

in order for students to graduate high school and receive a diploma, they must meet both The Academy's credit requirements and demonstrate their competence in English and Mathematics, as required by Colorado's new graduation guidelines.

Students will demonstrate competence in English and Math. Students will complete at least one of the following measures in English and Math, as well as meet or exceed the corresponding cut score or criteria to demonstrate college and career readiness.

*See course description book for more specific details.
Counselors work with students to figure out what graduation pathway is the best fit. Starting with the class of 2021, the Colorado Department of Education (CDE) has asked that students demonstrate competency in English and Math upon graduating from high school. Students must select a graduation option from the CDE Menu of College and Career-Ready Demonstrations. Please see the link below for a list of the options.

Class Load Requirements

In order for students to be considered a full-time student, they must be enrolled in a minimum of 5 courses each semester. All courses count toward full-time status (including Front Range Community College courses) with the exception of Open Period. Please note that some courses are worth less than 0.5 credit, so it is important for students to ensure they are taking the appropriate number of credits each semester to be eligible to participate in extracurricular activities (sports, music, theater).

PWR DEN (Post-Secondary Workforce Readiness Den):

The Academy PWR DEN (Post-Secondary Workforce Readiness Den) is adjacent to the Counseling Office. It is the hub of college and career planning for students. The PWR DEN is designed to provide students and parents with materials and information regarding future options for students. Representatives from colleges, businesses, technical schools, armed services, and other organizations are available to consult with students throughout the year. This space is also available for Concurrent Enrollment (CE) students to find support for their CE courses and work-study and student interns to meet with their advisors.

Academy Academic Supports

Inclusion coupled with high expectations is at the heart of The Academy's approach to supporting diverse learning needs. The Academy has a strong staff of experienced learning support specialists who work hard to implement a high quality multi-tiered system of support (MTSS) with the core belief that all children can succeed. MTSS is defined as a prevention-based framework of team-driven, data-based problem solving for

improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at both the classroom and school levels. MTSS is a framework that uses implementation science to create one integrated system from a wide range of student support options. At The Academy this includes support for students struggling with academics or social-emotional challenges, advanced students, students with disabilities, students learning English as a second language, and more. Our system is designed to support the needs of all students and recognize each individual as a valued and contributing member of our community.

Classroom based interventions (Universal interventions) are those supports and instructional strategies provided to all students to promote successful student outcomes and prevent school failure. An integrated approach views academics and behavior as components of the same support system and realizes the influence one has on the other. All teachers are willing and able to provide universal interventions to students before more intensive interventions are required.

Teacher office hours: All teachers need to have three days a week that they designate as office hours – this should be scheduled during the first or second half of the lunch hour. Students can access teachers during this time for test or assignment completion/make-up, academic support and tutoring, etc.

Athletic Study Hall: Is an optional structured study hall where students can use for quiet study sessions, but can also get individual support and homework help. Students must register for this course - athletic study hall is during the last period of the day only and is specific for students who are in an afterschool program where they may need to leave school early for competition. This is a no credit class.

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

Academic Counseling: The counseling staff at The Academy are here to provide personal / social,
academic and career support for our students. Make an appointment or stop in anytime during our office hours of 8:00-3:30p. Students are welcome to stop by the counseling office

without an appointment before school, break, lunch and after school with any questions they may have. (Do not come during class time, as we do not want you to miss instructional time). Parents can call to set up an appointment to meet with a counselor. Counselors are also readily accessible via email and phone.

Academic Support: In addition to teacher support during office hours, students can get support in the Tutoring Lab during the regular school day or Math Lab and Writing Center during office hours. Please look for announcements on how to access these academic supports for the 2026-2027 school year.

English Language Development and English as a Second Language (ELD & ESL): The Academy has an English as a Second Language Program to help support students whose first language is other than English. There is an ESL Coordinator who supports students in the ESL program to ensure their success in all classes. English Language Learners may register for an ESL class or a Regular Language Arts class, depending on their level of proficiency. Many content area teachers have advanced training in order to provide appropriate language accommodations. Many English Language Learners register for advanced classes in addition to
receiving ESL support.

> *Curriculum:* English 3D (E3D) is a K-12 English Language Development (ELD) program designed to help multilingual learners accelerate their acquisition of academic English. E3D focuses on building students' language skills for academic success, including reading, writing, speaking, and listening. The program leverages students' existing linguistic strengths and cultural knowledge, incorporating asset-based teaching and learning strategies.

Gifted and Talented (GT): Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. At The Academy, these students are identified using multiple criteria. Programming for gifted and talented students will be designed to meet students' cognitive and affective needs through opportunities for acceleration, complexity of thinking, and in-depth learning. A plethora of honors pathways, Advanced Placement (AP), and college concurrent enrollment classes with Front Range Community College are available for students.

