



2025-2026

We are the heart of the PACK!

6750 North Dunkirk Street
Aurora, Colorado 80019

Main Phone: (303) 217-5152

Fax: (303) 217-5153

Website: www.highpointacademy.net

High Point Academy Hours of Operation

Office Hours:

7:30 a.m. – 4:15 p.m.

School Hours: Monday-Friday

8:00 a.m. – 3:15 p.m.

Dear Families,

Welcome to the 2025-26 school year at High Point Academy! We have a passionate and committed staff dedicated to the academic success of every student. The purpose of this handbook is to provide you with information that will assist you in understanding and supporting our goal of promoting student excellence in partnership with our families. Please acknowledge that you have received a copy of this handbook by returning the last page of this handbook with your signature.

If you have any questions about the information in this handbook, please contact us at (303) 217-5152 or info@hpastaff.net

Sincerely,

The Administration of High Point Academy

Please save this handbook for future reference.

High Point Academy does not and shall not discriminate based on color, religion (creed), gender, gender expression, sexual orientation, age, national origin (ancestry), disability, marital status, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring, and firing of staff, selection of volunteers or vendors and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, and volunteers.

VISION & PURPOSE STATEMENTS

Vision: Educational equity and student potential are defined by our service to community, commitment to whole-person wellness, and pursuit of academic excellence that inspire us all to build a better world. We believe in authentic, meaningful learning experiences that allow scholars to see themselves as the leaders, problem solvers and critical thinkers needed to lead a thriving community.

Purpose: We work in partnership with diverse families and the community to engage scholars in holistic, equitable, interdisciplinary and dynamic learning providing an environment where scholars are able to achieve more than they thought possible for themselves. We foster a culture of respect, collaboration, community, and curiosity to prepare our scholars to be life-long learners and responsible humans.

GOVERNING BOARD

The overall tasks of the governing board are to make policy decisions that uphold, interpret, and clarify the school philosophy and vision. The governing board selects and evaluates the Executive Director. All governing board meetings are open to the public and everyone is welcome except for executive sessions. Board meeting minutes and agendas are available online on our website.

Board of Directors:

President	Devaki Parma
Vice President	Christina Castro
Treasurer	James Scott
Secretary	Whitney Whitaker
Directors:	Brittany Dawson

HUSKY LEADER IN ME HABITS

HABIT 1	Be proactive
HABIT 2	Begin with the end in mind
HABIT 3	Put first things first
HABIT 4	Think win win
HABIT 5	Seek to first understand, then to be understood
HABIT 6	Synergize
HABIT 7	Sharpen the Saw

CULTURE

We have high expectations of our students both in the academic, and behavior sense. As a school on the path to becoming EL Education Credentialed, we embrace the 7 Habits of Highly Effective people to establish a positive school culture for students and staff. When students do not follow rules, treat one another with respect, or meet community expectations High Point Academy uses a restorative approach to build student skills to resolve conflict. When disciplinary action is needed, High Point Academy follows the Denver Public Schools discipline matrix to guide decision making regarding consequences. [Matrix](#) here. (2025 Version will be utilized when released)

HIGH POINT ACADEMY

2025-2026 FACULTY

Administration	
Meredith Stolte	Executive Director
Jasmine Jones	Managing Director
Tiffany Askins	Director of School
William Carter	Director of Culture and Wellness
Office & Facilities	
Jennifer Rivera	HR Generalist
Tonya Gray	Business Services & Enrollment Coordinator
Amanda Chambers	Office Manager
Mario Alfaro	Receptionist
Monae Boatner	Health Clinic Assistant
Lori Collins	School Nurse
Angel Olivo	Tech Liaison
Chris Burrell	Facility Manager
Cynthia	DPS Lunch Liaison
Pre-Kindergarten Team	
Christina Hank	Pre-K Director
Samantha Heck	Pre-K Lead Teacher
Brianna Reyes	Pre-K Co-Teacher
Shanice White	Pre-K Lead Teacher
Gabby Gutierrez	Pre-K Co-Teacher
Amber Kohlhoff	Pre-K Lead Teacher
Mireya Parra-Rodríguez	Pre-K Co-Teacher
Jessica Gonzalez	Temporary Co-Teacher
Elementary Team	
Sarah Moore	Kindergarten Teacher
Zoe Gonzalez	Kindergarten Teacher
Dawn Lambert	Kindergarten Teacher
Jenelle Payne	1st Grade Teacher
Samrawit Fesshaie	1st Grade Teacher
Kimberly Tartar	1st Grade Teacher
Ondrell Jackson	2nd Grade Teacher
Aisha Brown	2nd Grade Teacher
Noelani Mathews	2nd Grade Teacher
Natalie Haggard	3rd Grade Teacher
Ashlyn Brown	3rd Grade Teacher
Jordyn Potts	3rd Grade Teacher
Dionne Brame	4th Grade Teacher-Math
Jeremiah Gutierrez	4th Grade Teacher-Science/Social Studies
Andrea Lindsey	4th Grade Teacher-ELA
Dero Ard	5th Grade-Math
Karen Williams	5th Grade-Science/Social Studies
Flenecia Caldwell	5th Grade-ELA
Middle School Team	
Dishaun Woods	6th Grade Language Arts Teacher

Julie Becker	7th Grade Language Arts Teacher
Emily DelRoss	8th Grade Language Arts Teacher
Dehra Markson	6th Grade Math Teacher
Randy Anderson	7th Grade Math Teacher
Gene Fashaw	8th Grade Math Teacher
Ezequiel Villanueva	6th Grade Science Teacher
Jessica Davis	7th Grade Science Teacher
Harley Young	8th Grade Science Teacher
Adrian Michael Green	6th Grade Social Studies Teacher
Brittany Lewis	7th Grade Social Studies Teacher
Isabelle Blanc	8th Grade Social Studies Teacher

Specials & Electives Team

Gayle Laeli	Music Teacher
Jason Gavaldon	Art Teacher
	PE/Wellness Teacher
Stanley Norman	PE/Athletic Director/Interventionist
Alex Azeez	Interventionist/Elective Teacher

Learning Support Team

Eric Elmore	SPED Manager
	MLL Manager
Suzanne Bowen	MLL Teacher
Aned Loya	MLL Paraprofessional
Denise Davis	K-8 Speech (SLP)
Cassie Hollenbach	K-8 Occupational Therapist
Jan'Na Walker	K-8 Occupational Therapist
Leslie Baunach	School Psychologist
Diane Johnson	Audiologist
Tricia Sanders	MTSS Manager
Jennifer Lindsey	SPED Teacher
Jazmin Paulk	SPED Teacher
Gregory Kates	SPED Paraprofessional
Hunter Wade	SPED Paraprofessional
Barbralyn Flores	SPED Paraprofessional
Rebekah Jackson	SPED Paraprofessional

Student Climate & Culture Team

Emmanuel Engulu	Pre-K-8 Dean
Coyanna McClendon	RJ Coordinator
Lisa Sparks	Counselor
Ashley Porter	Counselor

K-8 Teaching Assistants

Clarabelle Ramirez	Teaching Assistant
Galilea Valdez	Teaching Assistant
Karen Cray	Teaching Assistant
Jennifer Butler	Teaching Assistant
Yoselin Sandoval	Teaching Assistant

SCHOOL OPERATIONS

School Hours:

Arrival Bell	8:00 AM
Dismissal Bell	3:15 PM

Students who are not enrolled in and attending Innovation Learning before and after school care are not permitted to use the playground before or after school hours.

Free Campus Meals

Breakfast and lunch are free to all students. Breakfast is served in the classroom every morning. Lunch is served in the cafeteria during designated grade level time. Regardless of economic status, all HPA families and guardians are asked to complete the **Free And Reduce Lunch Application**. Completion of the form may reduce or even eliminate a family's school-based fees associated with athletic participation, testing, courses, activities, and field trips tied to curriculum. Completion of this form also provides our school with added Federal funding.

Important Phone Numbers and Website

Main Office	(303) 217-5152
High Point Academy Website:	www.highpointacademy.net

THE ABC'S of HIGH POINT ACADEMY

A

AFTER SCHOOL PROGRAMS

Innovation Learning (Before and Aftercare) provides High Point Academy's before and after school care. They offer several options to parents: daily care before and after school, drop-in childcare, teacher professional days, school breaks. For more information or to enroll, please visit <https://innovationlearning.com/>.

ANIMALS AS VISITORS

Animals at school are for educational purposes only and prior arrangements must be made with the teacher. Please inform us of any allergies your child may have, including animals, so that teachers can be aware when making plans for animal visits to school. Animals must be returned home as soon as the presentation is over. All animals must be on a leash or in a cage. Please do not bring animals to school at arrival or dismissal times to ensure the safety of our students.

ANTI-BULLYING POLICY

High Point Academy believes in using common sense (not zero tolerance) when handling student behavior issues. When student issues arise, teachers and administrators will consider individual circumstances in determining how to best handle discipline. We adhere to the bully definition from the state of Colorado's Department of Education Bully Prevent Model Policy as provided in the appendix G.

Respect "We will always..."	Disrespect "We do not tolerate..."
<ul style="list-style-type: none">● Communicate effectively and appropriately● Be open to individual differences● Encourage, support, and listen to each other● Remember to use our manners● Take responsibility for our actions	<ul style="list-style-type: none">● Purposely causing problems● Negative attitudes● Giving up and blaming others● Using damaging words● Thinking only of ourselves

Bullying is not teasing, fights between students of equal power, or conflict. When students tease one another, it is meant to be affectionate and not cause harm. Often, students who bully do not want to be caught and will claim that they are only teasing another student. Signs that indicate teasing is actually bullying include, (a) the teasing is hostile instead of affectionate, (b) the student teasing intends to hurt the student being teased, and (c) the student being teased is harmed by the behavior. Please see more about High Point's Anti-Bullying Policy in the Appendix H.

