Dear Flagstaff Academy Families,

This handbook/directory is provided for your information and reference throughout the school year. We’ve included information about the school’s policies, curriculum, extra-curricular activities, discipline guidelines, homework philosophy, and more…to help you, and your children, navigate through the wonderful community that is Flagstaff Academy.

Our school is parent-envisioned, parent-supported, and professionally-operated. We believe educators, staff, and parents are all partners in each child’s education, and we are excited to be on this educational journey with your family.

Please contact myself or any of our Principals if you have any questions.

Warmly,

Wayne D. Granger
Executive Director
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Approved September 3, 2019
The Foundation of our Program

Flagstaff Academy’s Mission

Our mission is to develop students who are equipped to be well-rounded, ethical leaders in the world community with a foundation based on science and technology.

Flagstaff Academy’s Guiding Principles

- Provide a K–8 Core Knowledge® Sequence-based education, with a science and technology focus, that challenges students to achieve their academic potential
- Supply opportunities for scientific and technological exploration
- Pursue excellence in every student and employee
- Promote, value, and recognize academic achievement and creativity
- Welcome an academically diverse student population
- Respect the individual, classroom, school, community, and world

The academic program is based on the Core Knowledge Sequence curriculum, which provides a coherent integration of content that encourages academic progress as children build knowledge and skill level from one year to the next. For more information about the Core Knowledge Sequence, visit www.coreknowledge.org.

Flagstaff Academy’s Strategic Plan

We accomplish our goals by adhering to the pillars of our Strategic Plan. These are:

- Student Success- the primary outcome of our efforts.
- Professional Environment and Culture- great teachers and staff provide Student Success.
- Financial Sustainability- As stewards of taxpayers' dollars, we must be responsible.

See our Mission and Strategic Plan here.
School Pledge, Rules, and Core Virtues

Flagstaff Academy Dragon Pledge
I promise to respect and care about my school and other Dragons.
I pledge to work hard and be responsible.
I promise to show perseverance and self-control at all times.
I will be honest and a good example for others,
And I will treat people the way I want to be treated.

Core Virtues
At Flagstaff Academy, we are committed to providing opportunities for students to develop positive character traits. We have identified Core Virtues which will be incorporated into teaching and activities with students. As a community of parents, staff, and students, we must all commit to these core virtues, the Core Virtues at Flagstaff Academy are as follows:

PERSEVERANCE
RESPECT
INTEGRITY
DEPENDABILITY
EMPATHY

Dragon PRIDE:
1. Perseverance: Keep trying and learn from your mistakes
2. Respect: Show care and safety to yourself, others, and the environment
3. Integrity: Do the right thing, especially when no one is watching
4. Dependability: Keep your word and do what is needed
5. Empathy: Understand the thoughts, feelings, or emotions of others

Governance and Accountability

Governance
Flagstaff Academy is governed by a Board of Directors in accordance with Flagstaff Academy’s bylaws. The Board comprises seven volunteers, at least two of which are parents of Flagstaff Academy students. Each Board member serves a three-year term. Staggered elections provide continuity from year to year. The Board performs various duties including:
• Setting the annual school budget
• Strategic long-term planning
• Site and facility development

The primary responsibility of the Board is to establish policies that remain consistent with Flagstaff Academy’s mission and guiding principles.

**Accountability**
The School Accountability Committee (SAC) is a requirement for every school in Colorado. SAC is an advisory committee that provides opportunities for parents, staff, and community members to be involved in the planning and accreditation of the school’s instructional program.

SAC is primarily responsible for the development of the annual Unified Improvement Plan, academic performance goals, and climate assessment.

SAC’s role is to:

• Evaluate—school program effectiveness, student achievement, parent satisfaction, and school safety
• Monitor—goals set and progress toward the school’s strategic plan and school improvement plans, and the school’s accreditation status
• Report—summary data, school survey results, and goal progress reports
• Recommend—goals and targets for improvements, needs assessment, and resource allocation

The SAC is an advisory arm of the Board of Directors. SAC is made up of a board liaison, two staff members, a principal, and parent volunteers.

**Admissions/Withdrawal of Students**

**Compulsory Attendance Ages**
Every child who has attained the age of six years, on or before August 1 of each year, and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parent's responsibility to ensure attendance.

The courts may issue orders against the child, child’s parent/guardian, or both, compelling the child to attend school or the parent/guardian to take reasonable steps to ensure the child’s attendance. The order may require the parent/guardian, child, or both, to follow an appropriate plan that addresses problems affecting the child’s school attendance and that ensures an opportunity for the child to obtain a quality education.
Entrance Age Requirements

A child may enter kindergarten if they are five years old on or before October 1 of the year of enrollment. Younger students who do not meet the district’s entrance age requirement for kindergarten may be accepted if transferring from another kindergarten program if the principal or designee determines that placement of the student in kindergarten is appropriate. A child who is four years old by Flagstaff Academy’s start date and has been identified as a highly advanced gifted student in accordance with state law may enroll in kindergarten if through the St. Vrain Valley School District’s (SVVSD) early access screening process determines that placement is appropriate.

Students enrolling in the first grade may enter if they are six years old on or before October 1 of the year of enrollment. A student who is at least five years old on or before October 1 may be permitted to enroll in first grade if the student attended at least 120 days of kindergarten in another state. A child who is five years old by Flagstaff Academy’s start date and has been identified as a highly advanced gifted student in accordance with state law may enroll in first grade if through the SVVSD’s early access screening process determines that placement of the student in first grade is appropriate.

A legal birth certificate or other acceptable record shall be required for enrollment age certification. The principal or designee will make exceptions to these entrance age requirements in accordance with state law pertaining to the education of military children.

Admissions and Denial of Admissions

Admission

All persons age six through 21, who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.) and who reside within the boundaries of the SVVSD, may be permitted to attend public schools without payment of tuition. In addition, persons who do not reside in the SVVSD may be admitted under Flagstaff Academy policies relating to nonresident students or by specific action of the Board of Directors.

A birth certificate or other proof of legal age may be required by the school administration. The legal name as listed on the birth certificate shall be used as the name of registration. This name shall be used on all official documents and records including, but not limited to, SVVSD records and database official transcripts, report cards and school identification cards. The student may use a preferred name within the classroom or on unofficial documents.

Except as otherwise provided by state law concerning enrollment of students in out-of-home placements, students new to Flagstaff Academy shall be enrolled conditionally until records, including disciplinary records, from schools previously attended by the student, are received by the school. Notice of the conditional enrollment status of new students shall be clearly indicated on all new student enrollment forms. In the event, the student’s records indicate a reason to deny admission, the student’s
enrollment status shall be revoked. The student’s parent/guardian shall be provided with written notice of the denial of enrollment that will also inform the parent/guardian of the right to request a hearing.

Denial of Admission

The Flagstaff Academy administration or designee may deny admission to the school in accordance with applicable law.

Flagstaff Academy shall provide due process of law to students and parents/guardians through written procedures consistent with the law for denial of admission to a student.

The policy and procedures for denial of admission shall be the same as those for student suspension and expulsion inasmuch as the same section of the law governs these areas.

Nondiscrimination

Flagstaff Academy shall not unlawfully discriminate based on a student’s race, color, national origin, ancestry, creed, religion, sex, sexual orientation (which includes transgender), marital status, disability or need for special education services in the determination or recommendation of action under this policy.

According to the Colorado Revised Statutes 22-33-106 (2), subject to the district's responsibilities under the Exceptional Children's Educational Act (see policy JK*-2, Discipline of Students with Disabilities) and other laws pertaining to the education of students with disabilities, the following may be grounds for denial of admission to a public school or diversion to an appropriate alternate program:

1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.

2. Physical or mental disability or disease-causing the attendance of the child suffering therefrom to be inimical to the welfare of other students.

According to C.R.S. 22-33-106 (3)(a-f), the following may constitute additional grounds for denial of admission to a public school:

1. Graduating from the 12th grade of any school or receipt of any document evidencing completion of the equivalent of a secondary education.

2. Failure to meet age requirements.

3. Having been expelled from any school district during the preceding 12 months.

4. Not being a resident of the district unless otherwise entitled to attend under C.R.S. 22, Articles 23 (migrant children), 32 (exclusion of nonresidents) or 36 (schools of choice).
5. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.

6. Behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other pupils or of school personnel.

According to C.R.S. 22-33-106 (4)(a), a student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim’s immediate family is enrolled or employed when:

1. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;
2. there is an identifiable victim of the expelled student’s offense; and
3. the offense for which the student was expelled does not constitute a crime against property.

If the district has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim’s immediate family.

**Students in out-of-home Placements**

State law limits the grounds for denial of enrollment regarding students in out-of-home placements, as defined by C.R.S. 22-32-138 (1)(e).

**Flagstaff Academy Preschool Enrollment Policy**

The parent desiring to enroll his or her child in Flagstaff Academy Preschool must sign an electronic Enrollment Application.

If there are more students than there are class spaces available, students will be enrolled on the following criteria:

a. The first preference is for students presently attending Flagstaff Academy Preschool. Students will be allowed to re-enroll for the following school year. Parents must affirm their desire to re-enroll their child/children each spring by the date published.

b. The second preference is for siblings of children already enrolled at either Flagstaff Academy or Flagstaff Academy Preschool and will be admitted pending availability based on first come, first served. Any sibling offered a position to the Preschool prior
to February 15 must enroll or forfeit their position for that school year and be placed on the general waitlist.

c. The third preference is for the children of the founding families of Flagstaff Academy, again based on a first come, first served list.

d. The fourth preference is for children of all current full- and part-time Flagstaff Academy staff members. This preference will be based on a first come, first served list.

e. If spaces remain after all the foregoing preferences have been used, all students who reside in SVVSD shall be placed on a waitlist based on first come, first served, and shall be admitted according to that list.

f. If spaces remain after all in-district students on the waiting list have been enrolled, all out-of-district students shall be placed on a first come, first served waitlist and enrolled according to the waitlist order.

All preschool applications will be time-stamped according to receipt by the Flagstaff Academy Registrar.

Flagstaff Preschool Dates:

Priority list start date: December 1st.
Priority list end date: January 31, 4 p.m. (or the previous business day if January 31 falls on a weekend).

Age Eligibility

Pre-K students: Must be four years old by October 1 of the year being applied for.
3–4 class: Must be three years old by October 1 of the year being applied for.

Kindergarten-Grade 8 Enrollment Policy

Each parent desiring to enroll a child in Flagstaff Academy must fill out an electronic Intent to Enroll form. Parents of students currently attending grades K–8 at the school do not need to re-enroll each year, but will need to enroll siblings of those students not yet attending Flagstaff Academy.

If there are more students than there are class spaces available, students shall be enrolled based on the following criteria:

a. The first preference is for students presently attending Flagstaff Academy. Students will be allowed to re-enroll for the following school year. Parents must affirm their desire to re-enroll their child/children each spring by the date published.

b. The second preference is for siblings of children already enrolled, with the exception of any sibling who previously declined enrollment, or has withdrawn from the waiting list or Flagstaff Academy, based on first come, first served. Any sibling offered a position prior to October 1 must enroll or forfeit their position for that school year and be placed on the general waitlist.

c. The third preference is for the children of the founding families of Flagstaff Academy based on first come, first served.
d. The fourth preference is for children of all full- and part-time Flagstaff Academy staff members based on first come, first served. Employees having completed five years of continuous service may maintain their staff preference for student enrollment, provided that their termination of employment is voluntary.

e. The fifth preference applies only to children going into kindergarten. Any child who was enrolled in the Flagstaff Academy Preschool program at the end of open enrollment shall have a preference for admission into kindergarten the following year based on first come, first served.

f. If spaces remain after all the foregoing preferences have been used, all students who reside in SVVSD shall be placed on the general waitlist and shall be admitted on first come, first served.

g. If spaces remain after all in-district students on the waiting list have been enrolled, all out-of-district students shall be placed on the general waitlist and shall be admitted on first come, first served.

Registration dates

December 1: Open enrollment begins for following school year; waitlists initiate.

January 15: Priority list ends; waitlists are finalized.

October 1: Open enrollment ends; waitlists are purged.

Flagstaff Academy shall not admit any new students after the October 1 student count date without school administrative approval.