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

Resource classes: Academic Support Classes are specific for students that are supported via an Individual Education Plan (IEP). The AHS Resource model is an intervention based program that is specifically aimed at a student's area of disability and their associated academic goals. In the capacity, we offer support based upon a student's needs in their IEP (Reading/Writing, Math, Executive Functioning).

Section 504: Section 504 is a federal law under the Civil Rights Act designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. Students that have a disability that impacts their access to general education may be eligible for accommodations through a 504 plan.

Student Conduct

Philosophy

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

- Clear expectations
- Supportive responses
- Achieve resolutions

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

Administrative procedures shall ensure that each student, including students with disabilities as defined by law, faced with suspension, expulsion or denial of admission shall be afforded due process, in accordance with applicable law.

Expectations for Students

Our main objective at The Academy is to help students become successful contributors to society. We expect students to do their best academically and socially and use The Academy's Six Core Principles as guideposts for behaviors.

INTEGRITY : RESPECT : RESPONSIBILITY : COURAGE : KINDNESS : SELF-CONTROL

What it takes to be a Wildcat - CITIZENSHIP through BEHAVIORS at The Academy

- At The Academy we respect peers, regardless of race, creed, color, marital status, ethnicity, gender, sexual orientation, age, disability or religion.
- At The Academy we use language, which does NOT include language that has profanity or is racist and or ethnically inappropriate or offensive, and/or sexually inappropriate/sexist remarks.
- At The Academy we confine food and beverages in open containers to the lunchroom, designated areas, or outside -- let's keep it clean please.
- At The Academy we participate positively in class by being on time, prepared, engaged and respectful, and by turning off all electronic devices in classes and academic areas and placing them in the identified areas.
- At The Academy we avoid inappropriate displays of affection in public.
- At The Academy we avoid running and/or shouting in the hallways and we move through the hallways in a way that does not cause blocking the way for others.
- At The Academy we cooperate with school personnel by doing what is asked.
- At The Academy we do not participate in activities such as hazing, initiation, or any type of bullying.

Acceptable Student Behavior

At the Academy, we are committed to encouraging and acknowledging positive student behavior. As part of this commitment we will be recognizing one student per grade per month for demonstrating behaviors associated with the character trait for that month. These students will be acknowledged in the monthly newsletter, and–will receive a gift card to a local coffee shop/restaurant. The student's picture as well as the reason he/she was nominated will be added to the Wildcat of the Month bulletin board, as well as to the High school website page devoted to acknowledging Wildcats of the Month! The monthly character traits of emphasis are as follows:

August Self-Control	September Integrity	October Courage	November Self Respect	December Responsibility (Self)

January Respect for Others	February Kindness	March Responsibility (Community)	April Integrity	May Self-Control

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

Unacceptable Student Behavior

The Academy considers the offenses stated below as unacceptable behaviors. Student misconduct on any school property is subject to the enforcement of The Academy's policy. "School property" means all property owned, leased, rented or otherwise used or contracted for by a school.

Unacceptable student behavior (including, but not limited to):

- Student use, possession, distribution or sale of alcohol or illicit drugs and the abuse or possession of other drugs including anabolic steroids or drug paraphernalia.Personal

- The use of tobacco or marijuana vapes on school grounds, including in school restrooms.
- Illegal substances or paraphernalia in a vehicle, or in personal possession, on school grounds or at school sponsored activities.
- Threats of assault and/or battery upon a student or any school employee.
- Academic dishonesty (including but not limited to plagiarism or cheating).
- Verbal or physical harassment directed toward students or school personnel.
- Possession of weapons.
- Carrying knives of any size or description.
- Possession of explosives, including fireworks.
- Disobedience, disrespect, or defiance of school authority; this includes forging the signatures of school personnel and/or parents.
- Disruption of the learning environment and/or behavior that does not comply with stated expectations.
- Destruction or defacement of school property.
- Tampering with fire alarm systems.
- Theft of property belonging to the school, school personnel, or students.
- Smoking or use of any tobacco product within the building and on school grounds.
- Possession of matches, lighters, or other incendiary devices.
- Public displays of affection.

The Academy High School Discipline Matrix

High School Student Searches

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

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

Conducting Searches:

- Justification: Searches are based on reasonable suspicion, documented with specific facts and, where possible, corroborative evidence.
- Scope and Manner:
    - Locker Searches: Lockers, as school property, may be searched.
    - Personal Searches: Bags and jackets may be searched when there is reasonable suspicion.
    - Physical Searches: Administrators will ask a student to empty his/her pockets, remove hoodie or large jackets, remove shoes and show the tops of socks, remove belts, etc. if applicable.

