



the compass

Colorado's Finest HS of Choice
2026-2027

student handbook

300 West Chenango Ave.
Englewood, CO 80110





choose your finest future

Purpose Statement: Englewood Schools has a moral imperative and unwavering commitment to ensure extraordinary outcomes for each student. Diversity is an asset. We are committed to honoring students' identities, cultures, and abilities, while breaking down barriers to a safe and equitable learning experience.

Please reference the [Englewood Schools 26/27 Student and Family Handbook](#) for additional information about district-wide policies and practices.

Englewood Schools Non-Discrimination Policy:

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act and Colorado law, Englewood Schools does not unlawfully discriminate on the basis of disability, race, creed, color, sex, gender identity, sexual orientation, marital status, religion, national origin, ancestry, age, or need for special education services in admissions, access to, treatment, or employment in educational programs or activities which it operates. To review Title IX policies and procedures, please click [HERE](#). Inquiries or complaints may be referred to Dr. Rana Razzaque, Director of Opportunity, Access, & Inclusion and Title IX Coordinator, 4101 S. Bannock Street, Englewood, CO 80110, (303) 806-2004, or to the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO 80204.

cfhsc instructional staff

Administration

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Instructional Coach/Interventionist:

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Please call the main number at 303-934-5786 and then dial the teacher's extension for their voicemail.

COLORADO'S FINEST HIGH SCHOOL OF CHOICE



KNOWN WELL TAUGHT WELL

At Colorado's Finest, we are committed to a specific student experience.

KNOWN WELL is the experience of being able to come into each class, every day as your full self and find that your voice and lived experiences are valued. Relationships are at the root of everything we do at Finest. Staff work to create an environment where belonging is nurtured.

TAUGHT WELL is the experience of receiving instruction that is built on grade-level standards by teachers who apply their understanding of how the brain learns best to create engaging, affirming, and meaningful lessons that prepare students to be lifelong learners and change agents in our world.

at finest ...

certified diploma

Students earn a certified diploma from the state of Colorado.

6-week classes

Classes are 6 weeks long, and there are 6 sessions per year. Grades are entered into Infinite Campus at the end of each session, and any credit earned by students is then added to their transcripts.

family teacher

When they arrive at Finest, each student is assigned a family teacher and joins that teacher's family class. Family classes meet daily after lunch for 30 minutes, and the family teacher is the staff member who offers the student support, academic advisement, accountability, and maintains consistent communication with the student's parent(s)/guardian(s). Students stay with their family teacher/class for the duration of their time at Finest, and this relationship is so important that on graduation day, it is the family teacher who presents the student with their diploma.

restorative practices

At Finest, our response to struggling students (or adults) is focused on repairing harm and building community. During the restorative process, we seek to understand what happened, who was harmed, and how that harm can be repaired and not repeated. Our systems are designed to ensure a learning environment where every student is safe, valued, and empowered.

point system

Students earn a *point* for each hour of engaged, grade-level work in class. This translates to a point per day in each class if they meet the success criteria provided. Points are “pieces” of credits, and 150 points (of the same “type”) are equal to 1 high school credit. Students count down points on their way to graduation; when they reach 0, they have taken all the courses they need to graduate. To look at it a different way, every point they earn puts them an hour closer to graduation.

In the state of Colorado, students need 23 credits (plus proficiencies) to graduate from high school, which equals 3,450 when converted to our point system. For transcript purposes, points are converted back to credits. If students come to Finest after the start of the year, their grades in progress from their previous school can be adjusted to points and added to their transcript upon arrival.

The student’s points are tracked on a *card* that they carry every day while at Finest (see description of *the card*, Page 6). To avoid delaying their graduation, students need to earn 90% or more of the points possible for the session in each class (see academic expectations section below). The graphic below captures how points translate into “grade levels”.

Status	Points Remaining
Freshman (between)	2587 - 3450
Sophomore (between)	1725 - 2586
Junior (between)	863 - 1724
Senior (between)	0 - 862

no such thing as failure

As mentioned, students work to achieve at least 90% of their possible points for each session in order to stay on track for graduation. However, no matter how many points a student earns, they never lose those points, unlike in a traditional school, where a student can fail a class. Every point earned by a student at Finest is “banked” and can never be lost. The farther a student is below the target 90% at the end of each session, the longer their graduation is delayed. Also, a student’s GPA is determined by the number of points earned. Staff will then use our “graduation calculator” tool to discuss this impact on graduation with the student and parent/guardian in their appeal/restorative conference. Students also have direct access to the graduation calculator tool and are invited to self-monitor their progress toward their goals based on the decisions they make.

flexible start and end times

Students may choose from three different start times: 7:50, 8:45 and 9:40 am. Each session, students can either keep their current start time or switch to a different one.

mixed grade level classes

Classes at Finest are mixed grade-level and most (with the exception of math and writing instruction) are non-linear. This allows students more flexibility in the courses they choose to take and our teachers design their instruction to accommodate this.

concurrent enrollment/career and technical ed

While at Finest, students have access to Concurrent Enrollment (CE) courses (that earn HS and college credit at the same time). Courses are offered on campus at Finest, Englewood High School, Arapahoe Community College, and other approved colleges. Students also have access to many Career and Technical Education (CTE) pathways, either on campus at Finest or on the campuses of our partner schools in the Denver Metro area.

fees

Students at Finest are assessed a one-time CFHSC student fee of \$150. These fees are used in various ways, including social events and the cost of their cap, gown, and diploma. Additionally, students are assessed an annual technology fee of \$25 in order to support the maintenance of our 1:1 Chromebooks and other technology used by students.

closed campus

Finest is a closed campus. If students choose to leave school during the day, they may not return until the following day.

breakfast and lunch

Students can eat one free breakfast and one free lunch from our cafeteria each day, bring their own lunch, or order food between 11:30 and 12:00, during our lunch time. In our commons area, there are shared microwaves and a refrigerator that students can use to store and prepare food. Students are not permitted to exit to their cars during the school day once they have entered the building.



academic expectations

Full-Time In-Person Schedule Required

A regular full-time schedule consists of enrollment in seven classes (including the Family class), unless students are enrolled in CTE courses (Career and Tech Education) or off-campus CE (Concurrent Enrollment) courses.

If a student is enrolled in CTE (Ex: Salon & Spa Academy) or CE (Ex: taking a college course at ACC), then their family teacher and counselor will use a district-approved formula to determine how many classes are required at Finest (in addition to the CTE or CE courses) for the student to achieve “full-time” status.

NOTE: Englewood Schools does not offer a fully online option for students in our district except in the case of approved doctor-ordered homebound education. We do offer some online credit acceleration and credit recovery options (see details below).

The Goal is 90%

All students at Finest are expected to earn at least 90% of the possible points for each session, as this ensures that they will have the most timely graduation from high school. The number of points possible in each session is determined by the number of class days, and so this number is not always consistent from session to session and can also be adjusted as needed (such as in the case of a school cancellation). NOTE: In extenuating circumstances and with family teacher and administrator approval, a student may be approved for an “adjusted 90%” (see details in table below).

