

Orchard Park Academy

Parent/Student Handbook 2026-2027



Manual de Padres y Estudiantes 2026-2027

Letter from Principal Melinda Frates,

Welcome to the 2026-2027 school year. We are so excited for our sixth school year at Orchard Park Academy. My name is Melinda Frates, and this will be my twenty-fourth year serving the Westminster community and my fourteenth year at Orchard Park Academy. If you have any questions or concerns, contact me at 720-542-4321 or mfrates@wps.org. I look forward to working with all of you this year.

Melinda Frates
Principal
Orchard Park Academy

COMPETENCY-BASED SYSTEM

Westminster Public School District's approach to learning is called CBS (Competency-Based System), where the entire educational system is organized around engaging students in 21st-century skills, working at their developmental levels, and advancing only when they have demonstrated proficiency or mastery. Our approach to learning is based on four core beliefs: Learning is the constant, Time is the variable - Personalized Delivery, Systemic, and Systematic.

- To learn more about Competency-based education, visit

www.westminsterpublicschools.org/cbswps

School information

Orchard Park Academy
7395 Zuni St.
Denver, CO 80221

Phone: (303) - 428-2300
Fax: (303)- 657-3871

Website: <https://www.westminsterpublicschools.org/Page/1418>

Grades Kinder - 8th:

Start Time: 8:05 a.m. | End Time: 3:20 p.m.

Early Release Every Monday: 8:05 a.m. | End Time: 2:10 p.m.

Preschool:

Start Time: 8:30 a.m. | End Time: 3:00 p.m.

Early Release Every Monday 8:30 a.m. | End Time: 1:45 p.m.

Children who come to school before 7:50 a.m. are not supervised unless they ride the bus. Please do not drop students off before 7:50 a.m. After-school supervision ends at 3:30 p.m.

School Closings or Delayed Start:

As designated by the superintendent, school closings or delayed starting times will be announced on major radio stations, television channels, and social media as soon as possible.

When schools are closed or dismissed early, all school-sponsored activities, programs, and meetings will either be postponed to a later date or canceled.

When weather conditions warrant, the starting times of our schools will be delayed by 2 hours. On these days, OPA will start school at 10:05 a.m. Please do not plan on bringing children to school until 10:00 am if we are on a delayed start.

We have early releases throughout the year. Students will be dismissed at 2:05 pm on these dates. Please reference the 2026-2027 calendar for these dates.

Attendance and Tardiness

Students who attend school regularly have greater opportunities to be successful learners; no single factor is more critical in a student's academic performance than regular school attendance.

Parents/guardians should call the school before 8:45 a.m. when students are absent.

Excused Absence

Excused absences are as outlined below:

1. A student who is temporarily ill or injured or whose absence is approved by the school's administrator of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a **serious nature only** that cannot be taken care of outside of school hours.
2. A student absent for an extended period due to physical, mental, or emotional disability.
3. A student pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with **advance approval** by the administration.
5. A student who is suspended or expelled.

The district may require suitable proof regarding the above exceptions, including written statements from medical sources.

If a student is in out-of-home placement (as that term is defined by C.R.S. § 22-32-138(1)(e)), absences due to court appearances and participation in court-ordered activities shall be excused. The student's assigned social worker shall verify that the student's absence was for a court appearance or court-ordered activity.

A doctor's note is required in the following circumstances to prevent an absence from being marked as unexcused:

- **Exceeding the Maximum Excused Limit:** There is a maximum limit of **10 excused absences** allowed per school year (or per policy guidelines). Once a student reaches or exceeds 10 total absences, any subsequent absence will be marked as **unexcused unless a doctor's note is provided** to officially excuse it.
- **Absences Due to Illness:** When a student is kept home sick, the school requires appropriate medical documentation (a doctor's verification) to officially change or record the illness as an excused absence, especially if the absence extends across multiple consecutive days.
- **Tardies and Partial Day Absences:** Same-day tardies or late arrivals are generally expected to be verified on the day of, and late-arrival corrections typically require a doctor's note if they are to be formally excused as a medical

appointment.