    - *Administrators do not pat-down students and will make no physical contact with students during searches.*

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

Post-Search Procedures:

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

Ensuring Fairness and Equity:

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

For more information, please see High School Student Search Guidelines.

Searches of a student and their personal effects may be conducted without the prior consent of the student's parent/guardian. However, the parent/guardian of any student searched shall be notified of the search as soon as reasonably possible.

Please refer to Board Policy for more details

Public Display of Affection

The Academy seeks to maintain a learning environment that is respectful, inclusive, and focused on academic and personal growth. Public displays of affection (PDA), such as prolonged hugging, kissing, or other intimate physical contact, are not appropriate at school or school sponsored events.

While we recognize that friendships and relationships are a natural part of student life, students are expected to conduct themselves in a manner that respects others' personal space and maintains the professional atmosphere of the school. Hand-holding and brief, appropriate gestures may be acceptable, but anything beyond that will be addressed by staff.

Students who engage in excessive or inappropriate PDA will be given a reminder of expectations. Repeated violations may result in disciplinary consequences in line with the school's code of conduct.

Fighting

Fighting, defined as a physical altercation between students, is strictly prohibited at the Academy and will result in serious consequences. This behavior is disruptive to the learning environment, threatens the safety and well-being of students and staff, and violates our six core principles of character (see above). Students involved in fighting may be subject to suspension, expulsion, and/or legal consequences. The Academy is committed to maintaining a safe and respectful atmosphere. Students are encouraged to resolve conflict through peaceful and constructive means. If additional support is needed to resolve conflict between students, the high school and/or counseling offices are available to assist with counseling or mediation.

Restroom Use

Procedure Statement

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

General Guidelines

- Respect and Privacy: All students have the right to privacy and access to a clean environment in the restrooms.
- Restrooms are for restroom use only. Students should not use restrooms for doing hair, applying makeup, socializing, or spending extended time between classes. These activities can cause unnecessary crowding, delays, and disruption. To maintain a respectful and efficient school environment, grooming and personal care should be done at home or in designated areas, not in restrooms.
- Keep it Clean: All students are asked to help keep the restrooms free of debris and generally clean after use.

Specific Rules:

1. No Vaping/Smoking: Vaping or the use of tobacco or THC products, including electronic cigarettes is strictly prohibited in all restrooms. Violators will face disciplinary action in accordance with the Academy's substance use policy.
2. No food or drinks are allowed in restrooms at any time to maintain cleanliness, hygiene, and the health and safety of all students.
3. One Student Per Stall: Only one student is allowed in a restroom stall at a time. Multiple students in a stall may be interpreted as engaging in inappropriate behavior and will be subject to search, investigation, and possible disciplinary action.

4. No Vandalism: Vandalism including graffiti, damage to fixtures, improper disposal of waste is strictly prohibited. Students caught vandalizing the restroom will face disciplinary action. The school resource officer may or may not be asked to join the investigation depending on the severity of the vandalism.
5. No Loitering or Hanging Out In the Restroom: Students are asked to move quickly. If a student is part of a group where inappropriate behavior is occurring, that student may be subject to search or questioning whether or not that student was engaging directly in the inappropriate behavior (vaping, etc.).

Monitoring and Enforcement:

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

Closed Hallway/Hallway Procedures

To maintain a focused and uninterrupted learning environment, the Academy has implemented the Closed Hallway Procedure which is supported by SmartPass.

- Students are not permitted to be in the hallways during the first 10 minutes or the last 10 minutes of any instructional period (class time). These time periods are known as “No Fly Times.”
- Students are required to have a SmartPass at all times when in the hallways during instructional time (unless there is an alternative plan in place with High School Admin and/or counseling.
- Pass monitoring occurs by high school administrators and/or teachers through the SmartPass system. Students outside of their allotted time, may be referred to High school administration.

Note: The Academy’s use of SmartPass does not include the use of GPS tracking of students, nor do we track individual student locations. Students whose location is undetermined may be found through a search conducted by High School administration.

SmartPass is fully FERPA, COPPA, CSPC, SDPC, NY 2-D, and SOPPA compliant. SmartPass doesn't share any personally identifiable information, nor do they sell student or school data.

Parent/Guardian access to SmartPass via an app on the parent/guardians phone is available. Please contact a member of the high school administration for more information. This will allow you to support your student in real time.

Appropriate Language

Procedure Statement

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

The Academy High School defines inappropriate language as:

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

Substance Use

Procedure Statement

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

Prohibited Substances

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

Prohibited Actions

- Possession, use, distribution, or sale of a prohibited substance on school property or at school sponsored events. Note: Students who possess in their hands (whether it belongs to them or not) or on their person an illegal substance or paraphernalia, regardless of who owns the item, are subject to the same consequences as the owner.
- Being under the influence of any prohibited substance while on school property or at a school sponsored event.