ASSEMBLIES

Assemblies at High Point Academy are an important part of the school culture and curriculum. We have various types of assemblies including:

1. Monthly Grade Level Pack Meetings to celebrate students, highlight habits of work and learning, offer opportunities for student leadership, and build relationships.
2. Grade Level Assemblies where students are brought together to learn from community experts on topics connected to their grade level content. This could be for academics, wellness or social/emotional reasons.
3. School-wide assemblies to address building culture, and hand out special honors and awards.

During assemblies, students acquire knowledge and skills in many different content areas. Students are always expected to display appropriate audience behavior and may be asked to participate in an alternative option if they are not meeting school-wide expectations.

ASSESSMENTS

Assessments are important aspect of teaching and learning, as well as an ongoing process in every classroom. Assessments inform instructional decisions made by teacher and support staff. We adhere to state and federal guidelines for assessments. Please see our assessment guidance document in the [appendix B](#) for more information.

ATTENDANCE POLICY

High Point Academy is committed to providing quality educational experiences to all of our students to ensure they are achieving at their highest potential. Absences, whether excused or unexcused, are detrimental to the learning process because classroom experiences cannot be replicated outside of the classroom.

Attendance: Student attendance is required under Colorado state law for every child between the ages of six and seventeen years (§22-33-104, C.R.S.) Regular, timely, daily attendance is vital to the academic achievement of our students.

Responsibility of parents/guardians:

1. Attendance is the responsibility of the student, the parents/guardians, and the school.
2. It is the family's responsibility to notify the school office by emailing attendance@hpastaff.net prior to 8:00am whenever a student will be absent or tardy to school. The email should include the following information:
 - a. Student's first & last name
 - b. Grade Level
 - c. Teacher
 - d. Reason for the absence

The following absences with proper documentation constitute an excused absence:

- Illness
- Injury
- Family emergencies
- Religious observance
- Medical/Dental appointment
- Suspension

Absences not in the excused list or without proper documentation are considered unexcused.

Each month High Point Academy will review student attendance rates and families of habitually truant students (absent are those that have four+ unexcused absences within a one-month period and/or ten+ unexcused absences during a school year) and chronically absent students (A student absent 10 percent or more of the days enrolled during the school year) will receive official communication. A student who is chronically absent will be required to attend a meeting to address attendance concerns. For students who are chronically absent, the school may initiate judicial proceedings. (22-33-108, C.R.S.)

Tardies:

Any time your child arrives at their classroom after 8:05 a.m., they are considered tardy. Children must go to the front office with a parent/guardian for check in. Once a student receives five tardies in a quarter, a tardy notice will be mailed home informing the parents of the number of tardies. It is our goal to have students here and ready to learn at 8:00 a.m.

We understand students may need occasional medical appointments. Please schedule these before or after school, during breaks, or on non-contact days. If an appointment during school hours is necessary, provide a note from the doctor's or dentist's office for an excused tardy. All other tardies will be unexcused.

B

BEHAVIORAL EXPECTATIONS

High Point Academy embraces a culture of restorative practice where we view problems and obstacles as opportunities for growth and improvement. We want our students to learn that they can achieve a positive outcome in any situation and that no individual is the sum of their actions.

Restorative practices include alternatives to punitive discipline policies, which have disproportionately affected certain groups of students, including but not limited to students of color, and Special Education students.

[Denver Public Schools Discipline Matrix - PDF](#)
[Denver Public Schools Discipline Ladder - PDF](#)

*Please note that confidentiality is always maintained and upheld when handling student discipline issues. High Point Academy's Administration and/or Dean cannot discuss consequences of students other than your own. We ask that parents/guardians uphold the school's confidentiality requirements as outlined by the State of Colorado laws when inquiring about the effectiveness of our discipline procedures. Please refer to the High Point Academy Code of Conduct for more information related to student discipline in the [appendix](#). The 2024-25 Campus Behavior Management Plan is [linked here](#).

Parent Attendance at School as an Alternative to Suspension

High Point Academy will allow parents to attend class with the student as an alternative to suspension (except when an expulsion is pending). Use of this restorative practice is at the discretion of the Assistant Principal and/or the Executive Director.

BREAKFAST

All students will be offered an optional breakfast from 7:55 am to 8:00 am breakfast is provided in the classroom.

C

CELEBRATIONS

High Point Academy's wellness policy clearly delineates the acceptable treats and activities in classrooms, using the High Point Academy Wellness Policy. The focus of the birthday celebration should be on activities, not food. Cupcakes, cake, and juice are just some examples of foods that are not encouraged. Additionally, birthday invitations may be distributed at school only if all students in the class are invited. Birthday surprises such as balloons or flowers may not be delivered to school. Please make advance arrangements with your child's teacher if you would like to bring in a birthday activity.

CELL PHONE & ELECTRONICS POLICY (HB.25-11-35, May 1, 2025)

The use of SMART DEVICES, including personal cell phones, SMART watches, iPads, or other electronic devices is not permitted during school hours. The policy is as follows:

Kinder - 3rd Grade	Devices must remain in the students backpack, powered off and out of sight during school operating hours.
4th - 5th Grade	Students may keep the device in their own backpack and/or turn it into the hallway lockers that will remain locked until the end of the day. Phone must be powered off and out of sight during school operating hours.

For the first and second violation, the device will be confiscated, and a parent will be required to come pick up the device. Upon the third occurrence, a parent/guardian will be required to come to the school for a parent meeting to discuss concerns, build common understanding and make next steps.

***All violations will be documented in Infinite Campus. Should a legitimate need arise, school phones are available for students to use with permission of a High Point Staff member.** High Point Academy is not responsible for lost, stolen, damaged or missing Smart Devices. If a child refuses to comply with the electronic policy, the device will be taken away for a parent to retrieve.

COMMUNICATION

Our goal is to streamline our communication to ensure that home to school communication is effective and consistent. Throughout the school year, the following communication platforms will be used:

	Platform	Grade Levels	Purpose
School Website		All	This will house emails, handbooks, calendars, lunch menus and much more.
Social Media: Facebook & Instagram		All	These platforms will be updated often, and we encourage you to join our school groups. Share school wide news and celebrations!
Talking Points	App	All	The App provides families with up-to-date information, links to key resources, communication from teachers, etc.
Thursday Folders	Folder	K-3	Schoolwide communication and/or information from individual teachers will go home through this method. All schoolwide communication will be sent home with youngest only and/or only child.
Planners	Planners	4-8	Students will be required to update their planner with homework, events, notes etc. Parents can use this method to communicate with teachers as well. No parent signature is required
Monthly Admin Newsletter	Email Website	All	Updates on specific grade level events, challenges, student grades etc.

We will make every attempt to keep you informed and solicit your input on school activities. In addition, information will be posted on our school website, www.highpointacademy.net, on our school app, and on our HPA Facebook.

Unless it is an emergency, we will not interrupt a teacher during class time. Please reach out to your child's teacher using their school email/phone number and they will get back to you as soon as possible. You can call the main office number to be transferred to a teacher's voice mail. Preferred communication with teachers is email. Email addresses for all staff are posted on the school's

website.

High Point Academy believes parent concerns should be addressed in a timely manner. We welcome constructive criticism of the school whenever it is motivated by keeping the best welfare of the children first. We ask that your concerns be addressed through the proper channels, usually beginning with the classroom teacher. If the situation is not resolved, then please contact an administrator. If there continues to be a concern, please contact the administration and then as a last resort HPA governing board.

Families will also have the opportunity every school year to give us their feedback regarding our curriculum, communication, programs, etc. through our Family Satisfaction Survey. This survey is usually conducted in early spring.

D

DRESS CODE

High Point Academy (HPA) promotes a positive dress code where students are encouraged to wear clothing that is comfortable and appropriate for an educational environment. A common dress code cultivates a safe and disciplined learning environment, which is essential to a quality educational program. Our goal is to provide and maintain a positive climate where education can flourish, this policy is subject to modifications, additions, or deletions at any time during the school year and with Governing Board approval.

High Point Academy's policy on student attire is intended to help students concentrate on schoolwork, reduce discipline problems, and promote school order and safety. It is designed to ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Please see more detailed dress code guidelines in the [appendix E](#).

Dress Code Violations:

In the event that a child comes to school wearing clothing that violates our dress code the following will occur:

- A dress code infraction will be sent home with a reminder of the school dress code expectations for the families, and students to sign.
- If more than two infractions occur within a given school year, a family meeting will be scheduled to identify how we can partner to assure the student is following the school policy.
- Thereafter, a student may not be able to attend the following due to dress code violations:
 - Field trips
 - Schoolwide events; prom, dinners, etc.

*Any clothing, grooming, jewelry, accessories, shapes in haircuts or body adornments that contain advertisement, symbols, words, slogans, patches, or pictures that are sexually suggestive; that are drug, tobacco, or alcohol-related, gang related, or that are obscene, profane, vulgar, obscene, or offensive are not allowed. Students will be asked to change into the school uniform and families will need to come pick up the item. This does not include religious expressions.

DISMISSAL/PIKMYKID

All students will be released from school using the PikMyKid app. Students will be released as either carpool, parent walk up, independent walker, or innovation/after school club. Families update, in the app, how they would like for the child to be dismissed. Students will be dismissed from their designated pick up spots. For more in depth details, please reach out to the Director of Operations for specifics.

E

EMERGENCIES

We strive to prevent emergencies, but occasionally they do occur. It is very important that parents leave updated emergency numbers on file at the school. In the event of an emergency, we may call the emergency numbers listed and/or doctor or other emergency personnel if we are not able to locate either parent or guardian. If we cannot reach anyone, we may call 911.

