THE ACADEMY OF CHARTER SCHOOLS

High School Student & Family Handbook 2026-2027

High School (9-12) Information

Academic Overview

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

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

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

Curriculum

High School Core Academic Curriculum

English

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

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

Math

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

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

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

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

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

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

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

Science

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

Social Studies

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

Visual Arts and Digital Arts

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

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

Drama and Theater Arts

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

Music - Performing Arts

The Academy High School offers Band, Choir and Orchestra.

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

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

World Language

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

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

Blended Honors Guidelines

To earn Honors Credit:

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

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

Academic Honors (Honor Roll)

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

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

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

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

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

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

Grades & Weighting

Grading is weighted according to the following categories:

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

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

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

Assessments:

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

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

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

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

Late Work Policy

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

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

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

Making Up Missed Work From Absences

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

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

Reteach/Relearn/Reassess

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

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

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

must be approved by the Department Head or Administration.

Academic Honor Code:

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

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

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

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

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

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

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

Possible consequences to infractions may include:

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

AI and Academic Integrity

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

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

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

Investigation and Consequences

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

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

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

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

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

Athletic Eligibility

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

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

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

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

Homework

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

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

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

Credit Recovery

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

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

School Day

Daily Student Schedule:

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

Assembly Schedule:

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

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

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

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

Morning Entry Procedures:

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

7:00 - Doors open for 0 hour students

7:15 - Breakfast

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

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

8:00 - First Bell - Class begins.

8:05 - Tardy Bell

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

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

Closed Campus Policy

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

Grade-Level Campus Access Guidelines:

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

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

Expectations for students with open campus include:

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

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

Lunch

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

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

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

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

Bistro Guidelines

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

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

Student Services

Counseling

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

Resources for Students
Resources for Parents

Schedule Changes and Drop/Add Requests

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

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

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

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

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

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

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

Class Load Requirements

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

PWR DEN (Post-Secondary Workforce Readiness Den):

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

Academy Academic Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Conduct

Philosophy

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

- Clear expectations
- Supportive responses
- Achieve resolutions

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

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

Expectations for Students

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

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

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

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

Acceptable Student Behavior

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

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

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

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

Unacceptable Student Behavior

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

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

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

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

The Academy High School Discipline Matrix

High School Student Searches

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

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

Conducting Searches:

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

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

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

Post-Search Procedures:

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

Ensuring Fairness and Equity:

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

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

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

Please refer to Board Policy for more details

Public Display of Affection

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

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

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

Fighting

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

Restroom Use

Procedure Statement

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

General Guidelines

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

Specific Rules:

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

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

Monitoring and Enforcement:

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

Closed Hallway/Hallway Procedures

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

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

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

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

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

Appropriate Language

Procedure Statement

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

The Academy High School defines inappropriate language as:

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

Substance Use

Procedure Statement

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

Prohibited Substances

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

Prohibited Actions

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

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

Procedures for Reporting and Investigation

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

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

Mandatory State Expulsion Laws

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

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

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

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

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

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

Habitually Disruptive Behavior:

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

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

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

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

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

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

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

Teasing, Harassment, & Bullying:

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

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

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

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

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

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

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

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

The Academy's Bullying Policy can be found here.

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

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

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

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

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

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

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

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

Attendance

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

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

DEFINITIONS & GUIDELINES

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

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

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

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

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

School Activity Absences

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

Unexcused Absences

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

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

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

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

Communication

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

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

Partial Absences

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

Missed work from absences (excused or unexcused)

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

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

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

Please see late work policy in each teacher's syllabus

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

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

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

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

Tardy Policy

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

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

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

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

Lunch Detention

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

Secondary Dress Expectations

General Guidelines

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

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

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

Assembly and School Event Behavior

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

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

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

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

Cell Phones/Personal Technology:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nondiscrimination Policy/Title IX

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

School Safety and Security

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

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

Student Identification Badges

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

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

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

Why ID Badges Matter

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

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

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

Expectations:

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

Video Surveillance

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

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

Student Parking

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

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

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

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

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

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

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

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

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

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

Tobacco-Free School, Alcohol, Firearms, and Explosives

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

Hall Lockers:

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

The Academy High School Telephone Numbers

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

Administrative Team:

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

Counseling Support:

Kelly Richter

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

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