**Distribution and/or sale of prohibited substances is grounds for AUTOMATIC referral to expulsion. **

Procedures for Reporting and Investigation

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

Note: The Academy utilizes vape detectors in each school restroom. This detector coordinates with surveillance outside the restroom to record individuals in the restroom at the time of the vaping incident. All students in the restroom at the time vaping is detected by monitors are subject to search. The time-frame of these searches will be based on High School Admin's availability to conduct the search. (Search may occur same day but may be as late as 2-3 days after the event)

Mandatory State Expulsion Laws

The Colorado State Legislature enacted new laws in the summer of 1993 that impacted all Colorado schools. These laws will be enforced as well as the policies set forth in the The Academy student handbook.

The following behaviors have been determined to be so serious that students who engage in these behaviors will face immediate suspension followed by mandatory expulsion by the Board of Education for up to one calendar year. The behaviors which have been determined to be detrimental to the welfare or safety of students and/or school personnel are:

- Carrying, bringing, using, and/or possessing a dangerous weapon without the authorization of the school or the District.
- Selling a drug or other controlled substance.
- The commission of an act (robbery, assault, etc.) which if committed by an adult would be considered a crime (applies even if no police report or charges were filed).
- The final act of a student on a habitually disruptive contract.

A “Dangerous Weapon” means: (1) firearms, loaded or unloaded, or firearm facsimile that could reasonably be mistaken for an actual firearm; (2) any pellet or “BB” gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; (3) A fixed blade knife with a blade that measures longer than three inches in length, or a spring loaded knife or pocket knife with a blade longer than three and one-half inches; (4) any object, device, instrument, materials, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury.

An “Assault” is an event in which a person is very seriously injured or where the action is intercepted just before the serious injury but where the intent to cause serious injury is clearly evident.

“Habitually Disruptive Student” means a child who has caused disruptions while at school or on school grounds, at a school sanctioned activity, or event, or while being transported in a school-approved vehicle. “Disruptive Behavior” means behavior initiated by a student which is willful and overt and which requires the attention of school personnel to deal with the disruption.

Habitually Disruptive Behavior:

Habitually disruptive behavior refers to a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons related to willful and substantial disruption on school grounds, at a school-sanctioned event, or while being transported in a school-approved vehicle.

The student and their parent, legal guardian, or legal custodian shall be notified in writing of each suspension counted towards declaring the student habitually disruptive, and shall be notified in writing and by telephone or other means of the definition of habitually disruptive behavior and that a student defined as such is subject to expulsion as a habitually disruptive student. The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as habitually disruptive student. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file.

The student may submit a written response to the incident report that will be attached to the written summary.

A remedial discipline plan will be developed and/or modified for the student after the first and second suspensions for one of the grounds stated above and under circumstances causing a material and substantial disruption. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's disruptive behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the disruptive behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in disruptive behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided in the District discipline code or as provided by the rules and regulations of the school.

The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian. If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or 504 Plan. Expulsion proceedings may be initiated for disruptive behavior only if a determination has been made by the student's IEP or 504 team that the disruptive behavior is not a manifestation of the student's disability.

Teasing, Harassment, & Bullying:

In our effort to provide each member of the community a safe, productive, and inclusive environment, we will work hard to address reports of teasing, harassment, and/or bullying. All three of these behaviors have the potential to make members in our community feel less safe, fearful, and/or unable to engage. We will rely on the following definitions to categorize the behavior and help guide our response. It is important to

understand that our response will be somewhat subjective based upon the offender's communicated intent versus the victim's communicated experience.

Teasing: Teasing is making fun of others with the intention of being funny and perceived by the victim as a joke and/or causes little to no impact to the victim.

Harassment: Harassment is when the behavior or conduct is intended to harm or intimidate and perceived by the victim to cause substantial harm or intimidation. To be considered harassment, the following must also be considered:

- Was the action targeted at a particular person or group of people?
- Was the action similar to a previous action and/or a pattern of actions?
- Was the action associated with an actual or perceived characteristic such as race or ethnicity, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, religion, sexual orientation, age, or a person's association with a person or group?

Bullying: Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e. cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including, but not limited to disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

The Academy's Bullying Policy can be found here.

A student and his or her parent, legal guardian, or legal custodian shall be notified in writing of any suspension in which that student is identified by school administration as engaging in bullying behavior, and shall be notified in writing and by telephone or other means of the definition of bullying student and the mandatory expulsion of such students.

The principal or designee shall prepare a brief written summary of the incident underlying any suspension to be counted towards designation as bullying behavior. The student and his or her parent, legal guardian, or legal custodian shall be given a copy of the summary that is to be placed in the student's file. The student may submit a written response to the incident report that will be attached to the written summary.