Safety Drills

Fire, tornado, evacuation, lock down, and other safety drills are conducted each year for the safety of the students and school personnel. Please rest assured that your child's welfare would be attended to in the event of an emergency.

In case of fire, students will evacuate the building and will proceed to an assigned waiting area away from the campus. Emergencies requiring an all-school evacuation will have the same procedure.

In case of a tornado warning, students will occupy the interior hallways of the building and stay away from all exterior doors and windows.

We also have lock down and secure perimeter procedures that all staff and students are trained in.

ENROLLMENT LOTTERY

High Point Academy expects that enrollment requests will surpass the capacity of the school. Thus, priority for enrollment will be given to the following categories of students:

1. High Point Residents: Families who reside in the High Point Residential Communities will be enrolled with first preference in accordance with grade availability. These communities are The Grove, West End, Highline Park, and Auden Green neighborhoods.
2. Governing Board: Children of current and former governing board members will be enrolled with next preference in accordance with grade availability.
3. Staff: Children of current staff members will be enrolled with next preference in accordance with grade availability.
4. Siblings: Applicants who have a sibling attending HPA and have been continuously enrolled from October 1st of the previous year, will be enrolled with next preference in accordance with grade availability.
5. General: All other applicants will be enrolled having next preference in accordance with grade availability. When a new family has more than one child in the lottery and one of the children has been accepted, the remaining sibling(s) will be given next preference in accordance with grade availability.

If more student's complete letters of intent to enroll than there are spaces available, a lottery, by grade, will be held to prioritize the waiting list. The governing board reserves the right to alter this lottery policy.

F

FEES

Activity Fees

Activity fees enable High Point Academy to provide field trips, speakers, assemblies, planners, etc. to our students. The fees also allow us to replace consumable workbooks and other classroom materials that must be reordered every year. The fees are \$65 for each student (\$25 for preschool students). All activity fees are non-refundable and are due at the time the enrollment packet is accepted by High Point Academy. Alternate arrangements for payment may be made by contacting the school office.

Activity fees are waived for those families qualifying for free and reduced lunch. A Family Economic Survey form must be on file with the office to waive this fee for qualifying families.

Textbook, Book, and Technology Fees

Students at High Point Academy are responsible for the textbooks, books, and technology that they utilize. If any are lost or damaged, families are required to pay a replacement fee so that the school may replace the book.

Textbook fees are waived for those families qualifying for free and reduced lunch. A Family Economic Survey form must be on file with the office to waive this fee for qualifying families.

Notify the classroom teacher if you notice any damage in your book before you check it out or return it. Books that are lost or damaged can either be paid for or replaced with a gently used book from home.

Fees for Late Pick Up

The school day ends at 3:15 pm for all High Point Academy students. Unless your student pre-approved to be in an after-school program, they must be picked up/dissmissed by 3:20.

Families will incur a fee for all students who are picked up late based on the following schedule:

3:30-3:40	\$20
3:40-3:50	\$40
3:50-4:00	\$60

After 4:00, the school will make a call for child abandonment. At this time, authorities will come to pick up the child from the school.

The fee will be applied to the student's account on Infinite Campus. If the fee is not paid, students may be prevented from going on field trips, participating in sports, attending graduations, etc.

As a reminder, Innovation Learning provides childcare at High Point Academy from 3:00-6:00 pm. <https://www.highpointacademy.net/before-after-school-care/>

FERPA - FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain

rights with respect to their children's education records. Please read the [Appendix D](#) for more information.

FIELD TRIPS

Field trips are an excellent extension of student learning. Students will be transported on buses provided by a qualified provider. Written parental approval for all field trips is required. Students who do not have the signed permission form will be excluded from the field trip. Verbal permission is not accepted.

Students must be on time for trips. If a student is late on the day of a trip, a parent/guardian may drive them themselves, making certain that they check in with the teacher or the student may be placed in an alternate classroom until his/her class returns. We ask that siblings not accompany High Point Academy classes on field trips.

*The costs of most field trips are covered by the student's activity fees, whenever possible. Occasionally, there will be room on the bus for parent chaperones, but parents who are attending may have to meet the bus at the field trip location.

FIRST DAY PROCEDURE

Please take a moment to review some essential information about the first day of school. The first day of school will be Wednesday, August 13th, 2025. School will start promptly at 8:00 am, with arrival beginning at 7:45 AM and dismissal beginning at 3:15pm.

Arrival and dismissal

- Pre-Kindergarten students MUST be walked up to their designated doors, and picked up from their designated door.
- All Kindergarten-8th grade students can be dropped off through the carpool line or parents can park in the designated parking lot and walk students to the designated door for drop off or parent walk up for pick up. Parents may not enter the school building for any reason, at any time.
- Please pay attention to the new flow of traffic to ensure that all students arrive safely to school. We appreciate your cooperation, and look forward to your partnership with keeping all students safe.

FUN FRIDAY (K-8)

Occasionally, students who have completed all their classwork and demonstrated the habits of work and learning will be invited to participate in Friday funday activities. Students with missing work or those who have not made choices in line with school expectations, will use this time to focus on the skill they need to develop alongside members of the culture team. Directors will provide clear instructions and guidance on these activities.

H

HEALTH CLINIC & MEDICAL CARE AT SCHOOL

If a student comes to the office and is ill, a parent/guardian will be called as needed. The student will be sent home if they have a temperature of 100.4 degrees or more, vomit, or have diarrhea. Please pick your student up within 30 minutes of this call. Students should be free of fever and/or flu-like symptoms for 24 hours before returning to school without fever reducing medications. High Point Academy office staff will call all the numbers listed on the enrollment forms until someone can be reached who can pick up the student.

Occasionally, students injure themselves at school. When a child is hurt, we will administer minor first aid. In cases where there are signs of a more serious injury, (breaks, sprains, etc.) we will notify a parent or emergency contact. Again, all the number listed on the enrollment forms will be called until someone can be reached who can pick up the student.

It is recommended that, if possible, students take medication at home, before and after school. If prescription medication must be taken at school, it must be in the original, labeled package or container and must be accompanied by a permission form signed by a doctor. All medications must be administered in our health clinic. Over the counter medications may not be given to students at school without a signed medication form from a doctor unless the parent comes to school to personally give the medication.

If your student has allergies or asthma, a written allergy/asthma plan needs to be on file in the clinic. This plan will inform us of what to do if an allergy or asthma attack happens at school. We will not be able to administer any emergency medication unless we have signed doctor permission.

High Point Academy has a nurse consultant who we work with often, no less than once a month. Our consultant double checks our health and medication records and is available when we have a medical emergency or question. Our medical assistant and select office staff members are certified to give medication and have current first aid and CPR certifications.

HOMEWORK

At High Point Academy, we strive to provide students with the R's of Homework: Reinforce, Repetition and Responsibility. Homework is a valued important part of the learning process, and serves as connection between home and school.

In addition, homework is a component of organization. We encourage students, parents/guardians and teachers to work hand in hand to develop good habits such as completing homework at an early age.

2nd-8th Grades

In the event of an absence, unexcused or excused, students will be given two days to complete assignments. Homework will not impacted the student overall mastery of concepts, however, students will receive a homework grade. When homework is not completed in a timely manner, students will receive an insufficient grade for middle school grades.*

G

GIFTED & TALENT

High Point Academy ensures that we both identify and meet the needs of our gifted and talented students. Students may be formally identified as gifted. When High Point Academy teaching staff recognizes outstanding academic ability, along with other gifted characteristics, they refer the student to High Point Academy's Administration. The team will initiate NNAT3 testing and will gather other pertinent information such as gifted inventories from both parents and teachers. After careful evaluation of testing, gifted inventories and classroom performance, the team will determine if the student meets the qualifications to be formally identified as a gifted student. Once qualified, an advanced learning plan will be created.

GRADING

Grades: Measures of Student Achievement

High Point Academy believes in equitable grading practices that focus on educating the whole child and provide quality, standards-based instruction for each student. Each of the school curricula is aligned with approved state standards, which are the foundation for standards-based grading.

Standards-based grading is a system for assessing academic mastery based solely on students' current levels of mastery of the state standards. It shall not be influenced by behavior or other non-academic measures. Academic grades shall reflect progress towards standards and not the quantity of assignments completed.

Grade reports displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Grade reports shall reflect current levels of student learning and include comments documenting progress toward mastery of state standards.

Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss grades and strategies to achieve mastery of standards two times during the year, at family conferences.

This grading policy applies to all academic subjects in grades K–8 and is intended to ensure consistency, transparency, and fairness in reporting student achievement.

This policy is subject to change based on future updates to state or federal law, executive orders, or guidance from the Colorado Department of Education.

REPORT RECIPIENTS

Any parent or guardian who holds educational rights is eligible under current law to receive a student's grade report. If a non-custodial parent/guardian who holds educational rights requests a student's grade report, a duplicate may be issued directly to the requesting parent/guardian. Unless limited by court order, the non-custodial parent/guardian does not need the consent of the custodial parent/guardian before inspecting and/or receiving a copy of the student's grade report. Standards-based grade reporting shall be used for all grade levels, PreK-8. Grades are reported through Infinite Campus, and final quarterly grades will be sent to parents/guardians at a minimum of four times per year. They shall include both academic and leadership marks. All student academic records and grade reports are protected under the Family Educational Rights and Privacy Act (FERPA).