Example:

Total Points Possible per Session	90% Academic Expectation
23	20
24	21
25	22
26	23
27	24
28	25

Note: the above numbers are examples, but will vary from year to year as determined by the school calendar.

the card

As previously mentioned, the *card* is the physical record of points earned by students at Finest throughout a session (6 weeks). In each class, the student can earn their point for each day by completing the success criteria based on grade-level standards. If they earn the point, the teacher writes their initials in the point box on the card for the day. If they do not earn their point, it is either because their work did not meet the grade-level standards or because they are working on an ongoing project (which is noted with an *arrow*, see below).

Upon arrival at school each day, students pick up their card from their Family room and take it with them to each of their classes. Students must have their card to attend class, and it must be returned to their family room at the end of each day. We encourage parents to ask their student to take a picture of the card or request a copy so they can talk about progress at home.

[illegible]



CFHSC CARD CODES

L#	Late/how many minutes: When the music ends you should be in your class or you receive an L arrow. You will follow up with your teacher to determine how to get the L removed.
W	Wandering: If you are gone from class more than 5 minutes or don't take the pass to leave class you receive a W. You also may get a W if you repeatedly leave class.
CP	Cell Phone: Cell phones should be placed in the Phone Home box during instructional/class time. If a student's phone is seen or heard during class, they will receive a CP and have to surrender their phone to the office for the remainder of the day. See the Cell Phone Policy for consequences for repeated cell phone violations.
T	Talking: Excessive talking during class results in a T.
LANG	Language: Swearing or other offensive language that is sexual in nature or is disrespectful of another person's identity will result in an LANG.
NW	No Work: If you do very little of the assigned work in class, your teacher will give you an NW. Always look at the learning target and success criteria to understand what is expected of you for the class period.
OT	Off Task: If you are not working at all or are working on something other than your assignment for the class you are in you would get an OT.
S	Sleeping: If your head is down during class, a teacher will redirect you to sit up. If you continue with your head down, you will receive an S.
P	Project: If your teacher assigns an ongoing project that takes more than one day to complete, they will sometimes not give you a daily point because your work is in progress. As long as you make a class period of progress that day, you will get a P on your card.
RN1/RN2	Revision Needed 1 or 2 means that feedback has been given on an assignment you submitted and you are on your way to getting your point. Use the class rubric to make revisions and resubmit to get the next level of feedback. Once you have met the success criteria you will get your point. ▼
Q	Quiz: A Q is given when you completed and turned in the work, but the teacher needs time to review the quality of your work and give you feedback. Once they do that, they will either give you the point for meeting the Success Criteria or let you know what needs to be adjusted in order for you to get the point
C	Counseling: If you are with a counselor during class time, your counselor will write a C where your point would go. If you receive a C, simply speak with your classroom teacher about how to make up that point.
X	X for the rest of the day: • If your behavior becomes disruptive to the class, your teacher will remind you of the expectations. If the disruption continues you will receive an X for the day • If your behavior is defiant or dangerous, you will be escorted from class and receive an X for the day • When you receive an X, you must wait in the front office to meet with an administrator and will not be returning to classes that day and may also not earn those points back .
X→	X the class: Persistent off task behavior in class may result in an X→. This means that you will go on to the remainder of your classes, but that point CANNOT be earned back.
IF YOU GET AN ARROW: You have up to one week of school to make up that point and then it "sticks" (the point cannot be earned back). IF YOU ARE ABSENT: You can earn back up to 3 points in each class (if you were absent) during a session. After that, any additional work you choose to make up is given back to you in points at the bottom of your card (but do not count toward your 90%).	

absences

Attending school regularly is incredibly important for a student to successfully complete their graduation requirements. Additionally, in the state of Colorado, students are legally required to be enrolled in school until they are 17 years old.

If for any reason your student needs to miss school, please call the attendance line at 303-806-6929 and leave a voicemail with your name, your child's name, and the reason for their absence.

Making Up Work

When students miss school for any reason, the work must be made up for them to earn the points for those missed days (regardless of whether an absence is “excused” or “unexcused”). Work can be turned in late and will count toward the 90% for up to 3 absences. Beyond that, points for any work turned in will be added at the *bottom of the card*, which counts toward graduation but not toward their 90%. Once the make-up work is provided by the teacher, the student has one week to complete the work to earn the points.

The only exception to the “one week rule” is at the end of the session. Each session, the last day to make up points is the student contact day before the start of the final week. In some cases (such as hospitalization), the student or parent can provide documentation of extenuating circumstances and request that make-up work be accepted within the last week of the session, but this is at the teacher's discretion and often will also include the input of a counselor or administrator. Once a session has ended, that class is over, and no more points can be awarded toward those classes.

Appointments During the School Day

When a student has to leave during the school day for an appointment but returns later in the day, a person in the front office will mark an “A” in the attendance box on their card for any complete classes that the student missed. This is still considered an absence, but notifies the teacher that they missed that class for an appointment. It is the student's responsibility to talk to their teacher about how they can make up the missed point, which will go toward one of the 3 absences a student can make up during each session.

If students are out of class but still in the building, their missing work is handled as an absence from class. In some cases, the student may be in a space where they are earning a point for alternate work (Ex: meeting with their counselor, attending a college visit, etc), and the adult supervising them will award the point on the card after consulting with their classroom teacher. In cases where the student is in the regulation room, or other supervised space where they are not working on class work, they will need to follow up with their teacher regarding their make-up work to earn the point for that class.

NOTE: If a student is assigned Out of School Suspension or the RESET room (ISS) due to their behavior, points earned during these times go to the bottom of the card (toward graduation once work is graded by the teacher) but are not counted toward the student's 90%.

If a student is present in class but does not earn a point in class for any reason, they will receive an arrow on their card, and it is the student's responsibility to speak with the teacher to complete the work for that class period by the end of the following week.

After a week has passed, the point is no longer recoverable, and the arrow is "dropped" from the card.

ALL card arrows can be made up within the week, *except an X arrow*. Once a student has earned an X arrow, the point for that class period may never be made up and is permanently lost.

Completion of all make-up work is to be done outside of the regular classroom time. If a student needs support with their work, they can set an appointment with their content teacher, Family teacher, or our academic interventionist.

Points Only/Adjusted 90-

In some extenuating circumstances (e.g., a documented hospital stay by the student), "points only" or "an adjusted 90" can be used by the family teacher to minimize the negative academic impact on a student when appropriate. In these circumstances, the student will still receive the points, but the class will not have an impact on the student's GPA. On the official transcript, a grade of "NG" (not graded) will be present instead of a letter grade. Both of these adjustments can be initiated by the family teacher and must be approved by an administrator prior to implementation.

grade reporting at Finest

Each student's daily points are tracked on their card. As mentioned above, many parents ask their students to take a photo of their card or request a photocopy of it to bring home and share with their family. Additionally, on the first school day of each week, students will send home a weekly progress report through their Family class so that parents and guardians have more specific updates on what percentage of points they are currently earning. Lastly, at the end of the session, final class grades are posted in Infinite Campus and points earned are added to the transcript and box sheet.

box sheet

The *box sheet* is a tool used internally at Finest and is a graphic transcript to track student progress toward their graduation requirements. Box sheets are used in family class as well as in point appeals (see Page 11) in order to ensure that students understand the impact of their progress on their graduation date. Additionally, students and family teachers can use the box sheet to plan the student's next session schedule. At any given time, a student can refer to the box sheet (and their card which captures points earned in the current, in-progress session) to verify how many points they have remaining to reach the next grade level or the completion of the program.

scheduling

Each session, students work with their family teacher to create their schedule for the following session. The family teacher advises the student on class selection (using the *box sheet*, see above) to ensure efficiency, but students are given as much choice as possible when selecting classes. Counselors also provide support to both students and family teachers to ensure that both CTE and CE opportunities are made available and scheduled correctly when students choose to participate in these options.