If the student's conduct with respect to a single incident constitutes grounds for expulsion, the principal or designee may commence expulsion proceedings.

A remedial discipline plan must be developed for the student after the first and second suspensions connected to identified bullying behavior. The principal or designee shall make reasonable efforts to meet with the student, his or her parents, legal guardian or legal custodian, and any school personnel whom the principal or designee deems should attend to develop a remedial discipline plan.

The purpose of the meeting will be to address the development of a written remedial discipline plan. The discipline plan shall address the student's bullying behavior, his or her educational needs, the goal of keeping the child in school, and timelines for modifying the bullying behavior. The plan also shall inform the student of the consequences in the event he or she continues to engage in bullying behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided in the handbook or as provided by the rules and regulations of the school. The remedial discipline plan shall be written in the form of a contract and signed by the student and his or her parents, legal guardian, or legal custodian.

If the student and his or her parents, legal guardian, or legal custodian fail to attend the meeting to establish the remedial discipline plan, after reasonable attempts by the principal or designee to schedule and provide notice of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan with those people present at the meeting.

A "Bullying Student" means a student who has been suspended three times during a calendar year, defined as twelve consecutive months from the date of the first suspension, for reasons that justify student suspension or expulsion, as identified in the Student and Family Handbook; under circumstances identified by school administration as meeting the definition of bullying; connected to behaviors that occurred at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle; and involving behavior that is initiated, willful, and overt on the part of the student then he or she is subject to expulsion for bullying behavior.

Students with Disabilities: All incidents of material and substantial disruption caused by a student identified as a student with disabilities shall be reported by the principal or designee to the student's primary special education provider. When appropriate, the principal or designee shall coordinate the procedures of this policy with the student's IEP or 504 Plan. Expulsion proceedings may be initiated for bullying behavior in accordance with the procedures set forth in Academy policy, only if a determination has been made by the student's IEP or 504 team that the bullying behavior is not a manifestation of the student's disability.

Attendance

The Academy recognizes regular attendance and active participation as essential to academic achievement and personal growth. Parents/guardians are responsible for ensuring their student's consistent, on-time attendance and preparedness for learning each day. Excessive absences hinder instructional continuity and academic progress, as makeup work cannot replace in-class learning experiences.

The Academy's annual attendance goal is 95%. Families are expected to adhere to the attendance policy and avoid excusing students for reasons that are not medically necessary or unavoidable. Parents/guardians must monitor attendance records and are the only individuals authorized to excuse a student's absence.

DEFINITIONS & GUIDELINES

Excused Absences (with proper documentation)
a. A student who is temporarily ill or injured or whose absence is approved by the school administration on a prearranged basis.

b. A student who is absent due to physical disability or a mental or behavioral health disorder.

c. Single period absences with call or email from parent/guardian.

School administration may recognize additional absences, such as a funeral, legal obligations, medical procedures, religious observances, or other extenuating circumstances. The school may require suitable proof for excused absences, including written statements from medical sources. Extended family trips should be coordinated with the grade-level administrators and/or counselor.

Exempt Absences
a. Suspensions (in school or out of school)
b. School activity (field trip, athletic participation, etc.)
c. Court-mandated appointments or appearances

School Activity Absences

Absences due to school-sponsored events (athletics, field trips, performances, etc.) are exempt, but students remain responsible for all missed work and deadlines.

Unexcused Absences

Unexcused absences occur when a student is absent from school without a valid and verifiable excuse by the parent/guardian that is consistent with this policy, or when a student leaves school or class without permission of authorized school staff. Each unexcused absence will be entered on the student's record. The parent/guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

In accordance with law, the school may impose appropriate disciplinary actions that relate directly to classes missed while unexcused. Additional information is provided in the Student & Family Handbook.

No single period absence will be excused without an email or call to the attendance office by a parent/guardian.

Note: Students who accumulate 10 or more absences (excused or unexcused) in a single class period during a semester will be referred to High School Administration by the attendance clerk. A determination will be made by the High School administrator as to what appropriate attendance supports and interventions might be needed. This may or may not include the requirement for documentation for continued absences from the class to be excused.

Communication

Parents/guardians must notify the Attendance Office if their student will be absent for any reason within 48 hours of the absence. If not reported within 48 hours, the absence may not be excused.

The preferred method for reporting an absence/tardy is by submitting the appropriate attendance form or emailing attendance@theacademyk12.org.

Partial Absences

Partial absences occur when a High School student enters class more than 10 minutes after the scheduled start time or departs class more than 10 minutes before the scheduled end time, or when an elementary student enters class more than 30 minutes after the scheduled start time or departs class more than 30 minutes before the scheduled end time.

Missed work from absences (excused or unexcused)

Students are responsible for all class work missed due to any absence either excused or unexcused.