Withdrawal of Students
A withdrawal form must be completed to withdraw a student prior to the end of a school year. This form will give Flagstaff Academy the information needed to forward the student’s records to the receiving school. The forms may be obtained at the front office.

General School Policy and Procedures

Office Hours
The school office will be open from 8 a.m. to 3:20 p.m., Monday through Friday, unless the school is on a special schedule, such as late start, holiday, in-service, or half-day. The school office is open for limited hours throughout the month of June and is closed during the month of July.

Playground Hours
Due to safety and liability concerns, the playgrounds are not open prior to 7:45 am. Students are not permitted to be dropped unsupervised at school prior to 7:45 am. There is no staff available in the case of an emergency prior to 7:45 am. If parents need earlier drop off, Dragon Flight should be used. After school, the playground may be closed due to Dragon Flight usage and state childcare program licensing requirements.
Classroom Enrollment Size
Maximum classroom enrollment for the school year:

- Kindergarten = 23 students per classroom
- Grades 1–5 = 26 students per classroom
- Grades 6–8 = 27 students per classroom

The school does its best to adhere to these maximum class sizes, however, circumstances may exist that dictate a slightly larger class size, especially in those areas where class size is not a significant factor such as certain specials or electives.

Health and Safety/Sick Child
Whenever possible, students requiring first aid treatment are brought to the health office. For more information on the health office, visit the health office website. In case of serious illness or accident, the school makes every effort to contact the parent or other authorized person immediately. The procedure on the emergency card is followed. Parents are responsible for updating emergency information through the school’s front office. The school observes state and local fire regulations.

Flagstaff Academy follows the Colorado Department of Public Health and Environment Guidelines for School Settings Infectious Disease in School Settings and the advice of our licensed nurse consultant. **Children must be kept at home for an entire school day after any episode of vomiting, diarrhea, or a fever of 100°F or higher subsides without the use of medication. Students who return to school prior to this timeline will be sent home.** Please keep your child home for the full school day to ensure they recover from their illness fully, and to protect them, staff, and other students from contracting illnesses. Students sent to school too soon run the risk of a relapse, an extended illness, or a new illness.

Medication
No medication (over the counter or prescription) may be taken at school without written permission from parent and physician.

All medications, as well as directions for storage, are stored and administered in the health office. A medication-certified staff member administers all medication. Directions and authorization must be signed by both the parent and the physician. All medicines are stored in a locked cabinet or refrigerator in the health room. Written authorization from a parent and physician with prescribed dosages is also required for the use of non-prescription drugs.

Children required to take medication during the school day are sent to the health office. Teachers cannot hold or administer medication. Exceptional medicines may be carried on a child with signed authorization by a physician and written permission from the parent. Cough drops, lip balm, and some sunscreens are considered a medication and will be treated as such by Flagstaff Academy personnel.
**Short-term illness**
When children experience a short-term illness and a mid-day dose is medically necessary, the parent or caregiver may come to school at lunchtime with the appropriate amount. If this is not possible, the physician and parent must complete and sign the Physician’s Medication Instruction form.

**Maintenance medication**
Maintenance and emergency medications must be accompanied by a completed Physician’s Medication Form. For children who may suffer a life-threatening reaction to various foods or insect stings, the school should be provided with necessary medication and a current health care plan. It is the parent’s responsibility to be sure that all medications stored at the school do not expire.

**Instruction to children**
Parents and physicians should instruct the children regarding the importance of taking medication appropriately.

**Hold Harmless**
The school is not responsible for any failure to dispense medication in a timely manner or for the effects of any medication. Parents agree to hold the school harmless from any consequences associated with the dispensing or failure to dispense any medications.

**Personal Hygiene**
Please be mindful of your child’s personal hygiene needs to avoid embarrassment and help him/her to remember to use specific products for different body odors that are natural to their bodies.

If poor hygiene or use of too much perfume/cologne is an issue, the teacher will discuss the problem with the student or parent in private and should point out the specific areas to be corrected. Poor hygiene can include a recognizable smell of tobacco, alcohol or marijuana.

**Lunch Program**
SVVSD provides hot lunch at Flagstaff Academy. Parents can send their children to school with cash or a check made payable to “St. Vrain Valley School District” or “SVVSD”, or by paying online at [www.myschoolbucks.com](http://www.myschoolbucks.com).

Pre-ordering for hot lunch is not necessary. Student lunch prices, payment information, and menus are listed on the SVVSD school nutrition website.

**Meal Application**
Information on the Free and Reduced Lunch Program and the application for the program is available from the Flagstaff Academy business office and on the SVVSD website. A new application must be filled out every school year. Parents are responsible for all meals purchased in the cafeteria until the application is approved.
**Meal Charge Policy**

Students are not allowed to charge meals if their lunch account balance is zero. Students in grades 6-8, who have negative balances on their account, will have their lunch tray returned and they will receive milk, fruit, and availability to go to the salad bar. Lunch trays for grades K-5 will not be returned, however, if they have not received a meal, they will be provided milk, fruit, and salad bar only. The school is responsible for and may initiate, collections on any hot lunch balances. Please see the SVVSD Guide to Nutrition Services for more information.

**Before and After School Program—Dragon Flight**

Flagstaff Academy provides before- and after-school care, which is called the Dragon Flight program. For more information about Dragon Flight before- and after-school care, as well as associated enrichment classes, check the Flagstaff Academy website under [Dragon Flight](#).

In addition, Flagstaff Academy has several after-school clubs and activities (such as sports, PTO events, etc.). Student registration is required for attendance in all activities or after-school care programs. If students are not enrolled in any activities, they must be picked up from school no later than 4 p.m.

siblings of students that are attending after-school clubs must be picked up at the end of the school day or enrolled in Dragon Flight. Students cannot be left unsupervised in the building after school hours.
# Flagstaff Academy Fee Schedule

## 2019-20

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<th>Description</th>
<th>Fee</th>
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| **Activity Fee** (Non-refundable)  | Elementary - $240.00  
Middle School - $285.00                                            |
| **Registration Fee** (Non-refundable) | Preschool - $100.00  
Dragon Flight - $40.00                                              |
| **Returned Check Fee**              | $25.00                                                              |
| **Late Payment Fee**                | $25.00 - Preschool tuition, Kindergarten tuition, and Dragon Flight |
| **Open Records Request***           | Research - $25 per hour  
Copies - Standard B&W - $0.10 per page  
Large, Color, or Custom pages - Actual cost paid by school to produce.  
*Parent/guardian record requests for their student(s) are not subject to these fees. |
| **Tuition Fees**                    | Pre-K (2 Day) - $225.00 per month  
Pre-K (3 Day) - $275.00 per month  
Pre-K (4 Day) - $325.00 per month |
| **Chromebooks**                     | Loaner rental - $5.00 per day  
Power cord - $4.00  
Case - $20.00  
Chromebook replacement - $350.00  
Malicious damage - actual cost to replace device  
Chromebook purchase (decommission/end of life) - $5.00 |
| **Late Pickup Fee - Programs**      | **Preschool** - $5.00 at 5 minutes, then $1.00/minute  
**Dragon Flight** - $5.00 at 5 minutes, then $1.00/minute |
| **Late Pickup Fee**                 | **After School - 4:00 pm (12:35 pm Early Release)** - $5.00  
Each minute thereafter - $1.00  
School Clubs/Events - 4 minute grace period from announced end time  
5th minute - $5.00  
Each minute thereafter - $1.00 |
| **Collections**                     | Past due balances may be referred to an outside collections provider. |
Visitors to the School
All visitors and volunteers must sign in and out at the school’s front desk and wear a visitor badge while in the building.

The Sign-In system is also our building accountability system. It is critical that the front office staff be able to tell emergency personnel that all students, faculty and staff, and visitors are out of the building in case of an emergency or evacuation.

To protect the privacy of all students, taking, sharing, or posting photos that include children who are not your own is not permitted.

Classroom Visits by Parents
Parents are welcome to visit the school, however, **drop-in or unannounced visitors to classrooms are not allowed.** Out of respect for our staff and to promote a learning environment with minimal interruption, classroom visits must be coordinated with the classroom teacher. If parents are bringing personal belongings for a student, the front desk will take control of the item(s) and arrange for them to be picked up by, or relayed to, the student.

Outside/Private Tutoring at Flagstaff Academy
Flagstaff Academy does not provide space on campus for outside or private educational or tutoring services.

Volunteer Guidelines and Procedures
Parent volunteers are important to the smooth operation of Flagstaff Academy and are relied upon to:
- Enhance school goals
- Bridge school and community for increased learning
- Enrich our educational program by making available talents and resources of parents, business persons, civic organization members, retirees, and friends

We request all families volunteer 30 hours per family every school year. Teachers will develop classroom volunteer times after the first few weeks of class.

Volunteer guidelines and procedures are described in the Volunteer Handbook available on the Flagstaff Academy website.

Dress Code
Having a dress code is an integral part of the official charter for Flagstaff Academy, and its purpose is to help create a positive environment conducive to learning. Students are expected to be well-groomed, dressed in a manner reflecting respect for themselves and those around them, and use good judgment in the choices they make.
During the first two weeks of school, verbal warnings are given as new students gain familiarity with the dress code. Violations of the dress code result in parent contact. Only one contact will be completed before a dress code violation becomes an official Code of Conduct Warning.

The dress code prohibits garments that display negative messages, including, but not limited to:
- Vulgarity, profanity, inappropriate language
- Gang-related symbols or references
- Any illegal or controlled substance, including drugs, marijuana, alcohol, and tobacco
- Sexually suggestive or pornographic images or sayings that suggest violence or death images, including Goth appearance and skulls
- Images or sayings that advocate racial, ethnic, political, or religious prejudice

Specific Guidelines:

HEAD: Hats, visors, bandanas, sunglasses and the like must be removed indoors.

HAIR: Hair should be well-groomed and worn in naturally-occurring hair colors and styles that are not distracting to the educational environment. Only naturally-occurring hair colors are permissible for the entire head of hair. Different colors are permissible as highlights only (such as tips only, strands of color in the hair, etc).

JEWELRY: No visible piercings except standard-sized earrings. Jewelry should be simple; not distracting or excessive. Long, dangling earrings should be avoided.

CLOTHING: Clothing should fit well (not excessively baggy or tight), be in good repair (not ripped or torn), and be appropriate and modest.
- All necklines are acceptable as long as they are modest. The recommended guideline to determine the appropriateness of a neckline is to place the palm of your hand with fingers closed (horizontally) at the base of your neck. The neckline of the garment should not be lower than the bottom of your hand.
- Undergarments should not be visible either directly or through clothing.
- Bare midriffs are not allowed.
- Sleeve length must be sufficient to cover the shoulder. No tank tops or cut-away arm-holes. Cap sleeves are allowed.

Official Flagstaff Academy logo wear is considered appropriate at all times.

SHIRTS: Shirts may have small logos that are no larger than a 3”x 5” index card. Shirts may have embellishments such as ribbons, sequins, bows, embroidering, etc. Shirts cannot have pictures, images, or words. Camouflage shirts are acceptable, but not military fatigues. Heavy jackets should not be worn in classrooms; however, sweaters and sweatshirts are appropriate inside school.
SPORTS: Flagstaff Academy’s sport uniforms may be worn at school. However, if the sport uniform is a sleeveless tank top, another shirt with sleeves must be worn over or under the uniform.

PANTS: Acceptable pants styles include full-length dress pants, boot-cut or straight-leg pants, leggings, cargo pants, capris, jeans, shorts, and athletic pants. Pants must be in good condition, should not be dragging on the ground or worn sagging below the waist. Types of pants not allowed include pajamas, military fatigues, or scrubs.

SHORTS, SKORTS, SKIRTS, and DRESSES: Shorts, skorts, skirts, and dress lengths must be past the fingertip when standing with arms straight at the sides or mid-thigh (whichever one is longer). If dresses or skirts are worn, students are strongly encouraged to wear shorts underneath to maintain modesty.

BELTS: Belts are not required, but should be worn if needed to meet the fit requirements outlined above.

SHOES: Closed-toe footwear must be worn at all times while on the school premises. Sandals must be closed-toe and have a heel strap or enclosed back that keeps the shoe in place. Students are strongly encouraged to wear socks, including with sandals. There are specific requirements for footwear on days when students have P.E. class.

OUTERWEAR: Outerwear should be removed once the student enters the building.

