



An International Charter School

2016-2017 Parent-Student Handbook

Northglenn Campus
555 West 112th Avenue
Northglenn, CO 80234
(303) 446-7100
Elementary (K-5): 8am-3:15pm
Middle (6-8): 7:45am-3:15pm

Welcome to Global Village Academy

Innovation in Education

Global Village Academy (GVA), an international school, is a public charter school with language immersion in three world languages. Children can study Mandarin Chinese, Russian, or Spanish at the Northglenn campus. Our literacy program and state standards are supported by the Voices Reading Program which combines literacy with social awareness.

Our students develop a **GLOBAL** perspective by learning a second language; exploring diverse cultures to cultivate understanding and respect; and developing the skills to live and work with others internationally – all essential elements for life in the 21st century. This culminates in an international trip to integrate all that they have learned.

With the world as the context for education, students need to find their place, their voice, and their dream. Our **VILLAGE** provides the support and the challenge to motivate students to excel in school and in life. Their success depends upon their own initiative and the support of peers, teachers, parents, and the wider community.

Our Mission

Global Village Academy students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop 21st century skills, including cross-cultural understanding.

Global Village Academy Vision Statement

Global Village Academy is a world-class school that supports P-16 education in English and a second world language, and promotes college and workforce readiness in a global economy, as well as 21st century skills, including the ability to work in cross-cultural situations.

School Office Hours

7:30 a.m. to 4 p.m.

Enrollment

Parents must first fill out an Intent to Enroll Form. Once a student has been accepted, an email will be sent with registration instructions and requirements

Materials Fee

GVA-N asks that material fees be paid prior to the start of the school year, or by the first week of school at the latest. The fee is \$30 for your first child & \$15 for each sibling. This fee is separate from the school supplies required for each student by grade. Middle school has an additional technology fee of \$25 to cover the cost of insurance and use of a school issued computer.

Exceptional Student Services

GVA shall comply with all Charter School Institute Board of Education approved policies and regulations, and the requirements of federal and state laws concerning the education of students with special needs. GVA is also in full compliance with the American with Disabilities Act. Please make sure a transition meeting with the current school takes place before determining final enrollment at GVA.

Use of GVA Logo

GVA's logo is property of Global Village Academy. This logo may not be used for any reason without written permission from the school's administration.

Global Village Academy Northglenn Attendance Policy:

Parents must call the school before 8 a.m. to report an absence.

The following shall be considered 'excused':

- Illness/injury up to 10 days. After 10 days, a doctor's note will be required for the absence to be excused.
- Medical/Dental appointments (with a written note)
- Appointments/Serious circumstances (Must be approved by GVA Admin.)
- Extracurricular activities (Must be approved by GVA Admin/ students must be in good academic standing with no unexcused absences and 9 or fewer total absences for the school year)
- Family Vacation (Must be approved by GVA Admin/ students must be in good academic standing with no unexcused absences and 7 or fewer total absences for the school year. This absence is NOT to exceed 3 days per year. Parents must complete the 'Request for extended absence' form).
- Family Emergency: a serious illness or death of an immediate family member. This absence shall NOT to exceed 3 days. Additional time may be approved on a case-by-case basis.

All other attendance that is not covered in the above excused section will be unexcused.

If student is going to be absent for more than one day, please stop by the front desk and complete a 'request for extended absence' form. If only one day is anticipated, but it turns out to be longer you must call the school each day.

2-4 Absences (excused or unexcused) Parent will be contacted by teacher to discuss the student's developing attendance concern and the impact of academic performance.

5-7 Absences (excused or unexcused) Parent will be contacted by administration via written letter of concern

8-10 Absences (excused or unexcused) A conference with the parents, teachers and administration is necessary.

A contract for school attendance will be signed by the parent.

Students arriving after 8:15a.m. should be signed in by a parent or guardian at the front desk

Students will be marked tardy at 8:05 a.m.

4-10 Tardies- Parent will be contacted by teacher to discuss the student's developing attendance concern and the impact of academic performance.

11-15 Tardies - Parent will be contacted by administration via written letter of concern

16-20 Tardies - A conference with the parents, teachers and administration is necessary. A contract for school attendance will be signed by the parent. During the attendance contract meeting, parents should be given information on how their student's attendance is impacting academic performance.

Cumulative attendance will be reported on report cards.

Please note that GVA Northglenn follows the Charter School Institute policies for absences/tardies.