Students will be allowed two days for every excused absence to make up work for full credit, at which time it will fall under the above late work policy. Teachers may approve special requests for deadline extensions in the case of family or personal events affecting a student's ability to complete the work on time. Students will also be able to have help with their homework from the assigning teacher during scheduled office hours and make-up exams.

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

Please see late work policy in each teacher's syllabus

Note: Make-up work expectations and guidelines vary by school level and may differ between Lower Elementary, Upper Elementary, Middle School, and High School.

Consequences and Support for Absences
Continued unexcused absences or persistent excused absences may lead to further disciplinary action and a referral to truancy court as required by the Colorado Compulsory Attendance Law (C.R.S. 22-33-101 et seq. and C.R.S. 22-33-1070).

A "habitually truant" student is defined as a student of compulsory attendance age who has the equivalent of four total days of unexcused absences from school in any one month or the equivalent of ten total days of unexcused absences during any school year.

When a student reaches (total # days) 5, 7, and 10 absences (excused, unexcused, or a combination of both; this includes partial absences), parents/guardians may receive a letter from The Academy indicating the attendance information and any action steps needed. This could include meeting with administration, the school's attendance review board, or counselors to develop individualized support plans for improved school attendance.

Tardy Policy

At the High School level, any student who is not in class when the bell rings, is considered tardy.

Any student arriving to class up to 10 minutes late is considered tardy, after which point it is considered a partial absence.

Note: For safety and security reasons, classroom doors remain closed and locked during instructional time. Students who arrive after class has begun should knock and wait patiently for the teacher to open the door. Depending on where the teacher is in the lesson, it may take a few minutes for them to safely admit the student while minimizing disruption to instruction.

If a student feels they were mistakenly marked unexcused by the teacher, the student must contact the teacher to make the correction with the Attendance Office.

Lunch Detention

One intervention used by The Academy High School to support students' on-time arrival to class is lunch detention. Teachers may assign lunch detention when a student demonstrates a pattern of tardiness to class. Lunch detention is intended to reinforce the importance of punctuality, minimize lost instructional time, and support students in developing responsible attendance habits.

Secondary Dress Expectations

General Guidelines

- Shirts, bottoms, and shoes that meet these standards are a requirement at all times.
    - Shirts that have fabric in the front going down to at least the top of the belly button, back, and connect under the arms.
    - Buttocks must be fully covered with opaque fabric no shorter than the upper thigh.
    - Shoes of any variety. There may be cases where shoes can be removed for a specific activity, but they must be put back on as soon as the activity is done.
- Private areas of the body must be covered with opaque fabric.
- Undergarments must be covered with exceptions of bra straps and waistbands.
- Facial features including the eyes, nose, mouth, and surrounding area must always be visible and displayed in a way that does not make a student unidentifiable.
- Certain classes and activities may require specific attire.

Students May Wear	Students Cannot Wear
We find it important that some items are specifically allowed. This list is not exhaustive and as long as students comply with the “Students Must Wear” section, their attire is acceptable. • Shirts including spaghetti straps, strapless tops, tank tops, halter tops, and muscle shirts that meet the basic requirements. • Bottoms include holes in jeans and opaque leggings. • Religious or cultural headwear and accessories are accepted. • Makeup, tattoos, dyed hair. • Earrings, nose rings, navel rings, and any other jewelry or piercings. • Bandanas, bows, or other hair accessories.	• Clothing featuring hate speech targeting race, ethnicity, gender, sexual orientation, religious affiliation, health conditions, or other protected groups. • Violent images or language. • Attire containing profanity. • Items that clearly promote any illegal activity. • Items that promote the use of drugs or alcohol. • Attire that is pornographic or contains nudity.

School Dress expectations balance the rights of expression with the expectations that every student and adult at The Academy can inhabit an environment that promotes mental health, a discrimination-free social life, and that encourages academic progress and participation without feeling unsafe, uncomfortable, or unsupported. Failure to dress appropriately and meet these expectations may result in the need to change clothes and/or disciplinary action.

Assembly and School Event Behavior

Everyone works together to create school spirit. Pep assemblies, plays, concerts, and programs add to the educational experience of our students at The Academy. The following behaviors help build school pride and make these events more enjoyable for everyone present.

- Remain seated unless the audience is requested to stand.
- Keep feet on the floor.
- Applaud and cheer when appropriate.

- Do not boo, hiss, whistle, use profane language, or make rude remarks.
- Absolutely no food and/or drinks allowed in the auditorium or gym.
- Students who refuse to behave appropriately at assemblies will be required to leave and may face disciplinary action.