If proper notification or a medical/doctor's certificate is not provided within the school's designated timeline (usually within 24 to 48 hours of the absence), the time away from school defaults to being recorded as an **unexcused absence or truant**.

Tardies

Regular, on-time attendance is critical for academic success. When a student arrives late, they miss valuable instructional time and disrupt the learning environment for others. Westminster Public Schools expects all students to be in their classrooms and ready to learn when the school day begins.

Defining a Tardy

A student is considered tardy if they are not inside their assigned classroom when the bell rings.

- Excused Tardy: A late arrival will only be excused for documented medical/dental appointments or verified family emergencies. Parents/guardians must notify the attendance office within 24 hours to provide documentation.
- Unexcused Tardy: Delays due to oversleeping, missing the bus, traffic, or personal errands are considered unexcused.

The "3-to-1" Truancy Rule

To align with Colorado state law and district truancy guidelines, unexcused tardies are tracked cumulatively and impact a student's official attendance record.

Important: Every three (3) unexcused tardies will automatically convert into one (1) full day of unexcused absence.

Because state law defines "habitual truancy" as four unexcused full-day absences in a month (or 10 in a school year), excessive tardiness will quickly trigger formal truancy proceedings.

Unexcused Absence

An unexcused absence is defined as an absence not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's

record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with the law, the district may impose appropriate penalties that relate directly to classes missed while unexcused.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations, provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

[How Sick is Too Sick](#)

Empower Progress Reports & Parent/Teacher Conferences

Empower progress reports can be generated by the teacher and sent home to parents/guardians at any time during the school year. If your child is experiencing difficulty in school, or if you suspect a change in his/her performance since the last formal report, please contact the teacher. Empower progress reports will be sent home with your child at the end of the school year.

Parent-teacher conferences are held once each semester. Our goal is to meet with the parents of every child. We also encourage students to attend the conference with his/her parent/guardian.

A "Bell-to-Bell" Phone-Free School Day

Dear Parents and Families,

To protect instructional time, reduce distractions, promote student well-being, and ensure a highly focused learning environment, our school maintains a **phone-free school day**. We want our classrooms to be places of high engagement, meaningful learning, and face-to-face social connection.

In alignment with Westminster Public Schools Policy, students may not use, display, or activate **Personal Communication Devices (PCDs)** at any time during the school day.

Daily Expectations & Storage

- **When:** The phone-free policy is in effect **"Bell-to-Bell"**—from the first morning bell until the final dismissal bell. This includes all class time, passing periods, recess, and lunch, as well as field trips or school activities during the school day.
- **Where:** At the start of the day, all personal devices must be completely **powered off and stored away** in the designated classroom storage system, the student's backpack, or their locker.
- **Pockets are off-limits:** Devices may not be kept on a student's person (such as in pockets or worn as active accessories) during the school day.

Approved Exceptions

Exceptions to this policy are permitted only for verified emergencies, pre-approved instructional purposes, or documented medical and disability needs outlined in a student's IEP, 504 Plan, or official health plan.

How We Handle Policy Violations

To ensure fairness and consistency across the school, staff will follow the district's progressive discipline steps if a student uses a device without permission:

- **First Violation:** The device is secured by staff, a warning is documented, and the device is returned to the student at the end of the school day.
- **Second Violation:** The device is confiscated, the parent/guardian is notified, and **the device will only be returned directly to a parent/guardian.**
- **Third Violation:** The device is confiscated, and a **mandatory parent/guardian conference** is required before the device is released.
- **Subsequent Violations:** Further disciplinary action will be taken in accordance with the Student Code of Conduct, which may include losing the privilege of bringing a phone to school.

Important Notes for Families

- **Contacting Your Child:** We completely understand that parents need to reach their children. If you have an urgent message, **please call the school main office.** Our staff will ensure your child receives your message promptly.
- **Device Searches:** In rare circumstances where safety is a concern, personal electronic devices are considered personal effects and may be subject to a search by school officials if there is reasonable suspicion, in accordance with Board Policy JIH. Parents will be notified.
- **School Responsibility:** Please remind your student to secure their items. The school is not responsible for the loss, theft, or damage of personal electronic devices brought onto school property.