STUDENT PICK-UP/ DROP OFF

Morning Drop Off - NEW PROCEDURES: Students will be able to enter the school at 7:45am and will go straight to their class, teachers will no longer pick students up outside.

- MIDDLE SCHOOL (MS) students and their siblings can be dropped off as early as 7:30AM and MUST go to Village Square so that they are supervised.
- All other students can be dropped off as early as 7:45AM.
- Students dropped off before 7:45 AM without an enrollment form on record with Village Square will be left unattended until 7:45 AM. GVA-N does not provide FREE supervision before 7:45 AM. If a student is seen repeatedly dropped off prior to 7:45 AM, **Child Protective Services** will be called.
- All students going to Village Square must have an enrollment form filled out with emergency contact information.
- Do not park in the bank or office parking lots adjacent to the school. You will be towed.
- From 7:30 – 8:15 AM, the Community Center Drive (south) gate becomes an EXIT only. You MUST enter through the 114th Ave./Melody Dr. (north) gate only.
- You may park and walk your child into school, or use the "hug and go" lanes.
- When entering the school grounds from 114th Ave. for the "hug and go" lanes, the far right lane is for Kindergarten & 1st grades. If dropping off more than one grade, you may use this lane. The middle lane is CLOSED in the morning. The far left lane is for dropping off 2nd-8th graders. Please watch for pedestrians in the crosswalks. Drop off students in only the designated drop off zones (areas that adults are in to assist).
- Please pull **ALL THE WAY** forward before stopping to let students out. This helps to prevent back up on neighboring streets.
- Students should be ready to exit by the time you reach unloading zone.
- Parents/Guardians: do not get out of your cars when in the line. If you need to get out of your car please park and walk your student to the sidewalk.
- If you have a car seat on the driver's side please park and walk your student to the sidewalk.
- If you need to get something out of the trunk please park and walk student to the sidewalk.
- Please move forward as the line moves.
- A staff member/volunteer will help children out of cars.
- Children will be able to enter the school at 7:45am and will go straight to their class, teachers will no longer pick students up outside
- Staff members will be outside to assist students coming in until 8:00 AM.

- Classes will begin promptly at 8:00 AM. All students who arrive after 8:00 AM are considered tardy.
- When exiting the campus through the Community Center Dr. (south) gate, you can only turn RIGHT onto Community Center Dr.
- When exiting through the north gate, please be aware of pedestrians.
- Drop off will not be any different on inclement weather days - students will be allowed inside no earlier than 7:45am (unless attending Village Square)

Afternoon Pick Up

This procedure has been used in numerous schools, and is very effective if everyone cooperates.

- Please remember school does not dismiss until 3:15 PM.
- Day Care buses will use the Kindergarten & 1st grade lanes.
- Do not park in the bank or office parking lots adjacent to the school. You will be towed.
- From 2:30 PM – 3:40 PM, the Community Center Drive (south) gate becomes an EXIT only. During these times, please enter through the 114th Ave. (north) gate only.
- You may park and meet your child with their class, or you may use the pick-up lanes.
- To use the pick-up lanes: when entering the 114th Ave (north) gate, the right and middle lanes are for Kinder and 1st grades and their siblings/carpools. The left lane is for 2nd-8th grades.
- Please be careful and aware of all crosswalks. Speed limit is 10 MPH!
- When using the pickup lanes, please have your student(s)' name placard displayed clearly on the passenger side of your car so that we can find your child quickly.
- Students will be called to the assigned loading zone and loaded into cars once you pull up to assigned loading zone.
- Make sure your children, and those children who ride in your carpool, know your car.
- Students' names will be called 3 times. If your student doesn't report to loading zone you will be asked to park in the parking lot and retrieve your child.
- Please stay in your car while in the pickup line.
- Please move forward as the line moves.
- If parking and picking up your child, PLEASE use the crosswalks. This helps with traffic flow.
- In an effort to keep students safe, teachers are unable to have long conversations with parents during this time. Please be courteous of their responsibilities during dismissal. As always, feel free to contact your teacher via email or phone if a conversation is needed or you have questions.

**LATE PICK UP:

It is strongly advised that you fill out a Village Square registration form as an emergency backup in case you are late to pick up your child. Children not picked up by 3:30 will automatically go to Village Square- however: if your child does not have a registration packet on file with Village Square, they CANNOT ATTEND, according to the State of Colorado Department of Human Services Division of Child Care. As a result, children not picked up after school are considered "abandoned" and GVA-N is required to call Child Protective Services in such cases.