GRADING MARKS

Academic marks are based on the competency level of each student and subject area as it relates to content standards. Students shall achieve the level of meeting content-area standards by the end of the grading term when a final grade mark is recorded. In this standards-based grading system, student are assessed for their ability to demonstrate understanding as outlined in the state standards. Effort, participation, compliance, and classroom behavior are **not** reflected in student grades. Any grades assigned for academics shall be reported as follows:

Proficiency Scale

Code	Level	Description	GPA Equivalent
EXC	Exceeding Grade Level	The Student demonstrates mastery and consistently applies understanding beyond grade-level expectations.	4.0
ACC	At Grade Level (Accurate)	The student consistently meets grade-level expectations.	3.0
DEV	Developing Toward Grade Level	The Student shows partial understanding of grade-level expectations, OR the student is not meeting all grade-level standards.	2.0
INS	Insufficient Evidence	The student has not demonstrated enough evidence to assess the standard.	1.0
	Academic Dishonesty	Any assignment that is plagiarized, crafted by AI, or otherwise not developed by the student.	0

Note: "INS" is not punitive; it signals a need for additional learning opportunities and support. If a student received a zero for academic dishonesty, they will have an opportunity to redo the assignment, as long as it is in the same grading period.

Students must maintain a 2.0 (DEV) academic grade average in academics to be eligible for participation in interscholastic athletics and/or co-curricular activities, using the above grading scale. Any assignment in which the teacher suspects academic dishonesty (plagiarism, AI-generated, etc) will be given a score of one (0), and it must be redone.

For students with Individual Education Plans (IEPs) or 504 Plans, the method and frequency of reporting progress toward goals are specified within the IEP or 504 plan. Whenever appropriate, the regular reporting process should be used along with any other process specified in the IEP or 504 Plan. Reporting dates for students receiving special education and related services may not occur less frequently than reporting dates for all other students.

The final grade report card is sent the last week of school and shall include a statement of promotion or retention for the next year. The final report card will also include an overall grade for each course.

Though extremely rare, if a child is recommended for retention, this will be discussed with the Director, teacher(s), and family during spring conferences. Students who have not shown adequate progress in one class or multiple classes based on grade-level standards may be required to attend summer school/summer programming to support continued growth. Notification may be in the form of a request for a conference or a written report. Refusal of a parent/guardian to attend a conference or to respond to a written report shall not preclude the request to attend summer school.

MISSING WORK

When students submit missing work, teachers are required to enter an "INS" in Infinite Campus within 2 days of receiving the missing work. Teachers then have an additional 3 days to enter a final grade for the missing work. Parents/guardians can check the status of their student's missing work in Infinite Campus, keeping in mind that teachers do have a grace period for grade entry.

REPORT CARDS

Report cards are accessible through a parent's Infinite Campus portal. Families may request paper copies of their report cards through the front office. Middle School report cards will be mailed to the student's home address listed in Infinite Campus.

INTERNET USE

Access to the Internet is available at High Point Academy. There is a wealth of information available through the Internet that can serve to enhance and augment the Core Knowledge curriculum. This interconnected World Wide Web can provide students with access to the most recent research and the most up-to-date statistics and opinions. To this end, High Point Academy is providing access to students after their parent or guardian has read, agreed to and both parents and student have signed this Acceptable Use Policy.

High Point Academy has taken all reasonable precautions to ensure safe access to the Internet. A filter is being utilized to limit access to questionable material. No students will be allowed to use the Internet without adult supervision. However, students may accidentally access less than desirable information. We recommend you and your child have continual discussion on their Internet use at home and at school throughout the year.

Failure to comply with school expectations could result in a student losing access to the computer.

IMMUNIZATIONS

Colorado state law requires that all required immunizations be up to date. A student may be exempt from this requirement if there is a written exemption form signed by a medical provider and guardian. A parent can watch the immunization exemption, <https://cdphe.colorado.gov/vaccine-exemptions>, video and sign their child's exemption form. Immunizations must be provided on an approved Colorado Department of Public Health and Environment immunization form.

L

LOST & FOUND

All personal property that your child brings to school should be clearly marked with his/her name. High Point Academy has a lost and found area. Please have your child check this area when you discover a missing item. We will periodically donate items that are not claimed. Although the school takes every precaution to safeguard private property, no responsibility can be assumed for articles brought to school. Please keep non-school related items, such as money, toys, etc. at home.

LUNCH POLICY

Healthy school lunches are available through our partnership with Denver Public Schools. To learn more about DPS Foods, please visit their website at <http://foodservices.dpsk12.org>.

HOME LUNCH

Students who pack their lunch are to bring fresh, healthy foods and a healthy drinks to school. Please avoid sending your child with a lunch full of processed and pre-packaged foods, fast food, and/or

soda. Water, milk, 100% fruit juices are permissible in the lunchroom. Home lunches should be in a disposable sack lunch bag and/or reusable lunch box. Please avoid sending glass containers, fast food, and candy as these are not permitted. Student **WILL NOT** have access to a microwave for lunch.

Please review our [Wellness Policy](#) to identify food items that may be included in student lunches.

N

NON-CUSTODIAL PARENT RIGHTS

By law, High Point Academy is required to allow non-custodial parents access to all records concerning their children unless there is a court order denying them access to such records, or in rare cases, where the school believes the student could be in danger.

It is the responsibility of the parent who has custody to provide the school with a copy of the most recent court order related to custodial rights. If there is no court order on file, the school will assume that none exists.

This applies to picking up students from school as well. We cannot keep a non-custodial parent from picking up a student from school without a court order.

NON-DISCRIMINATION POLICY

High Point Academy will comply with all applicable federal, state, and local laws, rules, and regulations, including without limitation, the constitutional provisions prohibiting discrimination of the basis of a person's sexual orientation, religion, disability, race, creed, color, sex, age, national origin, or ancestry.

NON-SECTARIAN POLICY

High Point Academy agrees that it will operate, in all respects, as a non-sectarian, non religious, non-home-based public school. The school will not be affiliated with any non public or sectarian school or religious organization.

P

PARENT RIGHT TO KNOW

As a parent of a student at High Point Academy, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the school to give you this information in a timely manner upon request. Please see [Appendix F](#) for more information.

PARENT - STAFF INTERACTION POLICY

High Point Academy (HPA) seeks to create a school environment in which every member of the community is treated with dignity and respect. When we remember that we all share the common goal of providing an effective education for our students, we promote an environment of trust in which criticism may be made and received constructively. Please see [Appendix C](#) for more information.

PTO (Parent/Teacher Organization)

We encourage all families to become active members of High Point Academy's Parent Teacher Organization (PTO). PTO serves as an organization to support the school with family centered events and fundraising. Although PTO is its own organization, outside of the school, the school and PTO work closely together to ensure that the events and fundraisers PTO sponsors are aligned with the mission of the school. PTO is a great way to earn volunteer hours and to contribute to the school. PTO meetings are held via Zoom on the 1st Tuesday of the month at 5:00 pm.

R

R.E.A.D ACT PLANS

Reading to Ensure Academic Development (READ) Act focuses on early literacy development for all students and especially students at risk for not achieving third grade reading proficiency. If it is determined your child qualifies for a READ plan, the classroom teacher will notify you and invite you to attend a meeting to set goals for the student and to develop a reading plan for both home and school. Parent involvement in the plan is required by law.

REPORT CARDS

Report cards will be accessible in the parent portal through Infinite Campus. If you do not have access to the internet, you will need to request the report card through the office. If a student is enrolled less than 20 days in the quarter, a report card will not be issued until the next quarter.

S

SCHOOL SUPPLIES

All students are required to bring school supplies. Most classroom teachers use the supplies as community supplies. By using the supplies in this manner, teachers can allocate the supplies when necessary, so that the classroom will have supplies for the entire school year. If a student must withdraw from High Point Academy prior to the end of the school year, school supplies will not be returned to the student.

SEX HARASSMENT/TITLE IX

Notice of Non-Discrimination

High Point Academy does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to High Point Academy's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

High Point Academy's Title IX Coordinator is the Dean:

Mr. Emmanuel Engulu
6750 N. Dunkirk St, Aurora, CO 80019
eengulu@hpastaff.net
303-217-5152

High Point Academy's nondiscrimination policy and grievance procedures can be located at on our school website [here](#). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to our school website [here](#).

Grievance Procedures for Complaints of Sex Discrimination (§ 106.45)

High Point Academy grievance procedures provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. High Point Academy will use a single investigator for all complaints of sex discrimination.

SPECIALS/ELECTIVES

Each student will participate in Specials classes in Elementary grades (K-5) consisting of Physical Education (PE*)/Wellness, Theater, Music, and Art. Middle school students are also able to take additional electives that change each semester and are courses in STEM, Yearbook, Theater/Art, PE/Wellness, World Language, and much more. Please speak to the office if you have other questions.

*Students must wear regular tennis shoes (athletic/gym shoes) as a requirement for Physical Education (P.E./Wellness) class.

SUPPORT SERVICES

High Point Academy meets the needs of all students. The goal is to provide specialized instruction to students with disabilities in as "general" an educational setting as possible. Students who qualify for special services requiring an Individualized Education Program will receive the special education services they need to meet their goals.

SPORTS ELIGIBILITY

Student-athletes are required to submit a progress report to their coach by Friday of that week. The coach must turn in this form to the Athletic Director by the end of the day on Friday to verify eligibility. An athlete with two or more minuses (-) is ineligible to compete the following week. *The Athletic Director has the final word on eligibility to ensure clarity and equity. The fees are \$65 for each student. All fees related to sports are non-refundable.

STUDENT BICYCLES, SCOOTERS, SKATEBOARDS, etc.

It is a parent's decision and responsibility as to whether their child rides a bicycle, scooter, or skateboard to school. The school recommends that all students wear helmets. Once on school property, bikes, scooters, skateboards are to be walked. Please note that the security of bicycles, scooters, and skateboards are not the responsibility of the school.