For each session, students are asked to select a first, second, and third choice for each period of their schedule. Family teachers then submit their request to the registrar. Student scheduling priority is determined by the student's grade level and whether they made 100% of their points, 90% of their points, or below 90%. Schedule changes are requested through the family teacher and must be submitted by the end of the second day of the session. If extenuating circumstances arise after the deadline, students must still request a schedule change through their family teacher, who will then forward it to an administrator for review and final decision.

The priority for signing up for classes is as follows:

- Purple Card (3 sessions at 100%) holders pick classes first
- Seniors pick classes next
- Students with 100% the previous session are sorted by grade level
- Students with 90% the previous session pick by grade level
- All other students below 90% pick by grade level

All enrolling new students will have their initial schedule created by the Counselors due to short turnaround time for enrolling new students. Counselors use any official/unofficial transcripts and the student's grade level to determine the appropriate classes. After a new student's initial 6-week schedule, they will choose their classes going forward with assistance from their Family Teacher and Counselors.

point appeal/re-engagement meeting

The last day of the 6-week session is set aside to work with students who have not earned 90% or more of the possible points in each of their classes. In these cases, the family teacher will set a mandatory appeals appointment to discuss their progress and review any academic, behavior, or motivational changes for the next session that will help the student to reach 90% in every class. This re-engagement meeting is also a time when additional support for students may be discussed.

In addition to the family teacher, other Finest staff and students are part of the meeting. Parents/guardians/significant adults are always invited and encouraged to attend as this is a perfect time for the adult to share any concerns that they have and also for the parent/guardian and staff to convey their unified support and accountability for the student. The meeting lasts about 30 minutes, and the student's card is used to identify

strengths and areas of growth to help them achieve 90% of points in the next session.

Support and changes could include schedule changes, exploration of better work habits, ongoing check-ins, review of policies and expectations, checks for misunderstandings, etc. The Academic Appeal MUST be completed prior to the student starting the next session's classes. If the student persists in avoiding the appeal meeting, they will be required to work in RESET until the meeting is completed. Communication with the family teacher is essential in this process.

NOTE: Any student who has reached 90% in all classes (as documented on the card) has no school on the Appeals Day.

Repeat Appeal (Re-Engagement Meeting): If a student was below 90% in the previous session and is unsuccessful at meeting the academic expectations following their appeal/re-engagement meeting, they will have one more session to strive toward academic success with the agreed-upon support. However, if a student falls below the agreed-upon expectations at any checkpoint during the session, the family teacher will require the action steps/consequences identified in the original point appeal to be activated.

gpa policy

Students at Finest have the opportunity to have their GPA (Grade Point Average) reset when they start with us. However, if a student has a very high GPA and they do not wish to reset it, they simply need to communicate this with the registrar. NOTE: Students who may play NCAA sports should know that when reviewing a student's records, the NCAA reviews ALL previous student GPAs.

concurrent enrollment (ce)

Finest students can earn free college credit while in high school. Students can take these courses on our campus, at EHS, at local community colleges, or fully online through local colleges. To take a Concurrent Enrollment course, a student must:

- Be in grades 9 - 12.
- Be under 21 years of age.
- Be enrolled as a full-time student in Englewood Schools.
- Have applied to and have been accepted into a qualified Colorado college/university.
- Meet all prerequisites for the course(s), including required test scores.
- Have an updated Individual Career and Academic Plan (ICAP) with your high school counselor.
- Apply for the College Opportunity Fund (COF).
- Complete all required district paperwork.

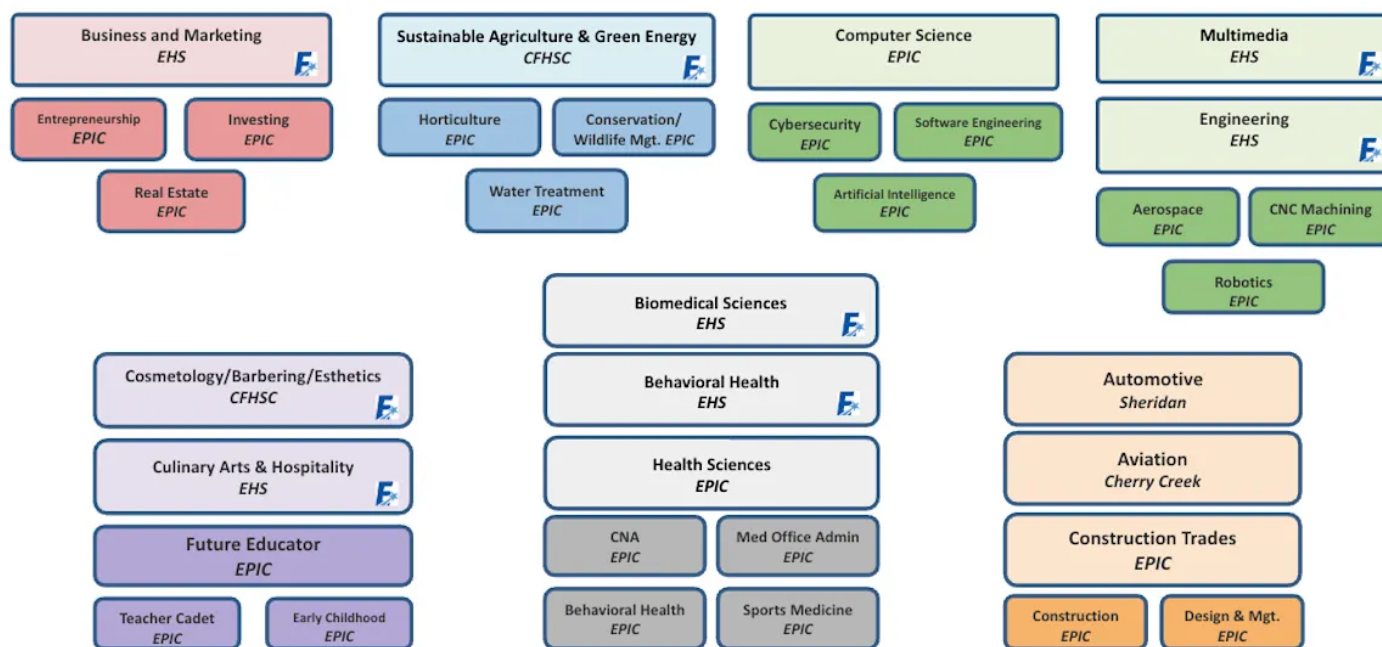
For more detailed information, please speak to your Finest counselor.

career and technical education courses (cte)

Colorado's Finest offers a variety of engaging Career and Technical Education (CTE) courses to prepare learners for career and college readiness. The classes combine academic standards, relevant and rigorous technical career content, and 21st Century learning and skills. Many of these courses offer students college credit or allow students to earn a professional certificate upon the completion of the program. The CTE courses below are offered at Colorado's Finest, Englewood High School, or other out-of-district locations within driving distance of our district. Students who would like to participate in these educational opportunities are expected to be making at least 90% of their points in their Finest classes. Participation also depends on an application process and in some cases space is limited. There may be additional fees associated with these programs.