GVA Uniform Policy

Before GVA first opened its doors, the Founding Families voted in favor of a mandatory school uniform dress code. These families wanted the best for their children: high academic standards, global citizenship, and a safe learning environment for every student. Research has shown that schools which require school uniforms increase safety by identifying trespassers, reduce social and economic status by promoting equality, and improve academic performance by increasing student's attention towards their studies. The current uniform was chosen because it struck a balance between being simple, affordable and uniform.

GVA understands and is aware of families who have financial difficulties. We would like to ask our wonderful GVA families to donate outgrown uniforms to help support other students in need. Such donations will be available through the Front Desk.

We offer uniforms periodically throughout the year at the school. These uniform sale dates will be announced through the school newsletter. Additionally, you may order uniforms online. The link is on our website.

1. The following items are approved uniform attire:

- GVA logo T-shirts/ Polo's
- GVA approved **uniform bottoms - khaki or solid navy (Middle school may wear black bottoms)**
- The uniform bottoms must be dress pant material. **Denim jeans are unacceptable.** Leggings or tights may not be worn unless under a skirt. The uniform shorts, skirts and skorts must follow the length requirements (fingertip length)

- Sneakers are required each day.
- Students must look clean-cut and well-groomed.

2. The following items are NOT permitted:

- Hats/Sunglasses (Only for Recess and Lunchtime outside only)
- Baggy pants/shorts
- Ripped/torn clothing
- Low-cut, midriff shirts/blouses
- One-shoulder baring shirts/blouses off-the-shoulder shirts/blouses spaghetti strap shirts/blouses
- Denim jeans
- Corduroy pants
- Sweat pants
- Stretch pants/leggings (unless being worn under uniform skirt)
- Open-toed and open-backed shoes (ex: sandals, flip flops, crocs, etc.)
- Facial hair (no beards)

Dress Code Violations

- **First Offense:** Student will receive a warning and Parent/Guardian will be notified. (Student will be loaned a gently-used uniform for the day if one is available).
- **Second Offense:** Student will be sent home to change.
- **Third Offense:** Student will receive detention.
- **Fourth Offense:** Student will receive a 1- day suspension.

Visitors

Due to the safety of our students, we cannot allow people to wander the school building. We ask that those picking up students wait outside. If you are picking up your student early, please sign in at the Front Desk, present your picture ID, sign out your student and we will call your student to the Front Desk. Thank you for your help in keeping our students safe!

Visitors are always welcome at GVA! Please sign in and present a picture ID. Visitors must wear a badge in the building. **Prior arrangements must be made with the classroom teacher (such as volunteer work in the classroom), so as to not disrupt the learning environment.**

Volunteering

An important aspect of the GVA mission includes creating a school environment in which a partnership exists between the school and the families. Each family is asked to donate 30 hours of service or the equivalent to the school each year from K-8. Many volunteer opportunities are available for families to fulfill this requirement; however, it is the responsibility of each family to find ways to meet the requirement. Hours can be met through volunteer help in school, fundraising events, PTO meetings and other committees. Volunteers working directly with students will need to pass a background check. Also, in-kind donations and donations of items approved by school administration are accepted as service hours. Parents will be able to support their child and the school in meaningful ways while being valued as an integral part of the educational process. Families are encouraged to give generously of their time and talents to GVA.

How do you get involved?

- Volunteer in the classroom or at the school
- Serving as room parent
- Drive, chaperone or coordinate field trips
- Chairing an event, PTO committee
- Working an event, project, fundraiser, or support role where needed
- Donating needed funds or items
- Attend PTO and/or Board Meetings
- Preparing classroom items from home with teacher direction

The following is a list of items **that do not qualify** for service hours:

- Drive time to/from meetings, activities or events
- Homework time with your children

Not only is your annual Family Volunteer Hours requirement of 30 hours highly valued & appreciated by the school, it is a great modeling opportunity for you as parents to your children!!

Safety Drills

Every precaution is taken to ensure the safety of your child during normal school hours. Periodic fire, tornado, evacuation and lockdown drills are executed to make certain students learn proper safety procedures and adhere to all safety.

Medication

GVA-N can administer medications to students if we have a current and complete Student Medication and Release Agreement. The Student Medication and Release Agreement can be picked up from the Health Aide office.

Severe Weather Closures or Delays

While GVA- N is part of the Charter School Institute, we will follow the Adams 12 severe-weather schedule. Please watch or listen to your local news channels for updated information.

