THE ACADEMY OF CHARTER SCHOOLS

Elementary Student & Family Handbook 2026-2027

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.