



Family Handbook 2023-2024 High Point Academy

6750 North Dunkirk Street
Aurora, Colorado 80019

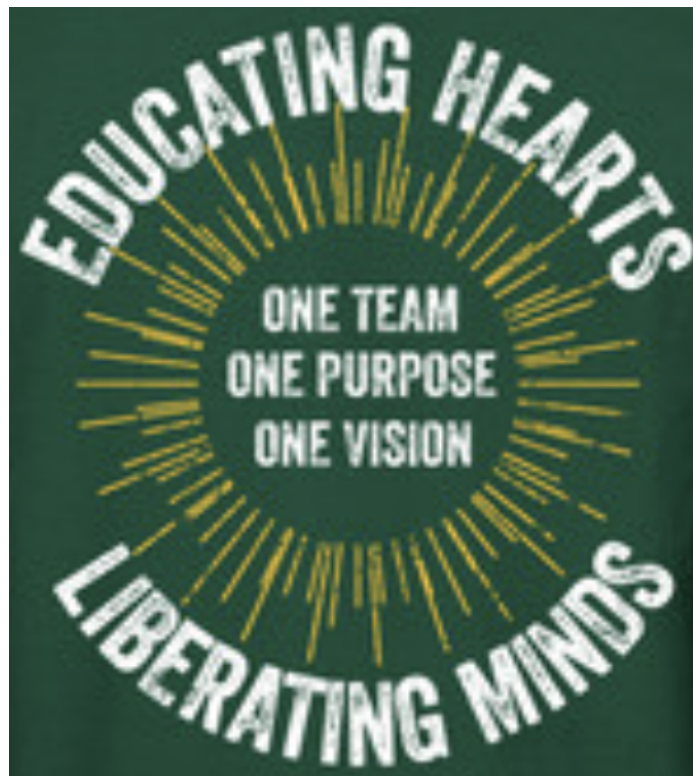
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High Point Academy Purpose Statement: *At High Point Academy, we work in partnership with diverse families and the community to engage scholars in holistic, equitable, interdisciplinary and dynamic learning providing an environment where scholars are 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.*

23-24 School Theme: Inspiring Hearts, Liberating Minds



High Point Academy Hours of Operation

Office Hours:

7:30 a.m. – 4:15 p.m.

School Hours: Monday-Friday

8:00 a.m. – 3:00 p.m.



Dear Families,

Welcome to the 2023/2024 school year at High Point Academy! 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@highpointacademy.net

Sincerely,

The Staff 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.



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.

Governing Board Members

President: Elise Topliss

Past President: Jane Shirley

Secretary: Mirella Phillips

Treasurer: Devaki Parma

Director: Jennifer Rosenda Garcia

Director: Theo Shaw

High Point Academy Vision

At High Point Academy, 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.

High Point Academy Purpose

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High Point Academy Approach (Classroom)

Our approach is grounded in respect for teachers and school leaders as creative agents in their classrooms. We build their capacity to ignite each student's motivation, persistence and compassion to propel growth and success in school, college, career and life. Our definition of student success combines academic achievement, character and high quality work. We believe that academic success is built on strong character, collaboration, perseverance, responsibility and compassion, and that character is shaped through engaging with challenging academic work.

What sets High Point Academy apart:		
Other Classrooms	High Point Classrooms	Why
Traditional: Focus on knowledge and skills in isolation, or for the purpose of a test/grade. Learning is about a successful outcome.	Holistic: Focus on educational experiences that support scholars to see how they are interconnected with the world around them. Transferable knowledge and skills needed in the real world are important, like collaboration and teamwork. Lessons focus on topics in creative ways that encourage critical thinking and problem solving.	The whole is more than the sum of the parts. Scholars need more than just a strong foundation in a core curriculum, they also need to be supported by a community and to develop a compassionate understanding of the world around them.
Disciplinary: Content, knowledge, and skills are separate learning experiences that happen within each discipline.	Interdisciplinary: A collaborative approach to explore topics from multiple perspectives and across contents grounded in inquiry that build knowledge of how to learn and the world.	Interdisciplinary instruction relies on multiple contents working together to develop student knowledge, problem-solving skills, self-confidence, self-efficacy and a passion for learning while supporting scholars' various learning styles, diverse backgrounds, interests, talents, backgrounds, and values.
Equality: There is a one size fits all approach to learning, centered on the teacher holding all the knowledge.	Equitable: Culturally responsive classrooms support scholars to be affirmed in who they are and engage them in meaningful content. The educational experience closes the opportunity gap that exists when mindsets are not rooted in justice.	Institutional systems and ineffective traditional practices ultimately keep marginalized scholars from receiving the quality education they deserve. Equitable learning spaces at HPA prioritize student-centered learning that move all scholars from dependent to independent learners by consistently offering differentiated structures (one-on-one conferring, small group structures, etc) that meet the unique needs of all scholars.
Static: Learning happens in small bursts, and is often demonstrated in one-on-one activities and short term assignments. Learning is confined to text books and what happens on worksheets or within a narrow curriculum.	Dynamic: Environments that center learning on scholars, and the role of the teacher is to actively engage scholars in the process of learning. Dynamic classrooms require positive relationships, intentional instruction, active engagement and collaboration.	A dynamic learning environment is characterized by change, activity, and progress. It is intentionally designed to meet the needs of all scholars while challenging them to enhance existing skills, interests, and understandings, as well as meaningfully building new ones

High Point Academy Pillars (Learning Experience)

As a school that aspires to implement the EL Education model we develop learning experiences that are authentic, meaningful, and connected to the real world, High Point Academy aspires to use the following pillars to fully realize our school's mission and vision for student learning.

These pillars transform our educational environment from one of institutional racism to one of liberation for every student.