T

TECHNOLOGY

High Point Academy has a focus on technology. We believe that the use of technology is changing how students learn and acquire information. Technology will be used to support, teach, and enrich curriculum. The staff will take reasonable precautions and use reasonable procedures to assure that the information, communication, and materials a student is exposed to are appropriate. If a student deliberately seeks exposure to inappropriate material and information or uses electronic technologies inappropriately or illegally, students will be subject to school disciplinary actions. Each student is required to have an Internet usage agreement signed by a parent/guardian before they can access the Internet.

V

VIDEOS/MOVIES

Teachers do not need permission to show a video or movie to their class. However, whatever is shown must be purposeful and related to instruction. Only G/PG rated movies will be shown that do not require parent permission. If a PG-13 movie is going to be shown, parent permission will be required.

VISITOR OF THE SCHOOL (CAMPUS SECURITY)

To ensure that no unauthorized persons are on campus, all visitors must sign in at the front desk. All visitors must provide a photo ID. All visitors must wear a name badge to be in the school. Everyone entering the school is expected to enter the school through the main entrance.

VOLUNTEER OPPORTUNITIES

There are multiple ways in which family members can volunteer. These include, but not limited to helping in the classroom, chaperoning a field trip, attending a PTO meeting, helping teachers with tasks at home, helping with class parties, helping in the office, etc. Volunteer opportunities will be posted on the school's website, as well as the school-wide newsletter. It is also important to stay in contact with your student's teacher to find out about volunteer opportunities in the classroom.

Please contact info@highpointacademy.net if you have any questions or to make an appointment for training.

W

WATER BOTTLES

Students are highly encouraged to bring a water bottle with them to school each day. Only plain water is allowed in all water bottles.

WITHDRAWAL FROM SCHOOL

Please let the office and your child's teacher know as soon as possible if you will be moving or changing schools. It is imperative that your child return all school owned books and materials and pay all charges. Early notification will enable your child's new school to receive his/her records promptly. If you must withdraw your student, please stop by the office to complete a withdrawal form, and exit survey.

WELLNESS POLICY

Health and wellness are an essential component of High Point Academy's culture and educational philosophy. Our Wellness policies are integral to teaching health education to all our students. By allowing them to practice healthy habits daily and observe adults doing the same, students are better able to internalize these lifelong positive behaviors.

These policies are not meant to be restrictive. Instead, they are meant to lead High Point Academy students, staff, families, volunteers, and community members to a better understanding of the extreme importance of taking care of the only bodies we are given, for life.

Daily Policy

- Children drink plain water throughout the school day.
- Fast food is not allowed at High Point Academy. *Please see the [Lunch Policy](#).
- Candy is not permitted at any time during the school day. If children bring in any candy,

they will be reminded that these are not healthy foods and encouraged to eat fruits or vegetables/school provided foods. Candy will be discarded.

- Drinks that are carbonated or flavored are not permitted. This includes, but is not limited to, sodas, energy drinks, and flavored waters. Any drinks of this kind will be confiscated and discarded.
- Food-based rewards are explicitly prohibited. High Point Academy seeks to help students develop a healthy relationship with food and does not want to teach that food is something that needs to be earned.

Snack Policy

- Children eat fresh fruits and vegetables. Fresh recommended, not dried. Try sliced apples, carrot sticks, celery sticks, grapes, cherries, strawberries, grape tomatoes, cantaloupe chunks, pineapple, broccoli, cauliflower, zucchini sticks, sweet pea pods and more!
- Children drink plain water.
- Chips, candy, soda, cookies, and other high sugar food will not be allowed. Students who bring these snacks will be encouraged to take a snack provided by the school (if available) and the unhealthy snack will be discarded.

School-Wide Events

- High Point Academy Parent Teacher Organization (PTO) and other groups that organize events, do their best to provide healthy foods and drinks at their events. Some of these events may include school-wide parties, breakfast on testing days, Field Day, Kindergarten Continuation, and 8th Grade Graduation. If there is an unhealthy option provided, there will also be a healthy alternative.
- Fundraisers associated with High Point Academy are not focused on unhealthy foods.

High Point Academy Family Handbook Appendix

Appendix A

Discipline Procedure

Depending on the nature and severity of a student's actions, students may or may not go through the entire discipline process.

Any staff member who witnesses inappropriate behavior has the obligation and responsibility to impose the appropriate discipline. Any parent volunteer witnessing infractions will take the student to the nearest staff member.

1. Students that exhibit unwanted behavior will receive an effective statement to bring attention to unwanted behavior so that the student has a chance to correct said behavior.
2. If expectations are not met regarding unwanted behavior, students and staff members will have a documented conversation in which both persons will express concerns and solutions. If behavior is habitual, parent contact will be made.
3. Agreement meetings will be used for students who struggle with ongoing behavioral issues. An agreement meeting will be used to support students by including teacher/advisor and an administrator when possible.
4. Students will receive a notification if unwanted behavior continues or if the student's action is severe in nature.
5. Parents of students that receive numerous referrals will be asked to meet with student, teacher, and administrator.
 - a. Behavioral plans and adjustments of behavioral plans will be discussed at this time.

Accountability and Consequences

High Point Academy staff will emphasize repairing the harm caused or revealed by misconduct rather than a punitive discipline process. It does so by:

1. Identifying the misconduct and attempting to repair the harm
2. Including all people impacted by a conflict in the restorative process
3. Creating a process that promotes healing, reconciliation, and the rebuilding of relationships to build mutual responsibility and constructive responses to wrongdoing within our school.
4. HPA teachers and administrators will use a continuum of strategies that are restorative rather than punitive. Students will not be forced to participate in restorative solutions but in turn will receive a more traditional form of discipline.

These practices can be used to implement positive behavior in classrooms and on the HPA campus that is consistent with the framework set forth in this code when some flexibility is given to implement restorative practices as a first step- before suspension is used.

RESTRAINT AND SECLUSION POLICY

To maintain a safe learning environment, school employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation. This policy applies to incidents that occur on school property or at an off-campus, school-sponsored event, or activity.

A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act (1 CCR 301-45), the following definitions apply for purposes of this policy.

1. "Deadly Weapon" means a firearm, whether loaded or unloaded; a knife, bludgeon, or any other weapon, device, instrument, material, or substance, whether animate or inanimate, that, in the manner it is used or intended to be used, can produce death or serious bodily injury.
2. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion.
 - a. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:
 - i. Prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of movement (e.g., Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
 - ii. The administration of medication for voluntary or life-saving medical procedures (e.g., EpiPens, Diastat).
 - b. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
 - i. Devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan.
 - ii. Protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan: or
 - iii. Adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan: or
 - iv. Positioning or securing devices used to allow treatment of a student's medical needs.
 - c. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
 - i. Holding of a student for less than five minutes by a staff person for the protection of the student or others.
 - ii. Brief holding of a student by one adult for the purpose of calming or comforting the student.
 - iii. Minimal physical contact for the purpose of safely escorting a student from one area to another; or
 - iv. Minimal physical contact for the purpose of assisting the student in completing a task or response.
 - d. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
3. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:
 - a. Placement of a student in residential services in the student's room for the night; or
 - b. "Time-out", which is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
4. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to affect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.
5. "Bodily injury" means physical pain, illness, or any impairment of physical or mental condition as

defined in C.R.S. 18-1-901(3)(c).

6. "Parent" shall be as defined by 1 CCR 301-45.

B. Applicability

The requirements of this policy shall apply to all school personnel, before and after school providers, and any public or private entities with which the school contracts during all educational programs, activities, or events provided, supervised, or sponsored by the school, including off-campus school-sponsored events.

C. Basis for Use of Restraint

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
 - a. The failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. A determination that such alternatives would be inappropriate or ineffective under the circumstances.
3. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student's behavior.
4. School personnel or contracted personnel shall:
 - a. Use restraints only for the period necessary and using no more force than necessary; and
 - b. Prioritize the prevention of harm to the student.

D. Duties Related to the Use of Restraint – General Requirements

When restraints are used, the school shall ensure that:

1. No restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating.
2. No restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia.
3. Restraints are only administered by school personnel who have received training in accordance with 1 CCR 301-45.
4. Opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior.
5. When it is determined by trained school personnel that the restraint is no longer necessary to protect the student or others (i.e., the emergency no longer exists), the restraint shall be removed. In the case of seclusion, staff must reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student; and
6. The student is reasonably monitored to ensure the student's physical safety.

E. Proper Administration of Specific Restraints

1. Chemical Restraints shall not be used.
2. Mechanical and Prone Restraints shall not be used, except where:
 - a. The student is openly displaying a deadly weapon.
 - b. When used by an armed security officer who has received documented training in defensive tactics utilizing handcuffing procedures and restraint tactics utilizing prone holds and who has made a referral to a law enforcement agency.
3. Physical Restraint shall only be used in accordance with the following:
 - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
 - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised; and
 - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion shall only be used in accordance with the following.
 - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.
 - b. Any space in which a student is secluded shall have adequate lighting, ventilation, and

size; and

c. To the extent possible under the specific circumstances, the space should be free of injurious items.

F. Notification Requirements

1. If there is a reasonable probability that restraint might be used with a particular student, designated appropriate school personnel shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. The restraint procedures (including types of restraints) that might be used.
 - b. Specific circumstances in which restraint might be used; and
 - c. Staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

G. Documentation Requirements

1. If restraints are used by any school personnel or contracted personnel, a written report shall be submitted within one school day to school administration.
2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
3. A written report based on the findings of the staff review required by paragraph H. below shall be e-mailed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
 - a. The antecedent to the student's behavior if known.
 - b. A description of the incident.
 - c. Efforts made to de-escalate the situation.
 - d. Alternatives that were attempted.
 - e. The type and duration of the restraint used.
 - f. Injuries that occurred, if any; and
 - g. The staff present and staff involved in administering the restraint.
4. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

H. Review of Specific Incidents of Restraint

1. The school shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. Staff review of the incident.
 - b. Follow up communication with the student and the student's family.
 - c. Review of the documentation to ensure use of alternative strategies; and
 - d. Recommendations for adjustment of procedures, if appropriate.
3. If requested by the school or the student's parents, the school shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

I. General Review Process

1. The school shall ensure that a general review process is established, conducted, and documented in writing at least annually. The purpose of the general review is to ascertain that the school is properly administering restraint, identifying additional training needs, minimizing, and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
 - a. Analysis of incident reports, including all reports prepared pursuant to paragraphs G.1 and G.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up.