Communication

It is Global Village Academy's policy to inform parents of what is happening at the school in a timely manner; with that in mind, GVA communicates with parents in several different ways to keep you informed. Information is sent home weekly, electronically. If you don't have access to the internet, hard copies are available at the front desk. It is important that GVA has a valid email address and phone number on file for your family so that you can receive information. If you do not have internet access at home, a computer with internet access is available for you to use at the school.

TEACHER PAGES- GVA uses gvaschools.org, our online website, to communicate homework assignments, classroom activities, school announcements, notes, important dates and much more to parents and students. Parents can communicate with the teacher as well. Parents should subscribe to their child's teacher pages to be notified when updates are made.

WEEKLY VILLAGE NEWS – This is a weekly newsletter that outlines upcoming events in an easy to read format. The Weekly Village Newsletter is distributed electronically through Constant Contact every Tuesday. Parents may register for the newsletter through the gvaschools.org website. From the main page, click the link to the NORTHGLENN campus site, then select Sign Up for Our Newsletter on the right side menu.

SCHOOL MESSENGER - GVA has implemented a messaging service which enables the school to personally communicate with parents about emergency situations, school events and other issues impacting your child. The system allows GVA to send messages to your family's home, work, cell phone and email. GVA is able to reach every family within an hour through this service.

FACEBOOK - Join Global Village Academy's Facebook page to learn the latest on upcoming events and connect with other parents. Click the link to [LIKE GVA!](#)

Global Village Academy PTO

The PTO meets once a month.

Board of Directors Meetings

Board of Directors Meetings are held third Thursday of every month at 7 p.m. An agenda is posted at the school entrances.

Grievance Procedure

GVA values open and proactive communication between the members of the school community, including parents, students, faculty, staff, administration and the Board. Issues that are not dealt with directly can become destructive to the school community and detrimental to the learning process of our students. As adults, we must model for our students a willingness to address conflict directly. GVA's procedures for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible level.

1. Address Issue with Those Directly Involved

The grievant brings the situation or concern to the attention of those directly involved. If a parent or student has a concern, they must begin a dialogue with the classroom teacher or administrator with whom the conflict exists. Should a parent or student fail to begin the process at the lowest possible level and instead come directly to the principal, the principal will re-direct the person to address the issue directly with those involved.

2. Address Issue with Appropriate Administrator

If satisfactory resolution is not reached after a direct conversation between the conflicted parties, the situation must be brought to the attention of the supervising administrator. The supervising administrator and the conflicted parties will address the situation and develop goals for conflict resolution. The administrator will monitor this process until resolution is realized.

3. Address Issue with the Principal

If the complaint remains unresolved after step two, a second mediation meeting can be arranged with the principal present.

4. Submit Written Grievance to Appropriate Administrator

If the grievant is not satisfied with the response received via steps two or three, the grievant should submit a formal written grievance to the principal. This written grievance should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the policy or procedure that has been violated and/or rationale for concern; 3) describe what conflict resolution strategies were attempted via steps one and two; and 4) explain what corrective action is being requested. All grievances, including those about the principal, must follow step four.

It is the principal's responsibility to manage the ultimate resolution of conflicts between parents, students, staff and administrators, excepting those that pertain to the principal him/herself or to the principal's execution of a school-wide policy or procedure. Should a grievant feel that they were not treated equitably, or that the concern did not receive the attention it deserved throughout the grievance process, s/he is free to submit a new grievance about the principal's dealings with the grievance procedure. Such a grievance would need to follow these procedures sequentially, beginning again with step one.

5. Provide Written Grievance to the Board

After the administrator has been given one week to respond to this formal grievance the grievant should bring the matter to the attention of the Board only if the matter has not been satisfactorily resolved, and only if it pertains to the principal or to the execution of school-wide policy or procedure. The written grievance should be delivered to the President or Secretary of the Board at least one week prior to the next scheduled Board meeting. The President or Secretary will review with the individual the above process and ensure that the proper steps were taken before adding the issue to a meeting agenda. Grievances should not be brought to the Board as a matter of Public Comment as this does not give the Board sufficient time to consider the issue(s) and address them through the collective governance process. The Board will not hear matters that do not follow this grievance process.

It is important to the integrity of our school that grievance be handled in an informed, direct, fair and equitable manner. Any concern or grievance must be examined through the lens of the mission of the school.