Passing Periods

Middle-level students have 3 minutes between classes. During passing periods, students will walk single-file through the hallways. They will line up outside their teacher's classroom, and their teacher will welcome them into the classroom.

Lockers

- Lockers are not to be shared between students. Combinations are also not allowed to be shared.
- Lockers can only be used at the following times
 - Before and After School
 - Before and After Lunch
 - With a pass from a teacher

Students are responsible for items that are stored in their lockers.

Medications

Whenever possible, necessary medicine should be taken at home.

School personnel cannot give students non-prescription drugs, such as aspirin, cough drops, and cough syrup. Please do not send these items to school with your child.

Only medication that is currently prescribed by a physician may be given at school.

To give prescribed medication at school requires:

- 1) a written request from the parent/guardian
- 2) medication in the original container, properly labeled with the date, name of the child, name of the medicine, directions for administration, and name and phone number of the prescribing physician
- 3) physician's signed directions matching those on the container.

LOST AND FOUND

To prevent students from losing or misplacing personal items, **please** mark all articles of clothing, backpacks, lunch boxes, etc., with the student's name including bikes and scooters. OPA has a "Lost and Found" for all unclaimed items. As soon as your child loses an article of clothing or a personal item, please check our "Lost and Found" as many items go unclaimed each year. Unclaimed items will be donated on the last Friday of each month.

Please leave all toys, special items, and valuables at home. We cannot be responsible for students losing items.

RECESS

Please ensure your child dresses appropriately for weather conditions, as all students are expected to participate in recess. The principal or the designee will decide whether the recess should be “inside” or “outside.” Students will generally remain inside if the temperature drops below 20 degrees or there is significant precipitation.

OPA Dress Code

At our school, we want to create a safe, respectful, and inclusive learning environment where every student can focus and succeed. We believe that learning how to dress appropriately for different settings—like school, a job, or community events—is an important life skill that prepares students for college and future careers.

Our dress code is designed to be fair, consistent, and equitable. In alignment with District Policy JICA, **dress code enforcement is strictly non-discriminatory**. No student will be singled out or treated differently based on their race, ethnicity, gender identity, sexual orientation, body type, size, religion, or economic status. We are committed to protecting our students' dignity and privacy at all times.

Minimum Coverage Standards (Universal Expectations)

To ensure fairness, these clothing standards apply to all students equally, regardless of gender or current fashion trends.

- **Tops:** Shirts must fully cover the chest, stomach, back, and sides. Crop tops, tube tops, halter tops, or shirts that expose the midriff are not permitted.
- **Bottoms:** Shorts, skirts, and dresses must cover the buttocks and upper thighs (at least mid-thigh length).
- **Undergarments:** All undergarments must be completely covered by non-see-through (opaque) outer clothing. Bralettes or sports bras worn alone as tops, as well as sagging pants that expose underwear, are not allowed.
- **Fabrics:** Clothing cannot be sheer, mesh, or fishnet in areas that expose private body parts.
- **Footwear:** Safe shoes must be worn at all times. For safety reasons, slippers, morning shoes, and wheeled shoes (Heelys) are not permitted.
- **Accessories:** Hats and sunglasses must be removed when inside the school building.

Prohibited Items & Imagery

Clothing, jewelry, or accessories may not display images, logos, or language that:

- Advertises or promotes drugs, tobacco, alcohol, or weapons.
- Contains sexual content, obscenity, vulgarity, or profanity.

- Indicates gang affiliation or promotes violence.
- Threatens the safety of others or promotes activities against the Student Code of Conduct.

Violations & Discipline

- **First-Time Concerns:** These are treated as minor reminders. Students will not lose class time or face punishment unless there is a major safety risk.
- **Repeated Violations:** If a student repeatedly refuses to follow the guidelines, we will contact parents directly and follow the district's progressive discipline process.