Available Career Pathways



Offered in Englewood

academic eligibility for sports

Colorado's Finest High School of Choice recognizes the social and emotional benefits for our students engaging in sports and other extracurricular activities. Finest also recognizes the importance of students obtaining 90% of points possible in each class to be on track for graduation purposes. However, a student with less than 90% in a class is not the same as an F in a class at a traditional school. Since 69% or below at Englewood High School is considered "failing" a class for determining weekly and seasonal academic eligibility, Finest has adopted this model to determine eligibility for athletics. A student at Finest will be considered academically eligible each week if their total points in each class is 70% or above. Further, current Project (P) and Quiz (Q) arrows will be counted alongside earned points to determine the percentage in each class.

Season Eligibility based on previous Semester:

To determine if a student is eligible to participate in sports for an upcoming season, the student must meet the following guidelines.

- If the student is a new transfer to Finest and was at another school the previous semester, then their grades for the previous semester will be used to determine eligibility. Students must have passed 5 classes and have no more than 1 F on their transcript for the previous semester.
- If a student attended Finest for the previous semester, then they must have maintained at least 70% points in at least 5 classes for each session, with no more than 1 class per session below 70%.

Semester 1 equals Sessions 1-3.

Semester 2 equals Sessions 4-6

In-Season Eligibility checked weekly:

In-Season Eligibility will be determined weekly. To be eligible to play in the following week’s competition, the student must be passing 5 classes with at least 70% and have no more than 1 class below 70%.

- The family teacher will update the eligibility chart for coaches by 3:30 each Friday (or the final day of a week)
- The Coach of each sport/team will review the list weekly and inform players of their ability to participate.
- Ineligible students will be allowed to practice in the following week, but cannot compete.
- Students may gain back eligibility if their grades meet the standard at the end of the following week, as confirmed when the family teacher updates the chart.

transfer credits

When students transfer to Finest from another high school, we review their transcripts for Transferable Credit. Students receive credit in our system using the chart below. 3450 total

Transfer Credit		Finest Points
1 Credit	=	150 Points
.5 Credit	=	75 Points
.25 Credit	=	37.5 Points
An “F”	=	No Points

points are required to graduate from our system and students receive 150 points for each credit transferred. Students receive no credit for a grade of "F," withdrawal, or no grade/credit.

Transfer credits are placed in appropriate categories using the Finest system when applicable. If a course does not meet any of our required categories, we will assign Elective Credit.

acceleration

There are several ways to accrue points at a quicker rate, leading to a faster graduation.

Make 100% of your points instead of 90%: For a student taking 6 classes plus Family, this would amount to earning 126 more points per school year than a student earning 90%.

Take additional classes if you are making 90%: You increase the total number of points you can earn per day.

In-Class Extra Point Opportunities: Some teachers offer extra point opportunities in class, such as extra assignments or going above and beyond on an assignment.

Give Yourself a Gift: Work that students can do on long weekends or breaks to earn extra points in a certain credit type. See your family teacher for the Give Yourself a Gift guidelines and options.

Online Classes: See Edgenuity guidelines below.

Work Credit: See Work Credit guidelines below.

Credit Recovery and Acceleration

Students who earned 90% in the most recent session can work with their Family teacher to explore credit recovery and acceleration options through our online platform called Edgenuity. Credit recovery courses can only be assigned in the case when a student has earned a grade of an F in a previous course in a previous school. Otherwise, credits needed toward graduation can be earned by taking one online class at a time in addition to the student's in-person class schedule. Specific expectations and directions for the successful completion of the online classes will be shared by staff with the student and parent/guardian once the course is assigned. Additional classes, whether in-person or online, can only be taken if a student earned 90% in the most recent session. Our instructional coach can answer questions about Edgenuity and is the point person for students enrolled in online classes.

On-the-Job Training (OJT)

Finest students have the opportunity to earn credit for their job. There are specific requirements for the job, the employer, and the student.

Credit for on-the-job training allows students to earn general elective credit through paid work experience. These elective credits can be applied to high school graduation requirements. Students can earn up to 0.2 elective credits for every 60 hours of work experience, not to exceed 2.5 general elective credits during the time in which the student is enrolled in high school. To participate in the On-the-Job Training program, students must complete the following five steps:

Step 1: Get pre-approval

Students must get pre-approval from the school before they earn elective credit for a paid work experience by submitting the [Pre-Approval Request Form for Credit for On-the-Job Training](#). This form outlines the basic guidelines of on-the-job training and is signed by the student, counselor, and principal to verify that the student is eligible to earn credit for on-the-job training.

Step 2: Add "On-the-Job Training" to your ICAP

The Colorado Department of Education requires that all work-based learning experiences, including on-the-job training, must be included in a student's ICAP in order for the student to earn credit toward graduation requirements. Students should work with their counselor to add on-the-job training to their ICAP.

Step 3: Complete the *On-the-Job Training Agreement Form*

The student, employer, parent/guardian, and counselor/coordinator must complete the [Credit for On-the-Job Training Agreement Form](#). This form has five sections, and all sections must be complete with signatures to be considered for approval.

Step 4: Ensure the “On the Job Training” class is on your high school schedule
In order for credit to be awarded for your work experience, you must have the “On the Job Training” class on your high school schedule. Work with your counselor to add the class to your schedule.

Step 5: Complete the *On-the-Job Training Employer Review Form*
Once a semester or upon completion of the work experience (whichever comes first), the supervisor should evaluate the student’s performance using the [On-the-Job Training Employer Review Form](#).

Step 6: Turn in the *On-the-Job Training Employer Review Form* and your pay stub to the counselor

Students should turn in the completed [On-the-Job Training Employer Review Form](#) and their pay stubs to the school’s work-based learning coordinator or counselor in order to earn credit for their work experience. Students can earn up to 0.2 elective credits for every 60 hours of work experience, not to exceed 2.5 general elective credits during the time in which the student is enrolled in high school.

graduation

Graduation requirements at Colorado’s Finest include a combination of state, district and school-based requirements. These are detailed below and include credits and proficiencies.

COLORADO’S FINEST HIGH SCHOOL OF CHOICE
GRADUATION REQUIREMENTS
Class of 2027 and Beyond

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2023-24 school year and each ninth-grade class thereafter.