- b. Training needs of staff.
- c. Staff to student ratio; and
- d. Environmental conditions, including physical space, student seating arrangements and noise levels.

J. Staff Training

1. The school shall ensure that staff utilizing restraints are trained in accordance with 1 CCR 301-45.
2. Training shall include:
 - a. A continuum of prevention techniques.
 - b. Environmental management.
 - c. A continuum of de-escalation techniques.
 - d. Nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint.
 - e. Methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
 - f. Appropriate documentation and notification procedures.
3. Retraining shall occur at a frequency of at least every two years.

K. Exceptions: The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified police officers or armed security officers working in a school and who meet the legal requirements of C.R.S. § 26-20-111(3); and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. § 18-1-901(3)(e).

L. Complaints: A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of the school utilizing the School's Grievance Policy and/or the state complaint procedures established pursuant to 1 CCR 301-45. (Online grievance form [here.](#))

Adopted: October 8, 2018

Updated: November 2024

LEGAL REFS.:

[C.R.S. § 18-1-703](#) (use of physical force by those supervising minors) [C.R.S. § 18-1-901\(3\)\(e\)](#) (definition of a deadly weapon)
[C.R.S. § 18-6-401 \(1\)](#) (definition of child abuse)
[C.R.S. § 19-1-103 \(1\)](#) (definition of abuse and neglect)
[C.R.S. § 22-32-109.1 \(2\)\(a\)](#) (adoption and enforcement of discipline code) [C.R.S. § 22-32-109.1 \(2\)\(a\)\(I\)\(D\)](#) (policy required as part of safe school's plan) [C.R.S. § 22-32-109.1 \(2\)\(a\)\(I\)\(L\)](#) (policies for use of restraint and seclusion on students and information on process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code) [C.R.S. § 22-32-109.1 \(9\)](#) (immunity provisions in safe schools' law) [C.R.S. § 22-32-147](#) (use of restraints on students)
[C.R.S. § 26-20-101](#) et seq. (Protection of Persons from Restraint Act) [1 CCR 301-45](#) (State Board of Education rules for the Administration of the Protection of Persons from Restraint Act)

Suspension and Expulsion

Please recognize that out-of-school suspensions are not often an imposed consequence since students are not learning if they are not in school. Often, when students are suspended, they merely have a day off from school and the intended consequence has no effect on behavior. It is more beneficial to impose consequences which relate to the offense or to have an in-school suspension.

Please note that the factors included in making this situation include, but are not limited to student age, family situation, infraction, and state laws.

Records concerning suspensions will remain cumulative.

Please note that the factors included in making this situation include, but are not limited to, the student's age, family situation, infraction, and state laws.

The Executive Director/Principal, Assistant Principal, Dean of Students, or school employee designated in writing by the Executive Director/Principal may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on or off school property, in school vehicles, or during a school-sponsored activity.

- i. Commission of an offense that would constitute a crime of violence as defined in state law if committed by an adult.
- ii. Crimes of violence include use or possession of a deadly weapon, possession or sale of a drug or controlled substance, robbery, and assault.
- iii. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
- iv. Violation of the Charter School Institute's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using, or possessing a dangerous weapon without the authorization of appropriate school employees, unless the student has delivered the weapon to a teacher, administrator, or other authorized school employee as soon as possible upon discovering it, in accordance with state law. In accordance with federal law, expulsion shall be for no less than one full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The Executive Director/Principal may modify the length of this federal requirement for expulsion on a case-by-case basis.
- v. Violation of the school's alcohol use/drug abuse policy, including the use, possession, or sale of a drug or controlled substance, as defined by state law. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.
- vi. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel.
- vii. Declaration that the student is habitually disruptive, in accordance with state law.
- viii. Willful destruction or defacing of school property.
- ix. Threatening behavior, which is any expression, direct or indirect, made in writing, orally, or by gesture, of intent to inflict harm, injury, or damage to persons or property.
- x. Misuses of computers, the internet, cell phones, iPods, personal digital devices or other technology, including, but not limited to, threats against person or property, the unauthorized reproduction of school or legal documents, copyright violations, publication and distribution in any print or non-print media that is unauthorized, attempts to harm or destroy data of another user, improper use of the internet or electronic mail, vandalism, solicitation, uploading, downloading, or creation of computer viruses, and tampering with operating systems or data.
- xi. Violation of Charter School Institute or school regulations, including but not limited to conduct, attendance, dress, bus, and motor vehicle use regulations.
- xii. Violation of the Charter School Institute's gang activity policy.
- xiii. Violation of the Charter School Institute's smoking and use of tobacco policy.
- xiv. Violation of the Charter School Institute's sexual harassment policy.
- xv. Violation of the HPA's student dress code policy.
- xvi. Violation of the Charter School Institute's student expression rights policy.
- xvii. Continued willful disobedience or open and persistent defiance of proper authority.
- xviii. Repeated interference with HPA's ability to provide educational opportunities to other students.
- xix. Causing or attempting to cause damage to school property or stealing or attempting to steal school property.
- xx. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
- xxi. Causing or attempting to cause physical injury to another person.
- xxii. Directing profanity,

vulgar language, or obscene gestures toward other students, HPA employees, or visitors to the school.

- xxiii. Engaging in bullying behavior, as defined by HPA and/or state law.
- xxiv. Engaging in verbal abuse, e.g., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that reasonably could precipitate disruption of the school program or incite violence.
- xxv. Engaging in verbal or physical harassment or intimidation of any staff member, another student, or any person.
- xxvi. Making a false accusation of criminal activity against a school employee to law enforcement authorities or the Charter School Institute officials or personnel.
- xxvii. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act using force or threat of force.
- xxviii. Lying or willfully giving false information, either verbally or in writing, to a school employee.
- xxix. Scholastic dishonesty, which includes, but is not limited to, cheating on a test, plagiarism, and unauthorized collaboration with another person in preparing written work.
- xxx. Engaging in or planning any form of verbal or physical hazing or initiation of other students. Hazing includes, but is not limited to, forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior that recklessly endangers the health or safety of an individual or is likely or intended to cause personal degradation or disgrace for purposes of initiation into any student group.
- xxxi. Stalking behavior, which is the persistent following, contacting, or watching of an individual, or any other threatening actions that would compromise the peace of mind or the personal safety of a reasonable individual.
- xxxii. Terrorism, which is the threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror, or to cause serious public inconvenience, such as the evacuation of a building.

The Executive Director/Principal, Assistant Principal, Dean of Students, or school employee designated in writing by the Executive Director/Principal may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on or off school property, in school vehicles, or during a school-sponsored activity.

Five-day suspensions generally are for things like (C.R.S. 22-33-106[1]):

- Continued willful disobedience or open and persistent defiance of proper authority.
- Willful destruction or defacing of school property.
- Behavior on *or off* school property that is detrimental to the welfare or safety of other pupils or of school personnel, including behavior that creates a threat of physical harm to the child or to other children.
- Repeated interference with a school's ability to provide educational opportunities to other students.

Appendix B

Assessment Guide

iReady-i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.

DIBELS/Acadience: DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade. DIBELS was developed to measure recognized and empirically validated skills related to general reading outcomes. Each subtest has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development. When implemented as recommended, DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

ANet-Interim assessments in reading and math that provide information on how students are progressing on grade level standards. These assessments are administered to teachers in grades 2-8, at the end of each quarter. These assessments also provide information on how students are progressing with writing/written tasks, that is not possible with iReady.

WIDA - (World-Class Instructional Design and Assessment)-ACCESS Placement Test that is given to all English Language Learners (ELLs) that are new to High Point. It is a paper-based assessment given in both individual and group settings to assess students' ability to listen, speak, read, and write English. This assessment is given to ELL students new to the school within the first 30 days of entrance. For kindergarteners it takes approximately 15 minutes to complete. For the rest of the grade levels the testing times vary and are approximately 1 hour 15 minutes for 1st – 5th, and approximately 1 hour 30 minutes for 6th – 8th.

ACCESS for ELLs – Assessing Comprehension and Communication in English State-to-State for English Language Learners. This assessment is given once per year to all new and returning ELL students that are non-English proficient (NEP) and limited English proficient (LEP). For kindergarten students the assessment takes approximately one hour. For grades 1 – 8 there are four, forty-five-minute sessions.

NNAT3 – Naglieri Nonverbal Ability Test – second edition. All 2nd grade and 6th grade students at High Point are given the NNAT3 to screen for giftedness. Additionally, students in grades 3,4,5,7,8 are assessed by recommendation only. The NNAT3 is a 30- minute on-line assessment.

CMAS - Colorado Measures of Academic Success are the state of Colorado's English language arts (ELA), math, science, and social studies tests to measure student mastery of the new Colorado academic standards in grades 3 – 8. All 5th and 8th graders will take science. Social Studies tests are administered to students in grades 4 and 7 every 3 years.

Teaching Strategies Gold (TSG) – This assessment is mandated by the state of Colorado to ensure school readiness and is only administered to preschool and kindergarten students. The assessment is completed within the first 60 days of school. Students do not take a test; teachers track student evidence of academic, social, and emotional benchmarks and record them in the system. This test is administered three times per year. Over the course of the year students will spend between one and two and a half hours reading while their teacher analyzes errors.

