



STAFF POLICIES AND PROCEDURES HANDBOOK 2023- 2024 School Year

Welcome to High Point Academy
a Colorado Charter School Institute
Charter School

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Welcome

Welcome to High Point Academy. We look forward to working with you as a member of our team. We truly hope to build a family of educators who strive to always do what is best for scholars and who build lasting professional relationships that help them learn and grow. We value the skills you bring to this school and are committed to helping you achieve your highest level of service for the families and scholars of this school.

High Point Academy (HPA) is a preschool through 8th grade standards-based charter school located in the High Point community. The school opened in August 2006 and was founded by a group of parents and local business, civic and educational leaders. Additionally, our school began on a temporary modular campus and moved into our beautiful building in January of 2011. Starting small with approximately 180 scholars the first year, HPA is now serving approximately 710 scholars each year.

Introduction

This handbook is designed to offer guidance and information to employees, acknowledging that it's impossible to foresee and address every potential workplace situation. It does not intend to alter the employment agreement with individual employees, but rather to provide supplementary details. The school reserves the right to modify, supplement, or revoke any part of this manual at any time. Employees should refer to their specific employment agreements for precise terms.

While the handbook covers topics not explicitly addressed in the individual agreements, in case of any discrepancy between an individual agreement approved by the Board of Directors and this handbook, the agreement takes precedence as the legally binding document. Additionally, should there be any contradictions between this handbook and oral or informal statements, the manual should be considered the more reliable source of information. In the event of a conflict between the standards and policies in this employee handbook and those specified in an employee's individual employment agreement, the terms of the agreement shall take precedence.

High Point Academy adheres to a policy of non-discrimination, ensuring that no individual is treated unfairly based on color, religion (creed), sex, gender identity or expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status as protected by Colorado Law. This commitment extends to all aspects of the organization, including staff hiring and termination, selection of volunteers or vendors, and service provision. The school strives to maintain an inclusive and welcoming environment for staff, scholars, and volunteers.

This staff handbook is applicable to all HPA employees and serves as a reference for the school's general policies, procedures, benefits, and conduct rules. It presents school practices and benefits but should not be construed as an employment contract or any form of legal document.

It is crucial for each employee to read, comprehend, and familiarize themselves with the handbook and abide by the established standards. If any questions or the need for further information arise, employees are encouraged to discuss with their supervisors.

23-24 Staff Roster

Staff	Role
Leadership	
Meredith Stolte	Executive Director
Clarissa Barnett	K-2 Assistant Principal
Sataira Douglas	3-5 Assistant Principal
Tramaine Duncan	6-8 Assistant Principal
Steven Roland	K-5 Dean of Scholars
Jessica Newsome	Director of Learning Support Systems
Shaleena Miller	Equity and Family Service Coordinator
Office/Facilities	
Milton Whipple	Director of Operations
Tracy Polk	Director of Human Resources & Reporting
Tonya Gray	Business Services & Enrollment Coordinator
Monica Carrillo	Receptionist
Emily Chouinard	Health Assistant
Erica Wood	Scholar Services Coordinator
Elmer Casaba	Technology Liaison
TBD	Facility Manager
DPS Lunch Staff	Lunchroom
Preschool	
Christina Hank	Pre-K Director
Samantha Heck & Clarabelle Ramirez	Pre-K Lead Teacher & Assistant
Shanice White & Amber Arnold	Pre-K Lead Teacher & Assistant
Amber Kohlhoff & Maria Salverry	Pre-K Lead Teacher & Assistant
Galilea Valdez	Pre-K Floater
Kindergarten	
Jenelle Payne	Kindergarten Teacher- Lead
Jazmine Carruthers	Kindergarten Teacher
Sarah Moore	Kindergarten Teacher
1st	
Mark Johnson	1st Grade Teacher
Kimberly Tartar	1st Grade Teacher-Lead
Ashlyn Brown	1st Grade Teacher
2nd	
Natalie Haggard	2nd Grade Teacher
Laura Memige	2nd Grade Teacher
Ondrell Jackson	2nd Grade Teacher- Lead
3rd	
Bobbi Griffin	3rd Grade Teacher- Lead, ELA Dept. Head
Elizabeth Palma	3rd Grade Teacher
Karen Williams Brown	3rd Grade Teacher
4th	
Jordyn Potts	4th Grade Teacher- Lead, Pack Dept. Head
Dionne Brame	4th Grade Teacher
Kaylee Cowles	4th Grade Teacher, Math Dept. Head
5th	

Ashley Eisel	5th Grade Math Teacher- Lead
Lisa Underdown	5th Grade Science/ Social Studies Teacher & GT Coordinator
Dorian Leiva	5th Grade Language Arts Teacher
Middle School	
Alexandria Azeez	6th Grade Language Arts Teacher-Pack Dept. Head
Emily DelRoss	8th Grade Language Arts Teacher-Athletic Director, ELA Dept. Head
Tywanna Jones	6th Grade Social Studies Teacher
Claudia Murcia	7th/8th Grade Social Studies Teacher-Dept. Head
Isaac Barela	6 th Grade Math Teacher-Math Dept. Head
Gene Fashaw	7th/8th Grade Math Teacher-Middle School Lead
Dehra Markson	6th Grade Science Teacher
Harley Young	7th/8th Grade Science Teacher
Middle School Electives	
Claudia Murcia	Humanities Teacher
Tony Henderson	PE/Wellness Teacher
Elementary Specials	
Jason Gavaldon	Art Teacher
Melanie Holiday	PE/Wellness Teacher
Scott Slay	Music Teacher
Learning Support Team/ MTSS	
Leslie Taylor	SPED Case Manager/Teacher
Jazmin Paulk	SPED Case Manager/Teacher
Jennifer Lindsey	SPED Case Manager/Teacher
Denise Davis/Amber Niche	K-8 Speech (SLP)
Jan'Na Walker & Cassie Hollenbach	K-8 Occupational Therapists
Theresa Cardona	SPED Instructional Assistant
LaQuane Smith	6-8 ELD Teacher
Erika Franco	K- 5 ELD Teacher/ Coordinator
Aned Loya	ELD Instructional Assistant
Support Staff/ MTSS	
Michael Duston	Elementary Counselor/ School Therapist
Fully Liberated Youth	Middle School Counseling
Abigail Kuchara	K-8 Counselor
	School Psychologist
Bethany Baldwin & Taylor Niewoit	Reading Interventionists
Wyatt Hansen	Math Interventionist
Instructional Assistants	
Marissa Castillo	Kindergarten IA
Gabby Gutierrez	Kindergarten IA
	Instructional Assistant-1st
Janet Hodges	Instructional Assistant-2nd
Jennifer Butler	Instructional Assistant-3rd and 4th
Coyanna McClendon	Behavior IA-middle school
Ali Alhilo	Behavior IA-elementary school

High Point Academy Vision: At High Point Academy, educational equity and scholar 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: 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.

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 scholar's motivation, persistence and compassion to propel growth and success in school, college, career and life. Our definition of scholar 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.	Interdisciplinary instruction relies on multiple contents working together to develop scholar knowledge, problem-solving skills, self-confidence, self-efficacy and a passion for learning while supporting scholars' various learning styles, diverse backgrounds, interests, talents, 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 scholar-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 scholars.

<p>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.</p>	<p>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.</p>	<p>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.</p>
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High Point Academy Pillars (Learning Experience)

As a school that aspires to implement the Expeditionary Learning (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 scholar learning. These pillars transform our educational environment from one of institutional racism to one of liberation for every scholar.

<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 challenges 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 a primary functions is to prepare scholars with the attitudes and skills to learn from and be of service in their community.</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.

- Learning is Holistic: 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.
- Learning is Liberatory: 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.
- Learning is Equitable: Our community elevates all voices, celebrates all perspectives, and encourages all interests.
- Learning creates Agency: The educational experience at High Point Academy empowers scholars to influence their own path to success. Scholars have a voice, choice and opportunity that move them to become independent problem solvers, critical thinkers and lifelong learners.
- Learning is with Community: Inside and outside of the building, HPA is a community hub.

High Point Academy believes:

- Educational opportunities should be available to all children regardless of race, ability, gender, gender identity, sexual orientation, religion, or socioeconomic status.
- Children are the future and hence need to develop to their full potential, be inspired with a love of learning, obtain a solid academic foundation, and become responsible and respectful active citizens.
- All children possess individual talents and strengths, and these positive attributes should be nurtured to enhance learning.
- All children are capable of learning and becoming successful scholars when they are challenged to meet high academic standards and when they receive support and encouragement from their educators, peers and parents/guardians.
- All children should feel safe at school and learn best in an environment where there are clear and consistent expectations and procedures.
- Parents/guardians are a child's first and most important teacher and a successful partnership between school and home is vital to each child's success
- Community involvement and service learning are necessary to teach and empower youth to affect positive change and to provide critical training for our future citizens and leaders.

School Community and Culture:

Each scholar will be known and respected by staff. Teachers will regularly connect with parents/guardians, in addition to parent-teacher conferences, to keep parents engaged in scholar progress. Additionally, staff can conduct home visits.

- A belief in the importance of character will be encouraged in scholars, emulated by staff.
- A closed campus will be maintained for all grades.
- A school attendance rate of 96% will be targeted.
- Scholars are expected to be on time and ready to learn every day.
- Parents are encouraged to be proactive in scholar achievement in all areas of development.

Staff Professional Development:

- Respect and nurture the intellectual and leadership capacity of staff and those in the school community.

- Enable teachers and support staff to develop further expertise in subject area content, teaching strategies, and use of technology.
- Ensure that the entire staff understands and strives to meet the academic achievement goals of the school.
- Ensure the staff has the necessary training in all curriculum and programs, as well as in Special Education, the Individuals with Disabilities Act, and English Language Learners.
- Help to create a team approach with shared values and purpose and the capacity for interdisciplinary learning.
- Promote equity of value for all staff contributions and development.
- Diversity, equity, and inclusion are core values at High Point Academy. We are passionate about building and sustaining inclusive and equitable working and learning environments for all scholars, staff, and faculty. We believe every member on our team enriches our diversity by exposing us to a broad range of ways to understand and engage with the world, identify challenges, and to discover, design, and deliver solutions.

HIGH POINT ACADEMY: *EQUITY STATEMENT* – Draft 1 (2022)

Definition

Equity at HPA ensures access, support, opportunities, and inclusivity for each individual, regardless of race, ability, gender, gender identity, sexual orientation, religion, or socioeconomic status to be authentic and at their best.

Core Values	Stance
At HPA everyone is responsible to focus on their continuous growth and improvement toward HPA equitable practices.	<p>At HPA, culturally responsive teaching is the foundational key to providing scholars, family, and community with equitable and ethical (or access and opportunity) opportunities to grow academically, socially, emotionally, and beyond.</p> <ul style="list-style-type: none">• Teachers demonstrate the skills to design, deliver, and maintain a culturally responsive Community of Learners. <p>At HPA, we provide ongoing and continuous educational opportunities for staff, scholars, and families to continue to grow as an anti-racist and anti-discriminatory community.</p>
At HPA, healthy connections and knowing each other deeply is the base to creating a culturally responsive, anti-racist, equitable learning environment.	At HPA, when we see inequality and racism, we name it and have courageous conversations to support the growth and understanding of equity. We speak up, and speak out.
At HPA, we recognize the humanity in each other and know there will be success and failure. We recognize failure as an opportunity to reflect, take action, and dismantle our biases that negatively impact our community.	At HPA, we use our failures and mistakes as a tool for reflection, taking action, and dismantling our biases that negatively impact our community.
At High Point Academy, we are in the service of young people and supporting them in their self-discovery and helping them flourish.	<p>At HPA, we serve our scholars by knowing them deeply, listening to their voice, and respecting their ideas so they are seen, heard, and supported.</p> <p>We are united around policies and procedures that are in support of the equity focused learning community.</p>

Employment and Human Resources

Employment

Background Checks

All staff must pass a criminal background check as well as obtain fingerprints.

Payroll Information

- **Pay Day:** Paychecks are issued on the last business day of each month. Pay periods for hourly employees are based on the dates listed in iSolved.
- **Direct Deposit:** High Point Academy expects that all of its employees will use direct deposit. This means that on pay day, an employee's pay will be directly deposited into a checking and/or savings account of the employee's choice. Direct deposit forms will be completed during the new hire paperwork session. If at any time you need to change where your pay is deposited, request a new direct deposit form from the Director of Human Resources.
- **Garnishments:** Legal garnishment will be honored by High Point Academy according to federal and state laws and regulations.
- **Payroll Deductions:** In place of Social Security taxes, High Point Academy participates in Colorado Public Employees' Retirement Association (PERA, see below). You must authorize any other deductions from your paycheck, in writing.
 - Each paycheck stub will itemize amounts that have been withheld. It is important that you keep this information for tax purposes. If you have any questions about your deductions, please talk to HPA's payroll representative. High Point Academy complies with applicable state and federal laws and regulations regarding the garnishment and assignment of wages.

PERA: High Point Academy contributes monthly into employee's PERA (Public Employees Retirement Association) account. This percentage is subject to change and is dictated by PERA. Employees also contribute into their PERA account. This percentage is dictated by PERA and is subject to change.

Reimbursements: Employees will be reimbursed for all approved school-related expenses, upon submission of accurate expense reports, with original receipts to High Point Academy. Employees are required to submit these reports within 30 days of the expense to ensure proper accounting and prompt reimbursement. Sales tax will not be reimbursed, please use a tax-exempt certificate for all purchases made for the school. Employees will be paid via check. When you purchase an item and are subsequently reimbursed for that item(s), those items will then become property of High Point Academy and must be included in your end of year inventory.

Job Duties and Employment Information

At-will Employment

As permitted by Colorado and federal law, the school hires its employees "at will." This means that either the employer or the employee may terminate the working relationship at any time, with or without cause, with or without explanation, and with or without any particular period or form of advance notice. This also means that employees have no "property right" in their employment. This handbook does not and no administrator or individual board members may make any promise or guarantee that would modify at-will employment.

Assignments/Transfers

From time to time, it may be necessary for High Point Academy, at the discretion of the Administration, to reassign staff to a different position. This typically results in a grade level change, however, a grade level change is not guaranteed. If this situation were to occur, there would be a meeting between the Administration and the staff member to discuss the reasons behind the reassignment. As an employee-at-will, the staff member always has the option not to accept the reassignment, which may or may not affect future employment at HPA.

Recommendations for new or additional positions will include position descriptions of the duties for which the positions were established, a title that conforms with the appropriate State certification if such certification is required and supporting data and other rationale essential to the recommendation for such a position.

The initial salary or salary range for new positions shall be determined by the Board at the time of establishing such positions based upon the recommendation of the Administration and supporting documentation.

Exempt and nonexempt employees shall be defined through the present laws of the Fair Labor Standards Act. Exempt employees are paid on a salary basis and are not entitled to overtime pay.

Full-time teachers shall be paid on a salaried basis and be paid in 12 equal payments that are spelled out in a non-binding at-will agreement. For full-time teaching staff, the number of workdays is determined per the annual school calendar, as adopted by the Board of Directors.

Non-exempt employees will be paid on an hourly basis and must record hours worked. Timecards are to be completed for each pay period and overtime will be calculated after 40 hours worked and paid in addition to the base hourly amount each pay period. Holidays will be paid according to the employee's offer letter. Holiday pay does not count toward "hours worked" for the purpose of calculating overtime. Non-exempt employees shall not be allowed to log any overtime without the expressed permission of the Administration. Use of a personal vehicle and/or cellphone may be used occasionally.

Full-time administrative workers will be compensated for 12 months, based on the hourly wage times 40 hours per week times 52 weeks per year. Phone and e-mail coverage will be required, at the discretion of the Administration, during school holiday breaks. Holidays will be paid according to the employee's offer letter.

Employment of Relatives

Relatives of employees will receive the same consideration as any other applicant for a job opening and will not be afforded preferential treatment in employment matters. However, related employees may not be permitted to work in the same department or under the direct supervision of each other because of employee morale, security, or other legitimate business reasons, unless pre-approved by the Administration and Board of Directors. In addition, High Point Academy may require a related employee to transfer or resign if there is a conflict of interest or management problem of supervision that cannot be resolved.

Work Year

Contact days include teaching, in-service, and professional development days and are further depicted on the annual school calendar. Full-time administrative assistants will be scheduled for 40 hours per week. Phone and mail coverage will be required, at the discretion of the Administration, during school holiday breaks.

School/Workdays for the 2023-2024 School Year					
	Teachers and Assistants	Returning Instructional Assistants	Admin	Office	Directors
	Staff	Staff	Staff	Staff	Staff
July	*	*	3	11	3
August	23	23	23	23	23
September	18	18	18	18	18
October	21	21	21	21	21
November	17	17	17	17	17
December	11	11	11	11	11
January	19	19	19	19	19
February	20	20	20	20	20
March	16	16	16	16	16
April	22	22	22	22	22
May	18	18	22	22	22
June	*	*	20	20	20
	187	187	215	215	215

**Note: Admin, Directors and Office staff will develop a rotating, flexible work schedule for the summer months as needed.

Human Resources

Equal Opportunity: High Point Academy is committed to equal employment opportunity for all persons without regard to an individual's race, religion, age, gender, sexual orientation, disability, or any other class protected by law, as to individuals otherwise equally qualified. These protections extend to recruitment, hiring, training, promotion and compensation.

Personnel Records: High Point Academy maintains a personnel file on each employee. Personnel files are the property of High Point Academy, and access to the information they contain is restricted. Generally, only the Personnel team, the Board of Directors of High Point Academy, and the employee him or herself are allowed to review information in a personnel file. Employees who wish to review a specific document in their file should submit a request in writing to the appropriate Principal or the Executive Director. With reasonable advance notice, employees may review such documents in High Point Academy's offices and in the presence of the Executive Director or his/her designee. Employees may make such requests during employment and once after employment has ended.

Change of Address/Phone Number: Please submit a change of address and phone numbers to the Director of Human Resources as soon as the change occurs.