Clarifying Statements:
Uniforms—Organizational and athletic uniforms (Boy Scout, Cub Scout, Girl Scout, Athletic, etc.) are identified as clothing that may cause distraction. Skirts and pants that identify the student as a member of these organizations are permitted, subject to dress code guidelines.

If you need any clarifications on dress code please contact your grade-level Principal.

Flagstaff Academy’s Sports Uniforms, Spirit Wear, and Club Apparel
All Flagstaff Academy sport uniforms, club shirts, spirit wear, and new club shirt designs must be approved by the school administration prior to order placement. Use of the Flagstaff Academy logo on apparel is upon approval of school administration only.

Please Note: The campus administration has the final authority concerning appropriateness of any item worn at school.
**Clothing/Personal Belongings**
All clothes, hats, coats, boots, and gloves must be labeled with the student’s name. The school has a lost and found location. Please have your student look in his/her classroom or this location for missing items.

Children should not bring toys or treasured items to school unless it is for Show and Tell or is related to an academic subject. Toy weapons are not permitted at school for any reason.

All electronic devices, including cell phones, iPods, Game Boys, smartwatches, etc., at an elementary school age are considered toys. Items must be kept in the student’s cubby or locker. Students are not allowed to have iPods, electronic games, smartwatches, cell phones or any device capable of sending/receiving messages and/or taking photos turned on at any time during school hours. If a staff member notices a student with any such item during school hours, it will be confiscated and the parent must retrieve it from the front office after school. The school is not responsible for lost or broken items. Again, toy weapons are not permitted at school.

**Social Events**

**Birthdays**
Birthday parties cannot be held in the classroom. Parents can provide a treat such as cookies, donuts, cupcakes, cake, or the like—for a child’s birthday, provided teachers are notified in advance. Please consider healthy snack and treat options as well. If a child’s birthday falls on a non-school day or during the summer, an alternate date during the school year can be arranged.

Please do not have your child bring party invitations or gifts to school. When planning after-school or weekend birthday parties, please remember that the feelings of young children are easily bruised. It can be devastating for a child to think he or she may have been the only one excluded from a party. It is strongly recommended that, if parties do not include the entire class, it is better to invite either all of one sex or the entire class. Please send invitations for smaller birthday parties through email or mail to each child’s home. Holiday parties are planned by Room Parents in conjunction with teachers.

**Halloween**
Students may wear appropriate costumes to school. No masks, gore, blood, or weapons. A party may be held during the day upon approval by the school. The children may participate in a school Halloween parade.

**Winter Holiday**
Room parents may plan a winter festival of lights or celebration of winter. A party may be held during the day upon approval by the school.

**Valentine’s Day**
Room Parents may provide special treats to be shared with the entire class, and the students may exchange Valentines. Procedures and expectations for distributing Valentines may vary by classroom, but sensitivity to fairness should be observed.
End-of-School-Year Party
End-of-year celebrations may be held at the discretion of the school. The school may host an end-of-year picnic for all families.

Field Trips
A background check will be required for chaperones attending any overnight trip with the students and faculty.

Science Lab
Science is an active, hands-on class. Many activities require the use of sensitive equipment and materials. Safety is the first priority in the classroom. To ensure a safe learning environment, all students will be instructed in science classroom safety, and the student/parent/guardian safety contract will be signed and filed at school (this pertains mainly to the Middle School).

Science Lab Safety Rules:
- Act responsibly at all times in the classroom. Understand that horseplay, jokes, and pranks are not appropriate in a science classroom.
- Never work alone. A teacher must be present before working in the laboratory.
- Follow all instructions, written and verbal, about the laboratory procedures given by the teacher.
- Perform only those activities that have been authorized by the teacher. Never do anything that is not called for by the procedure. Unauthorized experiments are forbidden.
- Only use laboratory equipment for its designated purpose.
- Carry all equipment with both hands.
- Return all equipment and materials to their designated locations.
- Keep table and the area around it clean and neat.
- Wear safety goggles whenever directed. There are no exceptions to this rule.
- Immediately notify the teacher of any emergency.
- In the event of broken glass, do not attempt to clean up the glass, notify the teacher and allow her/him to safely clean it up.
- Tie back long hair, and take off any dangling necklaces and earrings that could pose a hazard while in the laboratory.
- Do not take anything out of the classroom without permission from the teacher.
- Never eat, drink, or chew gum in the science classroom unless instructed to do so by the teacher as part of a class activity.
- Only handle living organisms when authorized to do so by the teacher.

Violation of the science lab rules will result in being removed from the classroom, or other appropriate measures to maintain safety.

In addition to the safety rules above, Flagstaff Academy has integrated new technology into the classroom (such as Chromebooks and iPads). The use of this technology is a privilege and use can be restricted if used improperly. The Middle School student will be notified that improper use, viewing inappropriate content or damaging/altering the
technology in any way may lead to discontinued use, legal action or the replacement of the technology.

Library Media Center
The Library Media Center (LMC) is an information hub providing access to a quality collection and technologies that support and enhance the Core Knowledge Sequence and extends learning beyond the confines of the LMC’s walls and the school day.

Hours
Monday–Friday 7:45 am - 3:15 pm

The LMC may be closed for 40 minutes for lunch 11:20 am -12:00 pm if coverage is unavailable.

- Kindergarten visits the LMC weekly for story time and check out.
- 1st-3rd grade patrons visit the library weekly for read alouds, information literacy, library skills, and research strategy instruction. In addition to weekly instructional visits, these patrons also visit the LMC weekly for check out.
- 4th-5th grade patrons also have a designated LMC day to conduct check out. These circulation visits can be weekly or bi-weekly depending on the teacher's preference. These students may also conduct self check out anytime, students like using their Flagstaff library card.
- Middle School patrons visit the LMC on an "as needed basis" for check out, research strategy instruction, or joint teacher and librarian instruction. These students may also conduct self check out anytime it is convenient for them and their teacher. MS students also have Flagstaff library cards and can conduct self check out.

Check out Parameters
Patrons who read their books before the due date may return their books whenever it is convenient and check out additional items. Books returned prior to the due date can be brought back to the LMC or deposited in the Book Return drop located in the hallway on the wall outside the LMC. There is an additional book drop in the MS hallway.

Collection Philosophy
The LMC collection will provide materials that enrich and support the Core Knowledge Sequence and meet the individual educational, emotional, and recreational needs of all its patrons. Materials will not be limited to books, but will also include fee-based databases, eBooks, and relevant websites.

<table>
<thead>
<tr>
<th>Patrons</th>
<th>Number of Items</th>
<th>Loan Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten-Grade 2</td>
<td>1 book</td>
<td>1 week</td>
</tr>
<tr>
<td>Grades 3–8</td>
<td>2 books</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>
The LMC is no longer charging late fees for all books returned in good condition. However, fines will continue to accrue until books are checked in. Reminder emails will also be sent home with possible fine amounts and serve as a prompt to return or renew any due materials. Once the book/s are returned all fines will be eliminated. Students may not be able to checkout while they have overdue books outstanding.

LMC books not returned within 90 days of the due date will be considered “lost”. Lost items will be billed out by the LMC and must be paid for by the patron, the patron’s parent or guardian. In some cases, a like copy of the book may be purchased for a replacement. This arrangement should be negotiated with the LMC staff prior to purchase.

**Overdue and lost item notices will be sent home via email to the primary account listed in Infinite Campus. It is not possible to email more than one parent/guardian.**

A lost material fine may be refunded upon the return of the item in question, providing the item is returned in “circulation condition”.

**Payment for lost or damaged items is made to the LMC in the form of cash or check. Please make checks payable to Flagstaff Academy.**

Questions regarding any part of the LMC circulation policy may be directed to the Flagstaff Academy Librarian, lmcadmin@flagstaffacademy.org or call 303-651-7900 ext. 230.

**Attendance, Tardy Arrivals, and Early Pick-up**

Attendance is an essential part of the learning process. The importance of regular, daily attendance as a basis for academic achievement cannot be overemphasized. The responsibility to ensure that the student has good attendance rests with the parent/guardian. Additionally, late arrivals and early pick-ups interrupt the educational environment for all students. We ask that parents do their best to keep them to a minimum.

No matter the age level, being tardy will have a negative impact on student learning. We encourage you to make sure your child arrives to school on time each day.

According to Colorado state law, attendance is required for every child between the ages of six and 16 years and for any six-year-old child who has been enrolled in a public school in the first or higher grade level, unless the parent or guardian chooses to withdraw the child. As such, parents, guardians, and legal custodians are obligated by state law to ensure the child’s attendance.
The Flagstaff Academy Board of Directors establishes the school year’s attendance period by adopting a school calendar, as well as setting beginning and ending times for the school day. Colorado Department of Education regulations required to have actual teacher-pupil instruction and contact time of 1,056 hours for secondary students and 968 hours for elementary students during each school year.

**Student Absences and Excuses**

This attendance policy is designed to provide guidance and procedure for managing and improving student attendance. It is Flagstaff Academy’s intention to encourage all students to have good attendance and to participate in school. However, it may become necessary as a last resort to administer interventions that may include taking legal action when a student’s level of absence becomes chronic. Interventions for excessive absences may include working with truancy through the school district.

**Attendance, Tardiness, and Truancy**

Students are expected to enroll at the beginning of the school year, to attend regularly, and to be prompt in arriving at school and each class during the day.

**Tardy**

Tardiness is defined as the appearance of a student after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the right to uninterrupted learning of non-tardy students, penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

Teachers shall be responsible for addressing tardiness as a classroom-management issue. Excessive tardiness may be referred to the administration for consideration as an attendance problem.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered as an unexcused tardy, provided that the teacher or administrator gives the student a pass to enter their next class. Teachers shall honor passes presented in accordance with this policy.

**Early Pick-Up**

Early Pick-up is defined as the repeated request for the dismissal of a student between 2:30 pm and the end of the school day. Because of the disruptive nature of repeated early pick-up and the detrimental effect upon the right to uninterrupted learning of other students, penalties may be imposed for excessive early pick-up. Parents/guardians shall be notified of all penalties regarding pick-up.

Excessive repeated early-pickups may be referred to the administration for consideration as an attendance problem.

**Truancy**

Truancy is when a student is absent without a parent/guardian excuse, or if the student leaves school or a class without permission from the teacher or administrator
in charge, the student shall be considered truant. A “habitual truant” shall be defined as a student of compulsory attendance age who has four unexcused absences from school or from class in any one month or 10 unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences.

When a student is declared habitually truant, the principal shall require a meeting between the student’s parent/guardian and appropriate school personnel to review and evaluate the reasons for the student being habitually truant.

A plan shall be developed for a student who is declared habitually truant with the goal of assisting the child to remain in school. When feasible, the child’s parent, guardian or legal custodian shall participate with Flagstaff Academy personnel during the development of the plan. Appropriate school personnel shall make all reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the child’s truancy.

Flagstaff Academy also works with SVVSD to resolve truancy issues according to state law and District policy.

**Excused Absences**
The principal or their designee will grant excused absences with substantiated reason. The following will be considered:

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

The following may be considered excused absences at the discretion of the principal or designee:

1. Serious illness or death in the family.
2. Family emergencies or hardship.
3. Family vacations. (While discouraged, such excuses should be pre-arranged with the school administration. If a student has poor academic performance, a principal may deny an excused absence for vacation purposes.)
4. Religious observances when requested by a parent or guardian.
5. Absences required by a legal body or social agency (court, juvenile authorities, public health department, or police).
6. Military connected students whose parent or legal guardian has been called to duty is on leave from or immediately returned from deployment.
Flagstaff Academy may require suitable proof regarding the above exceptions, including written statements from a health care provider.

**Unexcused Absences and Administrative Intervention**

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student’s record. The parents or guardians of the student receiving unexcused absences shall be notified orally or in writing by a Flagstaff Academy designee, or building staff.

Steps for unexcused absences may include administrative conferences, detention, make-up time, parental contacts, and involvement of district-level prevention/intervention efforts.

**Notification of parents/guardians regarding unexcused absences**

The principal or designee will make reasonable efforts to work closely with parents/guardians to identify and resolve student attendance issues. Regardless of grade level, the following actions will be taken if a student’s unexcused absences reach the levels identified.

At unexcused days 3 and 6, letters will be sent home including a reference to the state compulsory attendance law.