<p>1. The Primacy of Self-Discovery</p> <p>Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, scholars undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help scholars overcome their fears and discover they can do more than they think they can.</p>	<p>6. Collaboration and Competition</p> <p>Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. scholars are encouraged to compete—not against each other—but with their own personal best and with rigorous standards of excellence.</p>
<p>2. The Having of Wonderful Ideas</p> <p>Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.</p>	<p>7. Diversity and Inclusion</p> <p>Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, scholars investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogenous.</p>
<p>3. The Responsibility for Learning</p> <p>Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.</p>	<p>8. The Natural World</p> <p>A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. scholars learn to become stewards of the earth and of future generations.</p>
<p>4. Empathy and Caring</p> <p>Learning is fostered best in communities where scholars' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older scholars mentor younger ones, and scholars feel physically and emotionally safe.</p>	<p>9. Solitude and Reflection</p> <p>scholars and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other scholars and adults.</p>
<p>5. Success and Failure</p> <p>All scholars need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for scholars to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.</p>	<p>10. Service and Compassion</p> <p>We are crew, not passengers. scholars and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare scholars with the attitudes and skills to learn from and be of service</p>

High Point Academy Core Values

High Point Academy is a values-driven organization, and our values have been established through a comprehensive process involving scholars, families, faculty, staff, and school leadership. We use our values as a map—to ensure we are going in the right direction as the inevitable challenges come forward.

1. Learning is Holistic
 - a. Our community is grounded in the dimensions of wellness to assure that the educational experience develops scholars to be well across the multiple dimensions of humanity.
2. Learning is Liberatory
 - a. The educational experience at High Point Academy creates ways for scholars to transform their lives and the world around them. We focus on developing a growth mindset that values process over product.
3. Learning is Equitable
 - a. Our community elevates all voices, celebrates all perspectives, and encourages all interests.
4. Learning creates Agency
 - a. The educational experience at High Point Academy empowers scholars to influence their own path to success. scholars have voice, choice and opportunity that move them to become independent problem solvers, critical thinkers and life long learners.
5. Learning is with Community:
 - a. Inside and outside of the building-HPA is a community hub

High Point Academy Habits of Work and Learning (HOWLS)

HPA fosters and celebrates scholars' character development by building a culture in which scholars and staff work together to become effective learners and ethical people who contribute to a better world. HPA established Habits of Work and Learning (HOWLS) to serve as attributes that establish the foundation of good character. These habits are built into our advisory/morning meeting, classroom expectations, character grades, and our celebrations. HPA is suffused by a spirit of the pack: scholars and staff work together as a team to sustain a learning community where everyone belongs and can succeed.

- **H-Hard working**
- **O-Ownership**
- **W-Wellness**
- **L-Leadership**
- **S-Self awareness**

Enrollment, Fees, and Records Information

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.

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.

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:

I. **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.

II. **Governing Board:** Children of current and former governing board members will be enrolled with next preference in accordance with grade availability. III. **Staff:** Children of current staff members will be

enrolled with next preference in accordance with grade availability.

IV. **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.

V. **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.

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.

Health/Illness/Medications

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, (goose eggs, 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.

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.

Operations Information

Arrival/Departure

- Adult supervision is available at 7:45am on the playground. Please do not drop off students earlier than 7:45am nor in the front of the building. At 7:45am students may enter the school building and go directly to their homeroom/advisory.
- From 7:55am to 8:00am breakfast is provided in the classroom for all students. • The school day starts at 8:00am Monday- Friday
- The school day ends at 3:00pm for all students.
- Students are dropped off and picked up through the carpool lane.
- Students picked up late will incur a fee:

3:30-3:45 \$20

3:45-4:00 \$40

4:00-4:15 \$60

4:30-4:45 \$80

**anything after 2:30pm we must call Child Abandonment • The fee will be applied to the student account on Infinite Campus Parent Portal. • As a reminder, Innovation Learning provides childcare from 3:00pm-6:00pm <https://highpointacademy.jumbula.com/#/site-info>*

Carpool Rules and Procedures: Please keep our students safe by following our carpool rules and procedures.

Arrival:

- Students can be dropped off as early as 7:45am they must go to the playground to enter the building. The doors from the playground to the school will open at 7:55am.
- The carpool lane will back up on Dunkirk Street. Please allow time for this.
- Once you reach 67th Avenue the lane goes from one lane to two lanes (carpool lane on the right, and parking lot lane on the left).
- For arrival, families will follow the “Kiss and Go” carpool process. Parents, please stay in your vehicle and allow staff to help your child exit the car safely. Cars must pull forward as far up to the stop sign as possible. K-8 students will exit the car and enter the playground between 7:45-8:00am.
- Please drop off your students in designated safe areas. For example, students are not allowed to be dropped off in the actual parking lot. Stopping in the middle of the parking lot to let your student out is not allowed.
- Late students (after 8:05am) must report to the front door with a parent/guardian and will be marked tardy.

Dismissal: All students will be released from the PikMyKid app. Students will be released as either carpool, parent walk up, independent walker, or innovation. Families update, in the app, how they would like for the child to be dismissed.

Walkers/Bike Riders: Students can walk and ride bikes to and from school. They need to walk/ride on the east side of Dunkirk Street and may cross the streets at designated crosswalks.

Indoor Arrival Days:

- On days when the temperature (including wind chill) is below 25 degrees, or the weather is too dangerous or wet to be out in, we will have indoor arrival. Parents will receive an alert (email and text message) regarding Indoor Arrival.

- Parents please only use the carpool lane for indoor arrival days, do not park. ● As you enter the carpool lane please pull forward as far as you can before letting your child out. Please utilize the “kiss and go” carpool drop off procedure. Parents need to remain in their vehicles and allow staff to help students exit the vehicle safely.
- Students will be allowed to enter the school building through the Wellness doors on the south side of the building starting at 7:45am. The playground gate will remain locked on indoor arrival days. Students will head to the gym where they will wait until 7:55am when their teacher will escort them to the classroom for breakfast.

Attendance: Student attendance will be taken daily and monitored through the HPA SIS system Infinite Campus.

Attendance: Student attendance is required under Colorado state law for every child between the ages of seven and seventeen years and for any six-year-old child who has been enrolled in a public school in the first or higher grade, unless the parent or guardian chooses to withdraw the child.

