THE ACADEMY OF CHARTER SCHOOLS

Middle School Student & Family Handbook 2026-2027

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