After 3 unexcused days – a general letter of concern will be sent to parents/guardians requesting a conference with school officials.

After 6 unexcused days – a second letter will be sent indicating that the student has violated Board policy regarding the number of unexcused absence days allowed before judicial proceeding may be initiated and requiring a meeting with the parent/guardian.

After 10 unexcused days, a letter will be sent home including a reference to the state compulsory attendance law and notification that the student’s attendance will be monitored for the next 10 days. After the 10-day monitoring period a decision may be made to initiate legal action.

In all cases, letters sent to parents/guardians will be addressed to the current address on file with SVVSD.

**Make-up Work for Absences**

Students are expected to make up class work missed as a result of absence or tardiness. Students will be given two days for each day absent to complete and turn in to the teacher the assignments that have been missed. The day count starts on the day following the student’s return to school and includes weekends and holidays.
For any absence that is for five or more consecutive days, it will be required that the teacher, parent, and student work out a specific timeline for completion of the make-up work.

**Notification of Absence**

Parents are expected to notify the school office of any absence no later than 8:00 a.m. of that day. Parents/guardians shall be required to furnish an explanation for student absenteeism either in writing or orally. Notification is made by filling out the online attendance form via the website or the mobile application, calling the Attendance Line at 303-651-7900 ext. 200, or by e-mail to attendance@flagstaffacademy.org

If a student is absent from school at morning attendance and the parent has not notified the school using the Attendance form, office personnel will make every effort to contact that parent to verify the absence. If the student cannot be accounted for, and parents are unreachable to confirm the absence, the school may contact law enforcement authorities to check the welfare of the child.

If the child is going to be absent more than one day, the parent should make note of that on the first day’s call. If the absence is anticipated to be only one day and it turns out to be longer, parents should call the school office on each successive day to report the continued absence.

When an absence has been reported properly, it is not necessary to send a note upon the student’s return to school. When it is known for at least one week in advance that a child will be absent from school, it is expected that the parent will notify the school and teacher in writing of the pending absence. This is intended to inform school personnel, not to seek permission from the school for the absence. Such written notification will preclude the requirement to call the Attendance Line.

The minimum number of unexcused absences a student may incur before administrative proceedings are initiated to enforce compulsory attendance is four (4) days in one month or 10 days during any school year.

A child or sibling cannot call to report the absence; the parent or guardian must report the absence.

Parents should give the following information when calling regarding an absence:

1. Month and day of absence being reported
2. Student’s full name
3. Name of student’s teacher
4. Reason for absence- Information on symptoms or diagnoses (flu, vomiting, diarrhea, head lice, etc.) is crucial to help the school evaluate any additional responses needed for safety of students and staff.
5. Name of person reporting the absence
Student Withdrawal from School/Dropouts

According to Colorado statute, a “dropout” is a student who has been absent from class for six consecutive weeks or more in any one school year (except for reasons of expulsion, excused long-term illness, or death) before completion of a high-school diploma or its equivalent, and who does not transfer to another public or private school or enroll in a home study or online education program.
Curriculum, Instruction, and Assessment Policy and Procedure

Educational Approach
The elementary and middle school programs have been developed to progressively build each student’s foundation of knowledge and to prepare the students for success at the next level.

What is the Core Knowledge Sequence?
The Core Knowledge Sequence provides students a rich vocabulary and broad knowledge upon which future instruction can build, broaden, and deepen. The ultimate goal is to ensure that all children are given access to the same knowledge base that assures later educational success. The Core Knowledge Sequence provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year after year. The core content is organized to spiral through the grade levels, becoming more sophisticated and dedicated in each successive grade.

Research proves that when meaningful content is combined with the teaching of skills, students retain information longer and develop skills more easily.

Curriculum Guidelines
Please refer to Flagstaff Academy’s Mission for general philosophical information regarding the academic program.

The faculty and administration of Flagstaff Academy will continually evaluate the curriculum and related methods and materials based on the following criteria:

1. Supportive of the Core Knowledge Sequence perspective.
2. Traditional and conventional in nature, utilizing proven advances in methods in the field of education.

With the above in mind, Flagstaff Academy will use the following curriculum, methods, and materials:

1. CKLA-Core Knowledge Language Arts- Reading, phonics, handwriting (k-1), grammar, spelling, writing, listening, and literature.
2. Math - Pearson enVision 2.0 based on the Core Knowledge sequence with an emphasis on problem-solving, application, and computational skills.
3. Zaner-Blozer Handwriting. Cursive writing will be introduced in 2nd grade.
4. CKLA and Shurley Grammar—An emphasis on balance between grammatical terms, concepts and rules, and actual creative writing and presentation of ideas.
5. 6 Traits Writing- Trait Writing Model of Instruction and Assessment comprises qualities that define quality instruction.
6. Core Knowledge Science and Technology—Flagstaff Academy strongly believes in science exploration using CK sequence and the Next Generation Science Standards for science supplemented with Flagstaff Academy technology curriculum.

7. Pearson Learning Core Knowledge History and Geography—Emphasis on American and world civilizations and geography. The Pearson Learning/Core Knowledge history and geography textbooks will be used by Flagstaff Academy. “They communicate rich content in an understandable, engaging style that young students enjoy.” Edited by Core Knowledge founder E. D. Hirsch, Jr. (Core Knowledge Foundation, 2004).

8. Spanish Program—By initiating students at an early age, the program seeks to ensure future success in the language as students continue their studies in high school and college. We introduce our pupils to Spanish upon entering third grade, and continue the process through eighth grade.

**Middle School Level Spanish and French are Electives**

- Sixth-, seventh-, and eighth-grade students have the choice to complete a middle-school world language program, which, at the end of two years, is equivalent to the curriculum being taught at the district high schools' freshman and sophomore levels.

- Flagstaff Academy graduates are often well-prepared to enter high school at the sophomore or junior levels (Spanish or French III).


10. Physical Education—Emphasis will be in broad areas of body management and general movement, teaching fundamental skills, good sportsmanship and knowledge of games and sports.

11. Art—Gradual development of skills in the uses of elements and application of principles with art tools and materials.

Core Virtues character development provides students with a framework for behavioral expectations. Flagstaff Academy uses the Core Virtues program, a K–8 program that uses literature to teach students a foundation of core ethical values, good moral character, and citizenship.

**Instruction**

Research indicates that teachers who set and communicate high expectations obtain greater academic performance from students. Our instructional goal is to expect consistent quality
performance and to make special efforts to help students develop the skills necessary for them to meet their full potential.

**Controversial Learning Instruction**
Controversial issues are defined as problems, subjects, or questions where there are significant differences of opinion, no easy resolutions, and strong feelings on both sides. Subjects usually become controversial issues because of differences in beliefs and interpretation. Controversy is inherent in today's society and it is essential to preserve academic freedom to study and discuss controversial issues. Discussion and analysis of controversial issues will be conducted within the framework of the educational philosophy and objectives of the school. Controversial issues are presented in classes where they are relevant to program studies in a manner as free from bias and prejudice as possible. Curriculum content will be communicated to parents in the weekly teacher communication and via classroom web pages.

**Responsibility of Teachers in Controversial Instruction**
The teacher is an important member of the school staff in handling controversial issues. Teachers have the obligation to deal with such issues in a professional manner. The issues should grow naturally out of regular classroom learning situations and be presented at the maturity level of the students. As many viewpoints and as much data as possible should be brought out in the discussion. Freedom of students to learn—not social action or indoctrination—should be the goal of all involved. The teacher must have a thorough understanding of the role of controversial issues in the classroom and must know and appreciate the nature and extent of the knowledge and biases covering any such issues.

**Academic Expectations for Students**
Students shall complete all daily assignments in a timely manner. Furthermore, each student is responsible for his or her own work. Cheating or plagiarism will not be tolerated and will be enforced according to The Code of Conduct policy, located on page 58 of the Family Handbook.

**Homework Policy**
Flagstaff Academy believes homework should be meaningful to the students’ academic experience, emphasizes quality over quantity, and should allow students time for physical movement and activity. Flagstaff Academy Homework Policy is defined by the Three Rs: Reading, Reinforcement, and Recreation. In this case, Recreation is intended to mean physical activity, which has been shown to be an important factor in determining academic success for students.

All homework assigned to students must fit the Reading, Reinforcement, and Recreation criteria. Teachers use the following guidelines when assigning homework according to this policy:
Homework Guidelines

<table>
<thead>
<tr>
<th>Reading</th>
<th>Reinforcement</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Am I encouraging free and independent reading opportunities?</td>
<td>● Is this homework being assigned part of students’ <em>mastery of a skill</em> (versus as part of an introduction)?</td>
<td>● Am I allowing time for students to get outside and play?</td>
</tr>
<tr>
<td>● Am I assigning reading homework that inspires students to read more?</td>
<td>● Is there any chance that my students do not completely understand how to do this skill prior to this practice?</td>
<td>● Am I encouraging movement-based activities at home (e.g. suggesting activities to parents)?</td>
</tr>
<tr>
<td></td>
<td>● Is there a possibility that parents may have to explain this at home?</td>
<td>● Am I allowing time for students to do organized sports?</td>
</tr>
<tr>
<td></td>
<td>● Will my students experience frustration around this assignment because they do not know what to do or how to complete it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Is this homework <em>meaningful</em>?</td>
<td></td>
</tr>
<tr>
<td>Examples of Reading</td>
<td>Examples of Reinforcement</td>
<td>Examples of Recreation</td>
</tr>
<tr>
<td>● Reading Logs with student free-choice.</td>
<td>● iReady Instruction</td>
<td>● Team sports</td>
</tr>
<tr>
<td>● Reading a chapter in a textbook or in e-format, on level.</td>
<td>● Khan Academy lessons and quizzes (if reinforcing what was taught in class)</td>
<td>● Family activities, such as snow sports, hiking, biking, walking, etc.</td>
</tr>
<tr>
<td></td>
<td>● Sample math problems of a very limited and targeted number (entire worksheets not included) of practice problems</td>
<td>● Playing outside</td>
</tr>
<tr>
<td></td>
<td>● “Practice Packets” (either hard copy or in e-form) of math problems to be completed gradually and over time</td>
<td>● Physical practice, such as dance, martial arts, gymnastics, yoga, etc.</td>
</tr>
<tr>
<td></td>
<td>● Clearly defined long-term writing assignments that do not involve parent engagement* (mostly for Middle School Language Arts classes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Studying for tests</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: STEM Fair projects, book reports, long-term writing projects are still acceptable if they are being worked on in class as well. Clear student-focused directions and rubrics must be provided if these types of assignments are going home.

This policy meets the teachers’ educational objectives of homework to:

1. Help encourage and foster accountability in our students.
2. Improve mastery of skills.
3. Promote the fidelity of what is being taught in the classroom.

This policy meets the students’ educational and whole-child development objectives to:

1. Ensure that all homework is developmentally appropriate (versus “preparing for the next level”).
2. Promote confidence through mastery of skills and avoid unnecessary frustration.
3. Establish healthy habits and promote wellness.

This policy meets the parents’ objectives regarding rigor and appropriateness to:

1. Ensure that students are receiving meaningful yet rigorous homework.
2. Reduce any re-teaching that may occur at home.
3. Promote a healthy home-school balance.

Parents can request make-up homework for absences no later than 10:00 a.m. on the day of the absence to be picked up at 3:30 p.m. on the day of the absence.

**Late Work and Missing Work**

Elementary - Skill mastery through daily reinforcement is an essential component of the homework policy. As part of this, it is important that teachers have the ability to assess that students have mastered particular skills in order to progress on to subsequent skills. When students do not complete the homework or if it is missing, it is difficult to ascertain mastery. Therefore, when there is late or missing work, students will be asked to complete all missing work over the next weekend. All weekend homework—again, only for students who do not complete the weekly homework—will then need to be completed by the following Monday (or next school day if after a holiday weekend).

Middle School - The expectation is that students are meeting deadlines by turning work in on time. However, we understand that life happens. Should a student need to turn in an assignment late, they will fill out the Late or Missing Assignment request form, which they can retrieve from the teacher of that class. Teachers have the discretion to approve or deny the requests. Late work turned in with the approved request form will receive full credit.