Discipline

GVA-Northglenn's Student Conduct and Discipline Policy is based on the principles of Positive Behavior Supports, Conscious Discipline and Love and Logic. Every student is expected to follow rules and expectations set by teachers and administration. At the core of these expectations are three simple rules as follows:

- Be safe
- Be kind
- Be ready to learn

While educating students is the main goal of GVA-Northglenn, safety takes precedence over all activities and situations. Behaviors that put students or staff in danger will not be tolerated. In addition to this, GVA-Northglenn encourages respect and appreciation for diversity and differences. As such, students are expected to be accepting and loving toward all peers and faculty. The GVA community is truly global and celebrates this as a unique gift.

Bullying

Bullying discipline falls within the 3-tiered Positive Behavior Support protocol. Please notify your teacher, Dean of Students (pblack@gvaschools.org) or other Administrators if your student reports bullying behavior.

Bullying Prevention & Education

The purpose of this policy is to define bullying behavior, to encourage students to report bullying behavior, to promote consistency in our approach to this problem and to help create a climate in which all types of bullying are regarded as unacceptable. This will require deliberate, planned intervention and will not be tolerated.

Bullying is any repeated word, look, sign or act, or pattern of such behavior that inflicts, or threatens to inflict, physical or emotional injury or discomfort upon another person's body, feelings or possessions. For purposes of this policy, the school environment includes school buildings, grounds, and vehicles, crossing walks, parking and all school-sponsored activities and events.

GVA-N STUDENT CODE OF CONDUCT

It is the intention of the Charter School Institute Board that the GVA-N school helps students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The Board in accordance with state law directs all Institute Charter Schools to adopt a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority.

1.0. Student Habitually Disruptive Behavior

1.1. A student who is declared by the principal or the principal's designee to be a habitually disruptive student may be suspended or expelled.

1.2. A habitually disruptive student is defined as a student who has been suspended out of school a minimum of three times during the current school year, for behavior that caused a material and substantial disruption on school grounds, in school vehicles, or at school activities or sanctioned events.

1.3. Suspensions counted toward a student being designated as habitually disruptive may include those that occurred in a prior school or district, provided such suspension(s) occurred within the current school year.

1.4. Material and substantial disruption is defined as behavior that is initiated, willful and overt on the part of the student, and is considered by school administration to cause a serious interference with the orderly operation of the school or the school's ability to provide educational opportunities to the student or other students, including behavior that is detrimental to the welfare and safety of others.

1.5. The teacher is allowed to remove a disruptive student from his/her classroom and send the student to a different classroom to work on assigned classwork. Upon the third removal from a teacher's classroom, the teacher may remove the disruptive student from his/her class for the remainder of the term of the class; except that the disruptive student shall not be removed from the teacher's classroom for the remainder of the term of the class unless the principal or designee has developed and implemented a behavior plan for the student.

1.5.1. As soon as possible after a removal, the teacher or the school principal or designee shall contact the parent or legal guardian of the student to request his/her attendance at a student-teacher conference regarding the removal and further actions.

1.6. Declaration as a habitually disruptive student requires that the following criteria be satisfied:

1.6.1. The student and parent will be notified in writing of each suspension counted toward declaring the student as habitually disruptive, and shall be notified in writing and by telephone or other means of the definition of "habitually disruptive", and of the student's potential expulsion.

1.6.2. A remedial discipline plan must be developed by the principal or designee with the assistance of the student's teacher(s) and/or appropriate support staff. The purposes of the remedial discipline plan include:

1.6.3. Assessing the potential reasons for the misconduct;

1.6.4. Identifying future behavior expectations;

1.6.5. Identifying the potential consequences, including expulsion, for continued disruptive behavior; and

1.6.6. Identifying support resources and strategies assisting the student in successfully avoiding expulsion and remaining in school.

1.7. The remedial discipline plan should be written in the form of a contract and signed by the student and his or her parent(s). If a student or parent fails or refuses to attend a remedial discipline planning meeting, after reasonable attempts by school officials to schedule and provide notices of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan in the absence of the student and/or parent(s).

1.8. The progress of the student on the remedial discipline plan should be monitored and the plan should be updated and/or revised as the student's progress or lack of progress may warrant.

2.0. Grounds for sanctions including Suspension or Expulsion from School. The principal or designated administrator may issue sanctions including suspension and may refer for expulsion a student who engages in one or more of the following activities as specifically identified by state statute.

2.1. Repeated interference with a school's ability to provide educational opportunities to other students.

2.2. Behavior which disrupts or is intended to disrupt the educational process. This may include behaviors such as, but not limited to: Tapping, excessive talking while instruction is in progress, walking around classroom without permission while instruction or other related educational activities are taking place, etc.

2.3. Repeated or substantial disrespect to or defiance of GVA-N school staff, which interferes with school educational process.