Immigration Reform Act: As an ongoing condition of employment, you will be required to provide documentation verifying your identity and legal authority to work in the United States.

Employment Benefits

Life Insurance: High Point Academy employees that work a minimum of 30 hours per week are eligible for life insurance. Currently, HPA provides a \$25,000.00 life insurance policy at no cost to the employee. Voluntary Life Insurance may also be elected during open enrollment at an additional cost to the employee.

Health, Dental and Vision Insurance: High Point Academy offers health, dental, vision and life insurance plans to its employees.

The annual enrollment period for our health insurance benefits plan is in November of each year with a coverage start date of January 1st. New employees beginning work outside the annual enrollment period will be covered the first day of the month following their first 30 days of employment.

High Point Academy covers the full cost of single coverage of health, vision and dental insurance for all salaried employees. If an employee elects to cover any other family member(s) on High Point Academy's policy, the cost difference will be deducted from the employee's salary. Hourly employees will be given a benefit allotment of \$450.00 per month to go towards benefits, with the employee paying the difference. The benefit allotment reverts back to High Point Academy if the employee waives benefit coverage.

Tuition Allotment: Effective starting July 1, 2023, employees with a dependent child(ren) enrolled in High Point Academy's preschool programs are entitled to receive a tuition allotment based on years of service to High Point Academy. Please reach out to Christina Hank for more information:
chank@highpiontacademy.net.

Innovation Learning Before and After Care: A discounted fee is offered to staff employees for before and after school care.

School Provided Cell Phone for Administrators and Designated Staff: High Point Academy will provide a cell phone to Administrators and Designated Staff who are required to be on-call. Those with phones are expected to respond to phone calls and emails in a reasonable amount of time, including when school is not in

session. The school reserves the right to choose the cell phone provider, plan, and phone options. If at any time the school decides the phone is being used inappropriately it maintains the right to confiscate the phone from the employee and demand reimbursement for any charges or other costs (e.g., phone repair) that are outside of the customary and regular use of a school phone.

As a school-issued phone the number will be made available to staff. The number can also be made available to parents and guardians if the employees' job deems it necessary. The Director of Operations and Administrators are encouraged to share their phone numbers with families.

If you choose to use your personal cell phone for work purposes, your personal phone's contents and records may be subpoenaed or otherwise required to be disclosed.

Workers Compensation: Worker's Compensation Insurance automatically covers all employees when they begin work at HPA. High Point Academy pays 100% of the premiums for this important coverage. Any work-related injury or illness must be reported to the Director of Human Resources as soon as it happens and within 24 hours regardless of how minor it may be. It is also important to get proper first aid and/or medical attention immediately. Please contact Tracy Polk for more information.

Use of School Cameras

School cameras may be accessed by school leadership, when necessary, which may include for safety reasons or as part of an investigation. Cameras must be reviewed by a minimum of two individuals to ensure proper viewing. Camera footage must not be deleted or recorded without proper justification and approval.

Harassment

The goal of the school is to provide a workplace free from tensions involving matters that do not relate to the education of our students. In particular, an atmosphere of tension created by non-work-related conduct, including ethnic, racial, sexual or gender-related remarks, animosity, or unwelcome sexual advances or other such conduct does not belong in the workplace. As such, the school will not tolerate any form of harassment related to any protected class. It will not tolerate retaliation for refusing unwelcome, harassing overtures, for reporting instances of harassment, or for providing statements or evidence related to alleged harassment.

Types of Harassment

Harassment may be verbal (epithets, derogatory statements, slurs, innuendo), physical (unwelcome touching, assault, gestures, physical interference with one's work), or visual (posters, drawings, faxes, e-mail, texts). It may involve, but is not limited to, unwelcome sexual advances or unwelcome invitations to participate in offensive conduct. Harassment may originate from employees, supervisors, students, parents, or others visiting the school. In whatever form and from whatever source, it is forbidden.

Sexual Harassment

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

- Verbal or written harassment or abuse of a sexual nature
- Any pressure for sexual activity
- Any unwelcome contact of a sexual nature, which includes things like unwanted backrubs or "accidentally" brushing against another's body
- Unwelcome sexual comments or jokes
- Spreading gossip related to sex or gender
- Sexually offensive or suggestive comments

1.

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

Any person who believes that they have been or is being subjected to sexual harassment should contact the Title IX Coordinator. Upon receipt of a report, the Title IX Coordinator will take appropriate and immediate action that is consistent with the school's legal obligations. All matters involving sexual harassment complaints shall remain confidential to the extent possible. Appropriate action will be taken upon conclusion of the investigation.

Reporting sexual harassment, participating in an investigation of the same, or being a victim of sexual harassment shall not reflect upon the individual's status or affect future employment, work assignments or grades.

Reporting Harassment

In some situations, a person may not realize that his or her behavior is inappropriate or unwelcome. Employees who consider any person's behavior to be inconsistent with these guidelines are encouraged (but not required) to tell that person that his or her behavior is considered inappropriate and request that the conduct stop. Persons so told should comply immediately and graciously with such requests or seek direction from their supervisor.

The school must be informed of harassment before the school can stop it. Thus, every employee who reasonably suspects that harassment has occurred, including everyone who believes that he or she is a victim of harassment, must immediately report the circumstances to their immediate supervisor, to an Assistant Principal, or to the Executive Director. Allegations involving the Executive Director may also be reported to the Chair of the Board of Directors.

Employees should not assume that management is already aware of the situation. They should not assume that it is someone else's duty to report.

Grievance Policy and Procedures:

The intent of this grievance procedure is to ensure a professional process is in place that will formally address employee concerns in an atmosphere of courtesy and cooperation. Ideally, the grievance process will resolve issues in partnership with the administration (see Levels One and Two) but does provide the employee the option to submit their grievance in writing to the High Point Academy Governing Board, should a resolution not be achieved in Levels One and Two. The decision(s) of the Governing Board are deemed final, according to school policy.

Any parties initiating a grievance must provide clear, concise, and objective written documentation through each level of the process, as outlined below:

Level One: Any grievance will first be discussed with the person(s) the grievance involves (administrator, parent, peer, scholar, or subordinate). The objective is to resolve the matter informally within one week of the onset of the issue/event.

Level Two: If Level One does not bring a resolution, the aggrieved party must submit in writing to the appropriate assistant principal the nature of the grievance within one work week following the discussion at Level One. As a restorative justice school, staff engage in restorative conversations to resolve grievances. The assistant principal may then request a joint meeting with the people in dispute. The assistant principal may also ask that an impartial representative be present as a witness. The assistant principal shall make their decision in writing within one week following the meeting. If an employee declines to engage in the restorative process, an alternative solution will be determined by assistant principal or administration

If the grievance involves the Administration, then Level Two should be bypassed, and the aggrieved person proceeds to Level Three.

Level Three: If Level Two does not bring resolution, the aggrieved party must submit in writing to the Executive Director the nature of the grievance within one work week following the discussion at Level Two. The Executive Director may then request a joint meeting with the persons in dispute. The Executive Director may also ask that an impartial representative be present as a witness. The Executive Director shall make their decision in writing within one week following the meeting. If an employee declines to engage in the restorative process, an alternative solution will be determined by Executive Director.

If the grievance involves the Executive Director, then the grievance process should skip Levels Two and Three.

Level Four: If the aggrieved person is not satisfied with the decision at Level Three or if no decision has been rendered within the one-week time period after the presentation of the grievance to the Executive Director, the grievance may be presented in writing to the Governing Board within 10 school days after presentation of the grievance at Level Three.

The Board Chair, or designee, will review the grievance and ensure that this policy has been faithfully followed. If the proceeding steps were properly followed, then the Chair, or designee, will review the written grievance to determine if it merits full Board review. If it is determined that the grievance does not merit full Board review, such reasons shall be explained in a brief written statement to the grievant. The Chair, or designee, will then make a determination in light of the evidence given. A written statement of the determination will be given to the grievant within 30 days.

If it is determined that a full Board review is warranted, it shall be added to the next Board meeting agenda. The written grievance shall be submitted to all Board members as far in advance of the Board meeting as

possible to allow careful review prior to the meeting. The Governing Board will form an investigation committee including a minimum of 3 members. If necessary, the investigation committee who will meet with the aggrieved person and other person(s) involved separately as well as conducting any other necessary and prudent investigation. The investigation committee shall render its decision in writing, setting forth the decision and the reasons and will be presented to the full Board for review, revision and a vote of acceptance. Once approved by the full Board, the decision will be transmitted promptly to all parties involved. Decisions made at this level are final, according to High Point Academy policy.

Neither the Governing Board nor any member of the Administration of High Point Academy shall retaliate against any employee or any other participant in the grievance procedure by reason of such participation. However, a participant is not exempt from the policies of High Point Academy or its authorizer.

Last Avenue of Appeal:

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 Executive Director of the Charter School Institute ("CSI") within five business days from receiving the written decision of the Governing Board. After review, CSI's Executive Director will publish their conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the Governing Board will not be overturned unless there are compelling grounds that the school violated an applicable law, regulation, policy, or contract provision. CSI can be contacted at (303) 866-3299 or csi_info@csi.state.co.us.

Exclusions to this Policy:

1. An employee's performance evaluation. An employee may write comments on the evaluation and signature does not constitute agreement.
2. Termination of employment. The Governing Board will vote on the recommendation of the Administration. Any grievances after employment have been terminated are to be taken to the Department of Labor.

Staff Attendance, Leave

Hours: HPA's office will be open 7:30AM–4:00PM. All teachers are expected to arrive by 7:30AM and can depart campus after 4:15PM. Instructional Assistants and other staff will have work hours set forth in their offer letters. Timesheet expectations for hourly staff are set forth in iSolved. Administration and all other staff are expected to be at work by 7:30am.

Planning Time: Teachers shall have paid planning time as designated by their school schedule. Planning time can be used for team planning, coaching sessions, or other organized planning efforts.

Emergency School Closings: When school is dismissed early due to emergency conditions such as water or power failure, severe storms and the like, staff will be permitted to leave the building after all scholars have left the building and the staff's presence is no longer necessary for the welfare of the scholars.

Snow Closures or Delays: HPA has developed its own closing procedures to determine whether the school will be closed, or we will have a snow delay. When a decision has been made to close or delay it will be posted on the school website as well as broadcast via 9News. We aim to make the decision to close by 5:30AM to ensure that parents of scholars enrolled in Innovation Learning will have adequate time to plan.

- On closure days, staff do not report to school, but will be compensated for the day. Hourly staff are required to clock in and out in iSolved in order to be paid for the day. Once the decision to close has been made, an email blast will be sent to all staff and your team lead will contact you via phone or text message.
- On delay days, staff need to report to school as early as possible due to the considerable amount of time it may take to get to campus. Once a decision to delay the start of school has been made, an email blast will be sent to all staff and team leads will contact team members via

phone. A delayed start could be either a one-hour delay (school starts for scholars at 9:00AM) or a two-hour delay for scholars (school starts for scholars at 10:00AM). Students may arrive thirty minutes prior to the school start time. Staff is expected to be at school before any scholars arrive.

Tardies / Absences / Attendance

Reliable staff attendance is vital to HPA's success. If you will be late, you must contact the Director of Operations, your supervisor, and the principal.

If you are going to be absent from work unexpectedly (e.g., sick), you must text/email the Director of Operations and your supervisor by 5:00AM in order for HPA to secure coverage for your class. DO NOT leave a message only; make sure you get a response from the Director of Operations or your supervisor. Upon your return to school, you must submit your PTO request through iSolved (all staff) within 1 day.

Repeated tardiness or attendance issues may subject you to disciplinary action including and up to termination.

If teaching staff wish to leave early or to take time off on a scheduled non-scholar contact day must obtain prior administrator approval before leave is taken.

If an employee does not report to work or communicate about their absence with administration for 3 days, HPA will proceed with termination.

Time Off Guidelines

Paid Time Off (PTO): PTO requests will be submitted through iSolved. PTO requests must be submitted at least two weeks in advance to heighten the chance that substitutes will be available.

PTO leave may not be taken during the first five and last five working days of each school year, the day before or the day after a holiday or school vacation, identified black-out days, or on a professional development day unless leave is approved by Administration or is being used for sickness as outlined in the definitions below. This includes requests to leave early or arrive late. Exceptions may be granted by a supervisor or the Executive Director.

Accrual:

Full-time salaried staff and full-time hourly staff shall be entitled to seven (7) days or 56 hours of Paid Time Off (PTO) per school year. This PTO will be allotted on the first day of each school year. The PTO reimbursement rate for full-time salaried staff and full-time hourly employees is \$100.00 per 8-hour day. Only full days will be paid out, any amount under 8 hours must be rolled over.

Full-time teachers shall be allotted 6 PTO days each school year. Teachers may not accumulate more than 12 PTO days. This PTO will be allotted on the first day of each school year. Teachers may elect to receive a payout of their unused PTO time at the end of each school year to be paid out in June. The PTO reimbursement rate for salaried teachers is \$160.00 per 8-hour day. Only full days will be paid out, any amount under 8 hours must be rolled over.

Full-time salaried Administrators will be granted up to ten (10) days or 80 hours of Paid Time Off (PTO) per calendar year. The calendar year for administrators is July 1 – June 30. PTO shall be allotted on the first day of school. PTO must be submitted for days requested off when school is in session (including non-contact, professional development days) and during designated summer workdays. Administrators receive breaks according to the school calendar (i.e., Thanksgiving break, winter break, spring break) as well as the designated summer break (as determined by the Executive Director) and do not submit that time as PTO. Administrators will receive a payout of their unused PTO time at the end of each school year to be paid out in June. "Administrators may seek payout of up to 5 days of PTO at a rate of \$200 per day." Administrators may not rollover any PTO.

***Administration 2023-2024 for purposes of PTO include: Dean of scholars, Assistant Principals, Directors, Equity and Family Service Coordinator, and Executive Director.**

Personal time off can be used for any reason within the parameters as outlined in the PTO policy and does not require an explanation or special documentation. PTO leave may be taken in hour or larger increments.

Sick Leave:

Accrual of Sick Time Leave: All part-time staff will be eligible for sick time leave accrued at one (1) hour per thirty (30) hours of work, up to a maximum of forty-eight (48) hours each year. For purposes of this policy, the year runs from July 1 to June 30. Hours accrued and not used in the previous calendar year, will carry forward to the next calendar year up to a maximum of 48 hours.

The employee must notify a supervisor as soon as they know that they will be unable to work, but no later than 1 hour before the school day begins (7:30 AM). The employee must notify their supervisor on each day of absence unless other arrangements have been made. Failure to provide proper notice may result in disciplinary action.

Sick time leave benefits used intermittently or for three or more days due to a serious health condition shall run concurrently with FMLA. The maximum amount of sick time leave that may be used is forty-eight (48) hours per calendar year. Unused sick time will not be paid upon separation of employment.

Use of Sick Time:

Accrued paid sick time leave may be used for an absence from work when:

1. The employee has a mental or physical illness, injury, or health condition that prevents them from working.
2. The employee needs to obtain preventive medical care, or to get a medical diagnosis, care, or treatment, of any mental or physical illness, injury, or health condition.
3. The employee needs to care for a family member who has a mental or physical illness, injury, or health condition, or who needs the sort of care listed in category (2);
4. The employee or the employee's family member having been a victim of domestic abuse, sexual assault, or criminal harassment, and needing leave for related medical attention, mental health care or other counseling, victim services (including legal services), or relocation; or
5. A public health emergency, a public official having closed either (A) the employee's place of business, or (B) the school or place of care of the employee's child, requiring the employee to be absent from work to care for the child.

When an employee has been out on sick time leave for more than four consecutive workdays (C.R.S. 18-13.3-404(6)), she or he is required to submit documentation from a health care provider certifying the medical necessity for the absence and the expected date of return to work.

Bereavement Leave: All regular full-time personnel shall be entitled to Bereavement Leave for immediate family members. The immediate family includes the spouse, child, stepchild, parent, stepparent, grandparents (not spouse's grandparents), and in-laws (mother and father) of the employee. Employees are allowed up to 5 days for Bereavement Leave. An employee's supervisor should be notified as soon as possible when bereavement leave is requested.

Jury Duty: HPA encourages employees to fulfill their civil responsibilities by serving jury duty when required. If an employee is called to serve on jury duty at a time that would unreasonably interfere with normal

education and business operations, the employee may request that the required service be rescheduled for a later date that would be more convenient for HPA.

You should enter your time off request for jury duty immediately after receiving your summons in the mail.

Upon completion of jury duty, a Verification of Attendance form must be presented to the Director of Human Resources. Employees who are excused from jury duty for the day, or are excused early, should report to work when it is practical to do so.

The employee will be paid at their normal rate of pay for up to three days of work missed at High Point Academy. After the third day, the employee will no longer be paid by High Point Academy, but instead will receive compensation directly from the county in which the jury duty is served at the county's rate of pay.

Voting Leave: Voting is an important responsibility we all assume as citizens. We encourage employees to exercise their voting rights in all municipal, state, and federal elections. Under most circumstances, it is possible for High Point Academy employees to vote either before or after the school day. If it is necessary for employees to arrive late or leave early to vote in any election, employees should arrange with the Human Resources Coordinator no later than the day prior to Election Day. Voting by mail-in ballot is preferred whenever possible.

Family Medical Leave Act (FMLA)

Eligibility For FMLA Leave: Any employee who has been employed by High Point Academy for at least 12 months and has worked for at least 1,250 hours during the 12 months preceding the commencement of a leave of absence is eligible for a Family Medical Leave Act (FMLA), leave of absence for a maximum of (twelve) 12 weeks. FMLA leave is uncompensated.