**Students Choosing Not To Complete Classroom Work**

In the event that a student voluntarily chooses not to complete any in-class assignments, the teacher reserves the right to then send this work home with the student to be completed as homework. This homework will then need to be completed and turned in by the next school day. Teachers will alert parents when students choose not to complete the in-class work and inform them that homework will be coming home.

**Missing Work Due to Illness**

This homework policy will continue to follow existing protocols around missing work due to illness. An effort will be made by teachers to ensure that there is not an excessive amount of in-class work included in the homework.
Infinite Campus
Student ability progress reports are electronically available for elementary and middle school students through Infinite Campus. This online program makes it possible for parents to access attendance, grades, assignments, and more. Every legal guardian has a separate account to log onto the system. Parents and guardians are responsible for ensuring their contact information in Infinite Campus is current. For information on obtaining access to your account, please contact the front office.

Longitudinal Assessment
Flagstaff Academy will be using many different assessment protocols to ensure individual students are making an adequate amount of academic growth. These include the following assessment programs:

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Grades Assessment is Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Standardized Exams (Spring)</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>iReady Benchmark Assessment (Fall, Winter, Spring)</td>
<td>Grades 1–8</td>
</tr>
<tr>
<td>Reading Assessments—DIBELS (QRI &amp; DRA supplemental)</td>
<td>Grades 1–5</td>
</tr>
<tr>
<td>PALS</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>6 Traits Writing Assessment</td>
<td>Grades K–8</td>
</tr>
<tr>
<td>On-going formal and informal assessments in the classrooms throughout the school year</td>
<td>Grades K–8</td>
</tr>
</tbody>
</table>

Grading Scale/Report Cards
The grading scale for Kindergarten:

<table>
<thead>
<tr>
<th>Core Knowledge Content Grades</th>
<th>Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Advanced, Above Grade Level</td>
<td>S = Satisfactory</td>
</tr>
<tr>
<td>3 = Proficient, At Grade Level</td>
<td>N = Needs Improvement</td>
</tr>
<tr>
<td>2 = Partially Proficient, Below Grade Level</td>
<td>U = Unsatisfactory</td>
</tr>
<tr>
<td>1 = Unsatisfactory, Not Meeting Grade Level</td>
<td></td>
</tr>
<tr>
<td>X = Not assessed this trimester</td>
<td></td>
</tr>
</tbody>
</table>

The grading scale for grades 1 through 2:

<table>
<thead>
<tr>
<th>Core Knowledge Content Grades</th>
<th>Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE = Exceeds Expectations</td>
<td>S = Satisfactory</td>
</tr>
<tr>
<td>PA = Progressing Appropriately</td>
<td>N = Needs Improvement</td>
</tr>
<tr>
<td>N = Needs Improvement</td>
<td>U = Unsatisfactory</td>
</tr>
<tr>
<td>I = Incomplete</td>
<td></td>
</tr>
<tr>
<td>NA = Not assessed this trimester</td>
<td></td>
</tr>
</tbody>
</table>
The grading scale for grades 3 through 8:

<table>
<thead>
<tr>
<th>Core Knowledge Content Grades</th>
<th>Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (91–100) = Quality and quantity of work consistently and independently exceeds or meets grade level expectations and work habits.</td>
<td>+ = Independently and Consistently</td>
</tr>
<tr>
<td>B (81–90) = Quality and quantity of work consistently meets grade level expectations.</td>
<td>√ = Usually</td>
</tr>
<tr>
<td>C (71–80) = Quality and quantity of work is sufficient to meet grade level expectations.</td>
<td>- = Inconsistently</td>
</tr>
<tr>
<td>D (61–70) = Quality and quantity of work is inconsistent in meeting grade level expectations.</td>
<td></td>
</tr>
<tr>
<td>F (60–Below) = Quality and quantity of work is incomplete or insufficient.</td>
<td></td>
</tr>
</tbody>
</table>

Parent-Teacher Conferences
Flagstaff Academy is on a trimester system for elementary grades and a quarter system for middle school grades. Therefore, there are three or four separate grading periods. Twice per year teachers will hold conferences for elementary and middle school parents. Middle school parent/teacher conferences will additionally be held on an as-needed basis, or by parent request. Report cards are available on Infinite Campus every trimester for elementary students and quarterly for middle school students.

Academic Celebrations
Honor Roll
Flagstaff Academy has an honor roll for students in grades 3 through 8. To be eligible for the Honor Roll, a student must have a grade point average of 4.0 to 3.0 for different scientific honor levels (see below).

All students in grades 3 through 8 will be able to earn “Honor Roll” based on the student’s grade point average, most improved student for the trimester, and outstanding character education skills. Honor Roll will be awarded by the Principal. All Honor Roll levels are based on scientists who made strong contributions to the science field. These scientists are not ranked by importance or achievement levels but rather were randomly chosen to represent each academic level.

Honor Roll Levels (GPA):
- 4.00–3.75 Albert Einstein Award
- 3.74–3.50 Marie Curie Award
- 3.49–3.25 Wright Brothers Award
- 3.24–3.00 Carver Award
- Most Improved Newton Award (Students in K–8 can receive this award)
- Outstanding Flagstaff Academy Citizen Ethical Leadership Award (Students in grades K–8 can receive this award)
<table>
<thead>
<tr>
<th>Award</th>
<th>Eligible</th>
<th>Criteria</th>
<th>&quot;Reward&quot;</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Neighbor</td>
<td>Grade 8</td>
<td>Teacher recommended</td>
<td>Certificate</td>
<td>Graduation</td>
</tr>
<tr>
<td>Salutatorian</td>
<td>Grade 8</td>
<td>2nd highest Cumulative GPA of Flagstaff MS career</td>
<td>Certificate</td>
<td>Graduation</td>
</tr>
<tr>
<td>Valedictorian</td>
<td>Grade 8</td>
<td>Top Cumulative GPA of total Flagstaff MS career</td>
<td>Graduation speech</td>
<td>Graduation</td>
</tr>
<tr>
<td>Dragon PRIDE Tickets</td>
<td>Elem–MS</td>
<td>Caught following Core Virtues</td>
<td>Enter drawing for lunch with principal and/or MS personal pizza.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Einstein Celebration</td>
<td>Elem–MS</td>
<td>3.75–4.00 GPA</td>
<td>Certificate presented in report card</td>
<td>Post 3rd quarter</td>
</tr>
<tr>
<td>Honor Roll</td>
<td>MS</td>
<td>3.00–4.00 GPA</td>
<td>Award Certificates</td>
<td>After each quarter</td>
</tr>
<tr>
<td>Most Improved GPA</td>
<td>MS</td>
<td>Top 10 most growth in GPA or Assessments</td>
<td>Special field trip</td>
<td>End of 3rd quarter</td>
</tr>
</tbody>
</table>

**Communications**

**Communication with Faculty/Staff**

Communication between school staff and parent/students is crucial for overall school success. Every Friday, students in grades K–5 receive a folder filled with written communication for that week. This may include, but is not limited to, newsletters, permission slips, conference information, ability progress reports, and content standards reports, special events flyers, and homework. All teachers and administrators will return emails and phone calls within 24 hours.

- E-mail communications should be used for informative reasons only.
- E-mails between parents and teachers/staff should be professional and courteous.
- It is critical to have an open and positive two-way communication and many times email can be the wrong venue for getting your message across politely. Back-and-forth discussions about a student should not be handled over email.

Email tone can be difficult to interpret; there are times when a phone call is the preferred method of communication. If a parent emails questions or concerns about their child or something that happened in the classroom or with another student, a phone call to the parent is preferred. If a
parent email results in a lengthy response from a teacher or administrator, a phone call is preferred.

Parents having questions or concerns are encouraged to contact the teacher directly. Meetings with faculty, staff, or an administrator may be arranged by calling the school office. Teachers are not available for conferences during class time. When parents have concerns about student progress and request a meeting with the administrator, it is the procedure of the administrator’s office to always include the teacher in the meeting.

Teachers will contact and meet with parents when parents request a conference or meeting. Please do not drop in for a chat unexpectedly, but rather allow the teacher time to prepare for a meeting with you. Parents who expect an informal meeting without prior notice will be asked to schedule a time to meet for a formal appointment.

All materials posted or distributed on school grounds must be submitted to the Communications Coordinator for formal approval before posting or distributing. Any unapproved materials will be removed or confiscated.

**School Staff Involvement in Domestic Relations**

As staff members of Flagstaff Academy, we are unable to be involved in domestic relations matters without a subpoena. Absent a court order, the school does not restrict communications to any parent. If you require academic records (grades, attendance, testing reports, etc.) please contact our Registrar.
School-Wide Communications

Internet and Electronic Communications

Acceptable Use Policy (AUP) for Student Use of the Internet and Electronic Communications
The purpose of computer network use, including Internet access, shall be to support education and academic research in and among Flagstaff Academy (FA) by providing unique resources and the opportunity for collaborative work.

Network facilities shall be used to support the FA’s curriculum and to support communications and research for students, teachers, administrators, and support staff.

AUTHORITY
FA reserves the right to monitor and log network use and file server space utilization by student users. It is often necessary to access user accounts in order to perform routine maintenance and security tasks. User accounts are therefore the property of the FA. Students should have no expectation of privacy or confidentiality in the content of electronic communications, Internet access, or other computer files sent and received on the school computer network or stored in his/her Google Drive. The school computer network’s system operator, or other authorized school employee, may, at any time and without prior warning, review the subject, content, and appropriateness of electronic communications, Internet access or other computer files and remove them if warranted, reporting any violation of rules to the school administration or law enforcement officials. FA reserves the right to remove a user account from the network to prevent further unauthorized or illegal activity if this activity is discovered.

ACCEPTABLE USE
The use of the computer network and other digital technology must be in support of education and research and consistent with the educational objectives of FA. Use of network and computer resources must comply with the FA AUP. Network accounts are to be used only by the authorized owner of the account for authorized purposes. Use of unauthorized 3G/4G networks to access the Internet and its content is prohibited. Use of any FA computer and other digital technology, unless and until the individual has signed this form is prohibited.

Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the FA.

Students are responsible for their ethical and educational use of the technology resources of FA.
Access to the FA technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the FA AUP.

Students are required to submit an FA AUP agreement signed by the student and a parent at the beginning of each school year. The FA AUP agreement shall remain in effect until a new agreement is signed.

**PROHIBITIONS**

The use of the computer network for illegal, inappropriate, or unethical purposes by students or employees is prohibited. More specifically, the following uses are prohibited:

1. Use of the network to facilitate or engage in inappropriate or illegal activity.
2. Use of the network for commercial, for-profit or political purposes.
3. Use of the network for non-work or non-school-related work.
4. Use of the network for hate mail, discriminatory remarks, bullying or threatening, and offensive or inflammatory communication.
5. Unauthorized or illegal installation, distribution, reproduction, plagiarism, or use of copyrighted materials and/or use of any software or Internet site in violation of any applicable licensing agreement or applicable terms of use.
6. Use of the network to access, send, receive or transmit obscene, sexually explicit or pornographic material, or materials harmful to minors, or failure to report (to a teacher for students and to the network administrator for FA employees) any time when s/he inadvertently visits or accesses a pornographic site.
7. Use of inappropriate language or profanity on the network.
8. Use of the network to transmit material likely to be offensive, objectionable or that presents real or potential disruption to the learning environment.
9. Use of the network to intentionally, willfully, maliciously, or through reckless indifference obtain or modify files, passwords, and data belonging to other users.
10. Impersonation of another user, anonymity, and pseudonyms.
11. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
12. Destruction, modification, or abuse of network hardware and software.
13. Attempting to bypass, disable or circumvent any filter, blocking software or other security measure that may be used or installed by the FA.
14. Intentionally entering any secure or confidential area of FA’s systems, network(s), computers or other digital technology without proper authority.
15. Knowingly infecting any computer with any virus.
16. Deleting or removing any program, application, security feature, or virus protection from any FA computer or other digital technology.

17. Planting any virus, pornography, or other prohibited content or software on anyone’s computer or other digital technology.

18. Any attempt to alter data, the configuration of a Chromebook, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

The determination as to whether a use is appropriate lies solely within the discretion of FA.

PRIVACY AND SAFETY

- Do not go into chat rooms or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.

- Do not open, use, or change files that do not belong to you.

- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.

- Remember that storage is not guaranteed to be private or confidential as all Chromebook equipment is the property of the FA.

- If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately.