Attendance is the responsibility of the student, the parents/guardians, and the school. Regular, daily attendance is vital to the academic achievement of our students. It is the family's responsibility to notify the school office attendance line at (303) 217-5152 whenever a student will be absent or tardy to school. A call prior to 8:00 a.m. is required. If necessary, leave a message regarding the absences. Please leave the student's name, teacher's name and the reason for absence. Absences such as illness, injury, family emergencies or other reasons approved by the principal are regarded as excused absences. Absences for other reasons shall be considered unexcused. Absences resulting from an out-of-school suspension shall also be considered unexcused. Please note that even if the tardy or absence is considered excused, the student will not be eligible for a perfect attendance award.

Students are expected to make up any class work missed during absences. Students will be given two days for each day absent to complete and turn in missing assignments. The two days begin the day the student returns to school. A homework plan will be developed by the teacher for any absence requiring five or more consecutive days away from school. If a student is absent for two or more days, a parent may request that the teacher gather any school work missed for the parent to pick up. Please request homework in the mornings so that teachers may have time to gather up any needed materials for pick up in the afternoon.

Habitually truant students are those that have four or more unexcused absences within a one-month period or ten or more unexcused absences during a school year. If a student has 5 tardies, these will convert to an absence, and will be included in this count. Once a student is deemed habitually truant, school administration shall notify the student's parent/guardian in writing. In cooperation, the family, teacher, and school administration will develop a plan to prevent any further unexcused absences. As a last resort, court action may be initiated by the school administration when necessary to enforce attendance requirements. If students have 10 unexcused absences in a row, without any communication with the school, the student will be withdrawn from school.

Closings/Delayed Start

In the event of inclement weather, school may be closed or delayed. We will use TV Channel 9, the school's website, marquee, and email/text/phone call blasts informing families of the school delay or closing. School can be delayed by 1 hour, 2 hours or closed. The school will

be listed as High Point Academy.

Inclement Weather

Students will be expected to be outside before school and during recess if the temperature is above 25 degrees, including wind-chill. Please ensure that students are dressed accordingly. If the temperature is 25 degrees or below at lunch time, students will have indoor recess. Unless the weather is extreme and/or dangerous, dismissal will be outside as usual.

Whenever the possibility of lightning or other threatening weather exists in the area, students will be brought inside. There may be times when students are not released from school exactly on time due to lightning or other severe weather conditions. We ask that parents wait patiently in their vehicles until we can safely release the students.

Release of Students

Students shall be released only to persons listed on the student registration forms. If there is a person who is prohibited from picking up or contacting a student at school, appropriate court papers must be on file at the school. Any time a student needs to be released before the school day is over, the designated adult must check the student out in the office. Upon arrival at the office, the adult picking up will be asked to show a photo I.D. The name on the I.D. must match one of the names that was listed being able to pick up during the school year. These names were given on the student enrollment forms. If you need to make changes to these forms, please update in Infinite Campus. Students will not be released early within the last 15 minutes of the school day without special administrative permission due to the very busy end of day routines.

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/guardians for check in if they were not in their classroom prior to the morning announcements. Students going straight to their classroom without stopping for a pass will be required to return to the office. 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 that students will need to have the occasional visit to the doctor or dentist. We ask that these appointments be scheduled before or after school, as well as during school breaks or non-contact days. If a student does need to have an appointment during the school day, please bring in a note from the doctor's or dentist's office so that the school may excuse the tardy. All other tardies will be considered unexcused. Please note that despite the tardy being excused or unexcused, students cannot earn perfect attendance for that quarter.

Student 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.

Lunch

Please send a disposable sack lunch or reusable lunch box with your student to school daily. Soda, glass containers, fast food, and candy are not permitted. Students also can get hot lunches through our DPS hot lunch program. If you have any questions regarding this, please contact the school office. Please review the Wellness Policy [starting on page 32](#) to identify food items that are not allowed in student lunches.

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.

Student Cell Phones and Other Electronics: Student cell phones at school are highly discouraged. If your student carries a cell phone, remind them that all electronics (cell phones included) must be turned in to their homeroom teacher each morning (for elementary students) or kept in the students locker during the school day (middle school students). Should a legitimate need arise, phones are available for student use with permission from a teacher or staff member. High Point Academy is not responsible for lost, stolen, damaged or missing cell phones. If a child refuses to comply with the electronic policy, the device could be taken away for a parent to retrieve.

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.

Lost and 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.

Special Events

- **Assemblies:** Assemblies at High Point Academy are an important part of the school culture and curriculum. We have various types of assemblies including:
- **Monthly Grade Level Pack Meetings** to celebrate students, highlight habits of work and learning, offer opportunities for student leadership, and build relationships.
- Throughout the year grade levels will host assemblies where students are brought together to learn from community experts on topics connected to their grade level content. This could be either for academics, wellness or social/emotional reasons.
- Assemblies can also occur as opportunities for school-wide culture building including, but not limited to, awards assemblies.

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 their are not meeting school-wide expectations.

- **Celebration Assemblies:** There will be celebrations throughout the year recognizing students that exemplify the values of High Point Academy.

- **Birthday 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.

Field Trips

Field trips are an excellent extension of student learning. As a rule, 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.

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.

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.

Assessment Information and Time

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.

W-A PT – 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. 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.

HPA 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:

Gifted and Talented

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.