FMLA leave may be taken for:

- The need to care for a spouse, child, or parent with a serious health condition;
- The inability to work because of a serious health condition;
- The birth, adoption, or placement for foster care of a child;
- The need for a spouse, child or parent of a military member to handle a "qualifying exigency" related to the military member's call to covered active duty. Examples of a "qualifying exigency" may include short-notice deployment, military events and related activities, childcare and School activities, financial and legal arrangements, counseling by someone other than a health care provider, rest and recuperation, post-deployment activities, parental care, or other limited related events or activities (this may qualify for 26 weeks of leave); or
- The need to care for a spouse, child, parent, or next of kin who is a recovering service member or covered veteran with a serious health condition incurred in the line of duty.

Length of FMLA Leave: Each eligible employee may be granted unpaid FMLA leave for a period up to 12 work weeks during a 12-month period. A "rolling" 12-month period measured backward from the date an employee commences on FMLA leave will be used by the school. Where both spouses work for the school, the spouses are limited to 12 weeks of leave in total during this 12-month period unless the leave is necessitated by the serious health condition of the employee or that of the employee's spouse or child.

Employees must use all paid or unpaid leave, other than sick leave, to which they are otherwise entitled, when taking leave for any of the reasons allowed under FMLA as stated above. Unused sick leave or Workers' Compensation leave, if applicable, must be used as part of FMLA leave for the serious health condition of the employee or the employee's spouse, child, or parent. Use of such paid or unpaid time off reduces the eligibility period for FMLA leave on a day-for-day basis. Vacation, holidays, and sick leave will not accrue during unpaid FMLA leave. FMLA leave is unpaid.

Return from FMLA Leave: An employee, upon returning from FMLA leave, will be reinstated to the same or an equivalent position subject to the rules of the Family and Medical Leave Act of 1993. Medical certification is required verifying an employee's ability to return to work from FMLA leave. Failure to return to work on the day after the expiration of leave may result in termination of employment.

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Employee Responsibilities: Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with HPA's attendance procedures.

Additional information about FMLA leave procedures will be provided upon request for FMLA leave. In some cases, a leave of absence for the above reasons may be taken on an intermittent leave or reduced leave basis. Please consult the FMLA Request for Leave of Absence for further information regarding intermittent and reduced leave.

High Point Academy's FMLA Responsibilities: HPA will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, HPA will provide a reason for the ineligibility.

Military Leave for Staff Ordered to Active Status: It is the policy of High Point Academy to grant military leave to employees in accordance with applicable law. Please contact the Human Resources Director for detailed information.

Uncompensated Leave: High Point Academy recognizes that in certain instances an employee may request leave for personal reasons and High Point Academy would benefit from the return to service of the employee. Approval of requests for uncompensated leave are at the total discretion of the school; however, there are some requests for time off related to military duty to which legal requirements may apply. The employee will be required to use any accrued vacation and personal time before unpaid leave will be granted.

Domestic Abuse Leave: Employees subject to domestic abuse may be eligible for up-to a 3-day unpaid leave of absence per Colorado law. Please see the Human Resources Director for more information.

Colorado's Paid Family and Medical Leave Insurance ("FAMLI")

Local government employees whose employers have opted out can still access FAMLI benefits! They have until 2024 to decide whether to participate on their own: **no action is required to self-elect FAMLI coverage until benefits become available in 2024.** Here are your options when your employer opts out:

I don't want the FAMLI Benefit

- As an employee you do not have to do anything if you do not want to participate in the FAMLI program.

I do want the FAMLI benefit: What do I need to do?

- Even if your local government employer has voted to opt out of FAMLI, you still have the right to self-elect coverage.
- You will need to register with the FAMLI Division in [My FAMLI+ Employer](#) as an employee of an opted-out Local Government Employer in order to submit your wage reports and pay your FAMLI premiums.

- Your premiums will be 0.45% of your wages. Your first payment will be due April 30, 2024.
- When you self-elect FAMLI coverage, you must commit to participating in the program by filing wage data and submitting premium payments for three years.
- While there is no open enrollment period, you will need one quarter of coverage before you can file a claim. You may elect a retroactive coverage period, so you can file a claim for FAMLI leave as early as January 2024. More guidance on how to self-elect coverage and how to file a claim will be available in late 2023.

Substitutes

Just as we expect consistent attendance from our scholars, we do for our teachers as well. When a substitute is required, we ask that you plan accordingly. As soon as you know that you are going to need time off, submit a request in iSolved, notify the Director of Ops and your immediate supervisor. Once a substitute is found, the Director of Operations will be notified and will then let you know if your time off has been approved.

In case of emergencies, all teachers will be required to have a complete substitute folder which will be kept with the Director of Operations and Team Lead. If you have a scheduled absence, the folder needs to include:

Substitute folder:

- Class list
- Emergency lesson plans for each subject or information about how to access the links to team planning documents
- Attendance Roster printed from Infinite Campus
- Emergency plans for drills (such as tornado/lock down, etc.)
- Daily Class schedule that clearly describes teacher responsibilities
- Specials schedule
- Map of the campus
- Staff phone number list
- Teammate to contact for help
- scholar medical information if needed
- Location of copy machine, lunchroom, teacher's lounge
- scholar Name Tags (K-4 only) or seating charts (5-8)

****Your substitute folder is due to the office no later than the end of day before the first day of school. If you use all emergency plans during the school year, a new set of at least 3 days is due within a week of returning.****

Staff Evaluations

Performance Evaluations: The Executive Director, Assistant Principals, Directors or Deans will be responsible for the evaluations of all instructional staff. All instructional staff will have a formal evaluation completed each school year in the spring and fall. The purpose of the evaluation is to:

- Serve as the basis for growth of job duties and instruction.
- Enhance the implementation of programs and curriculum.
- Serve as measurement of the professional growth and development of instructional staff.
- Serve as the measurement of satisfactory performance for individual personnel.
- Serve as documentation for unsatisfactory performance.

Written performance evaluations may include commendation for good work, as well as specific recommendations for improvement. Instructional staff may also submit written comments and thoughts as part of the evaluation process.

Each instructional staff will receive a written performance evaluation. The evaluation will be based on the multiple classroom observations, feedback/coaching sessions and reflection conversations conducted by Administration will be give prior notice of when a formal observation will occur. ***Evaluations at HPA are reflective of practice and growth over time, and not one singular formal observation.*** Evaluations take into consideration the following:

- Progress on school-wide goals laid out in the strategic plan
- Pedagogical Expertise that includes content knowledge, planning and delivering of instruction.
- Creating safe, respectful and inclusive learning environments for all scholars
- Implementation of High quality resources/curriculum
- 360 review data
- contributing to the HPA community as outlined in our strategic plan
- consistently demonstrating Core Values and professionalism

Termination of Employment: Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstance under which employment is terminated:

- Resignation—voluntary employment termination initiated by an employee.
- Discharge—involuntary employment termination initiated by an organization.
- Layoff—involuntary employment termination initiated by an organization for non-disciplinary reasons.
- Non-renewal— an employee is not invited to return for the following school year.

Corrective Action and Progressive Discipline: High Point Academy expects and is committed to supporting high quality performance from employees. If an employee does not meet the school's professional expectations, disciplinary action and/or dismissal may result. Although employment with High Point Academy is based on mutual consent and both the employee and High Point Academy have the right to terminate employment at will, with or without cause or advance notice.

High Point Academy may use progressive discipline at its discretion. Disciplinary action may call for any of three steps – courageous conversations, written warning, performance/improvement plan, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed. Most performance issues may be addressed using the following procedures for progressive discipline:

Courageous Conversations: As a matter of practice, the Executive Director/Principal or supervisor may share with members of High Point's professional community expectations for successful job performance as

well as suggestions for improvement. These suggestions are intended to produce change in an employee's practice.

Letter of Concern: Should initial verbal warnings not produce the desired change, the Executive Director/Principal or supervisor may document a warning in the form of a written warning. In a private discussion, the supervisor may review with the employee the specific performance problem(s). Specifically, the supervisor may:

- Outline in a clear and comprehensible manner the specific behaviors which must be changed and where appropriate, the reasons for the change
- Ask the employee for the reasons for the performance
- Determine the next steps necessary to improve the performance
- Have the employee state what they will do differently, and specify, when applicable, what the supervisor may do to assist the employee.
- If appropriate, set a date for a follow-up meeting, within a reasonably short period of time
- Advise the employee of the next step in the disciplinary process if improvement is not forthcoming.

The supervisor may document the discussion, and may note in the employee's personnel file, with a date, that a warning has been rendered. The Executive Director/Principal shall be provided with a copy of this written documentation along with the Director of Human Resources or may assist the supervisor in facilitating the meeting and/or preparing the written documentation.

Performance/Improvement Plan: If the employee's performance does not improve after the issuance of a verbal and/or written warning, if the employee is involved in similar misconduct, or if the supervisor feels that the concern is significant enough to warrant skipping a verbal or written warning, the supervisor may issue an improvement plan. The improvement plan is a formal memorandum delineating the specific performance problem, performance expectations for the future, and the specific actions to be taken by the employee to correct the concern.

- The improvement plan shall be reviewed in a face-to-face meeting with the employee. During this meeting, the supervisor may remind the employee of the verbal warning, if one was rendered, and ensure that all parties understand the specific terms of the improvement plan. The employee may be given a designated period of time in which to improve the problem. Again, the ramifications of the employee's failure to improve may be stated. The Executive Director/Principal or supervisor may attend all meetings regarding improvement plans. A copy of the improvement plan shall be signed by both the employee and the supervisor and will be placed in the employee's personnel file.
- Should an employee disagree substantively with the contents of the improvement plan, they can submit a written description of the contents the employee disagrees with to the Director of HR and the Executive Director. Should an employee refuse to sign a corrective action plan without taking the step outlined above, this action may be considered an indication that the employee is not engaged in improving his/her performance and may be interpreted as a resignation.

Dismissal: If the employee's performance does not improve after the employee is issued a performance plan within the prescribed period, the employee may be subject to discharge. Please note, dismissal is defined by a mid-year decision by the school to discharge an employee. The Executive Director/Principal will attend any meeting where an employee may be discharged from employment. Certain types of misconduct are sufficiently serious that progressive discipline may not be followed. In such cases, the employee will be subject to immediate termination of employment. Examples of such misconduct include, but are not limited to:

- Theft or misappropriation of High Point Academy funds or property
- Gross insubordination of any policies outlined in High Point Academy's staff handbook.
- Violating scholar or employee confidentiality

- Sexual harassment
- Harassment based on any classified status
- Drug or alcohol use, possession, sale, or solicitation on school premises (gifts of alcohol may not be open and/or consumed on campus and must be removed from the building at end of day)
- Falsification of PTO trackers, academic records, changing test results, or other documents or other acts of dishonesty
- Making verbal or physical threats against management, scholars, parents, or fellow employees
- Possessing a firearm or other weapon while on High Point Academy property
- Job abandonment (failure to notify the administration of an absence from work lasting two or more days)
- Other serious infractions that are deemed sufficiently serious to warrant dismissal

Afternoon Schedule and Attendance: All instructional staff are required to attend all staff meetings and PD. All staff meetings, PD, and other meetings may take place outside of the regular duty day. For most of the time, the afternoon schedule is as follows (and is subject to change without notice):

- Professional learning will align with our commitments laid out in the strategic plan. Each day, from 3:15-4:15 there will be a collaborative opportunity for staff members to learn and grow together on topics such as professional learning communities, data meetings, culturally responsive teaching and MTSS.
- Please see your team specific Monday schedule that is located on the corresponding google doc.

Dress Code/Personal Appearance: On days in which scholars or parents are on-campus, all HPA staff are expected to dress professionally. General guidelines for appropriate dress are as follows:

- Maintain a neat and clean appearance, keeping dress modest and conservative.
- Maintain a business/professional like appearance and dress in a manner that is consistent with work responsibilities.
- Dress as perceived to be appropriate in an educational organization.

Unprofessional clothing includes, but is not limited to:

- Shorts (except PE/Wellness teachers)
- Warm-up suits (except PE teachers)
- Flip-flops
- Low-cut shirts (no cleavage showing)
- Fishnet stockings/clothing
- See-through shirts or blouses
- Short skirts
- Hats

Exceptions: Employees whose work requires physical activity (such as PE/Wellness) may wear appropriate warm-up suits and shorts with all other dress code expectations remaining the same.

To build school spirit, we also recommend:

- Mondays-High School/College attire. Build awareness of various colleges/universities and show your school pride.
- Wellness Wednesdays-this is our wellness day so staff are encouraged to wear clothing that allows you to engage in movement/physical activities. Please make sure your clothing adheres to the uniform/staff policy guidelines.
- Friday-HPA attire

Click here to enter text. **Staff/Parent Interaction Policy:** The staff/parent interaction policy is available on the google drive. All staff are required to adhere to the Staff/Parent interaction policy.

Roles and Responsibilities:

Lesson Plans: All teaching staff are expected to have lesson plans available for every instructional day. Lesson plans should be linked/noted in the grade level collaborative planning template/folder. Plans need to include the learning target, grade level standard(s), key learning experiences, an engagement strategy/scaffolding, a check for understanding, a learning target review, debrief/share out, and an exit ticket/formative assessment. To support the development of lesson plans, teams will come together to plan every Tuesday, from 3:15-4:15, using a deep planning protocol that will support instructional delivery that is rigorous and engaging.

- All instructional staff are required to post learning targets and Colorado Academic Standards for each lesson so that it is obvious to visitors in the classroom. This must be posted for all core content areas and specials.
- All Pack leaders are also expected to follow the quarterly plans for Pack (previously morning meeting/advisory).
- Below you will find the suggested protocol to be used in professional learning community to guide planning.

Guidance:

- Create a calendar invite for your team share out and invite your AP
- Middle school will use one planning period per week to follow the PLC planning process for the grade level they are not collaboratively planning
- Social Studies/Science (Q1 Science, Q2 Social Studies, Q3 Science, Q4 Social studies)

Committees/Events Participation: Our intent is to have staff representation on all of our school committees and events. If there is a committee you want to join or start, please connect with the Director of Operations. Events are listed on the HPA board approved calendar. Staff are required to attend those pre-planned events. If there are additional events developed during the school year, staff attendance is appreciated.

Reporting Child Abuse: If a staff member suspects child abuse or observes child abuse or neglect, they must inform an Administrator of the concerns and immediately report this to the county's Child Protective Services. Immediately report cases that involve a 3rd party, such as a staff member or other scholars, to your local law enforcement agency. The reporter to make the report as soon as possible – if there is an emergent need child welfare can determine if they need to go out, there could be a risk in sending a child home if the report is made after school is out.

Click here to enter text. Please note: You, the individual who suspects possible abuse, are legally responsible for ensuring that your suspicions are reported to the designated agencies immediately. This legal responsibility is not satisfied by merely reporting your suspicion to other school personnel. Both a verbal and a written report are required. Please refer to the Mandatory Google: drive located on Google drive to record the information you will need.

The phone numbers for reporting child abuse are as follows:

Colorado Child Abuse and Neglect Hotline 844-CO-4-Kids

Adams County: 303-412-5212

Arapahoe County: 303-636-1750

Denver County: 720-944-3000

End-of-Year Procedures: At the close of each school year, employees are required to complete a year-end procedures checklist which explicitly details annual obligations that must be fulfilled prior to summer break. Employees are officially dismissed from school year activities only when their checklist is complete and signed by the Director of Operations. If proper checkout is not completed, a staff member's June payroll may be withheld.

Parent Communication: Every classroom and/or advisor will send home a weekly physical and/or electronic communication folder. In the communication, teachers may include previously completed work, school newsletters, information going home school-wide such as picture order forms, spelling lists, homework assignments, etc. Grading is expected to be updated weekly and families should be encouraged to check in on grades on a regular basis. Access to scholar progress is accessible through the Infinite Campus Parent Portal or all families. The purpose of sending reports home is to keep learning relevant and timely, and to focus on developing assignments that assist in scholar learning.

At a minimum, each teacher, in collaboration with their team, is required to send home a bi-weekly newsletter to families informing them of the learning that has taken place, upcoming events, and any other pertinent information. Your AP/Dean/ED needs to be cc'd on your communication to families.

Every month, each teacher is encouraged to complete a quick personal note to each family regarding their scholar's performance. The notes can be simple and written on High Point postcards/email/dojo etc. that are provided.

Campus Policies for Teachers and scholars

Office Hours: The school office will be open from 7:30AM-4:00PM. Monday through Friday unless it is a school holiday, in-service day, snow day or half day. Parents need to plan office business accordingly.

Visitors to the School: For the safety and wellness of our scholars and staff, High Point Academy is a closed campus. Visitors must check in at the school office, sign in and wear a visitor's badge before continuing on campus. Any time you see a person on campus without a visitor's badge, please ensure that they return to the office for a badge. It is best practice to escort them back to the office personally. If you are with scholars and are unable to escort the person and you can't find another staff member to assist you, please check with the office as soon as possible to make sure that the visitor has returned to the office. If they did not, then we can begin a search of the campus to ensure that we find the person in order to keep a safe campus. Also, please teach your scholars to be aware of people on campus. Scholars should be taught to inform a staff member anytime they see a person on campus who does not have a visitor badge. Even parents you know, and parent volunteers need a badge, every time.

Scholars should not bring friends to school for the day. These types of visits can become disruptive to the educational process.

Family Volunteers: There are many ways in which families can volunteer at High Point Academy. We encourage parents/guardians to volunteer in classrooms, with teacher approval. We also welcome parent guardian volunteers at lunch/recess. Prior to parents/guardians helping in classrooms, they will be required to attend a volunteer training meeting conducted by the Director of Operations and undergo a background check. During this meeting, parents will learn the importance of confidentiality, following established classroom rules and procedures, the basics of HPA's educational philosophy and curriculum and the importance of "being helpful." Staff members should let the Director of Operations know in writing if there are any concerns resulting from having a volunteer in your classroom.

High Point strives to provide volunteer opportunities that families can fulfill. Parents/guardians will often come in and pick up projects to complete at home. As you have projects that need to be completed, please bring them to the office and we will send them home with parents. Make sure your projects have detailed directions and remember that samples are helpful. As the year progresses, we offer other opportunities for families to volunteer including support with arrival and dismissal and classroom support when needed.