LEGAL PROPERTY

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.

- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

THIRD PARTY ACCOUNTS

Students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. You are giving consent for school personnel to manage third party accounts.

WEB 2.0/SOCIAL MEDIA

FA social media guidelines encourage students and staff to work, learn, and share information collaboratively using Web 2.0 tools. The GAFE suite of tools offers many of these tools in a secure, controlled environment. To maintain a safe environment for the students, online activities should take place within the GAFE environment whenever
possible. It is important to create an atmosphere of trust and individual accountability, keeping in mind that information produced by FA students is a reflection on the entire FA community and is subject to both the SVSD EHC-E-2 and FA AUP. Education on proper use of Web 2.0 tools will be accomplished through contextually relevant digital literacy instruction and via grade level appropriate Chromebook Academy lessons.

The growing use of social media (online posting and collaboration) should be considered an extension of the classroom. Any online activity that would not be appropriate in the classroom should not be conducted online. School policy and consequences extend to the online learning environment.

Students should at all times respect the privacy of the community. Do not divulge or post online personal information about any members of the school community without permission. High standards for appropriate online communication must be maintained. Digital information may leave a long-lasting or even permanent record with the possibility of becoming public without your knowledge or consent.

**CONSEQUENCES**

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Failure to follow the procedures and prohibited uses previously listed in this policy may result in loss of network access.

Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyright violations of theft of services will be reported to the appropriate legal authorities for possible prosecution.

Violations of this policy by a student may result in corrective action up to and including suspension, expulsion, or criminal action.

**Family Educational Rights and Privacy Act (FERPA)**

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

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

**Parental Complaints and Concerns**

Flagstaff Academy believes parent concerns, complaints, or grievances should be addressed in a timely manner. The Board of Directors provides the appropriate direction and guidelines to ensure the school’s administration and faculty are comprised of competent, ethical, and responsible professionals and wants to ensure that they are free from unnecessary, spiteful, or destructive criticism and complaint. Therefore, whenever a complaint about administration or faculty is made directly to the Board as a whole, or to a Board member as an individual, the complaint will in all circumstances be referred back through the proper channels or to the Executive Director for appropriate processing and response.

All complaints must be in writing. Also, thorough documentation is required as parties proceed toward the solution of the grievance.

The proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:
LEVEL ONE

**Teacher.** The parent must make an appointment to discuss the specific issue with his/her child's teacher. At the appointment, the parent and teacher must decide on a course of action to remedy the situation and provide a set of actions and a timeline for accomplishing the agreed upon actions. If an agreement on an appropriate course of action cannot be met, parent should consult the elementary or middle school assistant principal to assist the parent and teacher in resolving the dispute and develop plan of action.

LEVEL TWO

**Administration.** If after the plan of action has been completed with the teacher, the parent still feels as though the situation has not improved, then the parent must make an appointment to discuss the issue with a Principal. The Board of Directors recommends that the teacher be included in this meeting; however, this is not required. The purpose of Level 2 is to either concur with the plan of action developed in Level 1 or develop a new plan as agreed to by all parties. The Principal should also schedule a follow-up appointment with the parent to keep him/her abreast of the situation.

If, after working with the Principal, the situation has not been resolved, the parent may request to meet with the Executive Director to assist in resolution. The involved Principal and/or the teacher may be included in this meeting.

LEVEL THREE

**Board of Directors.** If the parent continues to be dissatisfied with the process of resolving the issue, then the parent may bring this to the attention of the Board. If the issues continue to be unresolved, a three party panel of board approved board members will hold hearings with both parties and render a recommendation to the entire Board of Directors within 7 school days of the final hearing. The Board will then issue a final, written decision in a timely manner. All decisions are considered to be final.

LEVEL FOUR

**District.** In the event the parent continues to be dissatisfied with the process of resolving the issue, the parent may bring his/her complaint to the attention of the District or Board of Education. The St. Vrain Valley School Board of Education does not accept parental grievances without written documentation demonstrating Levels One through Three in the grievance process has been followed.

All meetings will follow the guidelines of the Colorado State Statutes. If at any time a parent believes that any action taken by a staff member or administrator is illegal, they are to immediately take their concern to the Board.
Child Abuse and Neglect

Abuse, mistreatment, neglect, or exploitation of any child or person in the school is prohibited in any form. Flagstaff Academy employees are mandatory reporters, required by law to report suspected child abuse and neglect to school officials and other agencies immediately.

The following actions are considered abuse, mistreatment, neglect, or exploitation and are defined as follows:

1. **Physical Abuse** means the infliction of physical pain, or injury and/or the imposition of unreasonable confinement or restraint of a student. It includes, but is not limited to, striking, twisting body parts, unreasonable use of force in pulling or pushing, with or without apparent injury to a student.

2. **Sexual Abuse** means subjecting a person to nonconsensual sexual interaction. This includes, but is not limited to, any form of unwanted sexual touching, inviting sexual touch, sexual exploitation, sexual assault, and rape and fondling. Any sexual interaction, whether consensual or non-consensual, between any of the following with students, staff, contract personnel, or volunteers, with students is considered sexual abuse.

3. **Verbal and Psychological Abuse** means any verbal or nonverbal act which creates or is intended or expected to create mental anguish for a person. This includes, but is not limited to, discriminatory remarks, belittlement, derogatory statements, teasing, and exclusion from conversations or activities.

4. **Neglect** means an act or a failure to act by a person who is responsible for another’s well being that results in inadequate food, clothing, and shelter; psychological, physical, or supervision being provided. This includes, but is not limited to, denial of meals, medication and/or medical treatment, or other necessities and treatment from harm.

5. **Exploitation** means illegal or improper action affecting a person or the use of a person’s resources for another person’s profit or advantage.

6. **Mistreatment** means an act or omission of action, which threatens the health, safety, or welfare of a person.

**Reporting Process for Child Abuse**

Flagstaff Academy’s reporting process includes reporting such acts or allegations of abuse, mistreatment, neglect, and exploitation in the following manner:

1. All employees of Flagstaff Academy shall immediately report suspected abuse, mistreatment, neglect, or exploitation directly to an administrator.

2. The administrator, or employee with knowledge, will report suspected or alleged acts of abuse, mistreatment, neglect, or exploitation within the same working day to the appropriate agency:
   - Appropriate Department of Social Services
   - Law enforcement
If the parent of a minor, guardian or authorized representative is the alleged perpetrator of the abuse, mistreatment, neglect, or exploitation, then the Department of Social Services will be responsible for notifying the alleged perpetrator that an investigation is underway.

**Investigations**

1. Flagstaff Academy and its employees are not empowered to investigate suspected instances of child abuse or neglect.

2. Employees are required to report suspected abuse to Social Services who will investigate the allegation.

3. All employees will cooperate fully with the agency conducting the investigation of suspected child abuse or neglect.

4. If suspected abuse or neglect is allegedly perpetrated by an employee of Flagstaff Academy a full investigation will be completed by the appropriate authorities. Investigations will include, but not limited to, interviews with victim (Social Services Support), collect witness information, all available reports and documents.

5. A written record shall be maintained of all investigations, which will include, but not limited to, the following:

   - The preliminary results of the investigation
   - A summary of the investigation procedures utilized
   - The investigation findings
   - The actions taken

Any employee suspected of child abuse and neglect will be put on immediate administrative leave until the investigation is complete and a resolution reached.

**Child Sexual Abuse Prevention**

At Flagstaff Academy, the safety and welfare of our students is paramount. We also value the contributions of our volunteers and staff members. This policy addresses interactions between students and adults in order prevent child sexual abuse and to maximize both the safety of our students and the effectiveness of our volunteers' time in support of our school.

**Summary:**

Except as noted below, physical contact of any kind between adults and students should never take place in a private setting. Limited physical contact between adults and students is permissible provided the contact takes place in a public setting and provided the contact is appropriate to the situation and the educational mission of the school. Adults should avoid being alone with a student without another adult present except in emergencies or exceptional circumstances.
It is not the intent of this policy to inhibit or prevent faculty or staff members from doing their job. Faculty or staff may be required to have physical contact with students, even in private settings, within the context of their job function.

Examples of prohibited forms of contact:
- Any physical contact that could have the potential to cause bodily harm (e.g., hitting, kicking, etc.) is prohibited.
- Contact, conversation, or conduct that could even remotely be construed as a sexual advance or innuendo is prohibited.
- Contact, conversation, or conduct meant to intimidate, hurt, humiliate, belittle, or punish is prohibited.
- Lingering and/or repeated embraces of students are prohibited.
- “Playful” contact (e.g., tickling, wrestling, horsing around) that is not a part of education should be avoided.

Examples of permissible forms of contact:
- Physical contact between coaches or staff members and students for the specific purpose of developing playing technique or educating about appropriate body movement is allowable, provided the contact takes place in a public setting.
- Physical contact designed to help assist a student with an injury (e.g. carrying off the field) is allowable, provided the contact takes place in a public setting.
- Physical contact that is positive and meant to encourage and affirm a student (e.g., high five, fist bump, shoulder-to-shoulder hug) is allowable, provided the contact takes place in a public setting.
- Providing comfort (e.g., a hug) in an effort to console a student is permissible, provided that the student is obviously expressing emotional distress (e.g., crying) and that the contact takes place in a public setting.
- Physical contact between faculty or staff and students that is a necessary part of the faculty or staff member’s job function, or that is required to ensure the safety of students at the school.

Exceptional circumstances:

Our staff and administration will take all appropriate steps to prevent a student from being alone with a volunteer or a staff member; however, it can happen in exceptional or emergency situations despite our best efforts.

Here are some examples of such situations:
- During a group activity on a field trip (e.g. a hike), a student needs to leave the group for an approved reason (sick, injured, etc.). A volunteer may be asked to escort the student back to a public location where staff can take over.

- During an overnight trip, a student is sick and cannot join the group for an activity (e.g. a nature walk). The student stays in his/her room to rest. A volunteer or staff member may be asked to stay in the common room or lobby of the building to serve as a contact point for the building, and as a communication point in the event that the student needs something while the group is away.

- A parent is late to arrive to pick up their student from an athletic event, concert, field trip, etc. A staff member, coach, or volunteer may wait with the student in a public space until the parent arrives.

**Background checks for volunteers, staff, and coaches:**

The school consistently conducts comprehensive background checks for staff members, administration, and coaches as required by state law.

Background screening for volunteers is conducted on an as-needed basis, and always for school board members, volunteers on overnight trips, or for circumstances when volunteers may have one-on-one contact with students.

**What to do if you suspect sexual abuse or inappropriate conduct:**

School staff members, administrators, and board members are mandatory reporters under state law and are required to report cases of suspected child abuse and/or neglect.

For all adults:

- If you see behavior or hear conversation between an adult and a student that seems inappropriate, attempt to stop it; and

- Notify a staff member or administrator immediately.

**Special Education Services Intervention**

Flagstaff Academy is subject to all federal and state laws under the Individuals with Disabilities Education Act (IDEA) for special education services. Flagstaff Academy provides special education services to qualifying students and purchases some services from the St. Vrain Valley School District. The school is accountable to the District Board of Education regarding compliance with federal and state education and disability laws.
Flagstaff Academy
Restorative Discipline Plan

Overview & Guiding Principles:

The word discipline comes from disciple, which means “one who learns.” Our discipline plan is a three-pillared process set on a solid foundation of best-practices in education and relationships. The three pillars are:

- **prevention** through the use of restorative practices and positive behavior supports;
- **equity** through fair and consistent responses to harmful and unacceptable behavior;
- **restoration** of positive relationships through empathy, forgiveness, conflict resolution, and follow-through.

These pillars stand upon an educational foundation of curriculum, instruction, and assessment practices that are engaging, rigorous, culturally responsive, and individualized. Simply put, students who are engaged in learning are less likely to engage in harmful behavior.

The backbone of our discipline policy is that all students and staff must be treated with dignity and respect, including those who cause harm to others. We want everyone to know that misconduct is never acceptable, but we can always explore ways to repair the harm. We will be warm but strict, and follow through with clear, fair, and consistent responses. We will encourage students to repair the harm that was caused, earn forgiveness, and restore positive reputations.

The responses to misconduct will vary greatly, depending on how the behavior harms the health, safety, property, and learning opportunities of other students. Although choosing to “repair the harm” may reduce or replace more traditional consequences for less harmful misconduct, behaviors that significantly or severely harm others may result in district-mandated suspension days, up to a recommendation for expulsion.