OPA Technology Policy

OPA is pleased to offer students access to district Chromebooks, communications systems, the internet, and various technology resources to promote educational excellence. Each student is responsible for her/his use of technology, whether personal or district-provided. While using district and personal technology resources on or near school property, in school vehicles, and at school-sponsored activities, as well as using district technology resources via off-campus remote access, each student must act appropriately consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology. Failure to follow the appropriate use procedures may lead to the loss of the privilege to use these educational tools, school disciplinary action, including suspension or expulsion, legal action, and/or restitution by the user for costs associated with any damages caused by such violations.

There will be a technology charge for all students in levels K-12.

The Technology Charge uses technology to assist the District in acquiring, upgrading, and maintaining technology within schools.

In addition to the Technology Charge, families can purchase insurance for Chromebooks.

OPA Bullying Policy

OPA strives to create a positive, safe environment for all students. OPA teaches social-emotional learning (SEL) lessons to all students bi-weekly. The goal of these lessons is to explicitly teach and reinforce skills related to the following SEL areas: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Lessons are designed to transform how students interact with themselves, others, and the world around them! One of the many goals of our explicit SEL lessons is to reduce the number of bullying behaviors at OPA by teaching students

the skills and strategies to interact kindly with others and find ways to solve problems with others. The curricula and programs used include ReThink Education, Zones of Regulation, and Base Education. Additional efforts that OPA has implemented to create a strong climate and culture and reduce the amount of bullying behaviors include school-wide behavior expectations, positive reinforcement for positive behavior, and restorative practices such as mediation.

The administration will refer to the district's discipline matrix when bullying is reported. In addition to appropriate consequences that will change the bully's behavior, we feel it is critical to restore a feeling of safety and efficacy for the victim. If you suspect your child may be the victim of bullying, begin by asking him or her to tell you what is happening. It is important to respond in a calm, positive, and supportive manner. Let your child know it's not his or her fault, and that he or she did the right thing by telling you. You know your child best and know whether they can handle the current situation with strategies they have learned, or whether it is time to get more adults involved. Students often feel empowered by their ability to solve the problem with some guidance. Do not hesitate to contact your child's classroom teacher and/or the principal if you need support or guidance.

Teachers and principals have experiences that allow us, with your help, to construct a plan to improve your child's sense of safety in school. We will explore ideas such as reducing the contact between the child and the student in question, increasing the contact between the victim and children he or she likes and feels safe with, establishing a safe zone at recess, increasing adult supervision, and working with your child to develop a plan of communication with a trusted adult at school daily. The method we choose is usually guided by the child, as they will often tell us exactly what they need to feel safe. When children give input, their true needs are met, and they feel empowered to enact strategies to make themselves safe.

OPA Code of Conduct:

The Westminster Public Schools Responsibilities and Rights Handbook serves as the foundation for student behavior across our district, and we ask that each family review it together.

At OPA, we are incredibly proud of our students' positive choices and kind hearts. To build on this success, our teachers, students, and parents developed an OPA Student Behavior Program designed to maximize classroom learning and create an environment where everyone can flourish. Guided by Dr. Paul Baker's PersonBrain Model, we encourage students to make intentional choices that ensure every member of our community feels **Safe, Significant, Respected, and Related**. We expect all children and adults in our OPA family to demonstrate these core values daily through the following PRIDE behaviors:

School-Wide Behavior Matrix: The Four Elements of Flourishing

Area	Safe	Significant	Respect	Related
Cafeteria	Walk carefully while carrying trays Report spills immediately Keep food on your own plate.	Clean up after yourself so the next student has a clean space Invite students sitting alone to join you.	Use polite inside voices; say "please" and "thank you" to cafeteria staff Respect others' food choices and allergies.	Practice positive table conversation Include peers in discussions Welcome new friends to sit with your group.
Playground	Use equipment only as intended Stay within designated, supervised boundaries Keep hands and feet to yourself.	Invite others to join games Take turns fairly Celebrate when a peer tries hard or makes a great play.	Follow game rules Accept referee or peer decisions gracefully Respect when someone says "stop" or needs space.	Resolve conflicts with kind words or ask an adult for help Cooperate with teammates Encourage someone who falls or loses.
Hallway	Walk on the right side of the hallway in an orderly line Keep pathways clear of backpacks and personal gear.	Carry yourself with pride Display and protect student artwork and bulletin boards along the walls.	Maintain a quiet voice so classrooms nearby can focus Respect personal space and keep a polite distance from others.	Greet teachers and peers with a friendly wave, smile, or nod as you pass them.
Office	Enter quietly and wait at the counter until a staff member can assist you Keep hands off office equipment.	State your name, teacher's name, and your purpose clearly Take care of your needs responsibly.	Use a polite tone Wait patiently if staff are on the phone or assisting someone else Honor the privacy of students being helped.	Greet office staff when you enter Thank them for their support before returning to your classroom.
Bathroom	Flush toilets, wash hands with soap, and put paper towels in the trash bin Keep floors dry to prevent slipping.	Respect the next person's right to a clean restroom by taking care of the space before you leave.	Protect the privacy and dignity of others Keep graffiti off walls and stalls Use the space only for its intended purpose.	Report any facility issues (like a running toilet or a lack of soap) to an adult to help look out for the school community.

Pick-Up/ Drop Off	Stand in designated waiting zones Watch for your vehicle Cross the driveway only at marked crosswalks with a staff member.	Be ready to enter or exit your vehicle promptly to help keep traffic flowing smoothly for all families.	Follow directions from staff on duty Use kind language with drivers, crossing guards, and safety patrols.	Say a kind goodbye to friends and staff at dismissal Offer a warm greeting to your family member or bus driver.
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Behavior Referral Process (classroom) for disruptive behavior, disrespect, and non-compliance (for Level 1 and some Level 2 behaviors)

At Orchard Park Academy, we expect students to show appropriate behavior to their peers, teachers, and all members of the OPA community. When a student's behavior drifts away from being compliant, respectful, and non-disruptive, teachers and staff will respond with a behavior process which aims to help get the student back on track and minimize the amount of time they are away from the classroom while receiving their behavior interventions. Teachers and staff will honor a behavior referral process within the classroom. The steps below list a progressive series of steps in an attempt to reduce or end disruptive or disrespectful behaviors in the classroom. Please keep in mind that every teacher has a different set of expectations, norms, and processes in their classroom. These steps are considered with a teacher's unique way of running their classroom.

OPA: Student Redirection Tiered Process

"Where Belonging Meets High Expectation"

Tier 1: Preventative Redirection

PROXIMITY/ NONVERBAL	My teacher may move closer to me, give me a hand signal or tap my desk
PRIVATE CHECK-IN	My teacher will whisper or quietly ask, "Are you Okay?" or "Need Help?"
PRAISE AROUND	I may have a friend who is praised for modeling good behavior.
REDIRECT WITH PURPOSE	My teacher will say "Let's get back on track, your ideas matter here."

Tier 2: Restorative Engagement

QUIET CONVERSATION (DESK OR HALLWAY)	My teacher may ask what is going on and how to help the student get back on track.
CHOICE OR VOICE	I will get choices like: "Would I rather work here or at the back table?" or "Do I want to do the odd or even problems first?"
TWO-MINUTE RESET	I can take a brief break (water, hallway reset, sensory item) with plan to rejoin my class. I can use the regulation station to reset.
RESTATE CLASSROOM NORMS	My teacher or I will restate my directions or ask for more support.