Scholar Change of Address, Phone Numbers, Transfers and Withdrawals: When a scholar withdraws from HPA, the teacher will be notified from the office. If a family tells you directly that they are withdrawing from HPA, please direct them to the office to speak with the Enrollment Coordinator. Once you receive notification from the office, please bring all documents pertaining to the scholar to the office. These may include all testing information, scholar journals and other work.

You will also be notified by the office when you will be getting a new scholar. The office will give the new family all of the supply lists and necessary information. We will ask that new families do not start the same day that they enroll so that teachers will have time to prepare for the new scholar. These scholars need to be given the required placement tests as soon as possible so that they may be placed in the correct groups.

School Policies and Procedures

Scholar Uniforms: Scholars are to be in the appropriate uniform every day. When you have a scholar who is not in the proper uniform, they may be required to call home for the proper uniform, be asked to change into extra uniforms that we keep in the office, or remain in their non-uniform clothing. We do give scholars enrolling after the start of school some time to purchase uniforms. We would rather have them in school learning than staying at home until the family can get uniforms. We also are aware that due to financial difficulties, there are some families that struggle getting uniforms. We will work with those families to help them get the proper uniforms for their scholars.

- High Point Academy has a uniform policy to keep scholars 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 scholar freedom of expression is important, and so our policy also offers the opportunity for scholars to express themselves.
- All scholars 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 scholars, staff and families wear the uniform, we will be seen as a team.
- All HPA scholars must follow the uniform policy daily. If scholars 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 jumpers 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. 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 are not permitted at school.</p>

Dress Code Violations:

- If a scholar 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 scholar is repeatedly out of dress code a family meeting may be scheduled with the Dean to identify how we can partner to assure the scholar is following school rules.
- Scholars may not be able to attend school field trips, participate in school wide events, etc. if they are not in school uniform.
- If needed, ironing 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. scholars 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.
- Dress down days (scholars have the opportunity to earn “dress down days.” Dress down days will continue to follow the same skirt, shorts expectations. Shirts cannot have vulgar, or obscene language or gestures.
 - [Impact We Print](#)
 - [1st Place Spiritwear](#)
 - [French Toast:](#)
 - [Educational Outfitters](#)

Scholar Tardiness: Announcements are made each morning at 8:00AM. Once the announcements are finished (about 8:05), scholars who are not in their classrooms are tardy and must first report to the school office to get a tardy slip from the school receptionist. The office staff will mark the scholar tardy on Infinite Campus. Scholars may only be admitted to their classroom late when they have a tardy slip. If a scholar comes to your room without a slip, please send them back to the office to get one. If you feel that the scholar cannot safely get to the office, (no adult with them, too young, etc.) please call the office and let them know that the scholar was tardy.

Attendance: Scholar attendance is required under Colorado state law for every child between the ages of six and seventeen years who is enrolled at High Point Academy. Attendance is the responsibility of the scholar, the parents/guardians, and the school. Regular, daily attendance is vital to the academic achievement of our scholars. It is the family’s responsibility to notify the school office at (303) 217-5152 whenever a scholar will be absent or tardy.

A call prior to 8:00 a.m. is appreciated. Parents can leave a message regarding absences at any time. Parents are asked to leave the scholars name, teachers name, and 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 scholar will not be eligible for the perfect attendance award each quarter.

Teachers are required to enter scholar attendance into Infinite Campus no later than 8:05AM. At this time, the office staff will finalize attendance and Infinite Campus will begin notifying parents of any scholar who is absent and has not called in.

Scholars are expected to make up any class work missed during absences. Scholars will be given two days for each day absent to complete and turn in missing assignments. The two days begin the day the scholar

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 scholar is absent for two or more days, a parent may request that the teacher gather any schoolwork missed for the parent to pick up. Parents are asked to 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 scholars are those that have four or more unexcused absences within a one-month period or ten or more unexcused absences during a school year. Once a scholar is deemed habitually truant, school administration shall notify the scholar'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 scholars have 10 unexcused absences in a row, without any communication with the school, the scholar will be withdrawn from school.

In addition, High Point Academy notifies parents after every three absences or five tardies for the quarter, whether excused or not. After the first three/five, the family receives a letter from Administration informing them of the number of absences/tardies and requesting that scholars arrive at school on time or that the scholar improve their daily attendance. After another three/five absences or tardies, the parents are required to come in for a conference with the Administration in order to determine what needs to be done to solve the problem.

Scholar Dismissal: Dismissal begins at 3:00pm. Scholars who are picked up will be dismissed from the classroom using the PikMyKid app. Scholars who walk or attend Innovation Learning will be released at 3:00. Teachers remain with their scholar's providing supervision. At 3:15pm, teachers will escort their remaining scholars to the receptionist area for late pick up. If a scholar attends an after-school activity, teachers should make sure to sign them out on PikMyKid when they are released to the activity.

Scholars Leaving School Early: scholars will not be released after 2:30PM.) If a parent/guardian wishes to pull his or her child out of school early (before 2:30pm) the parent or guardian MUST sign out scholars before leaving the school campus. If the scholar is going to leave with someone other than a parent or guardian, the parent must grant permission and the person picking up must show identification. No exceptions. Office personnel will request that the scholar report to the office once the parent has signed the scholar out for the day.

Scholar Cell Phones and other Electronics: scholar electronics (phones, apple watches, earbuds, etc. at school are not permitted. If your scholar carries a cell phone, remind them that all electronics (cell phones included) should be turned in to their homeroom teacher each morning (for elementary scholars) or placed in the grade level cellphone lock box by 8:00am (middle school scholars). Should a legitimate need arise, phones are available in the office for scholar use with permission from a teacher or staff member. High Point Academy is not responsible for lost, stolen, 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 from the Dean of Scholars.

Teachers are prohibited from utilizing their personal cell phone devices or any other electronic devices for personal matters while students are in the classroom.

Playground Rules and Guidelines. When supervising recess, safety vests are required. Recess supervisors must be outside for the complete recess duty assigned to them and must notify their supervisor and Director of Operations if there is a change in schedule. While at recess, staff members are expected to roam, engage in games with scholars, monitor scholar-to-scholar interactions, and respond when there is an issue. Staff utilizing their personal cellphone during this time may be subject to progressive discipline. Any concerning interaction should be reported to the classroom teacher(s) and if needed the Dean. At all times, staff members should be wearing their orange safety vest, so they are easy to find.

- All games should be played with a concern for others using the playground.
- The playground equipment is to be used properly (scholars will be asked to refrain from climbing on the highest point on the playground equipment).
- Tag and chase games are not permitted without permission.
- Shoes must always be worn.
- Fighting or pretend-fighting is not permitted.
- Toy weapons of any kind are not allowed on school grounds.
- Scholars are allowed to bring playground type toys from home (footballs, basketballs, etc), but must allow other scholars to play with them as well.

If a child needs to see the nurse during recess, the following procedure should be followed:

- At each exit/entry of the school as well as in most rooms throughout the school, there are first aid kits to treat minor injuries.
 - Nose bleeds that can be stopped shortly and cleaned up in the bathroom do not need to come to the health office (unless there was an injury to the face/head).
 - Minor cuts/scrapers can be washed in the bathroom with soap and water and a bandage applied.
- If the scholar cannot stand or walk to the health office safely, please call the Health Assistant at ext. 101 or Walkie for the Health Assistant to come outside (emergencies only).
- If the scholar can walk safely to the clinic, please fill out the *Referral to Nurse Pass* and send the injured/sick scholar to the health office. (no friends please!)
- The health office does not provide a change of clothes for scholars who get muddy or wet at recess.

Breakfast/Lunch/Afternoon Snack policy: Breakfast is eaten in the classroom at the beginning of the day. This year DPS Food Service will provide breakfast and lunch to all scholars at no cost. Breakfast will be available for pick up by 7:00 am every morning. Teachers should pick up their breakfast cooler from the cafeteria before the day starts. Tracking scholar meals will be required as outlined by DPS food service. At lunch, teachers or IAs (K-3) should walk scholars to the cafeteria, and ensure that they do not interrupt other classes. Teachers should ensure scholars have all lunch card information needed to receive school lunch or have their home lunch.

Scholars may bring lunch from home or purchase lunch in the lunchroom. scholars are required to bring a snack each day. This snack must meet the requirements of the school wellness policy. Please note that time is built into our schedule every day. scholars can eat and work at the same time to make the time more productive, but they should be allowed a snack. Look carefully at your lunch time and specials schedule and select a time that works well for your schedule and your scholar's age group.

Scholar Permanent Records: Parents may view their child's permanent record at any time. The record may be reviewed in the presence of the classroom teacher or an Administrator. If you have a parent who requests a paper copy of their report card, please have them contact the office.

Illness/Injury: When you have a scholar who is not feeling well or is injured, please send them to the office with a completed *Referral to Nurse* pass. If there is a minor injury, the Health Assistant will assist the scholar with minor first aid and then send the scholar back to class. In the event of a more serious injury, office staff will call the parents, or 911 as necessary. The same will take place for sick scholars. If it is determined that the scholar is too ill to remain at school, parents will be called to pick up the scholar.

- If you are not certain that a scholar is too ill to remain in your class, send them to the health office. It is better to send them and have the health assistant make the decision, than have parents angry at you for not sending their child to the office.

- As we get to know our scholars, we will discover those who are often “sick”, but there is something else going on. We will then contact the family and have a conference to develop a plan for keeping this scholar in class.

Health Concerns/Medication: Staff will be notified at the beginning of the year of scholars with health concerns and active health action plans. All scholar medications must be kept in the school health office unless otherwise noted. scholars with food allergies may choose to sit at the table in the cafeteria that is against the west windows. Please contact the health assistant with any questions/concerns.

Requests for Class Change (Mid-year): Occasionally, a parent/guardian may want to request a change of class for their child. Such changes are strongly discouraged unless there are strong and compelling reasons to do so. In most circumstances there is no room in the other classes to accommodate such a change. If such a change is to be requested, the following protocol must be followed:

- First, the parent/guardian must meet with the child’s teacher to discuss concerns regarding how and why the child’s needs are not being met. Intervention strategies should be discussed and implemented.
- After 30 days there will be a follow-up meeting between the parent/guardian and lead teacher to check in on progress. At that time there would be a decision to continue with the interventions, modify the interventions, or begin a more formal process of requesting a change of class.
- If a change of crew is still being requested, the parent, teacher and Assistant Principal would discuss issues and develop a further plan of action to resolve the situation within the current crew assignment.
- The new plan of action would be closely monitored for a month. If the situation is resolved, no further action will be taken.
- If the parent were still interested in a change of class, there would be a meeting with the parent, teacher, the prospective teacher, and the Assistant Principal. This meeting would be to discuss the pros and cons of such a move. If this group decides there are enough compelling reasons to move the scholar, they will. If there is a disagreement as to the placement of the child, the Executive Director will make the final decision.

High Point Academy Academic Policies

Achievement Testing/ Data-Driven Assessment

Assessment of scholar achievement will involve a full range of measures to ensure the most comprehensive picture of scholar 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 scholar’s performance, as well as a comparison with the local school district and nearby schools. Please refer to High Point Academy’s assessment calendar.

- High Point Academy staff are required to administer diagnostic/benchmark assessments three times a year such as DIBELS, iReady and TSG (beginning, middle and end), curriculum-based assessments such as EL education unit assessments and Illustrative Mathematics unit assessments, and interim assessments (ANet) in alignment with the school assessment calendar.
- High Point Academy staff are required to participate in weekly data team meetings to analyze assessments that will be entered into the grade book. Though meetings will rotate the content of focus each week (ie. math first Monday, literacy second Monday) in grades Pk-4, each grade level should have a common assignment entered each week.

- Data Driven assessment should include assignments that measure knowledge and skills, and reflect High Quality work standards (complexity, craftsmanship, authenticity).

Standards Based Grading

Overview of Academic Grading Criteria

Standards-based grading provides better communication to scholars, parents, teachers, and administrators on what each scholar knows and is able to do according to identified standards. Positive and consistent work habits in regard to scholar learning will be assessed and reported separately.

Why does High Point Academy use standards-based grading?

The goal of High Point Academy is to improve scholar learning by reporting grades that are accurate, equitable, meaningful, and supportive of learning. Standards-based grading is aligned with these goals and will provide the best grading system to achieve these goals.

- **Accurate:** By basing a scholar's grade solely on academic factors, the teacher creates a clear picture of what the scholar has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential but are reported separately from the scholar's academic grade.
- **Equitable:** For each unit of study, the teacher provides a proficiency scale that describes exactly what the scholar needs to know and do. Proficiency scales establish clear expectations for learning at the beginning of a unit and are used throughout the unit.
- **Meaningful:** A meaningful grade is one that clearly communicates what learning has taken place. In a standards-based classroom, scores are recorded by the standard.
- **Supportive of Learning:** A standards-based approach supports learning by focusing on outcomes and components that have or have not been learned rather than an accumulation of points. Reassessment supports scholar growth by allowing multiple opportunities for scholars to show improvement on a learning target.

Grading Philosophy

- Grading practices are fair, manageable, and support effective teaching and learning.
- Grading practices yield grades that are understandable, meaningful, and accurately reflect scholar learning.
- Multiple opportunities are provided for scholars to demonstrate proficiency and exceed the standard.
- Growth over time is a consideration for grading. Recent evidence is more heavily weighted than earlier evidence.
- Teachers exercise professional judgment in their grading practices, using a preponderance of evidence.
- All scholars are consistently held to high academic expectations, which include the development of work ethic and social skills.
- Procedures for grading are supported, monitored, and supervised by the administration.

What is standards-based grading?

Standards-Based Grading System	Traditional Grading System
<ul style="list-style-type: none"> • Based on learning targets directly related to standards 	<ul style="list-style-type: none"> • Based on assessment methods (quizzes, tests, homework, projects, etc.)

<ul style="list-style-type: none"> There are multiple opportunities to demonstrate proficiency of a standard 	<ul style="list-style-type: none"> One grade/entry is given per assessment
<ul style="list-style-type: none"> Standards are criterion or proficiency-based Criteria and targets are available to scholars ahead of time in “scholar-friendly” language 	<ul style="list-style-type: none"> Assessments are based on a percentage system Criteria for success may be unclear
<ul style="list-style-type: none"> scholars must demonstrate knowledge and skill in the standards Separates achievement from effort/behavior on the report card No extra credit is given for work or behavior 	<ul style="list-style-type: none"> Uses an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade Late penalties and extra credit may be calculated in the overall grade
<ul style="list-style-type: none"> Selected evidence (tests, quizzes, projects, conversations, observations, etc.) is used for grading purposes Evidence is aligned with priority standards 	<ul style="list-style-type: none"> Everything goes in the grade book - regardless of the purpose
<ul style="list-style-type: none"> Emphasis on the most recent evidence of learning within each standard is used when grading Represents growth in learning 	<ul style="list-style-type: none"> Includes every score, regardless of when it was collected Assessments record the average - not the best work

Must Knows

Summative Assessment	(Performance): This is assessment of learning after instruction and responsible for final course grades, aligned to specific content standards. Essentially, this grade represents what a scholar knows (knowledge) and what a scholar can do (skills).
Formative Assessment	(Practice): Consistent feedback is given to scholars throughout the learning process to drive both scholar learning and teacher instruction. While they are not factored into final academic grades, formative assessments are crucial to scholar learning and help track growth. Formative assessments can be tracked for completion and included in the HOWLS on the quarterly report card.
scholar Learning	scholar learning is the focus. In standards-based grading, learning replaces time as the constant, limitable variable and allows for extra time/opportunities to probe content mastery based on individual scholar needs. scholars may need more time and more than one opportunity to show what they know; our teachers are prepared to allow for multiple opportunities to prove mastery, within reasonably established guidelines. scholars are expected to be responsible for their own learning and communicate individual challenges and learning needs with their teachers.
Academic Behavior	While not included in final grades, scholars will be held to high standards in these areas: Hard-working, Ownership, Wellness, Leadership, and Self-Awareness.
Standards	2020 Colorado Academic Standards were established to clearly define grade-appropriate knowledge/skills, aligning school curriculum and teacher instruction to guide scholars' mastery toward a common set of learning expectations.
Proficiency	scholar achievement is measured by mastery of specific content standards. Standards-based grading focuses on measuring scholars' proficiency in a specific set of outcomes. These outcomes are shared with scholars at the beginning of the unit of study, along with a 1-4 learning scale, that explains the essential outcomes.

Disengagement	Failing to submit assignments, complete homework, take assessments, and/or participate in the learning process will result in rapid, and consistent parent communication, be recorded in the scholar's character grade, and impact their eligibility to participate in extracurricular activities.
Feedback	A goal of standards-based grading is a clearer communication of scholar strengths and focus areas to directly guide instruction and influence growth and learning. It is essential that we create an environment where scholars are aware of their own thinking and take responsibility for their own learning. Descriptive feedback, based on formative assessments, is essential in this process.
Rise Up (Intervention/Enrichment)	Formative assessment allows for clearer identification of scholar strengths and focus areas. Interventions may be implemented for scholars who need to focus on growth in specific focus areas, while enrichment may be implemented for scholars who exhibit advanced proficiency in certain content standards. Formative assessment allows these needs to be identified more quickly and more accurately.
Learning Targets	Learning targets identifies what scholars will learn or be able to do as a result of instruction and are clearly expressed to scholars at the start & conclusion of each lesson or activity.
Extra Credit	Extra credit no longer exists but is replaced with retakes and redos. scholars will have an opportunity to replace poor scores by participating in more practice and retaking tests or redoing assignments.

What is a proficiency scale?

Proficiency scales are the heart of a standards-based grading system because they guide instruction and learning.

- Proficiency scales display a progression of learning aligned to performance descriptors and grade-level outcomes.
- Proficiency scale scores are associated with a level of performance.
- scholars may use the proficiency scale to track their learning.
- Teachers use the proficiency scale to guide their instruction and provide feedback to scholars, and scholars may use the proficiency scale to self-assess and give feedback to peers.
- Parents may reference the proficiency scale to understand the progression of scholar growth on a standard and open a dialogue about learning with their scholar.