Overview of Academic Grading Criteria

Exceeding Standard represents a student who is able to independently extend their knowledge through transference of learning to more complex content and thinking (not new content), including deeper conceptual understanding and application. For example, students can:

- Create analogies and/or find connections, integrating areas of study
- Apply concepts or procedures in a complex situation
- Plan, devise, construct or create new situations that illustrate or use the concept
- Transfer concepts or procedures to unfamiliar settings

Accomplishing Standard represents those students who understand the standards and are able to independently use the content, details, concepts, vocabulary, processes, procedures and skills that relate to the standard. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why." For example, students can:

- Justify/explain a process or procedure
- Solve problems in familiar contexts
- Analyze situations and decide whether a concept/procedure applies
- Compare, contrast, and distinguish a concept from related concepts
- Summarize, conclude, predict and infer

Developing Standard represents a student who has foundational understanding of the content and concepts explicitly taught in class. At developing, a student understands or can use the more simple concepts, vocabulary, skills, procedures, and/or details. Students at developing may require support as they are trying to make connections among ideas. For example, students can:

- identify or recall important information or processes
- List parts of a concept, process or procedure .
- Complete simple procedures or algorithms

Beginning Standard represents a student who consistently requires help and support to understand foundational content and concepts explicitly taught in class. Students are beginning to understand simple concepts, vocabulary, skills, procedures, and/or details. Students at beginning, require support as they are trying to make connections about ideas. For example, students can:

- Identify or recall some information or processes
- Identify parts of a concept, process or procedure
- With support, may be able to complete simple procedures or algorithms

Grades Defined

Academic Grades

Code	Text	Description	Grade Range
EXC	Exceeding	Exceeding grade level standards and expectations. Consistently meets most requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill for this point in the school year	>92.5%
ACC	Accomplished	Accomplishing grade level standards and expectations. Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills for this point in the school year	>79.5%
DEV	Developing	Developing understanding of grade level standards and expectations. Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills for this point in school year	>69.5%
BEG	Beginning	Beginning to understand grade level standards and expectations. Consistently meets few requirements for proficient work related to course standards and demonstrates little grade level knowledge and skill for this point in the school year	>49.5%
INS	Insufficient Evidence	Insufficient evidence has been gathered to indicate an accurate grade	
N/A	Not Assessed	This component was not assessed during this marking period	

Students' grades will reflect what they know and are able to do with a separate grade for their responsibility/habits of work.

Homework

Guidelines listed below will be adjusted as needed to ensure student learning and growth. Please reach out to your grade level assistant principal if you have concerns about homework and/or the work your child is completing at home.

Homework at High Point Academy is valued as an important part of the learning process. The purposes of homework include practicing basic skills, enriching and stimulating interest in content and developing and improving learning and study skills while promoting and instilling responsibility.

It is expected that students, teachers, and parents work together to inspire and develop good

homework habits beginning at an early age. Please communicate directly with your students' teachers about homework.

Students will be given two days to complete assignments due to an absence. Assignments coming home due to an absence will be marked as such and will include a date on which it is due back to school

Students vary in the ability to complete homework; therefore, time allotments must be flexible. However, as a rule, students should generally not be assigned homework more than what is noted down below:

Grade Level Time Allotment

Kindergarten 10 minutes
First 15 minutes
Second, Third 20 minutes
Fourth, Fifth 25 minutes
Middle School 30-45 minutes

In addition to the above, students are expected to read every night for 15-30 minutes.

Reading to Ensure Academic Development (READ) Plans The 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.

Physical Education

High Point Academy has made a commitment to their students and parents that students will receive focused instruction in physical education and wellness. For the safety of all students, regular gym shoes (athletic shoes) are required.

Specials

Each student will participate in Specials classes in Elementary grades (K-54) consisting of Physical Education (PE)/Wellness, Music, and Art. Middle school students are also able to take additional electives that change each semester and are courses in STEM, Humanities, PE/Wellness, and World Language. Please speak to the office if you have other questions.

Sports Eligibility

Middle school students can participate in team sports. For a student to be eligible to play in the games for the week (Thursday to Wednesday), students must not have any missing work when progress reports are pulled. For example, if the student has a basketball game on Tuesday evening but is missing work in math on their progress report the student will not be able to participate.

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.

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.

School Wide Policies

A successful High Point Academy student is respectful and responsible!

We believe that the above statement is simple for students to remember, and students' behaviors should align with this statement. Unfortunately, one of the most common concerns is when students are disrupting the learning process for other students so, please be aware that HPA will hold students accountable for being disruptive at school which has a negative impact on the educational environment. Importantly, we have aligned our discipline policy with the **Love and Logic** and Restorative Practices philosophy which focus on these principles.

Basic principles:

- Reserve and enhance the child's self-concept.
- Teach children how to build and maintain relationships within the community.
- Teach children how to own and solve the problems they create.
- Repair harm to the victim(s) and community.
- Share the control and decision making.
- Combine consequences with high levels of empathy and warmth.

K-8 practices for School Culture at High Point Academy

1. Morning Pack
2. Proactive Circles
3. Peer-to-Peer Mentors
4. Student Clubs

Moreover, we have adopted the essential rules of **Love and Logic and Restorative Practices**. 1.

Adults set firm limits in loving ways without anger, lecture, threats, or repeated warnings.

- a. Adults set limits using enforceable statements.
- b. Adults regard mistakes as learning opportunities.
- c. Adults resist the temptation to "nag".

2. When children misbehave and cause problems, adults handle these problems back in loving ways.

- a. Adults provide strong doses of empathy before describing consequences.
- b. Adults respond with a curious and inquisitive tone, separating the deed from the doer while allowing the child to speak for him or herself.
- c. Children are given the gift of owning and solving their own problems.

Responsive Classrooms:

As a school we are committed to building an environment where every moment throughout the day as a learning opportunity. As a responsive classrooms school, we believe that student-centered, social and emotional learning is the best way to teaching and approach discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Responsive Classrooms schools are focused on developing in four key areas:



Through each of these, there is a focus on using teacher language that has the power to help create and maintain a positive, encouraging, and respectful classroom community, especially in those first weeks when there is so much to model, explain, and encourage! When we focus on using positive language, we convey our faith, enthusiasm, and a sense of order. Every use of teacher language in the classroom can be categorized into one of four main types: redirecting, reminding, reinforcing, and envisioning language.