Classroom Behavior	Cafeteria Behavior
At The Academy we believe that: ● Everyone has the right to learn without interfering with the learning of others. ● Everyone's welfare, material possessions, and dignity should be respected. ● Everyone should feel safe for self and property. ● Students are expected to be on time to class. ● Every student is expected to attend classes while on campus unless excused by school personnel. ● Please follow classroom specific norms. ● Students who do not cooperate in the classroom may have disciplinary actions deemed appropriate by an Academy Administrator.	● The cafeteria and designated locations are open to students during their designated lunch period. ● Students are expected to dispose of their food items, containers, and other items in appropriate receptacles prior to leaving the cafeteria. ● Use acceptable eating manners. Absolutely no food or drink throwing. Clean the immediate area when ready to leave. ● Refrain from unnecessary loudness, horseplay, and inappropriate behavior. ● Students are not permitted to sit on tables or place their feet on furniture.

Cell Phones/Personal Technology:

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

At the beginning of each class students are expected to place their cell phones in the classroom cell phone holder.

Note: Cell phones being placed in the designated cell phone holder is a school-wide expectation driven by High School Administration rather than a classroom expectation led by any individual teacher.

If a student needs a phone for emergency use, the student may either ask the teacher to retrieve their personal cell phone, or ask to go to the High School office to place a call using the provided landline in the office. Portable electronic devices shall not be turned on or used in any way at school or at school-sponsored activities unless approved by school personnel. Portable electronic devices with cameras may not be used to violate the privacy rights of another person (ex. You may not photograph others in a bathroom, locker room, without their knowledge/consent). Portable electronic devices cannot be used in a manner in which there is a violation of The Academy Academic Honor Code.

When requested, students are required to power down portable electronic devices and turn them over to their teacher and/or school administration. Portable electronic devices are considered personal effects in a student's possession and thereby subject to Board Policy governing searches of such items. Except in cases of emergency, a cell phone or other electronic communication device will not be searched without the consent of either the student or parent. The Academy shall not be responsible for loss, theft or destruction of portable electronic devices brought to school.

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

The Academy recommends the student use their school issued Chromebook for creations and ending of a Smart Pass.

Students who refuse to place their cell phones in the designated cell phone holder upon entry to the classroom will receive a referral to High School administration.

Students found to have in their possession and/or using their cell phone or any other personal technology devices during class for any reason (without teacher permission) should expect to have their cell phone immediately confiscated by the teacher, and a referral to a High School administrator.

Can a student have access to his/her phone during a safety-related event or emergency?
Student safety remains our highest priority. A safety-related event or emergency during class time will be responded to by the students classroom teacher, in partnership with High School administration. Prompt communication will be provided to families through official channels. Specific procedures and established safety protocols—without the use of

student phones—are practiced for these situations and they remain the most effective tools for keeping students safe and parents/guardians informed as needed.

What about students with accommodations and special circumstances?
Students with documented accommodations, medical or the ability to listen to music during independent work time, will be allowed to do so. If you have questions about your student's specific needs, we encourage you to reach out to your student's counselor or a member of the High School admin team.

How do parents/guardians send messages to students during class time?
If a message is considered urgent and needs to be delivered during class time, please contact the Academy main office and they can assist with the delivery of this message. Otherwise, your student will be able to return messages during transition times.

How will students create a SmartPass?
Many classrooms have SmartPass kiosks. If the classroom does not, the student will be able to create a SmartPass on his/her Chromebook. If they do not have their Chromebook, or it is not charged, they should work with their classroom teacher to access a SmartPass.

Thank you for helping us to prioritize instructional time!
We recognize that these expectations may be a challenge for some students and families. We place a high priority on instructional time and appreciate your partnership in reinforcing this expectation with your student(s) and supporting them as they build healthy technology habits. If you have questions or concerns, please don't hesitate to contact the high school office. We are confident that this change will have a positive impact on classroom culture, student learning, and overall well-being.

Nondiscrimination Policy/Title IX

Link to board policy, if you have any questions or concerns regarding the non-discrimination policy or would like to report a Title IX violation, please contact Claire Young, The Academy's Title IX Coordinator.

School Safety and Security

A safe learning environment is a top priority for The Academy High School. As such, The Academy High School is implementing various safety/security protocols, which include the following:

We use the Standard Response Protocol for all safety and security events
High School video

Student Identification Badges

At The Academy, high school student ID badges are no longer required to be worn throughout the day, but wearing them is still encouraged. All students have access to a digital ID through the SmartPass app, which can be accessed via their Chromebook or cell phone.

Daily Entry Requirement:
To enter the school building each morning through the Bistro, students must present either:

- Their physical school ID with the barcode visible, or
- Their digital ID via the SmartPass app.

Why ID Badges Matter

Student ID badges—whether physical or digital—help promote a safe and secure environment by allowing staff to quickly identify who belongs in the building. Visible IDs serve as a clear indicator that a person is a member of The Academy community.