Third Grade Language Arts Proficiency Scale Example

Topic: **Reading Informational Texts**

Standard: **RI 3.2 Determine the main idea of a text: recount the key details and explain how they support the main idea.**

Learning Target: ***I can identify the main idea and supporting details of a text.***

Score 4.0	In addition to a score of 3.0 performance, the scholar demonstrates in-depth inferences and applications. ★ I can identify the main idea <u>and</u> key details that support the central idea of a <u>complex text</u> .
3.5	<i>In addition to a score of 3.0 performance, partial success at a score of 4.0 content</i>
Score 3.0	The scholar will: Determine the main idea of a text: recount the key details, and explain how they support the main idea.

	<p>★ <i>I can identify the main idea of a grade-appropriate text.</i></p> <p>★ <i>I can identify the supporting details of the main idea of a grade-appropriate text.</i></p>
2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The scholar will recognize or recall specific vocabulary, such as information text, determine, main idea, text, passage, article, supporting details, evidence, context clues</p> <p>The scholar will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the main idea or key details that support the central idea of a grade-appropriate text.
1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success

What do grades look like in a standards-based system?

High Point Academy believes that ALL scholars can learn at high levels, and our standards-based grading practices, including scoring and feedback, reflect this truth.

Grades K - 8 Reporting - Common assessments and other evidence will be used to determine a scholar's level of mastery of a standard. Recent scores are more heavily weighted than older scores. Scores for each standard within a subject are calculated to produce an overall score for that subject.

Scores used to indicate scholar performance for an outcome align to the proficiency scale for each outcome and are reported in the following way-

- 4** - scholar demonstrates an in-depth understanding by completing advanced applications
- 3** - scholar demonstrates proficiency in the complex, targeted knowledge and skills
- 2** - scholar demonstrates foundational knowledge and is still working to apply concepts and skills
- 1** - With help, the scholar demonstrates basic knowledge and skills
- 0** - Even with help, scholars demonstrate no understanding or skill

***The intermediate scores of 0.5, 1.5, 2.5, and 3.5 are used to show that a scholar has shown partial mastery of the next level of learning.

High School Reporting (GPA Calculations) - The scores are converted to a corresponding A, B, C, D, or F grade in the grade book. Standards-based grading will not change how a scholar's GPA is calculated. At the high school level, the 4.0 scale is converted to a letter grade which is used to determine GPA. The table below shows the conversion from a 4, 3, 2, 1, 0 score into an A, B, C, D, and F score.

Incomplete: scholars with missing assignments or those who are below proficient on standards will receive an Incomplete (INC) until the work is completed at a proficient level. scholars will have opportunities during designated intervention time to make up missing assignments and become proficient. If the work is not completed, the grade will reflect the incomplete work. scholars have the opportunity to complete work through the end of the quarter.

Special Education: scholars who receive Special Education services and are not alternately assessed will be taught to master the grade-level standards.

- scholars with IEPs will receive the services that are prescribed within their IEP in order to help them master grade level standards.
- In accordance with the scholar's IEP, any/all accommodations that are prescribed for testing will be afforded to scholars for summative assessments for the duration of the school year.
- The 1-4 scale will be utilized on assignments and assessments for scholars who are serviced by IEPs.
- Quarterly report cards will reflect the scholar's standard mastery on a 1-4 scale. This means that a scholar could meet an IEP goal, while not yet showing proficiency on the grade level standard.

Grades Entry to Infinite Campus: Each week, teachers enter at least 1 grade in Math, Literacy, and Pack. Grades must also be entered for RISE UP/Intervention and Science/social studies. Whenever possible assignments analyzed in weekly data meetings should be entered into the grade book, as should unit/module assessments.

High School Grade Conversion. When scholars start in middle school, they will begin to receive a GPA on the end of year report card that reflects their cumulative progress in all courses for the year.

High Point Academy Transcript and GPA Grade Conversion			
Proficiency Level	Score on the Standard	Score on the Transcript	Passing - Credit Earned
Exceeding	4.0	A	Yes
Exceeding	3.5	A	Yes
Accomplished	3.0	B	Yes
Accomplished	2.5	C	Yes
Developing	2.0	D	(Incomplete)
Developing	1.5	D	(Incomplete)
Beginning	1.0	F	(Incomplete)
Beginning	0.5	F	(Incomplete)
No evidence	0	F	(Incomplete)

Exceeding Standard represents a scholar 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, scholars 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 scholars 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 scholars understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why." For example, scholars 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 scholar who has a foundational understanding of the content and concepts explicitly taught in class. At developing, a scholar understands or can use the simpler concepts, vocabulary, skills, procedures, and/or details. Scholars at developing may require support as they are trying to make connections among ideas. For example, scholars 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 scholar who consistently requires help and support to understand foundational content and concepts explicitly taught in class. scholars are beginning to understand simple concepts, vocabulary, skills, procedures, and/or details. scholars at beginning, require support as they are trying to make connections about ideas. For example, scholars 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 algorithm

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 Brade 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	
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HUSKY PACK AT-A-GLANCE



As a community, we begin the day in our Husky Packs, which is one of the important components of being a wellness school. During this time, teachers are building relationships, community and skills that create a positive school community, develop social and emotional skills, and provide scholars with a safe space to start the day. Pack leaders are committed to getting to deeply know their scholars, because of the collaborative/supportive environment, scholars build a sense of pride that they are a part of the pack and a member of the High Point Academy community. While there are some developmental differences between elementary and middle school packs, the purpose, vision and intended outcomes remain the same.

Morning PACK/Meeting Daily Focus

- [Elementary Morning PACK/Meeting Calendar](#)
- [Middle School Morning PACK Calendar](#)

MONDAY	Monday Message – Discuss this month’s H.O.W.L.S focus and set the tone for the week.
TUESDAY	Think About it Tuesday
WEDNESDAY	Wellness Wednesday: 9 Dimensions
THURSDAY	Thoughtful Thursday: Connection Day/Social Emotional Learning
FRIDAY	FUN Family Friday

Husky Pack Morning Meeting **MUST** & **MAY DO**’s

MUST DO (non-negotiables)	MAY DO
Utilize provided slides to guide your PACK Meeting.	Make a copy and add your own flair to the slides.
Scholars are sitting in a community circle.	Review Schedule
Greetings every single day!	Daily Calendar Routine, responding to current/local events
Maintain high behavioral expectations.	Class Chant
Follow the PACK Calendar for Themed Days/Content.	Adjust content to be more relatable for your specific pack.

Homework: 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 scholars, teachers and parents work together to inspire and develop good homework habits beginning at an early age.

scholars 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.

Scholars vary in the ability to complete homework; therefore, time allotments must be flexible. However, as a general rule, scholars should generally not be assigned homework in excess of what is noted below:

Grade Level	Time Allotment (per week)
Kindergarten	20 minutes
First	30 minutes
Second, Third	40 minutes
Fourth, Fifth	55 minutes
Middle School	60-90 minutes

In addition to the above, scholars are expected to read every night for 15-30 minutes; teachers should provide scholars with nightly reading materials dependent on grade and reading level/ability.

Elementary scholars should be receiving the Math homework/remembering tasks suggested in the curriculum.

Homework is essential to the learning experience and is assigned for the following reasons:

- To reinforce concepts and skills that have been presented in class.
- To foster creativity and discipline through enrichment projects and research.
- To teach scholars to work independently and to accept responsibility for completing a task.

Homework assignments should be carefully designed to complement the classroom curriculum, extending the scholars' learning beyond the classroom. Homework is most useful when teachers carefully prepare the

assignment, thoroughly explain it and give prompt comments and constructive criticism when the work is completed. Homework should be individualized to purposefully support scholar achievement. Additionally, homework should be an opportunity for scholars to practice important grade level skills, but is not a time for them to do work that they are not proficient in. If a family member finds that scholars are struggling to complete homework, they should be encouraged to reach out so the work assignments can be adjusted.

Homework Guidelines

- Homework should be done neatly and is due on the date assigned by the teacher.
- scholars who are suspended must complete all work, including homework for the time they have missed school.
- Homework should not be assigned on weekends or vacations, with the exception of long-range projects or other special assignments.
- High Point Academy teaching staff should be sensitive to the fact that many of our scholars may *not* be able to have someone assist them with their homework at home. Homework should not be used as an official grade due to the variety of circumstances scholars have at home. However, homework can be considered when assigning grades for habits of work and learning.

When scholars miss work due to an absence, please write a note on the homework informing parents that the work is due to an absence and mark it with a due date. scholars have two days to complete missing work.

Grading Policy: Teachers must enter weekly grades into Infinite Campus within 5 days of receiving scholar work in all core content areas (K-4) and in their class (5-8).

Scholar Led Conferences: scholar / parent conferences are scheduled twice during the school year – in the fall and then again in the spring. Because these conferences are such an important part of your child's learning, scholar and parent attendance is highly encouraged. A PACK leader (teacher) will release sign-up sheets before the scheduled conference days. Conferences not only tell you how children are doing in school, but they help every child take responsibility for their own learning. Conferences provide an occasion for scholars to reflect on their progress, set goals for future work, and make a public presentation to the most important people in their lives. Your child will lead their own conference and present their own learning to you. scholars prepare for these conferences by choosing their best work, revising work, writing reflections on their learning, and practicing presentation skills. We expect families to come with their children for every teacher/family/scholar conference in the school year. For 5th and 8th grade, scholars will do a presentation of learning, which is an opportunity for them to use their work to demonstrate to family, community members and staff how they have demonstrated proficiency and are ready to move onto the next grade level.

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

Report Cards: Report cards are accessible through a parent's Infinite Campus portal. If a family requests a paper copy of their report card, please direct them to the office. Middle School report cards will be mailed to the scholar's home address. Please talk to your team lead to learn specific report card procedures.

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 rated movies may be shown for special occasions unless parent permission is granted for PG movies as well. [Click here to enter text.](#)

Retention: Discussions regarding intention are infrequent, and only pursued when there are extenuating circumstances regarding a scholar's learning trajectory. Staff, administration and families will be involved in decisions involving scholar retention. We will consider academic performance and emotional/social readiness. If a teacher is considering retention of a scholar due to academic deficiencies, the Administration should be notified as soon as possible and no later than the end of the third quarter. Retention conversations will happen with parents/guardians before a final determination is made. Retention decisions will be based upon:

- Teacher documented information.
- Parental information.
- Developmental readiness.
- Academic achievement.

Exceptional Scholars: Gifted scholars will be evaluated by a state-wide standardized assessment. We will individualize instruction for our advanced kindergarten through second grade scholars and will formally assess scholars. Any scholar who is formally identified as gifted will need to have an advanced learning plan in place. Please refer to the following process for identifying gifted scholars.

- Teachers, parents, or other staff members refer scholars to our Learning Support Team based on teacher assessments, standardized assessments, parent recommendation and classroom observations.
- The scholar Support Team meets to discuss each scholar. There will be at least two licensed staff members who are trained in the G/T identification process as part of this team. Parents are invited to this meeting.
- If the team feels it is warranted, 2nd through 6th grade scholars will be tested using a state approved assessment for determining giftedness. Parents and teachers will be asked to complete an identification inventory for each scholar.
- The team will take the results of the assessment, the parent inventory, and the teacher inventories, and any other testing information such as iReady and CMAS scores and create a scholar profile form.
- The team is looking for a gifted assessment score of 95th percentile or higher, a CMAS score of 95th percentile or higher in any academic area and rubric scores from the inventories of 4-5. The team will also look at iReady scores to determine if the scores are portraying above grade level achievement.
- There are six areas on the scholar profile form which consist of: General Cognitive Ability (as determined by Statewide Advanced assessment or an IQ test), Specific Academic Aptitude (as determined by CMAS, or iReady), Inventories from teachers and parents, work samples (evidence provided by classroom teachers), Leadership and Human Relations Ability (as evidenced by teacher and parent inventories), and Visual Arts, Performing Arts, Spatial/Musical (as evidenced by parent and teacher inventories).
- scholars will qualify for gifted programming if they meet the criteria in at least three categories but must have a gifted score at or above the 95th percentile.
- Gifted scholars will be placed on an Advanced Learning Plan to ensure that their individual needs are being met within their classroom.

High Point Academy ensures that we both identify and meet the needs of our gifted and talented scholars. Scholars may be formally identified as gifted. When High Point Academy teaching staff recognizes outstanding academic ability, along with other gifted characteristics, they refer the scholar to High Point Academy's Learning Support Team. The team will initiate standardized 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 scholar meets the qualifications to be formally identified as a gifted scholar. Once qualified, an advanced learning plan will be created.

Special Education: High Point Academy will service all the needs of our Special Education scholars. Evaluations for Special Education services will be by referral only and with a signed consent of the parent or guardian of the scholar. All referrals for special education will be made through the MTSS process, unless there is a parent request. The MTSS team will follow the process if there is a need for additional support and services.

Common Agreements-Scholars and staff members collaborate to create classroom expectations the first 2 weeks of school. This is a community in action. Both scholars and adults collaborate on classroom culture and norms.

What does accountability look like, What does follow thru look like?

- Technology/Internet Policy - Technology is intended to enhance education. If scholars are misusing the internet or technology, HPA firewall will block sites prior to entry. If the site is not blocked, the instructor will tell the scholar to “close out” the tab. Dean will be notified if any blocked site is accessed by a scholar. Students are exhibiting OWNERSHIP, by following this policy. They are taking ownership of their time, and school resources. Also students are exhibiting WELLNESS by using technology to grow their exploring minds with healthy viewing

- Cell phones- not allowed during instructional time. Cell phones will be placed in an advisory lock box, turned into an office or kept by an adult until secured. Step consequences will be issued if policy is violated.

Repeated issues may lead to a check in/check out plan. Damages caused to the computer are the financial responsibility of the student and their family

- Drug and Alcohol Policy- Federal and Colorado law prohibits drug, alcohol and tobacco use on school property. This is inclusive of matches, lighters, and vaping paraphernalia. Clothing shall not contain drug/alcohol paraphernalia nor gestures or images.

- Restorative Practice - *The school believes that its primary responsibility is to cultivate a safe community where every student feels seen, heard and valued. All staff members are a part of ensuring that this comes to fruition.* Restorative practices are rooted in a culture of care. When harm is done to an individual or community (classroom, cafeteria) repair work is required by the student. Repair work can look different based on the violation. Repair can be as simple as an apology up to essay, research or hands on physical repair of property (cleaning up).

- Suspensions - all suspensions are restorative. Regardless of suspendable action, scholars are owed the right to a restorative process. (See table...

- Time out of Class - The advisory and classroom is a place of connection. Scholars are always welcome. In middle school, walkouts are primarily due to work avoidance. Walking out of class is a tier one behavior. The prework of the instructor is to establish group social contracts. This gives shared ownership of classroom/grade level culture. Secondly, instructors establish a calming/reflection area for students INSIDE the classroom.

What are classroom level supports

- Bullying - When a student discloses bullying to a teacher, mentor, or counselor, the safe adult collects as much information as possible including a written or scribed statement from the student. If the Director of Culture (DoC) is available, they should be brought into the discussion. If not, statements and information should be passed along to the DoC as soon as possible.

- Weapons

- Threats Assessments - Individual, community, building threats will be assessed by HPA administration.

Search and Seizure: Safety is one of the most important factors at HPA. If an adult believes at anytime, the building or its occupants are in imminent danger, call zero to inform the front desk. If at any time, there is suspicion of drug, weapon or other paraphilia present, notify the Dean of Students or designee. Always have two adults present.

School property is under the control of the school. If reasonable suspicion exists, searches on school property (including, but not limited to, backpacks and vehicles parked on school property) may be conducted at the discretion of the administration. Upon reasonable suspicion of illegal or unauthorized materials, school authorities may search a student's person and/or personal property, desk area or backpack. School officials may detain students upon reasonable suspicion that they possess drugs,, weapons, explosives or other dangerous contraband that constitute a clear and imminent danger to the safety and welfare of community/property. School authorities are permitted to seize any items that are found to be detrimental to the school community/property for evidence. Furthermore, school officials will notify parents/guardians and law enforcement agencies of such possession.

Physical Restraint

In accordance with Denver Public Schools policies, physical restraint and intervention by trained staff is allowed

in situations where:

- Reasonable physical restraint and/or time-out as a means to protect the student being restrained or others from a serious, probable, imminent threat of bodily harm;
- In cases of emergency when other less restrictive alternatives have failed or the staff member determines that such alternatives would be inappropriate or ineffective under the circumstances;
- An emergency is a serious, probable, imminent threat of bodily harm to self or others where there is the present ability to effect such harm.

Any such acts are not in conflict with the legal definition of child abuse and will not be construed to constitute corporal punishment within the meaning and intention of this policy.

Restorative approach: Restorative Approach is a widespread disciplinary program among public schools in Denver and across the country. Restorative Approach practices avoid humiliation and punishment of the offender and focus instead on logical consequences to repair harm, learn empathy and to change future behaviors. Oftentimes no one but the involved scholar, their family and the school staff will know all the steps taken in a restorative approach process. Other scholars may be asked to express how they felt harmed or what was hurtful directly with the scholar who caused them harm. This helps the scholar who caused the harm to develop empathy and it helps the scholar who experienced the harm to express it. When appropriate" - dependent on the incident, it may not be appropriate for the "victim" to face the individual that caused harm. It can also cross boundaries that the student/family have in place. The "victim" may be vulnerable and further victimized in the process.

What many people don't know is that Restorative Approach grew out of U.S. criminal justice programs. Through decades of research and practice the Restorative Approach program was created to change criminal behavior by helping people to learn how to reflect on their behaviors, develop empathy for their victims, and take responsibility for the harm they caused by repairing the harm they did in some way. This process has been proven to be more effective in changing behavior than punishment.