- 1

Create an Individual Career and Academic Plan

Each CFHSC graduate will go through a multi-year process that intentionally guides the student and family in the exploration of career, academic and postsecondary opportunities. With the support of adults, each student will develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathway to be career and college ready.
- 2

Earn 23 Credits

CFHSC provides a comprehensive high school education where students have multiple opportunities to explore a variety of interests in addition to completing a rigorous core academic program. A student must complete a *minimum* of 23 credits in the following areas:

English	4.0 Credits*	Physical Education	0.5 Credit****
Social Studies	2.5 Credits**	Health Education	0.5 Credit
American Government	0.5 Credit***	Fine Arts	0.5 Credit
Economics/Personal Financial Literacy	0.5 Credit	Academic Electives	3.0 Credits
Science	3.0 Credits	Electives	5.0 Credits
Math	3.0 Credits		

* Three hexesters required in research courses.
** One course that incorporates Genocide and Holocaust studies pursuant to HB20-1336.
*** Pursuant to Colorado statute 22-1-104
**** A 0.5 physical education credit waiver shall be made available for students who participate in CHSAA varsity sanctioned athletics, organized sports and/or marching band.
- 3

Complete 20 hours of Service Learning

A student must document a minimum of 20 hours of service learning while enrolled in high school.
- 4

Demonstrate proficiency in writing

A student must score proficient or higher on the District’s common writing assessment.
- 5

Demonstrate competency in English (Reading, Writing, and Communication) and Mathematics

A student must demonstrate competency in English (Reading, Writing, and Communication) and Mathematics by meeting or exceeding the required levels of readiness as identified on the Colorado Department of Education’s *Graduation Guidelines Menu of College and Career Ready Demonstrations*.

ICAP:

Our staff works with students throughout their time at Finest to guide them in completing their Individual Career & Academic Plan, and we use the School Links platform to track this work. Completion of the ICAP steps happens both in the student's family class as well as with their counselor.

Earn 23 Credits: These credits are required for all Colorado public high schools. While at Finest, we use the term "points" to talk about the student's progress toward completion, but the transcript reflects the credits earned.

Category	Sub-Category	Credits Required	Points Required
Language Arts		4	600
	American Literature	0.5	75
	World Literature	0.5	75
	Composition	1	150
	Speech	0.5	75
	English Elective	1.5	225
Social Studies		3.5	525
	US History	1	150
	Global Studies	1	150
	Economics PFL	0.5	75
	Government/ Civics	0.5	75
	Psychology/Soc	0.5	75
Mathematics		3	450
	Algebra, Alg II, Geometry, Calculus, etc.	3	450
Science		3	450
	Biology	0.83	125
	Earth/Env Science	0.83	125
	Physical Science	0.83	125
	Science Elective	0.51	75
Health		0.5	75
Fine Arts		0.5	75
Physical Education		0.5	75
Academic Elective		3	450
General Elective		5	750
Total		23	3450

Community Service/Service Learning-20 hours:

Students must complete at least 10 of these hours in an "outside" not-for-profit (501-3c) organization. A community service log can be acquired from the main office or from their family teacher and must be used to document these hours. The family teacher will verify the work with a contact person from the outside organization. The other 10 hours can be completed at a 501-3c organization OR within Finest. Examples of "inside" community service include serving on appeals days. Some opportunities within our building DO count as "outside" opportunities because they involve direct contact with the community (Ex: front office assistant and work at our Family Resource Center). Students transferring into Finest may be able to have their previously earned high school community service logged here if it is verifiably documented and approved by a Finest administrator.

Demonstrate Proficiency in Writing:

Finest administers a writing assessment 4 times per year and all students are expected to participate until they pass the assessment. Passing means that they achieved a score of 16 or higher (not including any 2s in any scoring category) based on the writing assessment

rubric, which is aligned to the College Board SAT rubric. Students earn composition points for authentically attempting the assessment and they also receive rubric-specific feedback from the teacher who scores their writing. Students can be placed in a writing support class when their score on this assessment warrants it. The assessment is designed to be passed in a student's 3rd year of high school and so our teachers work to prepare them in the literacy classes that they offer throughout the year. It is very important for students to ensure they are doing the work to pass this assessment, as it can be very challenging if they put it off until their last year of high school. Skipping writing assessment days has a

direct impact on whether or not the student is able to complete this proficiency in a timely manner and is highly discouraged regardless of the age of the student.

Demonstrate Competency in English and Mathematics:

There are various ways that a student can show mastery of these two core subjects and the chart below provides specific information about those options. As with the writing assessment, it is very important that students meet these proficiencies as early in their high school career as they can.

Graduation Guidelines Menu of College and Career Ready Demonstrations

Englewood students are required to demonstrate college and career readiness via one of the approved methods outlined by the Colorado Department of Education and listed in the chart below. Students must meet or exceed the required level of readiness in both English (Reading, Writing, and Communication) and Mathematics through one of the following options:

Demonstration	English (Reading, Writing, and Communication)	Mathematics
Accuplacer (Next Generation)	Score of at least 241 on Reading or 236 on Writing	Score of at least 255 on Arithmetic or 230 on Quantitative Reasoning or 230 Advanced Algebra and Functions
ACT	Score of at least 18 on ACT English	Score of at least 19 on ACT Math
ACT WorkKeys - National Career Readiness Certificate	Score of at least 3 (Bronze Level)	
Advanced Placement	Score of at least 2	Score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB)	Score of at least 31 on the AFQT	
Concurrent Enrollment	Passing score of "C" or higher	Passing score of "C" or higher
District Capstone	Completion of the district-approved capstone project	
Industry Certificate	Receipt of a district-approved industry certificate	
International Baccalaureate	Score of at least 4	Score of at least 4
SAT	Score of at least 470 on SAT Reading/Writing & Language	Score of at least 480 on SAT Math through the graduating class of 2026-27. Score TBD by the CO Dept. of Education for future graduating classes.
Collaboratively-developed, standards-based performance assessment †	State-wide scoring criteria	

† For this option, students use an authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation.

The Colorado Department of Education's *Graduation Guidelines Menu of College and Career Ready Demonstrations* will continue to evolve as new assessments and mastery criteria are identified. The State Board of Education has a formal process to convene stakeholder groups to consider additions and revisions to the menu.

Accommodations may be provided to English learners, gifted students, and students with disabilities in meeting the college and career demonstrations.

For more information, please visit <https://www.englewoodschools.net/inside-our-schools/academics/graduation-requirements>

Meeting Graduation Requirements in Time to “Walk” in the Graduation Ceremony:

Mid-Year Graduation Ceremony:

In order to participate in the Mid-Year Graduation Ceremony:

All graduation requirements (points and proficiencies) must be completed by the end of 3rd Session classes. Students completing points or proficiencies past the deadline may still graduate, but are no longer able to participate in the upcoming graduation ceremony. They would be invited to participate in the following semester's ceremony.

End-of-Year Graduation Ceremony:

In order to participate in the End-of-Year Graduation Ceremony:

All graduation requirements (points and proficiencies) must be completed by the end of the week prior to the graduation ceremony. Students completing points or proficiencies past the deadline may still graduate, but are no longer able to participate in the upcoming graduation ceremony. They would be invited to participate in the following ceremony.

These deadlines are designed to provide clear and equitable communication about graduation requirements and will not be adjusted under any circumstances.

ged pathways

GED to diploma pathway: This pathway is a unique opportunity provided by the state of Colorado and approved by the Englewood Schools Board of Education. The GED to Diploma Program provides students at Englewood High School (EHS) and Colorado Fine Arts High School Center (CFHSC) an alternative pathway to earn a traditional high school diploma. By recognizing that passed GED tests demonstrate mastery of state standards, Englewood Schools waives corresponding core course credit requirements while maintaining high academic expectations.