Tier 3: Buddy Classroom Reset

CLEAR DIRECTIVE	I will go to a buddy classroom with my reflection form
BUDDY CLASSROOM	I will spend 10 minutes in the buddy classroom and not disrupt other students
STUDENT REFLECTION	I will connect my behavior to one of the areas of flourishing and reflect on my choices
RE-ENTRY AND REFERRAL	I will check in with my teacher and turn in my reflection form so I can return to class
NON-NEGOTIABLES	- Physical Aggression or Threats of Physical Harm - Inappropriate or threatening language toward a teacher - Refusing to go to a buddy room and/or inappropriate behavior inside the buddy room

Behavior Supports: Buddy Classrooms vs. Office Referrals

Orchard Park Academy uses a behavior-redirection framework rooted in restorative practices, ensuring students remain focused on their education and take responsibility for their actions. To help families understand our processes, we distinguish between a **Buddy Classroom Reset** and an **Office Referral**:

- **Buddy Classroom Reset (Classroom-Managed)**: This is a brief, 10-minute transition to a nearby supervised room. If initial redirection is unsuccessful, a teacher may utilize this time for a student to complete a reflection sheet. This quiet interval allows for emotional regulation and helps students align their choices with our school's core **Elements of Flourishing** (Safety, Significance, Respect, and Relatedness), facilitating a successful return to learning.
- **Office Referral (Administration-Managed)**: Formal referrals are used for major behavioral incidents or when classroom-level interventions are insufficient. This process moves support to the administration and mental health team, who will assess the situation within 24 hours to coordinate restorative agreements. Non-negotiable behaviors, such as physical aggression or threats to safety, result in immediate administrative intervention.

Summary of Differences:

- **Buddy Classroom**: A temporary, classroom-level opportunity for self-regulation and reflection that avoids formal discipline and maintains instructional momentum.
- **Referral**: A formal escalation for serious incidents requiring direct oversight from school leadership, full documentation, and a specialized plan for re-entry.

Arriving and Leaving OPA

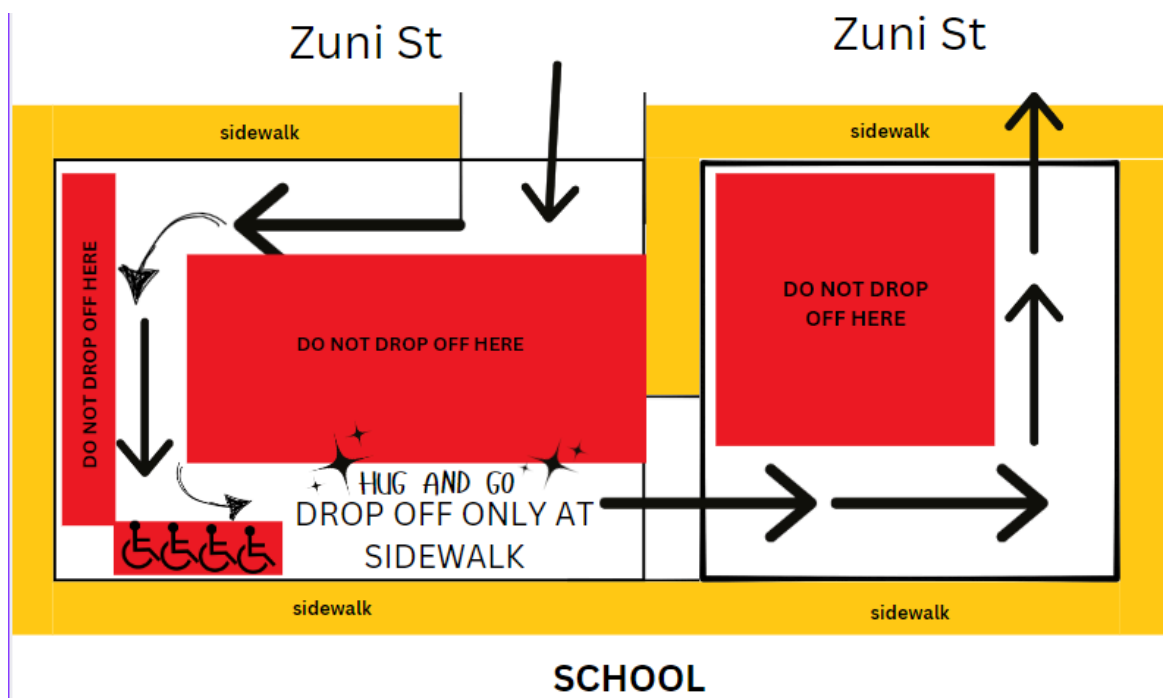
Please ensure that your child does not arrive at school prior to 7:50 a.m. and be picked up by 3:21 p.m. when supervision ends. Once students arrive at OPA, they are not to leave school without permission.