- **Reinforcing Language:** Children build on their strengths, not their weaknesses. This is one of the most important things to keep in mind when teaching. It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning. It can take time to shift your language to focus more on what students are doing well than on what they need to improve. But once you've gotten comfortable with this powerful tool, you'll find yourself consistently acknowledging students' positives.
- **Envisioning language** can be used to set a positive tone for future work and engage children in problem-solving. This type of positive language is ideal for setting goals, solving problems, and launching new units of study; it can also motivate and encourage. In the early days of school, envisioning language is most effective when it connects the matter at hand (a new assignment, a problem at recess, etc.) to something that the students care deeply about in their larger lives and gives students the opportunity to fill in the details. You might use envisioning language to help the class brainstorm rules or guidelines: "We need to be careful listeners to do our best learning. What do careful listeners do?"
- **Reminding Language:** Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe. Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. That's why it's so important to give reminders early, before students' behavior has gone on long enough for frustration to build.
- **Redirecting Language:** When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they're supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them. It's important to be brief and to use a neutral tone and neutral body language when giving a redirection. Here are other essentials to keep in mind

Positive Behavior Intervention Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. High Point

Academy is committed to using this framework to **improve** social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

As a PBIS school we:

- Use a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and on-going professional development

School-Wide Systems:

- Friday Funday-K-5. Every Friday, 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.

Anti-Bullying Policy

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.

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.

To create a positive and productive school culture where all students and staff want to be.

Respect

“We will always...”

1. Communicate effectively and appropriately
2. Be open to individual differences
3. Encourage, support, and listen to each other
4. Remember to use our manners
5. Take responsibility for our actions

Disrespect

“We do not tolerate...”

- Purposely causing problems
- Negative attitudes
- Giving up and blaming others
- Using damaging words

- Thinking only of ourselves

2) Definition of Bullying:

High Point Academy (HPA) defines bullying as 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, and that:

- a. Physically harms a student or damages the student's property; or b. Has the effect of substantially interfering with a student's education; or c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- d. Has the effect of substantially disrupting the orderly operation of the school

3) Prohibition of Bullying:

Bullying is prohibited against any student for any reason, including but not limited to behavior that is directed toward a student because of an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, mental or physical disability or impairment, academic performance, or any other distinguishing characteristic. The behavior described in Section 1 is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

4) Consequences:

Consequences for a student who commits one or more acts of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences will vary in method and severity according to:

- a. The age, development, and maturity levels of the parties involved; and/or b. Degree of harm; and/or
- c. Surrounding circumstances; and/or
- d. Nature, intent, and severity of behavior(s); and/or
- e. Incidences of past or continuing patterns of behavior; and/or
- f. Relationship between the parties involved; and/or
- g. Context in which the alleged incident(s) occurred; and/or

If the harassment is based on race, color, national origin, sex, or disability and is sufficiently serious that it creates a hostile environment, HPA will address the problem using the guidelines set forth by the U.S. Department of Education's Office of Civil Rights' enforcements of the following statutes: Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination based on disability. Simply stated, when harassment meets the above description, HPA will address the issue not only on a case-by-case basis, but also by taking concrete steps to rectify the problem on a larger scale. Such steps may include, but are not limited to, the following: publicly reaffirming its anti-bullying policy, re- publicizing procedures on how to report bullying, addressing the issue with students in the classroom or at an assembly, offering counseling to victims and/or bullies, staff training, and parent outreach.

5) Reporting Bullying:

Students: 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).

Staff: Staff should always be on the lookout for bullying and should purposefully place themselves in bully-prone areas whenever possible. All HPA staff members are responsible for trying to prevent bullying and for addressing it if it occurs in their presence. When a staff member becomes aware of bullying, either by student report or by witnessing the incident, the staff person should follow these steps:

1. Speak to the students involved, separately, as soon as possible. If you suspect bullying but are not 100% sure, speak to the victim(s) first, and then decide whether you need to speak with the bully(s).
2. When you feel you have a clear idea of what happened, determine appropriate consequences for the bully(s) and take steps to protect the victim(s).
3. When appropriate, use the incident as an opportunity to give the whole class a reminder of the lessons learned in Second Step/Steps to Respect.
4. Use your judgment, depending on the severity of the incident, to decide whether to call the parents of the bully(s) and victim(s). Make any phone calls within 24 hours of the incident.
5. Make sure that other staff members who interact with the involved students (Specials teachers, I.A.'s, office staff, etc.) are aware of the situation.
6. Complete a Bullying Report Form and submit it to the Dean of Students within 48 hours of the incident.

If the bullying incident relates to an ongoing issue, or if the incident is severe, send the involved students directly to the Dean of Students, Assistant Principal, or Principal. At the end of every month, the Dean of Students will review the Bullying Report Forms collected that month and will follow up to determine if issues have been resolved or if further action is necessary.

6) Professional Development:

At least once annually, High Point Academy will train its staff on how to recognize and prevent bullying, and on how to address it immediately, consistently, equitably, and appropriately when it occurs.

7) Character Building:

High Point Academy uses the research based and award-winning Second Step and Steps to Respect curricula with all its students in kindergarten through eighth grade. The K – 2 Second Step curriculum teaches skills for social and academic success. Steps to Respect is a bullying-prevention program for 3rd – 5th grade students, and the 6th – 8th grade Second Step curriculum is aimed at promoting school success and preventing substance abuse, violence, and bullying.

Classroom teachers must set aside designated time each week to focus on these programs.

8) Bullying Prevention Team:

High Point Academy's Bullying Prevention Team consists of staff, administration, and teachers that are on the Leadership Team. HPA Leadership Team is made up of representatives from

each of the school's constituencies including primary, intermediate, middle, learning support, and Specials teams along with HPA administration including Executive Director, Assistant Principal and Dean of Students.

In a monthly meeting with the Principal and Dean of Students, the Bullying Prevention Team will report on the type and frequency of incidents they have seen and will give feedback on their views of the problem and potential solutions. Bullying and bullying prevention will be on the Leadership Team's meeting agenda at least once per month.

9) Evaluation and Reporting:

On a biannual basis, HPA administrators will give a "State of Bullying" report to its governing board. The report will include the frequency and type of bullying incidents that occurred that quarter and a comparison of how the data relates to previous quarters.