Wearing your badge signals that you belong here. It also helps deter intruders or unauthorized visitors, who will stand out without one. While The Academy does not require uniforms at the high school level, wearing an ID badge serves a similar purpose by promoting a sense of identity and community.

If you notice someone without an ID and you're unsure who they are, it's okay to politely ask or notify a staff member. Safety is everyone's responsibility.

Expectations:

- Students must have their access badges (physical or digital) on their person during school hours in a manner that is visible/quickly accessible to school personnel at all times
- Physical school ID's should not be loaned to anyone and are non-transferrable. Students also may not use another student's digital ID to gain building access.
- A lost or damaged access badge will be immediately reported to a school administrator. The school will collect a fee and can reprint badges - Replacement ID - $5.00. Replacement lanyard - $1.00. Plastic Protector - $1.00.

Video Surveillance

- Video cameras may be placed in locations deemed appropriate by designated school administrators, including exterior and interior locations.
- Video surveillance cameras will not be concealed in any manner and will not be used in locker rooms, restrooms, gymnasiums, auditoriums, individual offices, or

classrooms. Permissible locations include outdoor facilities and common areas in indoor facilities (such as hallways, lobbies, and stairwells).
- Video monitoring may occur before, during, or after school hours.
- Video recordings may be used in connection with the enforcement of Board policy, administrative regulations, building rules, and other applicable laws, including student and staff disciplinary proceedings and matters referred to local law enforcement agencies.
- Video recordings may become a part of a student's educational record or a staff member's personnel record.
- The Academy will comply with all applicable state and federal laws related to student data privacy and record maintenance and retention
- Requests to see video surveillance footage should be directed to the High School administration.

Student Parking

All students' vehicles parked on campus must be registered through the school and have a parking permit. To register your vehicle please complete the Student Parking Permit 2026-2027 Form. You will need to upload images of the student's drivers license, vehicle registration, and insurance. After completion of the form, you will receive an email when your permit is available to pick up. If your information changes throughout the year, please provide updated information by visiting the High School office.

Our goal is to provide space for Wildcats to park on school property and not in the adjoining neighborhood, thereby promoting safety and a positive relationship with our neighbors.

Students who park in the adjoining neighborhood may be subject to tickets and/or tow at owner's expense.

Students parking in the Academy East (Student) parking lot must have a parking permit on their vehicle at all times. Note: The west/front paved lot is reserved for staff and visitors. At 3:45 p.m. each day, the parking lot is open for event parking.

Temporary student parking is available on the West side of the building in the dirt lot. High school students, regardless of where they park, are expected to enter through the Bistro entrance.

Parking on the Academy campus is a privilege. Students are responsible for locking their vehicle to secure belongings.

The Academy assumes no liability for damage to or theft from vehicles parked on school grounds.

Students must observe the campus speed limit of 10 m.p.h.

If a student loses his/her parking permit, a replacement tags is $5. Lost or stolen tags must be reported to the Bistro Supervisor immediately.

Please see High School Academy Student Driver Expectations for additional information regarding what High School administrators expect from student drivers.

Tobacco-Free School, Alcohol, Firearms, and Explosives

The Academy does not allow alcohol, tobacco, firearms, explosives, or any derivative thereof, to be on campus, in a school vehicle, parking lots, or sites leased by the school at any time. Firearms and explosives are in the realm of mandatory expulsion.

Hall Lockers:

Students are reminded that there is to be only ONE student in a locker. It is the responsibility of each student to keep lockers clean inside and out. Any student defacing lockers (writing, banging, or tampering) will be expected to compensate the school for the damage done. Students are not automatically assigned a locker, if you would like a locker, please see complete the 2026-2027 Secondary Locker Request Form.

The Academy High School Telephone Numbers

Main Phone: (303) 289-8088
Athletics: TBD ; 303-289-8088 ext. 374.
Attendance: attendance@theacademyk12.org; 303-289-8088 ext. 101
Counseling: 303-289-8088 ext. 151
The Academy Fax: 303-289-8087

Administrative Team:

Stephanie Mann	Principal; 303-289-8088 ext. 369
Kristen Will	Assistant Principal:
Anthony Watson	Assistant Principal; 303-289-8088 ext. 368
Karianne Klenjoski	High School Administrative Assistant; 303-289-8088 ext. 370
Marc Verikas	Athletic and Activities Director; 303-289-8088 ext.1405
Natalie Salazar Turriago	Athletic and Activities Administrative Assistant ext. 1424

Counseling Support:

Kelly Richter

Kelly O'Connell
Chris Kruidenier
Brittany O'Connell
Emily Lahoda

To report crimes or other concerning events anonymously, visit:
Safe2Tell.org *or* *call* 1-877-542-7233