For middle school scholars our goal is to help collaboratively support scholars with lacking skills to identify, predict, and develop plans to support their behavioral needs. This process begins in the community and culture circle process. During community circle, the format is laid out for the restorative circle process. The restorative approach allows scholars the opportunity to learn from their mistakes in a non-punitive way to help gain skill to respond differently when difficulty arrives. As staff we model this for our scholars so they're equipped to handle situations as a community. At High Point Academy we strive to create a safe learning

environment for all scholars grounded in restorative practices. This includes but is not limited to restorative conversations amongst scholars or staff, mediation, repairing harm, or restorative circles. Staff members are a vital part of this approach as your responsibilities include having restorative conversations with scholars to help solve, eliminate, or work through problematic behaviors individually or collectively. With support from the Dean and behavioral IA teachers will conduct “Me first” conversations with scholars as a tier 1 behavior intervention.

Start Here: Observe Problem Behavior

Classroom Managed Behaviors (Tier1):

Inappropriate language, physical contact (without intent to hurt), defiance, work refusal, classroom disruptions, property misuse, minor tech violation, single offense, dishonesty, work avoidance, leaving classroom without permission, non-compliance with school wide expectations, friendship issues, off task

Follow Classroom Management Plan:

Tier 1 Strategies: Reteach expectations, encourage positive behavior, me first conversation, eye contact/nonverbal cues, proximity, private chat, acknowledge other students showing expectation, buddy room, parent contact, relationship building, any other strategy that promotes positivity and encouragement

Calm Corner/Regulation Zone: In classroom scholar goes to take a break space(See script)

Restorative Conversation: Me first conversation between teacher and scholar outside of classroom. Teacher builds empathy and bridges gap of understand to gain common ground and next steps(script available if needed).

Was the Classroom Managed Plan Effective?

YES

NO

MISSION ACCOMPLISHED!

Ensure Safety:

Dial 100 in inform what needs assistance.. Immediate unsafe behaviors are occurring.

Restorative Room Referral Behaviors

(Tier2): Emotional dysregulation, peer conflict, repeated behaviors (defiance, work refusal, argumentative, off task, etc.), physical altercation (determine severity), investigation into behavior disruption (unsafe environment), Medium offenses of: tech violations, theft, lying, dishonesty

Request/Pass To Office:

1. Contact 100 and state scholars name and behavior explanation.
2. Once notified an admin member will come to classroom to assess situation.

If scholar(s) is removed from class admin will communicate next steps.

Scholars will have less than 59 minutes to regulate emotion through restorative process and various interventions.

A think sheet will be completed along with a restorative conversation and stating consequences. Mediation circles (between scholars and adults may also occur if needed)

Student returns to class a with a reset. Teacher will be informed of what happened and next steps.

Office Referral Behaviors (Tier3):

Fighting/assault, physical contact (with intent to harm), stealing, vandalism, th or (intent to harm), property destruction, weapons, drug/alcohol, harassment/bullying(ongoing), disruption(unsafe environment), extreme repeat offenses

Office Behavior Referral Process:

1. Contact 100 and state scholars name and behavior explanation.
2. Once notified an admin member will come to classroom to assess situation.

A discussion/investigation will happen with students. Students will work to make the situation "right" using restorative practices.. (Variety of strategies will be utilized)

Teacher will be informed about what happened and the reflection sheet will be sent home with scholar in addition to copy for teacher. **Classroom teacher will then call home and inform families of what happened.** You will be informed if another teacher or administrator will be making the call.

Tiered behavior support form completed by staff member within 48 hours.

Tiers for behavior intervention:

The Discipline process is divided into 3 tiers: Tier 1, 2, and 3. Scholars will start fresh each day regarding their behavior. This is important because we don't want scholars being punished for the same behaviors or previous incidents that have already had consequences. We use the restorative approach (see above) when managing scholar behavior, generating consequences, and working with the community. Conflict will happen, our job is to give scholars the tools and how to respond to conflict. Ex. bullying, conflict with the teacher, or difficulty controlling emotions. In addition to scholars we're continuously working with staff training on logical consequences, teacher responses to behavior, and examples to continually grow.

Tier 1-The following procedure will be used for tier 1 behaviors. Tier 1 behaviors include but not limited to inappropriate language, physical contact (without intent to harm), defiance, work refusal, classroom disruptions, property misuse, minor text violation, single offense, dishonesty, work avoidance, leaving classroom without permission, non-compliance with school wide expectations, friendship disagreements, and being off task. Minor infractions are things that can be handled within a classroom and those that do not involve physical contact with others. We will utilize slack to communicate internally and Me First to support all tier one behaviors. Below is an outline of steps to Me First:

- A. All scholars receive an initial statement/communication from the teacher to correct the behavior. Teacher will use 3 "teacher moves" (i.e. proximity conversation and positive redirection) to redirect behavior and support the scholar.
- B. If further support is needed the teacher will contact admin with "ME FIRST" via slack when appropriate and instruction supersedes minimal behavior. Once received by the admin someone will come to support the teacher. When in space, the admin member will take over the class while the teacher has a "ME FIRST" conversation with the scholar in the hallway. This could be 3-10 minutes depending on the scholar's needs.
- C. Teacher is equipped with restorative questions to help understand what happened to gain clarity and common ground. During this conversation the scholar and teacher will create an agreement with next steps prior to returning to class.
- D. Once agreement is made, scholars will repeat the agreement and return to class. Teacher will inform the admin member about the agreement to follow through with if the scholar additional support is needed.

If misbehaviors are continuous, yet each misbehavior is different (excessive talking, then not following directions, then writing on the table, then breaking someone's pencil, etc.) each incident does not require a separate approach. A teacher can put those under the umbrella of following school rules and can proceed with the above procedure.

Families will be notified of any misbehavior that escalates past a tier one or ME FIRST agreement is not upheld. Parents will be notified of any agreement meeting, restorative mediation, or excessive behaviors that disrupt learning or safety of others/self. All agreement meetings are shared with the Dean of scholars.

Other beneficial approaches to behavior include:

- High Point Academy staff may choose to utilize a variety of consequences to respond to scholars' behaviors. When harm is caused the staff member will speak to the scholar upholding their dignity to help resolve the situation. At times consequences (positive and negative) will need to be given and followed through with. In partnership with Dean, AP, IA, and other staff members we collaborate to give meaningful and equitable consequences for each incident.

- A scholar may need time to regulate themselves. If this happens we assess the situation and address the situation as needed. As the teacher you know your scholars best but if a break is needed communicate with the appropriate admin member and ensure the scholar has a destination, time to return, and pass. We encourage scholars to utilize the break space within the classroom, buddy rooms(exceeding 5 times within a week), or spaces right outside the classroom.
- At times, the scholar may need to have a conversation with the Behavioral IA, Dean of scholars, Assistant Principal, or Executive Director/Principal. However, when applicable, the goal will be to act as a mediator, allowing the scholar and the staff member the ability to resolve the conflict.
- Below are some examples of positive redirections for tier 1 behaviors but aren't limited:

Positive redirections:

- Me first conversation
- Lunch bunch
- Building empathy
- If, then statements
- Take a break space
- Positive phone calls
- Behavior contract
- Predictable connect prior to behavior
- Before/after school meetings
- Buddy room/teacher
- Recognizing HOWLS
- Points on ClassDojo/Bloomz

Tier 2 & 3

If the misbehavior involves a tier 2 or 3 intervention, the teacher will dial 100 for immediate support from an admin member. The teacher/staff member completes an entry into the Tiered behavior support form to document and communicate with admin supports and interventions utilized by staff members. Staff members will try to complete the form within 48 hours of the incident and follow up from admin will be direct to staff members. Behaviors may include but not limited to emotional dysregulation, peer conflict, repeated behaviors (defiance, work refusal, argumentative, off task, etc.), physical altercation (determine severity), investigation into behavior disruption (unsafe environment), Medium offenses of: tech violations, theft, lying, dishonesty Fighting/assault, physical contact (with intent to harm), stealing, vandalism, threat (intent to harm), property destruction, weapons, drug/alcohol, harassment/bullying(ongoing), disruption(unsafe environment), and extreme repeat offensives.

An Administrator will then determine the next steps and they will be based on:

- The severity of the conduct
- The scholars age and developmental level
- The scholars disability(If applicable)
- Whether the scholars conduct was premeditated
- Whether the scholar was provoked or acting in self-defense
- The scholar cooperation with any restorative process
- The scholars behavioral history/prior conduct
- The scholars willingness to accept responsibility
- The scholars willingness to repair any harm

- The impact of the overall school community
- Other aggravating and mitigating factors

Tier 2 behaviors will be evaluated on a 6 week cycle. Evaluations may be completed by an assistant principal, dean, counselor, team lead or any other staff deemed necessary to complete a thorough evaluation. This individual is providing a different lense and understanding of the situation. The 6 week cycle and intervention from another adult to support the cycle with fidelity. Teachers will document, follow through with expectations, and implementation of the plan created.

Administration Process

For all tiered behaviors, staff members will seek to repair harm in ways that are related to the harm caused. Prior to contacting an admin member, the teacher may contact home, and/or before the admin member may follow through with the scholar. A copy of a scholar reflection sheet will be given to the classroom teacher so the teacher can be aware of the harm caused, steps taken as intervention, and the repair of said harm.

The need for a behavioral plan, restorative conversation, and revisions to any existing behavioral plans already in place can also be discussed. A referral for a tier 2 and 3 behavior could also lead to out of school suspension. If suspended scholars will have clear next steps, reentry meeting, and reentry process into the school community. Continuous and habitually disruptive behavior that affects the welfare and safety of others may result in an expulsion hearing.

Please be advised that certain special education scholars have specific and defined behavior plans that will be followed in place of the above procedures.

Tier 1:

1. Responds to slack out for Me First
2. Behavioral IA/Admin member connects with teacher and support in Me First conversation by overseeing classroom while teacher has conversation
3. Once completed admin is informed of next steps and exits classroom
4. Dean will follow up with teacher about communications to families and next steps to support scholar
5. Teacher can utilize data in team meetings to gather additional strategies for scholar
6. If student behavior continues or exceeds 3 Me First conversation in one day student will be referred to tier 2.

Tier 2:

1. After multiple tier 1 interventions have been completed by teachers and documentation has been submitted scholars can be recommend a tier 2 intervention.
2. Dean and teachers will begin a 6 week evaluation cycle for student behavior. Utilizing a variety of strategies to gather notes and observing scholar/teacher interactions.
3. If a student has exceeded 3 tier one responses in one day they may be removed from class. This will be less than 59 minutes(NOT a suspension) and includes but not limited to bring student to separate space, reflection sheets, or taking a walking break)
4. During this time we will attempt to repair harm and utilize behavior matrix on ways to respond.
5. If behavior needs are not met after tier 2 evaluation cycle students may be referred to tier 3.

Tier 3:

1. Steps for tier 1 and 2 have been clearly documented and completed prior to moving forward.
2. Dean will collaborate with scholar, families, counselors, and additional staff members to develop behavior plan for student success
3. Dean will coordinate meeting with above stakeholders to formally develop a plan for scholar outcomes and reentry process for scholar.
4. Once completed any next steps will be shared with the appropriate parties.

Behavioral IA

The role for the Behavioral IA is to support and collaborate with the Dean to ensure school safety and expectations are upheld throughout the school. Behavioral IAs are an extension of the classroom teacher and Dean which means they're a support for students in the moment. These individuals are equipped with having restorative conversations, conflict resolution, and circles with students to help resolve situations and keep scholars in class. Below are a few responsibilities when managing behaviors but not limited to:

- Support in all tier one interventions including Me First conversations, responding to ongoing behaviors,
- Behavioral IAs can assign consequences but will first collaborate with Dean to ensure its following proper protocols
- Behavioral IAs will not be making calls to families but will ensure that information is relayed to the appropriate parties to support in communicating with families
- Behavioral IAs are present during passing periods and in the hallways to ensure that student safety is maintained
- steps they take. when to intervene. not calling home.

Suspension and Re-entry to School/Classroom

Highpoint Academy is a restorative environment, therefore, we as an institution DO NOT offer ISS (In School Suspension). If a student needs to leave the classroom to reflect, a designated area (supervised by an adult) will be the location of this reflection. Reflection areas outside the classroom can include, but are not limited to, hallways outside the classroom doorway, east and west ends of upstairs MS hallway, outdoor park benches, and MS punching bag are (in MS admin office). The level of the reflection will determine the type of documentation required by both student and adult. Reflection time should be 3-5 minutes (timed on computer, cell phone or egg timer). After the reflection time is over, the student will be walked back to class. Debriefing of the reflection does not need to take place immediately. However, debriefing with the student is an excellent time for relationship building.

Out of School Suspension

Please recognize that out-of-school suspensions are not often an imposed consequence; scholars aren't learning if they are not in school. Our goal is to keep scholars in the classroom and learning environment to best support their development. Often, when scholars are suspended, they merely have a day off from school and the intended consequence has no effect on behavior. It is more beneficial to restore and repair relationships and impose consequences which relate to the offense. During this time scholars will be assigned specific items that need to be completed which include but are not limited to current/missing classwork, restorative work, research related to incident, or community service. Exceptions may include...

Discipline Procedure

Please know that confidentiality and upholding scholar dignity is always maintained when handling scholars discipline issues. The school cannot discuss consequences of scholars 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 scholars actions, scholars may or may not go through the entire discipline process.

Any staff member who witnesses inappropriate behavior has the obligation and responsibility to support the scholar's behavior to the best of their ability. Any parent volunteer witnessing infractions will take the scholar to the nearest staff member. Please see tier 1 & tier 2 & 3 section for explanation of tiers.

High Point Academy Discipline Steps

This document is used to name steps taken by teachers, dean, and support staff to ensure dignity of scholars.

Classroom Teacher Managed Levels

Tier 1 Behaviors:

Teachers/Scholars

1. Teacher utilizes 3 teacher moves as intervention for behavior
2. If unsuccessful, Teacher contacts admin and conducts a Me First conversation with scholar
3. Teacher has restorative conversation and creates next steps with scholar
4. Teacher engages the student in restorative practice (as appropriate)
5. Construct and implement interventions as needed
6. Teacher conferences with grade band team to co-create strategies for intervention
7. Document all interactions and monitor all interventions

Tier 2 Behaviors:

Teacher/Behavioral IA/Scholar/Parent/Guardian/Consular

1. Documentation of interaction and intervention is provided to Dean by classroom teacher and/or supporting staff
2. Dean communicates with teacher steps that need to be taken to notify parent of behavior
3. Teacher and/or Dean notifies the parent/guardian and invites them to a conference
4. Scholar/teacher/additional staff are able to share their side of the story
5. Utilize intervention for specific offense
6. Modify or construct and implement interventions as appropriate
7. Dean may give Out-Of-School suspension 0-3 days when safety concerns exist and planning time is needed to reintegrate scholar into learning environment
8. Document all referrals and interactions

Tier 3 Behaviors:

Teacher/Behavioral IA/Scholar/Parent/Guardian/Consular

1. Engage the student in a restorative practice

2. Construct and implement a behavior plan or functional behavior intervention plan
3. Teacher and/or Dean notifies the parent/guardian and invites them to a conference
4. Scholar/teacher/additional staff are able to share their side of the story
5. Construct and implement a behavior plan(general education students) or behavior intervention plan (students with a disability)
6. Dean may give Out-Of-School suspension 0-3 days when safety concerns exist and planning time is needed to reintegrate scholar into learning environment
7. Document all referrals and interactions

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. Scholars 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.

Suspension and Expulsion:

Please recognize that out-of-school suspensions are not often an imposed consequence; scholars aren't learning if they are not in school. Our goal is to keep scholars in the classroom and learning environment to best support their development. Often, when scholars are suspended, they merely have a day off from school and the intended consequence has no effect on behavior. It is more beneficial to restore and repair relationships and impose consequences which relate to the offense. During this time scholars will be with designated staff member with specific items that need to be completed which include but not limited to current/missing classwork, restorative work, research related to incident, or community service.

Please note that the factors included in making this situation include, but are not limited to, the scholars age, family situation, infraction, and state laws. Records concerning suspensions will remain cumulative.

The Executive Director/Principal, Assistant Principal, Dean of scholars, or school employee designated in writing by the Executive Director/Principal may suspend or recommend expulsion of a scholar 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 any act which if committed by an adult would be robbery or assault as defined by state law.
- ii. 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 scholar 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 scholar 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.
- iii. 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.
- iv. Behavior on or off school property that is detrimental to the welfare or safety of other scholars or school personnel.
- v. Declaration that the scholar is habitually disruptive, in accordance with state law.
- vi. Willful destruction or defacing of school property.
- vii. 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.
- viii. Misuses of computers, the internet, cell phones, 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.
- ix. Violation of Charter School Institute or school regulations, including but not limited to conduct, attendance, dress, bus, and motor vehicle use regulations.
- x. Violation of the Charter School Institute's gang activity policy.
- xi. Violation of the Charter School Institute's smoking and use of tobacco policy.
- xii. Violation of the Charter School Institute's sexual harassment policy.
- xiii. Violation of the HPA's scholar dress code policy.
- xiv. Violation of the Charter School Institute's scholar expression rights policy.
- xv. Continued willful disobedience or open and persistent defiance of proper authority.
- xvi. Repeated interference with HPA's ability to provide educational opportunities to other scholars.
- xvii. Causing or attempting to cause damage to school property or stealing or attempting to steal school property.
- xviii. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
- xix. Causing or attempting to cause physical injury to another person.
- xx. Directing profanity, vulgar language, or obscene gestures toward other scholars, HPA employees, or visitors to the school.
- xxi. Engaging in bullying behavior, as defined by HPA and/or state law.
- xxii. 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.
- xxiii. Engaging in verbal or physical harassment or intimidation of any staff member, another scholar, or any person.
- xxiv. Making a false accusation of criminal activity against a school employee to law enforcement authorities or the Charter School Institute officials or personnel.
- xxv. 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.