High Point Academy will also include questions about bullying frequency in its annual student survey.

Using information from the bullying prevention team and feedback from staff, the governing board, students, and parents, the HPA community will conduct an annual review of its anti-bullying policy and bullying-prevention plan and will make changes as necessary. In addition, as required by Colorado House Bill 11-1254, HPA will submit an annual written report to the Charter School Institute concerning the learning environment in the school during the previous year.

Discipline Procedure

Please know that confidentiality is always maintained when handling student discipline issues. The school cannot discuss consequences of students other than your own. We ask that parents/guardians consider the school's confidentiality requirement when determining the effectiveness of High Point Academy's discipline procedures.

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 offers 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

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.

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). Teachers must consent to the arrangement.

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. Records concerning suspensions will remain cumulative.

Please know that confidentiality is always maintained when handling student discipline issues. The school cannot discuss consequences of students other than your own. We ask that parents/guardians consider the school's confidentiality requirement when determining the effectiveness of High Point Academy's discipline procedures. Please refer to the High Point Academy Code of Conduct for more information related to student discipline.




**High Point Academy staff utilize the guidance from Denver Public Schools behavior matrix when making decisions about student behavior, as outlined [here](#).

Dress Code

High Point Academy has a uniform policy to keep students safe at school. Research shows that schools with a uniform policy have fewer discipline infractions, higher perception of safety, and fewer instances of bullying. (Journal on school Violence, 2019). However, we do agree that student freedom of expression is important, and so our policy also offers the opportunity for students to express themselves.

All students must wear the school uniform at all times. This includes during the extended school day and on field trips. The uniform should be worn with pride because it represents our commitment to each other, our commitment to our school values and our commitment to work together to become excellent learners & leaders. When students, staff and families wear the uniform, we will be seen as a team.

All HPA students must follow the uniform policy daily. If students come to school out of uniform, they will be sent to the main office where they will be asked to call home so a uniform can be brought to school. If buying the uniform will cause a financial hardship to your family, please email info@highpointacademy.net and we will assist them to get into uniform.

<p>Shirts, Sweaters, and Hoodies</p> 	<p>Shirts, sweaters, and hoodies must be solid white, hunter green, gold, or gray.</p> <ul style="list-style-type: none"> Any High Point Academy clothing sold by the school is permitted (visit the school's website for details). Only shirts that have the school logo/name will be allowed. Shirts must cover the mid-drift. Shirts must have sleeves (no tank tops, spaghetti straps, etc) <p><i>You can purchase an iron on logo from the school.</i></p>
<p>Bottoms</p> 	<p>Bottoms must be a solid color: pants, shorts, skirts, skorts, capri pants, or skirts are all permitted. (Shorts and skirts must go below fingertips.)</p> <p>ATHLETIC BOTTOMS to include sweatpants, yoga pants, leggings or basketball shorts are ok if they are a solid color.</p> <p>Tights or Leggings Under Skirts/pants - Solid colors are strongly encouraged. If pants have any rips above the knees, solid color leggings/tights must be worn underneath.</p>
<p>Shoes</p> 	<p>All scholars should wear tennis shoes/sneakers. "Heelys" tennis shoes are NOT permitted because of safety concerns. <i>If scholars have shoes with light up soles or speakers, they must be turned off during school hours.</i> Scholars have gym and 2 recesses a day. Crocs are highly discouraged due to them being able to easily be removed.</p> <p>NO slippers, clogs, flip flops, high heels, wedges, or sandals are permitted at school. Shoes must be completely closed in front and back for safety reasons.</p>
<p>Accessories</p>	<p>Head covering (hoodies over the head, durags, hats, etc) are not permitted at school.</p>

Dress Code Violations:

- If a student reports to school out of uniform, they will be asked to report to the main office to change and/or call home. A dress code infraction will be sent home with a reminder of school dress code expectations for families to sign.
- If a student is repeatedly out of dress code a family meeting may be scheduled to identify how we can partner to assure the student is following school rules.
- Students may not be able to attend school field trips, participate in school wide events, etc. if they are not in school uniform.
- If needed, iron on logos can be purchased from HPA to be placed on shirts that are the approved uniform colors.
- 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.

1st Place Spirit Wear

https://1stplacespiritwear.com/schools/CO/Aurora/High+Point+Academy/collection_detail.html?style=Jackets

Impact We Print: <https://hpaapparel.com/highpoint/shop/home>

French Toast: <https://www.frenchtoast.com/schoolbox/schools/high-point-academy-QS5HFFG>

Educational Outfitters

<https://denver.educationaloutfitters.com/high-point-academy-1/>

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 should be reminded that these are not healthy foods and encouraged to eat fruits or vegetables/school provided foods.
- Drinks that are carbonated or flavored are not permitted. This includes, but is not limited to, sodas, energy drinks, and flavored waters.
- 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.
- To role model healthy behaviors, teachers, instructional aides, parent volunteers, and all other adults on campus will adhere to the same wellness practices as the students. Adults who choose to eat fast food must eat it away from students. Adults will not consume sodas or energy drinks while with students.

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.

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>. Students who pack their lunch are encouraged to bring fresh, healthful foods and a healthful drink 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.

Celebration Policy

- All celebrations focus on activities, not food. These include, but are not limited to, parties for holidays, birthdays, individual rewards, whole-class rewards, and school-wide rewards.
- If teachers or parents wish to include food or drink, those foods and drinks must meet the snack policy requirements.

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.
- Fundraisers associated with High Point Academy are not focused on unhealthy foods.

Staff Wellness

- Our school community supports and encourages all staff members to live a healthy lifestyle.
- All High Point Academy staff member's role model healthy behaviors while in the presence of students.
- Staff members are offered opportunities to participate in activities that encourage physical activity, healthful eating, or other aspects of wellbeing.

Please note: Due to preschool state licensing requirements, HPA's preschool follows slightly different wellness policies than the rest of the school. See the Preschool Wellness Policy for more details.

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 on 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.