When a student engages in misconduct, we must care for three interests:

- **The student who misbehaves** - we teach the student how to repair the harm to others, self, and community. We support the student in making amends, making better future choices, and restoring his or her reputation as a valuable member of our community.
- **Those who were directly harmed** - we protect their health, safety, property, and opportunity to succeed in an environment free from distractions, and find ways to give them a voice in the outcome.
- **The Flagstaff community** - misconduct in our community affects us all, and the community is both a stakeholder and a resource for this process.

Therefore, when a student engages in misconduct, she or he has two options:

1) **Repair the harm**, and/or 2) **Accept a consequence**

**Baseline principles for students:**

1. Every staff member is your teacher - respect each and every one.
2. Listen and follow directions the first time - do not ignore or argue with teachers - control your emotions.
3. If you have a disagreement, your teacher will listen to you at an appropriate time and place in a respectful manner
   a. **Time** - before or after school, during lunch, passing periods, or other time that is agreed upon by both of you.
   b. **Place** - away from others, so your conversation will not be disrupted by others or disruptive to others
   c. **Manner** - stay calm, make eye contact, use please, thank you, and excuse me, speak respectfully and listen thoughtfully

**Baseline principles for teachers and staff:**

1. Every student is your child - respect each and every one - “every child, every day”
2. Give fair and consistent directions the first time - apologize when you make mistakes or are stressed out
3. If a student has a disagreement, listen to the student at an appropriate time and place and in a respectful manner
   a. **Time** - before or after school, during lunch, passing periods, or other time that is agreed upon by both of you.
   b. **Place** - away from others, so your conversation will not be disrupted by others or disruptive to others
   c. **Manner** - stay calm, make eye contact, use please, thank you, and excuse me, speak respectfully and listen thoughtfully
The Code of Conduct can be examined through five interconnected strands: Language, Actions, Possession, Property, and Respect of Authority. Common types of misconduct and available progressive responses for each of these strands is described in detail below.

## Language

<table>
<thead>
<tr>
<th>Example Student Behaviors</th>
<th>Example progression of appropriate and relevant responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor: Level One Concerns</strong></td>
<td>The teacher may...</td>
</tr>
<tr>
<td>- Profanity towards students</td>
<td>1. Provide opportunity to “fix” the problem (e.g., apology, mediation) with a restorative intervention</td>
</tr>
<tr>
<td>- Disrespect of another through language or play...</td>
<td>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</td>
</tr>
<tr>
<td>- Disruption</td>
<td>3. Call home, change seat in class, write up a behavior contract</td>
</tr>
<tr>
<td></td>
<td>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</td>
</tr>
<tr>
<td></td>
<td>5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support</td>
</tr>
<tr>
<td></td>
<td>6. Treat continued misconduct as insubordination (a level two concern) and issue a referral to administration</td>
</tr>
<tr>
<td><strong>Minor/Major: Level Two Concerns</strong></td>
<td>The teacher may...</td>
</tr>
<tr>
<td>- Profanity towards staff or adult</td>
<td>1. Issue a Code of Conduct Warning to be brought home by the student and returned next day</td>
</tr>
<tr>
<td>- Threats to staff w/no danger</td>
<td>2. Remove student from situation and make referral to administration</td>
</tr>
<tr>
<td>- Bullying/extortion/coercion</td>
<td>The administrator may...</td>
</tr>
<tr>
<td>- Harassment</td>
<td>1. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project) through a referral to the RJ Team</td>
</tr>
<tr>
<td>- Non-violent gang intimidation</td>
<td>2. Remove student from class, assign in-school suspension and call home</td>
</tr>
<tr>
<td>- Taunt or incite fight/disruption</td>
<td>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</td>
</tr>
<tr>
<td></td>
<td>4. Treat continued misconduct as “willful disobedience” (a level three concern)</td>
</tr>
<tr>
<td><strong>Major: Level Three Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>- False alarm/false reporting (911 call)</td>
<td>1. Send the student immediately to in-school suspension and call home to the family</td>
</tr>
<tr>
<td>- Threats/apprehension of harm</td>
<td>2. Assign an out-of-school suspension (1 to 5 days)</td>
</tr>
<tr>
<td>- Bomb threat w/o disruption</td>
<td>3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td></td>
<td>4. Conference with family and student</td>
</tr>
<tr>
<td></td>
<td>5. Work cooperatively with local Police as required by law</td>
</tr>
<tr>
<td><strong>Major: Level Four Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>- Targeted school threat</td>
<td>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</td>
</tr>
<tr>
<td>- Targeted death threat</td>
<td>2. Work cooperatively with local Police as required by law</td>
</tr>
</tbody>
</table>
## Actions

<table>
<thead>
<tr>
<th>Example Student Behaviors</th>
<th>Example progression of appropriate and relevant responses</th>
</tr>
</thead>
</table>
| **Minor: Level One Concerns**  
  - Disruption (running, chasing)  
  - Throwing object w/o harm  
  - Gang-related posturing or signs | The teacher may...  
  1. Provide opportunity to “fix” the problem (e.g., apology, mediation)  
  2. Conference with student to review expectations and consequences, re-teach and praise good behaviors  
  3. Call home, change seat, write up a behavior contract  
  4. Issue a Code of Conduct Warning to be brought home by the student and returned next day  
  5. Treat continued misconduct as insubordination (a level two concern) |
| **Major: Level Two Concerns**  
  - Hitting/kicking/tripping with violent intent  
  - Indecent exposure  
  - Harassment  
  - Thrown objects with intent to harm | The administrator may...  
  1. Send the student immediately to in-school suspension and call home to the family  
  2. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)  
  3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)  
  4. Treat continued misconduct as “willful disobedience” (a level three concern) |
| **Major: Level Three Concerns**  
  - Volatile acts  
  - Sexual assault/contact/harassment  
  - Physical attack on student  
  - Gang violence/intimidation  
  - Fighting  
  - Acts that jeopardize health, safety, and property  
  - Consensual sex  
  - Using object to cause harm | The administrator may...  
  1. Send the student immediately to in-school suspension and call home to the family  
  2. Assign an out-of-school suspension (1 to 5 days)  
  3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)  
  4. Conference with family and student  
  5. Work cooperatively with local Police as required by law |
| **Level Four Concerns**  
  - Use of weapon to cause harm  
  - Unprovoked use of force against a staff member  
  - Detonating bomb/explosive  
  - Sexual assault | The administrator may...  
  1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion  
  2. Work cooperatively with local Police as required by law |
# Possession and/or use of disruptive or dangerous items

<table>
<thead>
<tr>
<th>Example Student Behaviors</th>
<th>Example progression of appropriate and relevant responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor: Level One Concerns</strong></td>
<td>The teacher may...</td>
</tr>
<tr>
<td>• Tobacco product or igniter</td>
<td>1. Provide opportunity to “fix” the problem (e.g., apology, mediation)</td>
</tr>
<tr>
<td>• Disruptive items (phone, iPod, toys, etc.)</td>
<td>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</td>
</tr>
<tr>
<td>• Possession of inappropriate photo</td>
<td>3. Call home, charge seat, write up a behavior contract</td>
</tr>
<tr>
<td><strong>Major: Level Two Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Use of tobacco</td>
<td>1. Send the student immediately to in-school-suspension and call home to the family</td>
</tr>
<tr>
<td>• Toy weapon (not handgun)</td>
<td>2. Provide opportunity for student to &quot;fix&quot; the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td>• Pornography</td>
<td>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</td>
</tr>
<tr>
<td><strong>Major: Level Three Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Munitions, pepper gas</td>
<td>1. Send the student immediately to in-school-suspension and call home to the family</td>
</tr>
<tr>
<td>• Imitation controlled substance</td>
<td>2. Assign an out-of-school suspension (1 to 5 days)</td>
</tr>
<tr>
<td>• Toy handgun or any toy weapon that is used to threaten/cause harm</td>
<td>3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td>• Alcohol (or under influence)</td>
<td>4. Conference with family and student</td>
</tr>
<tr>
<td>• Drugs (or under influence)</td>
<td>5. Work cooperatively with local Police as required by law</td>
</tr>
<tr>
<td>• Drug paraphernalia</td>
<td></td>
</tr>
<tr>
<td><strong>Major: Level Four Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Weapons</td>
<td>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</td>
</tr>
<tr>
<td>• Drugs with intent to deliver/distribute</td>
<td>2. Work cooperatively with local Police as required by law</td>
</tr>
</tbody>
</table>
## Property

<table>
<thead>
<tr>
<th>Example Student Behaviors</th>
<th>Example progression of appropriate and relevant responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor: Level One Concerns</strong></td>
<td>The teacher may...</td>
</tr>
<tr>
<td>• Littering</td>
<td>1. Provide opportunity to “fix” the problem (e.g., apology, mediation)</td>
</tr>
<tr>
<td>• Vandalism (non-permanent)</td>
<td>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</td>
</tr>
<tr>
<td>• Gang related tagging</td>
<td>3. Call home, change seat, write up a behavior contract</td>
</tr>
<tr>
<td>• Breaking into another locker</td>
<td>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</td>
</tr>
<tr>
<td><strong>Major: Level Two Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Theft (under $200)</td>
<td>Send the student immediately to in-school-suspension and call home to the family</td>
</tr>
<tr>
<td>• Property damage (under $200) not intended to harass</td>
<td>Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td><strong>Major: Level Three Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Property damage (over $200) or that is intended to harass</td>
<td>1. Send the student immediately to in-school-suspension and call home to the family</td>
</tr>
<tr>
<td>• Major theft (over $200)</td>
<td>2. Assign an out-of-school suspension (1 to 5 days)</td>
</tr>
<tr>
<td><strong>Major: Level Four Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Arson</td>
<td>3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td>• Bio-hazard/chemical threat</td>
<td>4. Conference with family and student</td>
</tr>
<tr>
<td></td>
<td>5. Work cooperatively with local Police as required by law</td>
</tr>
</tbody>
</table>
Respect of authority and school rules

<table>
<thead>
<tr>
<th>Example Student Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor: Level One Concerns</strong></td>
<td>The teacher may...</td>
</tr>
<tr>
<td>• Tardiness</td>
<td>1. Provide opportunity to “fix” the problem (e.g., apology, mediation)</td>
</tr>
<tr>
<td>• Dress Code</td>
<td>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</td>
</tr>
<tr>
<td></td>
<td>3. Call home, change seat, write up a behavior contract</td>
</tr>
<tr>
<td></td>
<td>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</td>
</tr>
<tr>
<td></td>
<td>5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support</td>
</tr>
<tr>
<td></td>
<td>6. Treat continued misconduct as insubordination (a level two concern)</td>
</tr>
<tr>
<td><strong>Major: Level Two Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Trespassing</td>
<td>Send the student immediately to in-school-suspension and call home to the family</td>
</tr>
<tr>
<td>• Insubordination</td>
<td>Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td>• Forgery</td>
<td>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after school)</td>
</tr>
<tr>
<td>• Plagiarism</td>
<td>4. Treat continued misconduct as “wilful disobedience” (a level three concern)</td>
</tr>
<tr>
<td>• Cheating</td>
<td></td>
</tr>
<tr>
<td>• Gambling</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate computer use</td>
<td></td>
</tr>
<tr>
<td>• Making unauthorized recording/photo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major: Level Three Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Repeated refusal to obey rules</td>
<td>1. Send the student immediately to in-school-suspension and call home to the family</td>
</tr>
<tr>
<td>• Serious misuse of computers</td>
<td>2. Assign an out-of-school suspension (1 to 5 days)</td>
</tr>
<tr>
<td>• Making secret recording</td>
<td>3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</td>
</tr>
<tr>
<td></td>
<td>4. Conference with family and student</td>
</tr>
<tr>
<td></td>
<td>5. Work cooperatively with local Police as required by law</td>
</tr>
<tr>
<td><strong>Major: Level Four Concerns</strong></td>
<td>The administrator may...</td>
</tr>
<tr>
<td>• Blatant and intentional demonstration of disregard for rules and authority</td>
<td>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</td>
</tr>
<tr>
<td></td>
<td>2. Work cooperatively with local Police as required by law</td>
</tr>
</tbody>
</table>
The Code of Conduct
Positive discipline is an effective way of developing positive social behaviors in students by encouraging them to take control of their own experience, thus increasing their self-esteem. The task of Flagstaff Academy teachers and parents as “Partners in Education” is to provide students with skills and tools needed to control their behavior effectively.