How the Program Works:

- Core Credit Waiver: Passing a GED subject test (English, math, social studies, or science) waives the corresponding core subject graduation requirements.
- Remaining Credits: Students must complete all remaining non-waived required credits (such as Personal Financial Literacy, electives, physical education, and health).
- Diploma Requirements: Students must satisfy all standard high school diploma requirements and proficiencies.

GED pathway: There are two options for Englewood Schools students who want to complete high school by passing the GED.

The PASS GED Program: Englewood High School and Colorado's Finest High School of Choice students can enroll in the PASS GED program to receive academic support to pass the four GED exams. Program Information:

- PASS is located at Englewood High School. 3800 S. Logan St., Englewood, CO 80110
- PASS is a collaborative partnership with Englewood Schools and Zero Dropouts.
- The program is designed to re-engage students ages 17 to 20 who have either left high school or are on the verge of dropping out and want to pursue a GED.
- Students attend classes as part of the current high school schedule or may have a full-time class schedule consisting entirely of GED preparation courses.
- An individual learning plan will support students in preparing to pass the GED and connect them to Concurrent Enrollment opportunities at Arapahoe Community College and Career and Technical Education pathways.
- PASS operates during the regular school year and matches the Englewood Schools calendar.
- This program is funded through the Colorado Department of Education's Expelled and At-Risk Student Services grant.

The NEXT GED Program: Englewood High School and Colorado's Finest High School of Choice students can enroll in the PASS GED program to receive academic support to pass the four GED exams. Program Information

- NEXT is a collaborative partnership with Englewood Schools, Littleton Public Schools, Jefferson County Schools, and Zero Dropouts.
- NEXT is designed to re-engage students ages 17 to 20 who have either left high school or are on the verge of dropping out and want to pursue a GED.
- An individual learning plan will support students in preparing to pass the GED and connect them to Concurrent Enrollment opportunities at Arapahoe Community College and Career and Technical Education pathways.
- Pre-approved students may have the opportunity to use a blended-learning model that combines remote and in-person GED instruction. Blended learning course descriptions can be found [HERE](#).
- Students attend either a morning (8:30-1:00) or afternoon (11:00 - 3:30) session Monday-Thursday.
- NEXT operates from early August through the end of June.
- NEXT is located at 1907 W. Powers Ave, Littleton, 80120
- Enrollment in this program is limited. Interested students may be added to a waitlist.

Program Video



behavioral expectations

Staff, students, and their parents/guardians, and any guests in our building are collectively responsible for the energy we each bring into our space and our interactions with each other. Mutual respect is at the core of our values and we seek to hold our community members to this expectation.

We understand that relationships are foundational to a healthy and positive school environment and believe that it is our job to accept and nurture the whole student.

Our clear behavioral expectations and consistent implementation of the following policies ensure that we can offer a safe, stable and nurturing learning environment for every student.

three golden rules

The three golden rules are a snapshot of the expectations at FInest.

- #1. Make 90% of the possible points each session
- #2. Do not have drugs or alcohol on you or in you
- #3. Do not engage in Anti-Social Behavior

Distracting Behaviors: Our staff seek to offer a safe, stable and nurturing learning environment for every student. In addition to clear expectations and reminders, teachers use the card to offer specific and timely feedback to students in each class by giving them an arrow instead of their point (see the discipline arrows described on Page 8), when the student's choices warrant this. Examples of distracting behaviors include but are not limited to:

- Distracting Others
- Inappropriate language or topic
- Unprofessional tone/attitude
- Excessive talking
- Wandering
- Lack of boundaries
- Profanity in conversation
- Inappropriate gestures
- Head down
- Refusing to work

This chart details some of the progressive in-classroom tiers of support that a Finest teacher may use to support students and curb distracting behaviors.

CFHSC Tiers of Classroom Support/Intervention

TIER 3:

- When a student reaches the 3rd of the same type of arrow in a class in a given session, the content teacher will assign them a period of RESET for the next class period that they are in attendance for that class. During RESET, the student will problem solve with staff regarding this pattern of behavior and their point for the day will not go toward their 90%.
- Documentation in "Contact Log" and Parent call/email/text
- Restorative Parent/Student/Teacher Conference specific to persisting problem behavior or interpersonal tensions and including counselor or administrator, Family Teacher, and Interventionist or Special Ed teacher (if student has a plan). Student may be in RESET room while awaiting this meeting if behavior is disrupting the learning of others
- Consult with Admin about use of RESET room for this student

TIER 2:

- Assigned seat (for a designated time)
- Touch base with student's family teacher
- Documentation in "Contact Log" and Parent call/email/text
- Restorative Student/Teacher Conference specific to persisting problem behavior or interpersonal tensions
- Collaborate with counselor/social worker if extenuating mental health factors may be influencing student engagement
- Collaborate with the interventionist if unfinished learning or a student's needs as identified in their 504 plan may be a factor in their engagement
- Collaborate with SpEd teacher if unfinished learning or a student's needs as identified in their IEP may be a factor in their engagement

TIER 1: Daily Proactive Supports (Every Day in Every Class)

- High expectations for every student
- Unconditional acceptance of each student's identity as a human and member of the academic community
- Use of student's desired name and pronouns
- Unconditional positive regard towards each student (every day is a new day)
- Intentional building of relationships
- Mutual respect
- Clear and consistent expectations
- Explicitly taught and consistently used classroom routines
- Structured use of time and orderly transitions
- Well planned, appropriately rigorous lessons
- Relevant and engaging content that includes diverse perspectives and is affirming to student experience and identity
- Clearly communicated learning target and success criteria
- Available scaffolds such as word walls and graphic organizers
- Opportunity for alternate seating and intentional grouping
- Opportunity for brief breaks and in class movement
- Actively academic monitoring student work in progress and offering timely and actionable feedback
- 1-1 conferencing with students when possible (progress monitoring/check ins)
- Access to regulation room/counseling
- Use of discreet, respectful redirections/reminders when needed
- Equity of student voice (More student academic talk than teacher talk)
- Intentional ignoring of some behaviors when appropriate
- First warning for distracting and disruptive behaviors
- Consistent use of the card for timely & accurate feedback to student about behavior and engagement

8/2026

Disruptive Behaviors: Our staff seek to offer a safe, stable and nurturing learning environment for every student. In addition to the discipline arrow on the card, if a student's behavior persists to be disruptive, or is initiated at a level that is disruptive to others, the teacher will address the student's behavior, offer solutions, and take action to resolve the concern (Ex: move the student to an assigned seat, have a private min-conference with the student to problem-solve, identify if social/emotional support is needed). If a student's disruptive behaviors persist, the teacher may give an X-arrow on the card, which signifies that this point cannot be earned back.

Examples of disruptive behaviors include but are not limited to:

- Escalated Disrespect
- Harassment/Name Calling
- Inappropriate drawings/writing

- Inappropriate computer/internet use
- Persistent documented distracting behaviors

Defiant Behaviors: Our staff seek to offer a safe, stable and nurturing learning environment for every student. Defiant behaviors are those that reflect a disregard for classroom and school-wide expectations, including persisting in distracting/disruptive behaviors despite staff intervention. In this case, the student will receive an “X” on their card and meet with an administrator to discuss the student’s choices and the impact of those choices. When a student receives an “X”, they will not return to their regular classes that day. Instead, the following steps will be taken.