Parent Information/Parent Involvement

High Point Academy will:

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Additional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, High Point Academy will:

Recommend to the Charter State Institute (CSI), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district, and the contact information.

Work with CSI in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

Work with CSI to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

High Point Academy may provide the following programs to students and families who qualify for Title I, Part A services:

1. Summer Learning
2. Power Hour Tutoring
3. Small group academic support
4. Full day kindergarten
5. Access to After-School Activities
6. Waived Student Activity Fees
7. Family Information Nights

Parent/Student/School Agreement
Between High Point Academy and

Parent/Guardian(s) Name(s)
On behalf of

Student name

As a **School** we must provide the students and their families with the following:

- A high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's student academic achievement standards as follows:
 - Fully implementing the different curriculum by content area which includes, Illustrative Mathematics, EL Education, History Alive/DBQ project, Do Colorado Social Studies, OpenSciEd or Delta Science..
 - Use performance-based instruction for students in reading and math oSmaller class sizes with the assistance of instructional aides in the classroom
 - Quality teachers, committed to meeting the needs of each student
 - Hold Parent-Teacher conferences (student led conferences) at least two times per year during which teachers will discuss each individual child's achievement.
 - Provide parents with frequent reports on their children's progress by giving parents access to students grades via Infinite Campus Parent Portal.
 - Provide parents reasonable access to staff through parent-teacher conferences as well as encouraging parent-staff consultation as often as needed. ▪ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by:
 - Tutoring students under the direction of the classroom teacher o Preparing Thursday folders
 - Assisting with field trips
 - Helping with extra-curricular activities
 - Provide parents reasonable access to staff.
 - Beyond the scheduled parent/teacher conferences, parents may request a meeting with a teacher at any time and the teacher will work with the parent to find a time that meets the needs of the parent and teacher. ▪ A school of choice.
 - Quality teachers, committed to meeting the needs of each student.
 - Consistent policies and rules.
 - Safe environment allowing students to learn and teachers to teach. ▪ Efficient learning environments, supplies, and equipment.
 - Smaller class sizes with the assistance of educational aides in the classroom.

As a **Student** at High Point Academy, I understand that to be successful I must:

- Attend school consistently, be on time, and take responsibility for making up any work promptly after excused absences, take responsibility for my own conduct. ▪ Ask for help with class work and homework when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, and for property; cooperate with and respect the faculty and staff, administrators, teachers, secretaries, custodians, and any other people working in the school.

- Follow lunchroom, playground, field trip, lab, and individual classroom rules, follow school rules when participating in school-related events. ▪ Adhere to the dress code.
- Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
- Not use threats or intimidation against any other person.
- Not leave school or the school grounds without signing out in the main office. ▪ Not bring anything to school that could be used to harm another or that is illegal. ▪ Not bring electronic devices (smart watches, cell phones, games, etc.). I understand that such items will be confiscated.
- Work to resolve conflicts in positive, non-violent ways.

High Point Academy believes parents/guardians make a world of difference in a child's education. Parent/Guardians are our partners in education. Therefore, as a **Parent or Guardian**, I acknowledge that I have primary responsibility for my child's education, and I will:

- Talk to and listen to my child.
- Encourage my child to do his/her best.
- Praise my child's success and efforts.
- Attend all parent/teacher conferences, parent involvement activities, orientation meetings and parent education opportunities. Carefully read all papers that the school sends home and/or posts online. Communicate regularly with my child's teacher(s).
- Adhere to and support the policies and practices set forth in the Parent/Student Handbook.
- Support the school's programs by volunteering when possible. ▪ Serve, to the extent possible, on policy advisory groups such as being on the Title I, Part A parent representative on the school's School Improvement Team, School Accountability Committee, the Title I Policy Advisory Committee, CSI's Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.
- Make sure my child attends school regularly and on time; ensure that assignments missed due to excused absence will be completed within the designated timeframe.
 - Assist student with projects and attend student presentation and attend student presentations and performances whenever possible.
- Make sure my child reads with me, or another adult, for 15 minutes each day.
- Make sure my child completes all homework assignments on time. ▪ Make sure my child cooperates with and respects the faculty and staff, including administrators, teachers, office staff, custodians, and any other people working in the school.
- Ensure that my child dresses appropriately to meet the school's dress code; ensure that my child practices proper hygiene and receives adequate rest and nutrition.
- Maintain good communication with my child's teacher(s).
- Monitor my child's homework and reading assignments and will provide an appropriate study environment at home.
- Monitor the amount of television your child watches each day.
- Promote positive use of my child's extracurricular time.
- Help my child resolve conflicts in positive, non-violent ways.

As a **Teacher** I pledge to:

- Adhere to and support the policies and procedures set forth in the Parent/Student Handbook.
- Provide students with clear, consistent rules, to enhance classroom management.
- Respectfully and accurately inform parents of their child's progress. ▪ Maintain good communication with my students and their parents. ▪ Maintain flexibility in meeting the needs of my students.
- Have high expectations for myself, students, and other staff. ▪ Help children to

resolve conflicts in positive, nonviolent ways.

I will actively participate in High Point Academy by volunteering per school policy.

Parent/Guardian Signature:

Date:

Parent/Guardian Signature:

Date:

Student Signature:

Date:

School Signature:

Date:

Classroom/School Visits During COVID

Due to COVID, we are continuing to follow precautions to ensure the safety of our staff and students. We will limit the number of visitors in our building. Only those with specific appointments will be allowed into the building.

Communication

At High Point Academy we strongly believe that communication between the school and home is critical for student success. We will make every attempt to keep you informed and solicit your input on school activities. Your child may have a folder with additional information that will go home. 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. Each teacher has voicemail and email and will be checking messages throughout the day. 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.

Critical Information

It is critically important that families provide the school with updated home and work telephone numbers throughout the school year. In addition, the school must have the name of an adult to contact in the event of an emergency, should we be unable to reach the parent. If no one can be reached, the police or other appropriate resource personnel may be contacted. It is also important that families review backup plans with their children (early dismissal, parent delayed, etc.) in case the unexpected happens.