At Flagstaff Academy, students are taught how to get along in society, resolve conflicts, and express themselves appropriately. Our goal is to help students develop self-control, self-direction, and ownership for their behavior. We endeavor to guide students’ behavior both directly and indirectly. We believe rules should serve a reasonable purpose, be practical, and within students’ capabilities. Rules and responses to misbehavior should be appropriate, consistent, and clearly defined for the welfare of the whole class.

Students are expected to engage in appropriate conduct and behavior in keeping with their level of maturity. Parents will be informed of habitually disruptive behavior through email, telephone contact, and/or parent conferences. If at any point school safety is compromised, a student's parents may be called and asked to temporarily remove the student from school. Typically this time is used to generate a support plan for the student’s return.

Our policies and practices are designed to help students understand and develop positive behavior patterns.

Verbal Warning
When a student fails to follow the expected behaviors in our Code of Conduct, a Verbal Warning may be given by the faculty or staff member who observed the behavior. At that point, the child's parent(s) may be contacted by the faculty or staff member who issued the Verbal Warning.

Code of Conduct Violation Report
If the behavior continues, a staff member may document the behavior concern on a Code of Conduct Violation report. This report initiates our internal system of tracking behavior concerns and obtaining additional behavioral support as needed. Teachers and/or administrative staff may scan and email this report to parents as a way of informing parents of the concern. A simple reply to such an email will serve as sufficient notification to us that the parent has received the information. In the event that an in-person meeting occurs, parents may be asked to sign this report to document that it has been seen in lieu of an email.

Minor/Major concerns
Behavior concerns are considered minor when they can be effectively managed at the teacher/classroom level using best practices to help shape a student’s behavior. We do not require teachers to contact parents for every minor concern. These are valuable opportunities for the teacher and student to work together for learning and relationship-building.
If a pattern of minor behavior concerns develops, a teacher may refer the concern to administration (Principals, Dean) and/or our MTSS Team (Multi-Tiered Systems of Support) for additional support. The entire process should include thorough communication between the student, the student's parents, and the school.

When a concern is referred to administration, it could result in the following administrative responses, but is not limited to these:

1. Educational Sanction—this involves projects or assignments designed to help the student learn more about the impact of the incident, or what harm it caused, as well as how to prevent it from happening again. For example, a vandalism incident could result in a student researching and writing a paper on the impact of vandalism at schools in the United States. Or, a student may be involved in helping to physically repair the vandalism itself.

2. Restorative Justice—this could involve a mediation, conference or circle, and could include parents, teachers, administrators, and even other students/peers. The specific process would be designed based on the needs of the incident. The goal would be to gain a better understanding of the incident, the impact and harm caused, and to create an action plan or agreement of the next steps. More information about the restorative process follows in the next section.

3. Suspension—this could be an in-school supervised suspension or an out-of-school suspension. Students are typically responsible for missed work, and in some cases could also lose the opportunity to make-up for missed work, which could negatively affect a student’s grades.

4. Expulsion—typically utilized in only the most serious of situations, involving habitually disruptive students, or where a serious threat to safety and welfare is present.

The Restorative Process
Conflict resolution is an essential aspect of school discipline, and includes providing frameworks by which students can develop and exercise empathy, take responsibility for their actions, repair harm created by their actions, and develop decision-making skills. When systematically implemented, restorative practices proactively build a positive school community and learning climate while dramatically reducing behavior referrals, bullying, violence, detentions and suspensions.

The restorative process seeks to heal the whole child by making things right for the harmed person, the person causing the harm, and the school community. Instead of a punitive approach, which is grounded in shaming and blaming the offender, a restorative approach balances accountability with support of the offender in making things right. This process also involves the input and insight of the victim in the solution. One overriding goal of this process is to help students “fix what has been broken.” Fixing the relationship harm that occurred requires that students have insight into what went wrong, ideas of how to translate that insight into an action plan, and the willingness to take ownership of the plan for repair.
Restorative practices are utilized at all levels: in classrooms, in discipline meetings, in restorative conferences and mediations, with parents, and with staff.

- **Classrooms**: teachers utilize restorative language when presented with opportunities to address behavior issues. The guiding questions are: “What happened?”; “What harm was caused and to whom?”; “Who is responsible for this harm?”, and “How will things be made right?”

- **Discipline meetings**: administrators utilize this restorative approach when meeting with students one-on-one to help them explore their understanding of harm and repair. We avoid giving “assignments” from a punitive standpoint whenever possible. Instead, we involve the student in creating a plan for how he/she will repair the harm that was caused.

- **Conferences/Mediations**: many incidents will benefit greatly from a restorative conference or mediation. The Dean of School Culture, or members of the behavior team who are trained, will coordinate these on a case-by-case basis, in partnership with students and teachers. Parents may also be asked to participate after some initial pre-conferencing to ensure safety for all parties.

- **Community service**: Some incidents may best be handled by asking a student to repair the harm through agreed community service. This is useful when a student has been observed in a negative light by peers or staff, and is a way to counter-balance the harm to the student’s reputation.

**Suspension and Expulsion**

If a serious and/or criminal incident occurs, in accordance with Colorado State Statutes, administration will move toward suspension and/or expulsion. All serious incidents will be approached with student safety in mind. In the event of an expulsion, the Principal/Executive Director will notify the Board of Directors in writing and follow the SVVSD Expulsion process as outlined. A copy of all disciplinary records, including suspensions and expulsion paperwork will be maintained and made available for Board members to view in the Principal's office.

**Bullying Policy and Procedure**

**Bullying Policy**

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts [i.e. Internet, cell phone, or wireless handheld device]) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.
“Bullying” is repeated conduct that meets all of the following criteria:

- Is directed at one or more students
- Substantially interferes with educational opportunities, benefits, or programs of one or more students
- Adversely affects the ability of a student to participate in or benefit from the school’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress
- Is based on a student’s actual or perceived distinguishing characteristic (see above) or an association with another person who has, or is perceived to have, any of these characteristics

Restorative practices are not typically used in cases that meet all the criteria for bullying. This is because a restorative practice invites the harmed party to share how they’ve been impacted. In a true bullying scenario, the power imbalance may make it unsafe for the harmed party to make themselves appear more vulnerable by discussing how they’ve been harmed.

A safe and civil environment in school is necessary for students to learn, achieve, and succeed. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe environment.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

When addressing harassment or bullying behavior, it is important to balance the needs of victims, offenders, and our community.

- Victims need a supportive response that does not blame them for the offender’s behavior. Part of that support can include some education and/or coaching on setting and maintaining appropriate boundaries.
- Offenders need to be held responsible for their actions, and to be given an opportunity to make things right. This is a crucial opportunity for the offender to continue developing their capacity for empathy. Rather than a blaming or shaming punitive approach, Flagstaff Academy will take a restorative approach whenever appropriate to encourage and support the repair of harm to all parties and the school community.
- The school community has a need and a responsibility to restore the student to the school in such a way that he or she can continue to focus on learning. There is also a need to feel safe coming to school, and a restorative approach can rebuild that sense of safety for the community.
Bullying Procedure

In addition to our Code of Conduct, which requires students to show respect for students, teachers, staff, and parents at Flagstaff Academy, we have a specific policy in regard to bullying behaviors.

Consequences considered for bullying behavior:

● Separation of the parties involved.
● The parents of all involved students will be contacted.
● Timely investigation of alleged behavior by a teacher and/or administrator (in part to determine whether a boundary had been set).
● A Code of Conduct Violation will be completed and submitted.
● Meeting with appropriate parties, such as school administrators, a school counselor, parents, and students.
● Alleged perpetrator receives mediation through a Restorative Process.
● Targeted student receives support and may choose to participate in a Restorative Process.
● If behavior continues the person causing the harm will receive further interventions and support from administration, counselors, and/or additional members of the behavior team. Punitive consequences may also be utilized, such as detention, loss of privileges, and/or forced separation from the targeted student.
● If there is still no resolution, the targeted student is to inform an administrator, who will provide further support through arbitration with the student and parents. Additional violations will result in additional reports and referrals of those concerns.
● Any student who continues bullying behavior after these steps will consequently be suspended or possibly expelled based on the recommendation of the administration, and in compliance with the St. Vrain Valley School District policies and Special Education department.
Middle School

Lockers for Middle School Students
Flagstaff Academy provides lockers for students in sixth through eighth grades. Lockers and the
locks belong to the school, not to the individual students. Students are responsible for any
excessive damage to their lockers or locks. Locker combinations are not to be shared. Flagstaff
Academy has the authority to search lockers when deemed necessary even if it requires removal
of the lock. Problems with lockers should be reported to the Principal. Valuables should not be
brought to school. Flagstaff Academy is not responsible for lost or stolen items.

1. Students are not allowed to decorate the inside of lockers with posters, pictures, or
anything else that advertises sex, drugs, suicide, cults, alcohol, or promotes other negative
or derogatory messages as determined by Flagstaff Academy teachers and administration.

2. Lockers must be kept neat and orderly at all times. Locker checks will occur each
trimester, as deemed necessary by administration.

3. Lockers must be kept closed when not in use to maintain the integrity of the fire corridors
and avoid careless accidents. Items outside lockers, or on the floor, may be removed or
disposed of.

Electronic Devices
Valuables such as cell phones, smartwatches, music-playing devices (such as mp3 players, iPods,
etc.), personal iPads or other tablets, handheld gaming systems (such as DS, Wikipad, Vita, etc.),
and other electronics capable of sending/receiving messages and/or taking photos are not
permitted and should not be brought to school.

Taking, sharing, or posting photos that include other students is not permitted.

Schedule Changes for Middle School Students
Middle School students and prospective students make course selections for the following school
year each spring. Course offerings and availability are determined each year by those selections.
Students have the choice between grade level or honors level core classes, as well as three to four
essential (elective) classes. Every effort to honor students’ preferences is made during the
scheduling process, with priority going to 8th graders first, then 7th graders, and finally 6th
graders. Schedule changes will only be considered upon written request, providing an error was
made with the schedule, and with the approval of the Principal.
Drive Line

Morning Drive Line

Approach from Pike Rd. and turn left into first entrance only. Exit right turn only back to Pike Rd.

Approach from north leg of Left Hand Circle and Sunset St. Turn right on Miller Dr. and turn right into first entrance only. Exit left turn only back to Left Hand Circle.

Front Range Community College
Park and walk student to crosswalk. Please drive slowly in FRCC Lot.

Do not use south leg of Left Hand Circle. Do not turn left from westbound Left Hand Circle at Miller Dr. Approach from north leg of Left Hand Circle and Sunset St.
Afternoon Driveline - RideShare Only

RideShare Procedures
Carpool or 3+ children
Loading prior to 3:24 pm

Front Range Community College
For your child's safety, park and exit vehicle and meet student at crosswalk. Only park in designated spots. Do not pick up students at entrances or allow students to wait in landscaped areas. Do not allow students to run through parking lot to your waiting car. Please drive slowly in FRCC Lot.

Approach from north leg of Left Hand Circle and Sunset St. Turn right on Miller Dr. and turn right into first entrance only. Have Driveline Tag hanging from mirror. No Cell Phones. Follow Staff Directions.

Do not use south leg of Left Hand Circle. Do not turn left from westbound Left Hand Circle at Miller Dr. Approach from north leg of Left Hand Circle and Sunset St.
**Afternoon Drive Line**

**AFTERNOON DRIVELINE PROCEDURES**

- **Approach from north leg of Left Hand Circle and Sunset St.** Turn right on Miller Dr. and turn right into first entrance only. Have Driveline Tag hanging from mirror. No Cell Phones. Follow Staff Directions.

- **Do not use south leg of Left Hand Circle.** Do not turn left from westbound Left Hand Circle at Miller Dr. Approach from north leg of Left Hand Circle and Sunset St.

**Front Range Community College**

For your child’s safety: Park and exit vehicle and meet student at crosswalk. Only park in designated spots. Do not pick up students at entrances or allow students to wait in landscaped areas. Do not allow students to run through parking lot to your waiting car. Please drive slowly in FRCC Lot.