First X- Student completes a reflection sheet to process the situation and the actions they and others took that resulted in them being asked to leave class and meet with an administrator to discuss. The student will then serve the next 4 class periods in RESET (ISS). Students in RESET must turn in their cell phones to the front office and be respectful, cooperative and productive in order to earn their return to classes. In most cases, the administrator will facilitate a restorative conversation with the student and the staff member or student they were in conflict with. Often, students will also meet with their counselor when they are in RESET.

Second X- Student completes a reflection sheet to process the situation and the actions they and others took that resulted in them being asked to leave class and meet with an administrator to discuss. The student will then serve the next full school day in RESET (ISS). Students in RESET must turn in their cell phones to the front office and be respectful, cooperative and productive in order to earn their return to classes. In most cases, the administrator will facilitate a restorative conversation with the student and the staff member or student they were in conflict with. Often, students will also meet with their counselor when they are in RESET. Ex: If a student is assigned RESET at the end of period 2 for their 2nd X, they will serve RESET period 3 through the end of that day and then finish up periods 1 and 2 in RESET the following day so that their full schedule is completed. Being in RESET at finest does not impact the student’s access to CTE or CE classes.

Third X- Student completes a reflection sheet to process the situation and the actions they and others took that resulted in them being asked to leave class and meet with an administrator to discuss. The student is then assigned one full day of Out of School Suspension. When an out-of-school suspension occurs, the student must schedule an appeal/re-entry meeting with their family teacher and this appeal must occur before the student can return to classes in person. If a student is assigned an out-of-school suspension, they may not attend off-campus CTE or CE classes during that suspension and may not be on any Englewood Schools property without a scheduled meeting that includes an administrator.

Examples of defiant behavior include but are not limited to:

- Skipping class
- Cheating
- Forging Card
- Gang Representation
- Racial or Discriminatory remarks
- Bullying
- Use/Possession of tobacco
- Insubordination
- Theft
- Intimidation
- Profanity toward staff
- Vandalism
- Persistent documented Disruptive behaviors

Dangerous Behaviors: Our staff seek to offer a safe, stable and nurturing learning environment for every student. If a student chooses to engage in dangerous behavior, school administration, district security, and likely law enforcement will be involved in responding. These behaviors will result in suspension and/or expulsion and often also include being ticketed and/or arrested by law enforcement officers.

Examples of dangerous behaviors include but are not limited to:

- Possession of Alcohol
- Possession of Drugs
- Intoxication
- Threat
- Sexual Harassment
- Fighting
- Assault/Battery
- Possession of Weapon

behavior appeals

When a student engages in anti-social behavior that results in a suspension of one or more days, they will be required to attend an anti-social appeal led by their family teacher and joined by other staff and administrators. At this meeting, the student is invited to share the details and context of their behavior that resulted in the suspension and establish a plan to repair the harm. We use 5 restorative questions to guide this conversation in an effort to give the student the opportunity to take responsibility and make a plan to move forward successfully.

**Values:**

- Safety
- Belonging
- Accountability
- Restorative Work
- Academic Work

Objective: To create and sustain a safe, positive, and nurturing school climate based on responsible choices and respectful relationships.

The RESET Room is a space at Finest where students may be administratively placed due to their disruptive or defiant behavior or while such behavior is being investigated. This space is monitored by licensed staff and includes social, emotional, behavioral, and academic support. Finest students can be assigned to the RESET Room for a specific period of time including certain classes, half day or full day for a maximum of 3 days at one time (relative to the student's behavior). However, the RESET Room may also be assigned to students for a session or more if they exhibit dangerous behavior or persistently defiant behavior that warrants a RESET. If a student is assigned RESET and they choose to go home instead, they must serve their assigned RESET on the day that they return to school and prior to returning to any classes.

RESET Room expectations:

- Cell phone & personal electronic devices are stored in the locked "phone home" box
- Interact respectfully with others
- Quietly complete your assigned work each period (work may include time with a counselor, reflection time, restorative steps, making restitution, and academic work)
- Ask staff if you need to get up
- Use the health office restroom
- Let us know if you need help.

If a student fails to cooperate with these expectations, they will receive a reminder from staff about the expectations. If they persist, students will receive a warning each time they do not meet the expectations. At the time of the 3rd warning, the student's parents will be contacted and they will complete the remainder of their consequence as Out of School Suspension for that day and then complete their RESET when they return the following day.

administrative investigations

When a report is made that a student has engaged in anti-social behavior, a Finest administrator will meet with the student and take a written statement regarding their concerns and including their own actions as well as the actions of others. Then, if there is reasonable cause to interview other students or staff, the administration will do so and collect written statements from those who were involved or witnessed the situation. The administrator may also review school camera footage to confirm the reports. In some cases, a metal detecting wand may be used if the student is believed to have items on their person that are prohibited at school. In addition to the metal detecting wand, the administrator may ask the student to empty their pockets, remove their shoes and provide their bags/backpack to be searched. The student's parent/guardian will be notified if a search occurs. If a student refuses to cooperate with a search, district safety and security personnel will be notified and the student will receive suspension days per the school board policy. Students and families are encouraged to cooperate with the investigation processes at Finest. We know that circumstances can be stressful and frustrating, and we ask for your trust in our good intentions and best efforts as we work to investigate any concerns.

out-of-school suspensions

Colorado's Finest follows all district/school board policies regarding student discipline and the use of out-of-school suspensions. If a student is being suspended by the administrator, their parent/guardian on file in Infinite Campus will be notified. Formal notification will also be provided in the form of a letter and the student's attendance will be marked as OSS. The student's family teacher will schedule the appeal/re-entry meeting, which the student must attend prior to re-entering their classes at Finest. Students are encouraged to complete assigned work while they are out for their suspension and any points earned during this time go to the bottom of the card and count for graduation, but not towards their 90% for the session. In extreme situations, a suspension can lead to a recommendation for expulsion from Englewood Schools. In this case, all district and school board policies are followed.

cell phone and technology policy

All student phones are expected to be in the phone home box during class. If a student's phone is seen or heard during class (not in the box, they must report to the main office to turn it in for the remainder of the day and receive a CP arrow on their card and a CP violation logged in Infinite Campus. If a student reaches a 4th CP violation (and any violation thereafter), they must turn in their phone to the office for 5 full days before getting another try.

"Tech on Task"- The expectation at Finest is that all technology is "on task". In most cases, a student can use their personal device for classwork as long as the device remains "on task" with the work assigned for that day's lesson. A student who does not follow this expectation with their personal tech devices will be asked to put that device away or, in

some cases, turn it into the main office if there has been a recurring problem with tech off task.

In the same way, school Chromebooks are expected to be used appropriately and remain “on task”. Students who do not follow this expectation and/or have repeated instances of inappropriate use or care of the chromebook may lose the privilege of using it. All school devices are monitored with a software called GoGuardian.

dress code

At Finest, we value student identity and expression and simultaneously desire to offer every student a healthy and safe school environment in which to learn.