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.

Volunteers

Due to COVID, 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.

Innovation Learning (Before and After Care)

Innovation Learning 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/>.

Safety Information

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.

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.

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.

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.

Sexual Harassment

Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination. The school shall follow, to the extent feasible, the guidelines set forth in Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

A learning and working environment that is free from sexual harassment shall be maintained.

Staff members or students who sexually harass other staff members or students, or who retaliate against anyone who reports sexual harassment or who participates in harassment investigation shall be subject to disciplinary action.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or learning environment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or learning environment.
 - a. Sexual harassment may include but is not limited to:
 - b. Sex-oriented verbal "kidding," abuse or harassment.
 - c. Pressure for sexual activity.
 - d. Repeated remarks to a person with sexual or demeaning implications.
4. Unwelcome touching, such as patting, pinching, or constant brushing against another's body.
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, grades or similar personal concerns.

Legitimate nonsexual touching or other nonsexual conduct is not sexual harassment.

Any employee or student who feels that he or she has been or is being subjected to sexual harassment may use the existing grievance procedure to request a remedy for the complaint and shall have a ready means of resolving any sexual harassment claim based on sexual harassment in the educational program or activities of the school.

All matters involving sexual harassment complaints shall remain confidential to the extent possible. All complaints alleging sexual harassment will be investigated as promptly and confidentially as possible. Appropriate action will be taken upon conclusion of the investigation.

Reporting sexual harassment shall not reflect upon the individual's status or affect future employment, work assignments or grades.

To the extent required by law, the school shall investigate any informal or formal report of sexual harassment by students, employees, or third parties. Whether or not a formal grievance is filed, the school shall take steps reasonably necessary to end the sexual harassment prevent sexual harassment from occurring again, and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Notice of this policy and its accompanying grievance procedures shall be circulated to all employees by incorporating in student and employee handbooks or by distribution in some other reasonable manner to ensure that students and employees received notice of this policy and procedures.

Sexual Harassment Grievance Procedures:

Members of the school community who believe that they have been subject to sexual harassment will report the incident(s) to Director of Human Resources, Administration, School Employees, any members of the High Point Academy's Governing Board.

The Director of Human resources, Administrator to whom the report is made will notify the High Point Academy Governing Board.

The Director of Human Resources, Board and/or Administrator or third-party Employers Council Representative will investigate the complaint through the following process:

1. The chosen investigators will confer with the charging party to obtain a clear understanding of the basis of the complaint.
2. The chosen investigators will meet with the charged party to obtain a response to the complaint.
3. The chosen investigators may hold as many meetings with the parties as is necessary together facts and obtain statements from witnesses if available.
4. After completing a full and thorough investigation a report will be given to the Governing Board including a recommendation for disciplinary action including termination or suspension/expulsion, if appropriate.
5. After reviewing the record, the administrator or designee may gather any additional evidence necessary to decide the case and thereafter impose any disciplinary actions deemed appropriate including a recommendation to the Board for termination or suspension/expulsion.

The investigating administrator(s) will meet with the complaining party to discuss any findings and/or conclusions reached during the investigation and to inform the complainant regarding any action the school intends to take.

Staff-Parent Interaction Policy

PURPOSE

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.

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 Chief Academic Officer, the Chief Business Officer, 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. 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.

10. 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.
11. 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 principal 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 principal may 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 principal 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 principal 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 principal 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 principal shall address a letter to the parent which informs the parent of the findings of the hearing.

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 principal.

B. The appeal shall briefly state the reason that the parent is aggrieved. C.

The principal 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 principal 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 principal will either:

1) confirm the original decision of the cautionary hearing, 2) direct any amendments to the sanctions imposed, or 3) 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:
 - Parents aren't allowed to be on the school premises at the same time during the school day
 - Parents aren't allowed to attend school functions at the same time
 - Banned from communication with other parent or staff member if needed
 - 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") Executive Director. 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 Institute's Executive Director will publish his/her 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:

Family Educational Rights and Privacy Act (FERPA)

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. 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):
 - o School officials with legitimate educational interest.
 - o Other schools to which a student is transferring.
 - o Specified officials for audit or evaluation purposes.
 - o Appropriate parties in connection with financial aid to a student.
 - o Organizations conducting certain studies for or on behalf of the school.
 - o Accrediting organizations.
 - o To comply with a judicial order or lawfully issued subpoena.
 - o Appropriate officials in cases of health and safety emergencies; and
 - o 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:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended • Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems 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

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@highpointacademy.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



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. 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@highpointacademy.net or Meredith Stolte mstolte@highpointacademy.net Executive Director if you would like to receive any of this information.

4 Week Notification to Parents

Dear Parent or Guardian,

As a charter school, High Point Academy can employ educators from a wide variety of backgrounds, including but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with business or professional experience. We believe that this flexibility in being able to employ educators from more diverse backgrounds yields greater success in the classroom and school environment.

On December 10, 2015, President Obama signed the “Every Student Succeeds Act” (ESSA) into law. The law states that any school that receives funds for educationally disadvantaged students (Title I funds) must inform parents if their child is assigned a teacher for **four** or more consecutive weeks who is has not met applicable State certification or licensure requirements at the grade level and subject area in which they have been assigned to teach.

As of this writing, your child's teacher, (Teacher Name), holds a bachelor's degree in (Degree), but has yet to meet the Colorado criteria at the grade level and subject area in which he/she is assigned (Grade Level/Content Area). He/she is, however, currently working to meet the criteria by passing a state approved content exam and we have full confidence in his/her ability to teach effectively in this assignment.

If you have any questions regarding (Teacher Name) qualifications, please feel free to contact me at mstolte@highpointacademy.net

For additional information about the requirements for teacher qualifications under the ESSA, please visit the Colorado Department of Education's website at: http://www.cde.state.co.us/fedprograms/tii/a_hqt

Sincerely,

Meredith M. Stolte

Meredith Stolte
Executive Director
High Point Academy