If you need to pick up your child before the end of the school day, you must come to the office and check your child out of school. Your child will not be released to anyone other than his/her parent(s)/guardian(s), or a previously identified adult approved by a parent/guardian.

If a teacher or the principal asks a student to stay after school, the parent or legal guardian will be contacted.

Bikes: Our bikers are asked to walk the bike to the bike rack once they get onto the school property sidewalk to ensure the safety of our walkers already on school grounds.

Each student is expected to go directly home after school; we encourage students to walk in pairs or groups. The playground will be cleared at 3:30 pm, and students and families can return after 4:00 pm.



SAFETY REMINDERS

Please talk with your child about safety while walking to and from school. Some reminders might include:

- Using electronic crosswalks or crossing guards when they are available
- Always walking with a buddy, not alone
- Not talking to strangers
- Walking directly to home or school, making no stops
- Not engaging in horseplay on the way home, especially near traffic
- Being constantly aware of dangers in their surroundings

Please exercise caution when driving around our school. Students arriving on foot or by car must use the sidewalks and may not walk through the parking lot without an adult. Parents are to drop students off in the open parking lot or on 74th Street by the crosswalk.

- *The parking lot will run as a hug and drop lane without parking.*
- *Please use the parking spaces if you would like to park.*
- *Do not stop in the middle of the street or interfere with traffic.*

Students must cross at crosswalks and will not be allowed to cross at other spots without an adult.

Remember, nothing is more important than the safety of our children! The plan we have developed for drop-off and pick-up times is to keep ALL our children safe, and we appreciate it when everyone cooperates.

In the event of a tornado or other severe weather or emergency, all students will remain at school until an "all clear" has been declared.

Secure

In an emergency requiring the school to be locked down or entrants to be put on secure, **no entry or exit** will be allowed to or from the school until the proper authorities declare the situation safe. In this situation, information can be obtained from the District Administration by calling (303) 428-3511.

Parent Involvement

There are various ways to get involved in your child's education at OPA. We encourage parents/guardians to meet staff and other parents in the school to build a strong community for our students. Every parent organization will be led in a bilingual manner in English and Spanish. All are welcome to attend and join our meetings and groups. Below are a few ways to get involved as a parent/guardian:

Parent/Teacher Organization (PTO) & Building Accountability Advisory Committee (BAAC): The PTO/BAAC is a group of parents and teachers who support and coordinate many school functions. We also determine ways to improve our school

through fundraisers and more. If you are interested in joining, please call Mrs. Frates at 720-542-4321.

Adult Education Classes:

We will be offering a variety of free classes specifically for parents and guardians of OPA students. Please contact Claudia Glascock at for more information.

ORCHARD PARK ACADEMY STUDENT AND PARENT HANDBOOK SIGN-OFF SHEET – 2026-2027

Please detach this completed sheet from the handbook and turn in the sign-off sheet by the due date (Monday, August 14th)

Please initial below to indicate that you:

_____ have read through the student and parent handbook.

_____ have discussed any questions or concerns with the principal regarding the student and parent handbook's content and felt that they were adequately addressed;

_____ understand that the parent and student handbook is intended to serve as a general set of guidelines to promote consistency and positive learning conditions at Orchard Park. This handbook will be updated at least annually or throughout the year as necessary based on need.

By printing and signing below, you acknowledge your responsibility to follow school and district policies and procedures, and to seek clarification as necessary.

Student Name – Please Print

Date

Student Signature

Parent Name/Guardian – Please Print

Date

Parent/Guardian Signature