- xxvi. Lying or willfully giving false information, either verbally or in writing, to a school employee.
- xxvii. Scholastic dishonesty, which includes, but is not limited to, cheating on a test, plagiarism, and unauthorized collaboration with another person in preparing written work.
- xxviii. Engaging in or planning any form of verbal or physical hazing or initiation of other scholar. 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 scholar group.
- xxix. 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.
- xxx. 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.

Parent Attendance at School as an Alternative to Suspension

High Point Academy will allow parents to attend class with the scholars as an alternative to suspension (except when an expulsion is pending). Teachers, Dean, and Executive Director must consent to the arrangement.

Please refer to the High Point Code of Conduct for more information related to scholars discipline.

Sign off on this policy

By signing below, I acknowledge that I have read and understand all of my responsibilities as the staff member at High Point Academy. You may also download and print / email this acknowledgement, request a hard copy from the main office, or access the form here.

Staff member printed name _____

Staff member signature _____

Date Please return this form - for each of your children who attend Highline Academy - to your child's teacher by the 2nd week of the school year.

Wellness Policy

Kindergarten through 8th Grade:

Our Wellness policies are integral to teaching health education to all of our scholars. By allowing them to practice healthy habits daily and observe adults doing the same, scholars are better able to internalize these lifelong positive behaviors.

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

Daily Policy (Physical)

- Children are encouraged to drink plain water throughout the school day. At lunch, children may drink milk, 100% fruit juice, or water. Drinks that are carbonated or flavored, including carbonated or flavored waters, are not permitted.
- Food/Candy-based rewards are prohibited. HPA seeks to help scholars develop a healthy relationship with food. Food is not 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 scholars. Adults who choose to eat fast food will not consume it around scholars.

Snack Policy

- scholars are welcomed to bring in a snack each day. Scholars are encouraged to eat healthy snacks. School provided snacks will be fresh fruit and vegetables.
- scholars are encouraged to drink plain water. Any other beverages brought from home, such as juice or flavored water can only be consumed in the cafeteria.

Preschool Snack Policy

- Children eat fresh fruits and vegetables combined with a small serving of protein. Acceptable fruits and vegetables: fresh only, 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! Acceptable sources of protein: string cheese, sliced cheese, cottage cheese, yogurt, nuts, nut butters (peanut, almond, cashew, etc.), hummus, sliced lean turkey or chicken.
- Children drink plain water at snack time.

Lunch Policy

- Healthy school lunches are available through a partnership with Denver Public Schools.
- Scholars who bring food from home are encouraged to bring healthy food, and limit the amount of processed foods and sugar.
- Energy drinks are prohibited.
- Families are encouraged to have scholars receive school lunch or send your child to school with their lunch.
- Scholars are not permitted to receive food delivered to them by delivery services such as Grub Hub or Uber. If the food is delivered, the family will be informed and it will be sent home with the scholar at the end of the school day. All scholars have access to school lunch provided at no cost from Denver Public Schools food and nutrition, which will provide a healthy, balanced meal.
- Fast food is not allowed at High Point Academy. If parents wish to feed their children fast food for lunch, parents must take their scholar off campus to do so.

Celebration Policy (Physical/Cultural)

- Celebrations in the classroom are permitted. When appropriate, activities and food are allowed if they are aligned with a scholar's culture and traditions. Families/Guardians are asked to consider the school's focus on wellness when deciding on foods to share with the class.
- Teachers must be aware of all food allergies and restrictions.
- All class celebrations must include all scholars. For example, if a scholar can't provide something towards a pot luck or they made a mistake they can't be excluded from the celebration.
- On scholar birthdays, the teacher will plan a way to celebrate the scholar that does not center food. One example, teachers will have all scholars in the class write 2-3 sentences/draw a picture that demonstrate what they love about the scholar celebrating a birthday. scholars will circle up and the affirmations will be read to the birthday scholar, and then given to them in the form of a book.
- All celebrations (parties for holidays, birthdays, rewards, etc.) focus on activities, not food. If teachers or parents wish to provide food, those foods must not be given as a reward and are encouraged to meet the requirements of the school's healthy food policy. .

Curriculum (Intellectual)

- High Point Academy provides Physical Education/Wellness for all K-8 scholars. scholars also can be physically active during daily recess and extra recess(k-4).
- All scholars attend Wellness/PE class as one of their Specials classes. The Wellness curriculum is age-appropriate and teaches scholars how to make healthy choices in every area of their lives.
- HPA utilizes the comprehensive health standards to guide the learning experience in PE/Wellness, and in addition, utilizes CASEL standards for social emotional learning and the 9 dimensions of wellness to assure the school experience is developing scholars as whole people.
- At the start of every day, every scholar is a part of a PACK meeting. These classes offer them the opportunity to build healthy relationships, develop social and emotional skills that will support them to be successful scholars and members of the the school community, as well as deepen their understanding of the school-wide Habits of Work and Learning (HOWLS).

PACK (Social and Emotional)

- Every morning all HPA scholars begin the day with PACK, a time dedicated to social and emotional wellness. Lessons are built based on developmental needs and focus on building scholar knowledge and skills related to positive self-image, healthy relationships with peers, and school core values. All lessons and activities support students to develop the ability to understand and manage their emotions, make responsible decisions, build and maintain relationships, and understand and empathize with others.

Staff Wellness

Our school community supports and encourages all staff members to live a healthy lifestyle that reflects the 9 dimensions of wellness.

All High Point Academy staff member's role model healthy behaviors while in the presence of scholars. Staff who choose to eat fast food must not eat it in the presence of scholars. Additionally, Staff will not consume sodas or energy drinks while around scholars.

Staff members are offered opportunities to participate in activities that encourage physical activity, healthful eating, or other aspects of wellbeing and build habits of whole person wellness.

Staff are provided two paid and scheduled wellness days per year.

Emergency Procedures

Evacuation Drill (fire alarm, gas leak, other)

Staff and scholars will be notified by phone intercom (evacuation), or actual fire alarm (fire drill). If a true evacuation is taking place the following will be said twice over the intercom, "Evacuate! Fire Drill Location." Teachers and scholars then know to evacuate their classrooms using the first or secondary emergency exit routes as indicated on their floor plan map. For a fire evacuation, children will be taken to a prearranged safe location outside of the building. Please refer to the building floor plan for escape routes. All fire escape routes for the classroom are to be posted next to any and all exit doors. All gated fence codes are "C6750" enter.

Teacher Responsibility

- Teachers will take the class roster and a responsible scholar will lead the class out of the building to the proper location.
- The teacher will be the last to leave the room. Please close the door and turn off the lights.
- If the evacuation route requires opening the gated fence, enter the following code "C6750" and enter.
- Teachers will take attendance once scholars are lined up outside. If any scholars are missing or if you have extra scholars in your line, please raise your red card high in the air to indicate that you need assistance. If all of your scholars are accounted for, please raise your green card to indicate that your class is safe and accounted for. scholars are trained that if they are separated from their class during an evacuation (fire drill), then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the evacuation site.
- If your scholars are in the lunchroom at that time, go to them (by walking around the outside of the building) to help with attendance.

Scholar Responsibility

- During an evacuation, scholars are to remain silent from the time the alarm or announcement is heard until they are returned safely to their classrooms.
- scholars in preschool-2nd grade are to join hands and walk in a single file line to the predetermined safe location.
- scholars in grades 3rd -5th are to walk in a single file line to the predetermined safe location.
- scholars in grades 6th-8th are to walk in a single file line. The first adult that reaches the gated fence will enter the following code "C6750" and enter.

Safety Team Responsibility

The Safety Team will communicate with each other and with staff to ensure that everybody is accounted for.

Flood: scholars will be taken to a safe area on high ground. Attendance will be taken and parents will be notified.

Tornado Plan: If there is a tornado warning, High Point staff will be notified of the tornado warning via email, intercom announcement and radio announcement. The following announcement will be said over the intercom twice, "Shelter! Extreme weather in the area. High Point scholars and staff will seek shelter in the hallways and/or gymnasium. Preschool – 5th grades will seek shelter in the hallways sitting down in a straight line up against the walls. They will be as far away from the end glass doors as is physically possible. Middle school scholars will walk down to the gymnasium and sit against the walls in straight lines.

Teacher Responsibilities

- Teachers will take the class roster and a responsible scholar will lead the class out of the classroom to the proper location.
- The teacher will be the last to leave the room. Please close the door and turn off the lights.
- Teachers will take attendance once scholars are lined up in the hallway. If any scholars are missing or if you have extra scholars in your group, please raise your red card high in the air to indicate that you need assistance. If all of your scholars are accounted for, please raise your green card to indicate that your class is safe and accounted for.
- During COVID, scholars may be in close contact with each other in an emergency, so they **MUST** keep their masks on.

Scholar Responsibilities

- During a tornado drill, scholars are to remain silent from the time the announcement is made until they are returned safely to their classrooms.
- Classes will report to the following locations:
 - Preschool: Preschool Bathrooms
 - Kindergarten: Primary Hallway
 - First grade: Primary Hallway
 - Second grade: Primary Hallway/Bathrooms
 - Third grade: Intermediate Hallway
 - Fourth grade: Intermediate Hallway
 - Fifth grade: Intermediate Hallway
 - Sixth grade: Surrounding inside of Gymnasium
 - Seventh grade: Surrounding inside of Gymnasium
 - Eighth grade: Surrounding inside of Gymnasium

Safety Team Responsibilities: The Safety Team will communicate with each other and with staff to ensure that everybody is accounted for.

Lockout Plan (dangerous animal on school grounds, criminal activity in area, civil disobedience): A lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal on the playground, Lockout uses the security of the physical facility to act as protection. When under a lockout the following announcement will be made over the intercom, "Lockout, secure the perimeter." This phrase will be repeated twice. Families will be notified by the safety team as soon as possible and when the building has been secured.

Teacher Responsibilities

- Teachers will ensure that classroom doors and windows are securely shut.
- Teachers will take attendance to ensure that all scholars are accounted for. Email the results of your roll call to "Office" listserv.
- Teachers will continue with class as usual.

Scholar Responsibilities: scholars will carry on with their normal class time, most of the time completely oblivious to the fact that something is going on outside of the school.

Lockdown Plan (dangerous animal within school building, intruder, angry or violent parent or scholar, active shooter) The goal of a lockdown is to appear as if the building is empty. Scholars should be hiding

under their desks in the classroom away from windows and doors. Scholars should remain quiet. Phones are not to be used during a lockdown, only email, so staff should have access to their computer. If there is a substitute on campus during a lockdown, a staff member should assist.

Staff will be notified by intercom to check their email regarding any dangerous situation. The intercom page will say "LOCKDOWN.LOCKDOWN. LOCKDOWN." Alternatively, if staff hear 3 whistle blasts in succession (Tweet, Tweet, Tweet!) Please initiate a lockdown. Any scholars and staff that are outside will be notified by a designated staff person. Staff members on planning time and not with their scholars should remain where they are but need to communicate that they are safe.

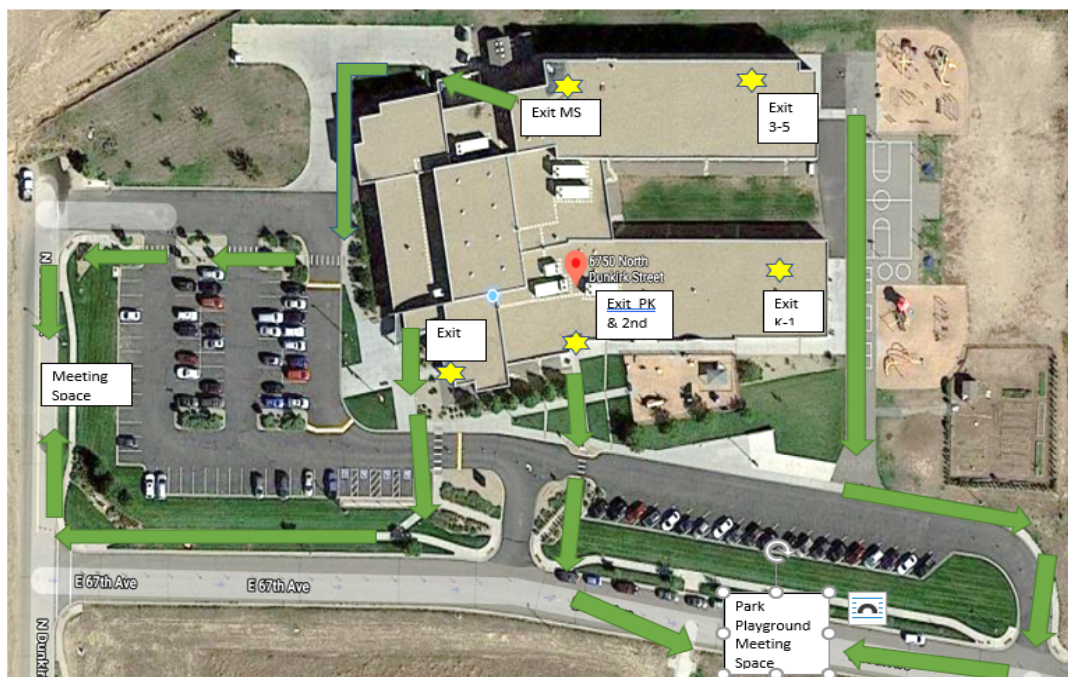
Once teachers have secured their classroom and hidden, they need to use the HPA Attendance Spreadsheet to communicate who is with them and who is unaccounted for. The link for the spreadsheet is https://docs.google.com/spreadsheets/d/1qdTK-amR5G9Umi4HNik3hzvIXN42K0odHP9S4mlxA1g/edit?usp=s_haring

The spreadsheet will update as other staff input information, so please keep an eye on the spreadsheet. The reason and general time period for the lock-down will be communicated to staff via email or through the spreadsheet, when possible. However, to minimize distress for scholars, the reason for the lockdown should be kept very broad when discussing the situation with scholars. If it's a drill, we will tell scholars it's a drill. In real situations, use common sense when explaining the situation to scholars.

No one may enter or leave the school premises without an administrator or police approval. Never open your door to anyone. Don't open the door even if the person claims to be a police officer or administrator. Don't open the door even if someone says the coast is clear over the intercom. Anyone who needs to enter will have a key and will be recognizable as an individual you can trust.

If scholars are in an unsafe or unsecured area (cafeteria, hallways, bathrooms) they need to leave the building and rendezvous at one of the 2 approved meeting sites. The two sites are located:

- North WEST of the building to the sidewalk on Dunkirk . The gated fence code is "C6750" enter.
- SOUTHEAST of the building across the street to the park/playground. The gated fence code is "C6750" enter.



Designated staff members will go and find scholars at those sites and ensure that they are safe. They will also communicate with the Safety Team which scholars are accounted for. Periodic messages via email will be sent to staff to apprise them of the situation and to decide what information needs to be given to scholars. scholars are not allowed to make phone calls during a lock-down for any reason.

If parents wish to pick up their scholars early, they must be let in by administration and escorted to the classroom. Some situations may not allow parents to pick up scholars during the lockdown. Staff should not release scholars to anyone without administrator or police being present during a lockdown.

In the event of a true lockdown situation, scholars and parents will be reunified at two designated reunification areas. These areas will not be shared with parents until the police have approved the dissemination of this information.

Teacher Responsibilities

- All doors are to be locked, window blinds closed, and all lights turned off. Dark colored construction paper is to be put over the windows of the door. Blockade the door, if possible.
- *If an intruder is already in your classroom, do not close blinds, do not turn lights off, and do not put paper over the windows.*
- Do not leave scholars unattended.
- Attendance needs to be taken as soon as possible. Please enter your information at <https://docs.google.com/spreadsheet/ccc?key=0Aod8FRUMthmSdGcyOEhLenlwdkphRW9UazhJQjBwRIE#gid=0>
- Keep scholars away from the windows. Do not open the door for anyone, no exceptions.

Scholar Responsibilities

- scholars are to hide under their desks and sit in complete silence until given permission to speak.
- No one is allowed to leave the classroom for any reason and should not leave the hidden space that their desk creates for them.
- scholars are trained to not open the door for anyone, no exceptions.

Safety Team Responsibilities: The Safety Team will be monitoring the HPA Attendance spreadsheet and disseminating information about what is happening. Designated staff members will be checking outside for scholars and staff. The Safety Team will, when appropriate, will also check the building or guide law enforcement to the appropriate areas of the building. When a lockdown is over, law enforcement officers will go to each classroom and unlock the door and address the scholars.

Husky Buddies: Husky Buddies provides our middle school scholars to become leaders and mentors in the school and see that they are role models for our younger scholars

Description:

- 6th, 7th, and 8th grade classrooms will pair with Kinder, 1st, and 2nd grade classrooms (6th with kinder, 7th with 1st, 8th with 2nd)
- Middle school scholars will be strategically paired with elementary scholars
- Some middle schoolers may have more than one buddy depending on class sizes
- Middle schoolers will visit buddies at least twice per month to read with buddies, help with class projects, teach an SEL lesson, participate in service learning, etc. Buddies are not JUST reading buddies, but can be utilized in lots of ways
- If younger buddies are having a tough day, middle school buddies may be asked to come work with them for a short time (as long as it's ok with middle school teachers)
- If middle school buddies are having a tough day, they may be sent to help in their buddy's classroom (again, up to teacher discretion)
- scholars could potentially be with their buddy for 3 years if it's a good match and if scholars stay at HPA
- 3rd, 4th, and 5th grade scholars will work on leadership skills in order to someday become a buddy (maybe 5th can practice with Pre-K starting halfway through the year?)

Middle School Pack leaders are responsible for giving 6-8 scholars the opportunity to gain the leadership skills that will make them successful in this role.

School Events

Parent/Teacher Conferences: All teachers are required to attend parent/teacher conferences as listed on the school calendar. We encourage additional conferences as necessary by appointment. We discourage drop-in conferences as they are often hurried and lack preparation.