High Point Academy Assessment Policy - (Adopted by GB, October 14, 2015)

High Point Academy Assessment policy was created in collaboration with parents, staff, teachers, administration, and governing board members. HPA will not engage in any activities that discourage a student from taking a state assessment or encourage parents/guardians to excuse students from testing. The policy is made public and available on the school's website.

I. State assessment requirements:

State and federal law requires the school to administer standardized assessments in the instructional areas of English language arts, math, and science. State law also requires the school to administer standardized assessments in the instructional area of social studies once every three years. Accordingly, the School shall administer standardized assessments pursuant to these state and federal legal requirements. State law also requires the school to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the school's assessment calendar. This policy represents the school's plans and processes to address these requirements.

II. Parent requests for opt out of state assessments:

A parent/guardian who wishes to exempt his or her child from a particular state assessment shall make this request in accordance with this policy's accompanying regulation, Evidence of Parent Refusal, and timely communication with school leadership. With assessments that are administered in accordance with state law, the school shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment. This policy's exemption process shall apply only to state assessments and shall not apply to ACCESS, Read Act, school or classroom assessments.

A parent must submit a request for exemption in writing to the Chief Academic Officer/Principal who will collect and maintain confidentiality of the request. A request for exemption will be valid for one school year. Parents/guardians are encouraged to submit their requests for exemption as soon as possible each school year so that the school may plan accordingly.

Parent must submit the Evidence of Parent Refusal form (see below).

III. State and school assessment calendar:

Each school year, the school shall distribute information to students' parents/guardians regarding the state and school assessments that the school will administer that year. This information shall also be posted on the school's website. The assessment calendar shall include: an estimate of the testing hours required on each testing day; and whether the assessment is required by federal and/or state law or was selected by the school.

IV. Paper/pencil and computer testing option: The school has determined that students will complete all state assessments **with online testing**. The factors that were considered in making this determination included:

- A. Increased student access to technology.
- B. Student experience and familiarity with computerized assessments.
- C. Increased school-wide technological capacity and resources.
- D. School-wide integrated technology approach.
- E. Exposing students to online testing mode will benefit the students for their future.

For students with disabilities, the use of paper/pencil or computer shall be determined by the student's Individualized Education Plan team or Section 504 team, and in accordance with applicable law.

EVIDENCE OF PARENT REFUSAL

While I understand my rights of parent refusal, I also understand that Colorado requires that all students enrolled in a public school are required to participate in state academic assessments as specified in the state law (C.R.S. 22-7-409).

(d) (l) (A)...every student enrolled in a public school shall be required to take the assessments administered...at the grade level in which the student is enrolled, as determined by the school district.

- I understand that the accuracy of accountability data is impacted when students do not participate due to parent refusal. The true performance of my child's school and teachers will not be captured in the state-reported achievement and growth scores.
- I understand that if HPA falls below 95% participation rate on state assessment, it may adversely impact our school funding and budget.
- I understand by refusing to allow my child to participate in specific state testing, my child, child's teacher, and school will not receive this specific data to track progress and guide instruction specific to my child's needs.
- I understand that my child's school will not provide alternate learning activities during testing times.

I have communicated with an administrator at my child's school and understand the implications of my decision to refuse to have my child participate in specific state tests. My signature serves as evidence of my refusal to allow my child to participate in the listed assessments.

Specific Assessments:		
Reason for Refusal Print Student Name:		Grade Level:
Print Guardian Name:	Date:	

Guardian's Signature:

Appendix C

Parent-Staff Interaction Policy

This policy aims to establish the principles and procedures that HPA parents and staff shall follow in their interactions with one another, with the goal of maintaining a positive and constructive school environment.

INTERACTIONS BETWEEN MEMBERS OF THE COMMUNITY

1. All members of the community shall respect the right of students to learn and educators to provide effective education. Behavior by any educator, staff member, or parent that fails to respect these rights shall constitute a breach of this policy.
2. It is the responsibility of all members of the community to familiarize themselves with and abide by the provisions of all policies, as well as all supporting procedures, standards, and guidelines. Policies, procedures, standards, and guidelines will be available in the school office and on HPA's website.
3. It is the responsibility of all parents and staff to assist the students to become aware of and abide by the provisions of all policies, procedures, standards, and guidelines.
4. Communication between parents and staff shall follow the channels of communication stipulated in procedures. Staff shall practice a 36-hour-reponse policy. Although the response may vary according to the nature of the query made, staff shall at least acknowledge receipt of the query within 36 hours, unless the query is received on a weekend (which starts at 4:00 p.m. on Friday) or holiday, in which case staff shall respond within 36 hours from the beginning of the next official workday.
5. Teachers welcome the opportunity to discuss any questions or concerns a parent may have about their child. This must be done by appointment. Scheduling a time either before or after school is better than spur of the moment conversations during the school day when teachers are not available for in-depth discussions.
6. Educators, administrative staff, and parents shall always treat one another with courtesy. Confrontations, particularly public confrontations, and unprofessional and/or provocative behavior between any persons within the community will have a negative impact on the learning environment and will be addressed by the procedures of this policy.
7. Derogatory statements about the school or members of the community by educators, administrative staff and parents may cause both reputational and financial harm. Members of the community are encouraged to report incidents of derogatory statements about the school to the school administrators, or the Board. If any harm is caused, appropriate action may be taken against those making the derogatory statements, including, but not limited to, the recovery of financial damages suffered.
8. If parents or staff use social media to discuss school-related issues, the dialogue shall be respectful. Social media should not be used as a platform to air complaints about the school or any members of its community.
9. Inappropriate language or
10. The undermining of authority or the incitement of a student to display contempt or disrespect to a parent or staff member shall be addressed by the procedures in this policy.
11. Parents and staff shall always conduct themselves in a sportsmanlike manner when attending sporting or extracurricular activities. Interference or attempted interference with officials, persons in authority, or students shall be addressed by the procedures in this policy.
12. The unauthorized access to, and/or the communication of any information owned by or under the control of the school, may constitute a breach of confidentiality and/or the right of protection from the unauthorized disclosure of private personal information. Any member of the community aware of such abuse is encouraged to report it to the Chief Academic Officer. Appropriate action may be taken against any members of the community in breach of their duty of confidentiality or privacy of personal information.

PROCEDURES FOR SCHOOL GRIEVANCES AGAINST A PARENT Parents who do not follow policies, procedures, or standards or who act in any manner that negatively impacts the learning environment shall be subject to the following cautionary procedures.

Step 1: Consultation

The Executive Director/Director may request a meeting with a parent to discuss the behavior and ways to resolve the grievance.

Step 2: Written Caution

If the issue remains unresolved after step one, or if the conduct of the parent is serious, the Executive Director/Directormay address a written caution letter to the parent requesting that the parent stop such behavior. The written caution letter template is available at the end of this policy. The written caution letter shall provide that the parent acknowledges receipt of the letter within a specified period, allow for consultations relating to the parent's conduct to take place, and state what action may be taken if the negative conduct persists. The following actions may include:

- Banned from school premises during the school day
- Banned from all school functions
- Banned from communication with staff member if needed
- Law Enforcement involvement

Step 3: Cautionary Hearing

If the parent fails to respond to the written caution, or, despite the written caution, persists with the negative behavior, the Executive Director/Director may require a cautionary hearing.

- A. The principal will provide the parent with a minimum of seven calendar days' written notice of the cautionary hearing. The notice will describe the purpose for the hearing and the time, date, and location of the hearing. A template for this notice is available at the end of this policy.
- B. If the Executive Director/Director is satisfied that notice of the cautionary hearing has been properly provided to the parent, the hearing may proceed despite the absence of the parent.
- C. The Executive Director/Director will appoint three staff leaders to preside over the cautionary hearing. This may include an assistant principal, dean of students, and/or team leads.
- D. A cautionary hearing is internal to the school and neither the parent nor the school shall be permitted to have legal representation at the hearing.
- E. A written record of the proceedings shall be made and retained by the school. The written record will be shared with the governing board.
- F. Within two business days of the hearing, the Executive Director/Director shall address a letter to the parent which informs the parent of the findings of the hearing.
***Note: If the school administrator feels the parent causes immediate harm to staff or students, or the behavior put staff/students in an unsafe position, the cautionary hearing can be skipped. In this case, legal counsel will be consulted.

Step 4: Appeal

If a parent is aggrieved by the hearing decision, the parent shall, within seven calendar days of receipt of the decision, be entitled to appeal, in writing, against the decision.

- A. The appeal shall be delivered to the Executive Director/Director.
- B. The appeal shall briefly state the reason that the parent is aggrieved.
- C. The Executive Director/Director will consider the appeal, and if he/she deems necessary, will consult with one or all the school leaders who presided over the cautionary hearing.
- D. The Executive Director/Director will, within seven calendar days of receipt of the appeal, meet with the parent to discuss the appeal.
- E. Within two business days of meeting with the parent, the Executive Director/Director will either:
 - a. Confirm the original decision of the cautionary hearing,
 - b. Direct any amendments to the sanctions imposed, or
 - c. Refer the matter to the governing board. Written notice of the principal's decision will be provided to the parent and to the governing board.
- F. If the parent is aggrieved with the results of the appeal, he/she shall be entitled to request, in writing, that the governing board review the grievance at their next monthly governing board meeting.

- G. At least two business days before the meeting, the parent shall deliver the request to the governing board president.
- H. The governing board may reserve the right to discuss the issue in executive session if the subject matter meets the requirements of CRS 24-6-402(4).
- I. A written record of the proceedings shall be made and retained by the governing board.