Coverage expectations: To promote a respectful and inclusive learning environment, all students are expected to wear clothing that is not see-through and appropriately covers the chest/torso as well as the buttocks. This guideline applies to all students, regardless of gender identity or body type. Attire that reveals more than two inches of cleavage is not considered appropriate for the school setting. Tops must be at least 8 inches long and completely cover the sides of the breasts. Clothing must also fully cover the buttocks at all times, whether standing, sitting, or moving. Shorts, skirts, dresses, and other garments must be of sufficient length and fit to ensure that no part of the buttocks is visible. Garments that reveal buttocks or are excessively short are not permitted. Our intent is not to shame or target individuals, but to maintain a focused academic environment where everyone feels comfortable and respected.

Content expectations: Content displayed on clothing while on school property is expected to not include:

- Images or language that insult or diminish the identity of another human
- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments
- Swimsuits (except as required in class or athletic practice)

Additionally:

- Accessories that could be considered dangerous or could be used as a weapon are not allowed.
- Students may not wear any item that obscures the face or ears (except as a religious observance).
- Bandanas may not be worn at school

Adult response to dress code concerns: If a student's clothing does not meet these expectations, they will be privately and respectfully asked to make an adjustment. This may involve changing into other clothing, using a provided cover-up, or contacting a parent or guardian if needed. Repeated violations may result in further discussion with school staff and on the third violation, the student will be required to attend an appeal (Restorative Conversation).

We ask students and families to partner with us in upholding these expectations as part of our shared responsibility to support a healthy and professional school climate.

vapes and drugs

No drugs, alcohol, or tobacco is allowed on school property.

Finest utilizes a vape detection system in our student restrooms. When a vape detection occurs, any student utilizing the restroom at that time may be escorted to the office and asked to hand in their vape. If needed, a search, including the use of a metal detecting wand, will be conducted and the parent/guardian will always be notified. All Englewood/School Board policies are followed if a search occurs.

Non-Drug Vape- If the vape appears to be non-drug related, the following steps will be taken. **In all cases, the vape will be confiscated.**

First Offense: The student receives an X on their card for the period that the vape was discovered and serves RESET (ISS) for the next 4 class periods.

Second Offense: The student receives an X on their card for the period that the vape was discovered and serves RESET (ISS) for the next 7 class periods (or their full schedule).

Third Offense and beyond: The student receives an X on their card for the class period that the vape was discovered and is assigned 1 day of out-of-school suspension and an appeal/re-entry meeting to discuss the student's placement at Finest. *If future vape offenses occur the number of OSS days increases.

Vape with THC or possession of other drugs-

First Offense: Student is suspended out of school for 3 days and ticketed by a police officer (with an offer of Englewood Municipal Court's Restorative Justice program). The student must attend the appeal/re-entry meeting led by their family teacher prior to returning to classes. Additional safety restrictions will be put into place for the student.

Second Offense: Student is suspended out of school for 5 days and ticketed by a police officer. The student must attend the appeal/re-entry meeting led by their family teacher prior to returning to classes. Additional safety restrictions will be put into place for the student.

Third Offense: Student is suspended out of school for 8 days and ticketed by a police officer. The student must attend the appeal/re-entry meeting led by their family teacher and will be offered an alternative to in-person classes for the remainder of the school year. Additional safety restrictions will be put into place for the student.

safety and security

At Englewood Schools, the safety and security of our students are our highest priorities. While it is impossible to completely eliminate the risk of dangerous situations, we take comprehensive preventive measures to create a safe environment. The most important step we can take is maintaining awareness of who is in and around our schools. To support this effort:

- All visitors are required to check in at the main office and wear a visitor's badge. We have asked all school personnel to make this a priority.
- Employees are trained to stop and engage individuals they do not recognize.
- Students, especially older ones, are encouraged to immediately report any unidentified individuals to a teacher or school official.

We are also strengthening building security by keeping non-essential doors locked. All doors are monitored for open-close status to prevent unauthorized access. Parents and neighbors can help by staying alert to unusual activity around school buildings and reporting concerns promptly.

Our collaboration with local law enforcement includes emergency preparedness drills and the support of school resource officers to ensure our schools remain safe learning environments. In cooperation with law enforcement, Finest uses the Standard Response Protocol to address emergencies.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance

LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance

EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students

SHELTER! Hazard and safety strategy.

STUDENTS

Hazard
Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy
Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance

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EN CASO DE EMERGENCIA CUANDO OIGAN ESTAS INSTRUCCIONES, SIGANLAS.

LOCKOUT! (acceso bloqueado) Vaya adentro. Eche la llave a las puertas exteriores.

ESTUDIANTES

Regresa al edificio
Continúa con la rutina del salón

DOCENTE

Lleve adentro a todos
Eche la llave a las puertas exteriores
Manténgase alerta sobre lo que ocurre en su entorno
Continúe con la rutina del salón
Pase lista

LOCKDOWN! (cierre de emergencia) Eche la llave, apague las luces, fuera de la vista.

ESTUDIANTES

Desplázate a un lugar fuera de la vista
Guarda silencio
No abras la puerta

DOCENTE

Eche la llave a las puertas interiores
Apague las luces
Desplázese a un lugar fuera de la vista
No abras la puerta
Guarda silencio
Pase lista

EVACUATE! (evacuación) A un lugar determinado.

ESTUDIANTES

Lleva tu teléfono
Deja el resto de tus cosas donde estén
Sigue las instrucciones

DOCENTE

Dirija la evacuación al lugar de reunión
Pase lista
Notifique si faltan estudiantes, si hay estudiantes de más, o si tiene estudiantes heridos

SHELTER! (buscar resguardo) Estrategia de seguridad y para situaciones de riesgo.

ESTUDIANTES

Situaciones de Estrategia de seguridad riesgo
Tornado
Materiales
peligrosos
Earthquake
Tsunami

Evacuar a un área resguardada
Sellar el salón
Trasarse al suelo, cubrirse y mantener la posición
Dirigirse a terreno elevado

Hold! (espera) En su salón de clase.

ESTUDIANTES

Permanece en el salón de clase hasta que se anuncie "All Clear" (situación resuelta)

DOCENTE

Cierre la puerta del salón
Continúe con la rutina del salón
Pase lista

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Emergency Communication:

Englewood Schools is dedicated to providing families with information as soon as possible, but in some situations accurate information may take some time to verify and share.

During an emergency, Englewood Schools will work to notify family members via multiple communication avenues, primarily:

- The District Website
- Voice, text and email messaging (ParentSquare)
- Local News Media

Emergency Alerts:

When the Standard Response Protocol is activated at your child's school or a decision has been made to delay or close our schools, Englewood will send an emergency alert letting you know via phone, text and email messaging – based on the emergency notification preferences you have chosen in your Parent Square account.

These initial notifications may not include many details, as the situation is developing and accurate information is being gathered. Additional updates will be sent as more information becomes available.

Report a Concern:

Englewood Schools knows that we are a safer community if we look out for one another. If you have a concern about a member of our community, or if you need help yourself, you can report to any of the organizations listed on the Report a Concern page:

Englewood Safety and Security: 303-806-2339

Safe2Tell - a completely anonymous report that goes directly to law enforcement, Safety and Security, building administrators, and district administrators.

Colorado Crisis Services - a 24/7 statewide hotline for anyone in crisis. Phones are answered by a licensed therapist.

988 - a national suicide prevention hotline, available 24/7.