Assemblies: Assemblies at High Point Academy are an important part of the school curriculum. During assemblies, scholars acquire knowledge and skills in many different content areas. scholars are expected to always display appropriate audience behavior.

Awards Assemblies: There will be a schoolwide awards assembly for every trimester. Assemblies will be a time to celebrate academic achievement, scholar growth and other notable accomplishments.

Field Trips: Ideally, each class will participate in field trips at least twice a year and teachers will collaborate on planning field trips that provide scholars the opportunity to do field work, learn from experts or do service work in the community tied to content learning. Field trip dates will be determined when school commences. When taking students on a field trip, staff members must check in with school nurse regarding health concerns, medications and assure that a member of the staff has been appropriately delegated to give medications.

When planning a field trip, teachers should ask themselves the following questions:

- Is the information being learned on the field trip a complement to the curriculum?
- Is the information being learned worth the time away from classroom instruction?
- Is the information being learned worth the amount it will cost the school?
- Is the information being learned age-appropriate?

If the field trip is approved, the Business Coordinator will process the Field Trip Request.. Please do not inform parents of the trip until you get a final approval from the Business Coordinanntor and your supervisor. We want to make sure that transportation is scheduled before informing parents.

The office will handle all field trip reservations and coordination. The dates will be selected within the first month of the school year and teachers will be notified of the confirmed dates/times. Teachers will then need to inform the Specials teachers and IA's of schedule changes.

You will need to send a Field Trip Permission Slip that gives details about the trip home for parents to sign at least two weeks in advance. If you take more than 2 field trips as a grade, you may ask families to contribute. However, cost should never be a reason a scholar does not attend an experience outside of school. The Office Staff will check to see if all scholars have paid their fees and if not, will inform the parents. Teachers need to ensure that every scholar has a permission slip before leaving for the trip. All permission slips are to be given to the Receptionist before departing for the trip. scholars who do not submit a Field Trip Permission Slip are not allowed to leave the school premises. In the event that a child has not been following school rules and expectations, a family member may be contacted to attend as a one-on-one chaperone for that child. Additionally, if a scholar had been suspended within the last month, there may be a behavior plan that is put in place and/or the school may require a parent/guardian to attend in order for the child to participate.

Once you arrive at the field trip location, a staff member must call the school. The office staff will give the company a credit card number. As you arrange the trip, please make sure the company will accept a credit card. If they do not, please inform the office to arrange another form of payment.

Field Trip Guidelines:

- Scholars must be in school uniform to participate in field work, visit an expert or participate in service work. Any time scholars leave the school they must be in full school uniform as a measure of safety that allows the chaperones to easily keep eyes on scholars and easily identify scholars in the event that they get separated from the group.

SOCIAL MEDIA POLICY

I. PURPOSE

The purpose of this policy is to provide guidelines to staff, scholars and parents on use of social media at High Point Academy.

II. DEFINITION

"Social media" means any form of online publication or presence that allows end users to engage in multi-directional conversations. Social media includes Facebook, Instagram, WeChat, Tumblr, QZone, Ning, Twitter, Second Life, YouTube, SnapChat, KIK, blogs, wikis, social bookmarking, document sharing and email.

III. COMMON CODE OF ONLINE CONDUCT

While the rules especially applicable to staff, scholars and parents vary in some particulars, a common code of conduct in the use of social media should be observed by all. Standards stated for staff, scholars and parents in sections 4, 5 and 6 below may, in appropriate circumstances, be applicable to others (e.g., teachers and parents rarely have the opportunity to "plagiarize," but of course should not do so). Expectations routinely applicable to all members of the school community are stated in this section 3.

1. **Be transparent.** Do not misrepresent who you are. Never assume the identity of another person.
2. **Be reflective.** Think before you communicate online. If you are upset or angry, give yourself time to calm down. Consider whether a negative communication you receive even requires a response. If it does, respond factually, not emotionally.
3. **Be respectful.** Employees, parents, and scholars are a diverse group of people with many different customs, viewpoints and beliefs. Communications that are racist, pornographic, threatening or bullying are never appropriate. Broad generalizations ("all teachers ..."; "all scholars ...") are almost never accurate.
4. **Be factual.** Add to the information available to others, not just the noise.
5. **Write well.** In a school environment, everyone should try to express themselves effectively. Re-read your posts or emails for form and content. Check spelling, avoid slang and do not use excessive abbreviations. Use proper grammar, capitalization, and punctuation. Send a polished communication, not a confused draft.
6. **Own your mistakes.** If you make a mistake, correct it. If other call you on a mistake, own up to it. Apologize, if an apology is due.
7. **Keep confidence.** Do not violate the privacy of others. Social media may seem private, but it is both public and durable — many people you don't know are likely to see what you write or post, and it may last for a very, very long time.
8. **Make proper attributions.** Follow copyright law and fair use protocols. When quoting or relying on another's work, make a proper citation to your source. When using a hyperlink, double check that it goes to the correct place and to appropriate content.
9. **Be smart.** People often share too much information electronically. People who reveal the names of their pets, parents, children or other details may give hackers the clues to passwords. Information about planned vacations can be used by burglars. Think about how information can be used *and* misused.

IV. STAFF

Staff are subject to the following specific rules regarding use of social media.

1. **You Are Always a School Employee.** Regardless of the electronic media you are using; whether you are using it at school or home; what equipment you are using; and whether you make a disclaimer, all electronic communications and posting may be regarded by High Point Academy as reflecting upon you as a school employee. Social media seems private but is public. Teachers have been fired for "private" postings that revealed personal sexual behavior or use of alcohol — even when behavior is "legal," putting it online for the world to read about or see can be unprofessional. *High Point Academy reserves the right to treat anything*

you post as a communication as a reflection upon the school.

2. Use Disclaimers. While a disclaimer may not always be sufficient, it can be very helpful. *When you are communicating in a personal capacity and not representing the school, clearly say so.*

3. Use School Media to Communicate with Parents and scholars. One of greatest dangers to appropriate teacher-scholar and teacher-parent relationships is confusing the professional relationship with a personal friendship. Teaching is by its nature a caring profession, and this boundary can be difficult to maintain. *High Point Academy has a strict policy of requiring each employee to only communicate with parents and scholars using the school's social media systems. Staff may not "friend" a parent and should take appropriate steps to confirm that any friend requests they receive are not from a scholar or parent.* Use of personal accounts for side-communication raises an automatic concern that there must be a reason for not using school accounts and appropriate boundaries are not being maintained. *Email to anyone in the school community should be school-related and conform to school acceptable use policies.*

4. Get Permission. *Do not post photos or movies of fellow employees without their permission. Do not use photos or movies taken at school without permission. Do not post photos or movies that contain scholars or any post that discusses scholars with any third party without written, current administrative and parent consent.* FERPA is fully applicable to online information about scholars, and such information is presumed to be private. The Colorado Open Records Act (CORA) allows parents to demand production of school email discussing their child.

5. Monitor Assigned or Suggested Content. Services such as YouTube have no capacity to monitor everything posted on their site. URLs can be reused, so a link to an appropriate site or activity may be replaced by something completely inappropriate. *Make sure references you give scholars are current.*

6. Behavior that is Unacceptable in Person is Unacceptable Online. If you would not say it in person, do not say it online.

7. Represent the School Well. Consider how to present the school in the best light and what approach will build a stronger school community. *Do not circulate rumors or unsubstantiated information. You are fully responsible for what you post.*

V. Scholars

scholars are subject to the following specific rules related to social media:

- **Do not Plagiarize.** Do not copy the work of others. Give proper attribution for quotations and ideas. Write to develop and express your own thoughts.
- **Use Appropriate Language.** Obscene, insulting, threatening, derogatory, inflammatory and bullying language is not appropriate and almost always detracts from your ideas.
- **Respect the Power of Public Media.** Honor the wishes of fellow scholars that information (e.g., compromising stories) be kept private. Always remember that posted information may seem private but is highly public.
- **Do Not Spam.** Meaningless messages, mass messages and repetitive messages are not appropriate.
- **Read, then reply.** Do not skim statements and respond. Understand the thoughts of another before you comment on them.
- **Do Not Hack.** Never access another person's identity or account, or restricted sources of information.
- **Only Use School Media to Communicate with Teachers.** Teachers are not permitted to use non-school media to communicate with scholars and this restriction applies to scholars as well. *Do not attempt to "friend" a teacher on any non-school social media site (such as Facebook) and do not accept a friend request from a teacher. Report any such requests to the Administration.* Use of personal accounts for side-communication raises an automatic concern that appropriate teacher-scholar boundaries are not being maintained.

VI. PARENTS

Parents are subject to the following specific rules related to social media:

1. **Discourage Rumors.** Do not rely upon or pass on unsubstantiated information or gossip. If information seems unlikely and inflammatory, it is most likely untrue and inflammatory. When in doubt, go directly to the source.
2. **Respect Confidentiality.** Many personnel issues and many issues involving other families and scholars are legitimately confidential (and many are confidential by law). If you would not want information about your job or your child made public, do not make or expect to see in public such information about others.
3. **Do Not Perform scholar Work.** Your child's work is his or hers.
4. **Debate Issues Constructively.** Schools often face legitimate controversies. High Point Academy respects and solicits parent voices in addressing such issues. Effective arguments are usually civil, measured, well-supported and consider the legitimate reasons for opposing views. Ineffective arguments are abusive, disrespectful of others, and marked by hyperbole or factual carelessness.
5. **Only Use School Media to Communicate with Teachers.** Teachers are not permitted to use non-school media to communicate with parents and this restriction applies to parents as well. *Do not attempt to "friend" a teacher on any non-school social media site (such as Facebook) and do not accept a friend request from a teacher.*

VII. CONSEQUENCES

Consequences for behavior inconsistent with this policy can range from warnings or counseling, through requiring a written apology all the way to termination of staff employment, expulsion of scholars, or barring parents from school media and grounds.

Intellectual Property

The protection of High Point Academy information, property, curriculum, and all other assets are vital to the interests and success of High Point Academy. No employer related information or property, including but without limitation, documents, files, records, computer files, equipment, office supplies or similar materials (except in the ordinary course of performing duties on behalf of the school) may, therefore, be removed from the school's premises. In addition, when an employee leaves High Point Academy, the employee must return to the school all school/scholar related information and property that the employee has in his or her possession, including but without limitation, documents, files, records, manuals, information stored on a personal computer or on a computer disc, supplies, and equipment or office supplies. Violation of this policy is a serious offense and will result in appropriate disciplinary action, up to and including discharge.

Staff Committees

All staff members will serve on a committee as a way to positively contribute to our whole school community. Committees meet once a month to plan, discuss, and implement programs that would otherwise not be possible. The work of committees will be shared with the whole staff so that everyone is aware of all the ways we are collectively contributing to an amazing school. Committees will come together monthly from 3:15-4:15 on the 3rd Wednesday.

Committee	Leads	Description
Yearbook		This committee is responsible for completing the school yearbook. You will work together to create the design, gather pictures, plan out the pages, and submit the completed yearbook.
Sunshine		This committee is responsible for celebrating staff. They plan monthly staff activities,
Equity		This committee is responsible for leading and monitoring HPA's continued implementation of the Equity Statement.
Wellness:		The wellness oversees all wellness programming for scholars on staff. This committee gathers data from staff and scholars on all the ways we are building a safe, healthy learning environment that reflects the 9 dimensions of wellness and the CASEL standards for wellness.
Culture		The culture committee analyzes school wide data, supports Deans with our positive behavior systems and helps lead HPA's efforts to build a positive, healthy culture for all.
HPA Buddies		This committee supports the successful implementation the HPA buddy system by planning monthly buddy meetings between 6-8 andn K-2 scholars.
AVID		The AVID committee is responsible for leading the implementation of the AVID program. This committe provides feedback to the middle school AP and principal on where they are seeing progress with scholars, the impact and effectiveness of the AVID elective as well as sharing ideas for building school wide investment in this college and career readiness programming.
Scholar Council		This committee will collecitvely support the implementation of a school-wide scholar council. They will support scholars to have a voice at HPA, and provide them with leadership opportunities that influence programming and growth school-wide.
Middle School DC Trip		This committee will help plan the annual trip for 7th/8th graders including, identifying the location to visit, identifying the company to collaborate with, messaging to scholars, staff and families, and identify ways to fundraise to support all scholars to be able to attend.

TECHNOLOGY ACCEPTABLE USE POLICIES

Acceptable Use: Internet use provides valuable opportunities for research, curriculum support, instruction, college exploration and career development. High Point Academy offers Internet access to its scholars and staff. The primary purpose of providing access to the Internet is to support the educational mission of HPA. We expect that scholars and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. HPA makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of HPA's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. HPA has installed special filtering software in an effort to block access to material that is not appropriate for children.

The Internet also allows for easy communication between individuals and groups, and therefore allows for quick and efficient communication between school and home. Families are encouraged to contact teachers via e-mail to set up appointments to discuss any scholar or school issues, or to ask brief questions, but should not use e-mail for extended conversations. All components of the Culture expectations and any resulting disciplinary procedures are applicable to e-mail communication from a scholar to a teacher or any other school staff.

The school maintains a mobile computer lab to which scholars have access under adult supervision. Scholars are not allowed to bring discs or flash drives from home into school to print materials.

Unacceptable Use: The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of HPA's Internet Service:

- accessing personal e-mail correspondence;
- accessing websites during class other than those identified by the teacher as appropriate;
- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal (cyberbullying other scholars or staff is considered bullying by the Colorado Department of Education and punishable by statute);
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of a member of the faculty;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path

on the Internet. Information obtained through email or news sources must also be credited as to sources;

- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

Online Safety: The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a staff member if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a staff member.

Privacy: Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. AXL reserves the right to examine all data stored on CDs or flash drives, or any other form or method of electronic storage, utilized in or on AXL's Internet service.

Electronic messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network or school administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations: Access to HPA's Internet service is a privilege, not a right. HPA reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including replacement of technology, payment for damaged devices, suspension, expulsion (scholars), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through HPA's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

Non-Discrimination Policy: HPA recruits, hires, trains, educates, promotes, and administers all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The school also prohibits any form of discipline or retaliation for reporting such incidents.

Harassment: HPA is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability. Harassment by administrators, staff, scholars, vendors and other individuals at school or at school-sponsored events is strictly prohibited. HPA requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, native language, socio-economic status or disability. **Harassment in any form or for any reason is absolutely forbidden.**



EMPLOYEE COPY-2023-2024

I acknowledge that I have received a copy of High Point Academy's employment guidelines, practices, and requirements. I understand that these guidelines, practices, and requirements are not a contract and impose no legal obligation on High Point Academy. No Employee Handbook provision or collection of provisions creates an express or implied contract or other legal rights as to duration or any other condition of employment. HPA reserves the right to change the Employee Handbook provisions at any time without prior notice.

Employee Signature: _____

Employee Name Printed: _____

Date: _____

These guidelines and practices are not a contract and impose no legally enforceable obligation to High Point Academy. Provisions of this Employee Handbook are only guidelines and practices that High Point Academy may or may not follow, and which High Point Academy may interpret, in its sole discretion. All High Point

Academy employees are employed at will. Employees of High Point Academy may terminate the employment relationship at any time, with or without prior notice, warning, procedure or formality, for any reason or no reason, with High Point Academy's only obligation being the payment of wages earned and benefits vested through the last day worked. The nature, terms or conditions of High Point Academy employees' employment cannot be changed by any oral representation, custom, habit or practice, other than in writing signed by the High Point Academy's Board of Directors. In the event of conflict between this disclaimer and any other statement, oral or written, present or future, concerning terms and conditions of employment, the at-will relationship confirmed by this disclaimer shall control. High Point Academy reserves the right to change, replace, withdraw or deviate from any or all of the guidelines and practices without prior notice.



PERSONNEL FILE COPY – 2023/2024

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Laptop Agreement Form

Listed below is a copy of the Laptop Agreement that should be signed by every High Point Academy employee that is issued a laptop. All employees should read it before signing. The employee does have the right to refuse the laptop if they don't agree with the conditions but will still be responsible for completing any job tasks that they may be assigned to do using a computer.

I understand that I am being issued a laptop computer for HPA operations; it will be in my possession for use at and away from work.

I understand that I am responsible for the laptop computer issued to me and that I will care for the equipment in such a manner as to prevent loss or damage. I further understand that:

- The laptop should be at work each day.
- In the event of damage, loss, or theft of the laptop, I will immediately notify The Director of Operations or IT Support for repair or replacement matters.
- In the case of damages which occur due to my intentional act, neglect or abuse of the laptop, or because of my failure to follow company technology acceptable use policies, including this agreement, I understand I may be held responsible for payment of repairs.
- If the laptop is lost, stolen or damaged due to my intentional act, neglect or abuse of the laptop, or because of my failure to follow company technology acceptable use policies, including this agreement, I may be responsible to reimburse the company for the replacement cost.
- The laptop should be transported in a safe manner and stored carefully so it is not susceptible to damage.
- The laptop should not be left inside a vehicle.
- I may not make any permanent personally identifying marks on the laptop computer.
- The laptop computer and any other accessories/components will be returned to the proper company authority immediately upon termination of my employment, or at any other time as specifically directed by company authority.
- Any data corruption or configuration errors caused by the installation of unauthorized or illegal software may result in a loss of all data on the laptop and /or system due to the need for a complete reload.
- Personal, non-work-related data may not be stored on the issued laptop.
- No one other than myself should use the laptop.

- Substitute teachers must not use your work issued laptop. They will be issued a specific substitute laptop if a computer is needed for work that day. Files they may need to properly teach the class should be saved to the S: Drive.
- Classified scholar data must be kept on the school servers (S: Drive, T: Drive) to ensure confidential data does not leave the school.

Laptop Agreement Form 2023-2024 SY

I agree to the below terms and conditions as such, agree to fully cooperate with property loss reporting requirements and with property loss incident investigations.

My signature below indicates I have thoroughly read and understood the above information.

Employee Signature:

Date: _____

Company Representative:

Date: _____