PROCEDURES FOR PARENT GRIEVANCES AGAINST THE SCHOOL OR FOR PARENT GRIEVANCES AGAINST ANOTHER PARENT

If a parent feels that a school staff member or another parent is not following the provisions of this policy or is acting in a manner that negatively impacts the learning environment, the parent shall follow the steps outlined below.

Step 1. Consultation with Offending Person(s)

The parent shall request a meeting with the staff member(s) or parent(s) who are not following the provisions of this policy or who are acting in a manner that negatively impacts the learning environment.

- A. Unless the situation is sufficiently serious, HPA highly recommends that parents request a meeting directly with the offending person(s) before taking further action.
- B. The request for a meeting may be made in person, over the phone, ZOOM, or via e-mail.
- C. A team lead or administrator will be present at the meeting if either side requests it.
- D. The meeting shall take place within ten business days of the date of the request.

Step 2: [Parent Grievance Form](#)

If the issue remains unresolved after step one, or if the offending person's conduct is sufficiently serious, the parent shall complete the *Parent Grievance Form* and submit it to a school administrator (the principal, dean of students, or director of academics).

- A. The Parent Grievance Form is available at the end of this policy. The completed form may be submitted in person or electronically.
- B. A school administrator will investigate the grievance, and, within seven calendar days of receipt of the form, will: 1) request that the parent attends a meeting to further discuss the grievance, or 2) inform the parent of the action taken to remedy the grievance. Some of these actions may include:
 - a. Parents aren't allowed to be on the school premises at the same time during the school day
 - b. Parents aren't allowed to attend school functions at the same time
 - c. Banned from communication with other parent or staff member if needed
 - d. Law Enforcement involvement

Step 3: Consultation with Governing Board

If the issue remains unresolved after step two, the parent may request, in writing, that the governing board review the grievance at their next monthly governing board meeting.

- A. At least two business days before the meeting, the parent shall deliver the request to the governing board president.
- B. The governing board may reserve the right to discuss the issue in executive session if the subject matter meets the requirements of CRS 24-6-402(4).
- C. A written record of the proceedings and decision shall be made and retained by the governing board.

Last Avenue of Appeal: Submit a Written Grievance to the Colorado Charter School Institute ("the Institute"). If the grievant is not satisfied with the Governing Board's determination not to review the written grievance or the written resolution reached by the Governing Board after reviewing the grievance, the grievant may submit its concerns in written format to the Institute within five business days from receiving the written decision of the School Board. After review, the Charter School Institute contact will publish their conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the Governing Board will not be overturned unless there are compelling grounds that the school violated an applicable law, regulation, policy, or contract provision. The Institute can be contacted at (303) 866-3299 or legalandpolicy_csi@csi.state.co.

Parent Grievance Form

Parent Information

Name:

Phone:

Alternate phone:

E-mail:

Grievance

Name(s) of staff member(s) or parent(s) involved in grievance: _____

Please describe your grievance. Be as detailed as possible; include relevant dates, times, and locations, as well as information about the incident, background, participants, etc.

Did you request a consultation with the involved staff member(s) or parent(s)? Please describe who was present at the consultation and how it went. Include the date and time that the consultation took place.

Suggested Solution

Describe what you think should be done to solve the problem. Be specific. "I certify that this information is correct to the best of knowledge."

Parent Signature:

Date:

Appendix D

FERPA

These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest.
 - Other schools to which a student is transferring.
 - Specified officials for audit or evaluation purposes.
 - Appropriate parties in connection with financial aid to a student.
 - Organizations conducting certain studies for or on behalf of the school.
 - Accrediting organizations.
 - To comply with a judicial order or lawfully issued subpoena.
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTO bulletin, student handbook, or newspaper article) is left to the discretion of each school.

If you do not want High Point Academy to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school in writing. High Point Academy has designated the following information as directory information:

- | | |
|---|---|
| ● <i>Student's name</i> | ● <i>Dates of attendance</i> |
| ● <i>Address</i> | ● <i>Grade level</i> |
| ● <i>Telephone listing</i> | ● <i>Participation in officially recognized activities and sports</i> |
| ● <i>Electronic mail address</i> | ● <i>Weight and height of members of athletic teams</i> |
| ● <i>Photograph</i> | ● <i>Degrees, honors, and awards received</i> |
| ● <i>Date and place of birth</i> | |
| ● <i>Major field of study</i> | |
| ● <i>The most recent educational agency or institution attended</i> | |

A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Any records requests may be sent to the Enrollment Coordinator Tonya Gray tgray@hpastaff.net or by calling 303-217-5152 or sending a records request fax to 303-217-5153.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Appendix E

Student Dress Code

Approved scholar attire:

- Non-see through, shirts that have fabric that covers the front, back on the sides, and under the arms. No tank tops or spaghetti straps are allowed.
- Clothing that covers all undergarments, chest, back, midriff, and buttocks.
- For reasons of sanitation, health and safety (state law), shoes must be worn at all times. Shoes must be closed toe shoes.
- Appropriate hats, durags, and/or head wraps

*Note: The school may ask for scholars to follow different dress code specifics based on the requirements of an event, field trip, etc.

Clothing, accessories, paraphernalia, or body adornments may not:

- Be profane, obscene, lewd, suggestive, libelous, or vulgar
- Denote gang involvement
- Promote the use of drugs, tobacco, alcohol, or weapons
- Intimidate or threaten any individual or group
- Expose certain body parts (i.e. genitals, buttocks, midriffs, and breasts)
- Disrupt the learning environment
- Promote any activity prohibited by the student code of conduct
- Hate group, terrorist organization, political movements, etc.
- Clothing, jewelry, or accessories with sharp or potentially dangerous edges or spikes that could be used as weapons may not be worn at school.

Additional Clothing Guidelines include:

- Shirts, pants, and shorts can not be excessively ripped or tattered, sagging pants, etc.
- House slippers are not to be worn at school.
- Pajamas are not to be worn at school, unless permission is granted by the teacher for a special occasion.
- Any item that obscures the face (except as a religious observation) may not be worn at school.
- Sunglasses must not be worn in the building.
- Shorts/skirts must be below the mid-thigh/finger tips.

The staff at HPA reserve the sole right to interpret and enforce the student dress code. Scholars who violate the dress code will be required to change into appropriate clothing, or make arrangements to have appropriate clothing brought to school immediately.

Appendix F

Parent Right to Know

Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar para-educators provide services to your child and, if they do, their qualifications.

Please contact us at info@hpastaff.net or Meredith Stolte mstolte@hpastaff.net Executive Director if you would like to receive any of this information.

Appendix G

Bully Prevention Model/Policy

CDE BULLY PREVENTION MODEL/POLICY

C.R.S. 22-32-109.1(1)(b)

Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109 (1) (II) (I). This definition is not intended to infringe upon any right guaranteed to any person by the first amendment to the United States Constitution or to prevent the expression of any religious, political, or philosophical views.

School bullying can occur in-person or online through the use of electronics.

REPORTING BULLYING

Students are highly encouraged to report incidences of bullying to school staff. Any person who takes any retaliatory action against a student who reports in good faith an incident of bullying will face consequences that may range from positive behavioral interventions up to and including suspension or expulsion.

Students also can anonymously report bullying through Safe2Tell. Safe2Tell is an anonymous anti-bullying platform that enables students, parents, and community members to report bullying and cyber-bullying incidents. Students can use Safe2Tell by calling (877) 542 – 7233 or online at www.safe2tell.org. When a student uses Safe2Tell, a trained call-taker takes down the information in a report, which will then be shared with High Point Academy administration and/or law enforcement. The anonymity of those who use Safe2Tell is protected by Colorado law (C.R.S. 07-197).

High Point Academy Approach

High Point Academy Core Values

High Point Academy is a mission-driven community, grounded in shared beliefs shaped by our scholars, families, faculty, staff, and leadership team. These beliefs guide our decisions and actions, serving as a compass as we navigate opportunities and challenges together. Through the integration of EL Education's 3 Dimensions of Student Achievement and the 7 Habits of Highly Effective People, we are committed to cultivating the whole child—academically, socially, and emotionally.

EL Education – 3 Dimensions of Student Achievement

Mastery of Knowledge and Skills • Deep understanding of content • Strong academic skills • Application of learning in authentic contexts

Character • Integrity, empathy, perseverance, and respect • Social and emotional growth alongside academics

High-Quality Work • Craftsmanship, creativity, and critical thinking • Work that is meaningful and beautiful

Leader in Me – 7 Habits of Highly Effective People

Habit 1 – Be Proactive: Take responsibility for your learning and actions. **Habit 2 – Begin with the End in Mind:** Set academic and personal goals. **Habit 3 – Put First Things First:** Prioritize learning and manage time effectively.

Habit 4 – Think Win-Win: Seek mutually beneficial solutions. **Habit 5 – Seek First to Understand, Then to Be Understood:** Practice active listening and empathy.

Habit 6 – Synergize: Collaborate effectively to create excellent work. **Habit 7 – Sharpen the Saw:** Continuously improve and maintain balance in mind, body, and spirit.

Academic Policies

Achievement Testing/Data-Driven Assessment

Assessment of student achievement will involve a full range of measures to ensure the most comprehensive picture of student progress. Multiple assessments will be used to ensure the reliability and validity of assessment results. The use of multiple indicators (including tests given multiple times per year) allows comparison of results to ensure an accurate and overall assessment of each student's performance, and to monitor growth and change over time as well as a comparison with the local school district and nearby schools. Please refer to High Point Academy's assessment schedule.

1) High Point Non-Negotiables:

- Students follow teacher directions regarding cellphones, and are not on devices without permission during class.
- Students are on time to school and to all their scheduled classes.
- Students refrain from physical or verbal aggression.
- Students adhere to the wellness policy.