2.4. Continued willful disobedience or open and persistent defiance of proper authority.

2.5. Using or otherwise directing profanity, vulgar language, or obscene gestures toward others.

2.6. Possessing, distributing, and/or communicating slanderous or libelous material.

2.7. Indecent exposure, lewd behavior, or possession of pornography (print or electronic).

2.8. Rioting, unlawful protests, illegal disruptive demonstrations or other expression that violates the rights of others on any District property.

2.9. Intentionally causing or participating in a bomb threat, false alarm, or other false notice that disrupts the school environment.

2.10. Throwing objects, unless otherwise part of a supervised activity, which might cause bodily injury or damage property.

2.11. Unsafe operation of a motor vehicle on school property.

2.12. Lying or knowingly giving false information verbally or in writing to a staff member.

2.13. Scholastic dishonesty, including but not limited to cheating, plagiarism or unauthorized collaboration with another person in preparing academic work.

2.14. Stealing, attempting to steal, borrowing or possessing without authorization property from another student, school employee or from the school itself.

2.15. Using, making or reproducing another person's signature for deceptive purposes, including counterfeiting documents or currency.

2.16. Failure to report a Condition that puts students or staff at risk of imminent harm.

2.17. Failure to attend detention when given by a school staff.

2.18. Willful destruction or defacing of school property.

2.19. Damaging private property of others.

2.20. Gambling or wagering items of value.

3. Student Violence, Fights, and Aggressive Behavior.

3.1. Fighting offenses, regardless of infliction of bodily injury, occur when: (1) a person acts with the intent of making physical contact with another person, or acts with the knowledge that such contact would probably result; (2) physical contact with another person does result; and, (3) the contact is offensive to the other person. For purposes of this policy a fight may also include a student attempting but failing to make harmful or offensive contact with another person.

3.1.1. Student Responsibilities. If a conflict appears to be likely, or occurs, students are expected to make all reasonable efforts to avoid the conflict, including leaving the scene or seeking the help of a school employee.

3.2. Rules For The Administration Of The Protection Of Persons From Restraint

3.2.1. Basis For The Use Of Restraint

Restraints shall only be used:

3.3.1.1. In an emergency and with extreme caution; and

3.3.1.2. After the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or a determination that such alternatives would be inappropriate or ineffective under the circumstances.

3.3.1.3. Restraints must never be used as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior.

School personnel shall:

3.3.2.0. Use restraints only for the period of time necessary and using no more force than is necessary; and prioritize the prevention of harm to the student.

3.3.2.1. Either the principal or his or her designee must fill out all the appropriate paperwork and verbally notify the parents or legal guardian as soon as possible, but no later than the end of the school day that the restraint was used.

3.3.3. General Requirements: When restraints, including seclusion, are used, the public education program shall ensure that:

3.3.3.0. No restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;

3.3.3.1. No restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;

3.3.3.2. Restraints are administered only by staff who has received training, in accordance with Section 2.03 of these Rules;

3.3.3.3. Opportunities to have the restraint removed are provided to the student who indicates that (s)he is willing to cease the violent or dangerous behavior;

3.3.3.4. When it is determined by trained staff that the restraint is no longer necessary to protect the student or others (i.e., the emergency no longer exists), the restraint must be removed. In the case of seclusion, staff must reintegrate the student or clearly communicate to the student that (s) he is free to leave the area used to seclude the student; and

3.3.3.5. Student is reasonably monitored to ensure the student's physical safety.

3.3.4.0. **Grounds for sanctions including Suspension or Expulsion from School.** The principal or designated administrator may issue sanctions including suspension and may refer for expulsion a student who engages in one or more of the following activities as specifically identified by state statute.

3.3.4.1. Encouraging fighting or assault, including use of insults, taunts or challenges to another in a manner where such words or behavior is likely to incite a fight.

3.3.4.2. Videotaping and/or electronically sharing or posting images of fights.

3.3.4.3. Helping arrange circumstances for the purpose of allowing others to fight.

3.3.4.4. Behavior on or off school property which is detrimental to the welfare or safety of other students or of school personnel, including behavior which creates a threat of physical harm to the student or to other students. This may include behavior which recklessly endangers students, staff or others.

Offenses and consequences for violence or fighting offenses will be cumulative for a period of three calendar years. Offenses confirmed from schools prior to enrollment in the school may apply toward the cumulative total.

□ **1st Offense** – Student may be suspended for up to five (5) days out of school. Alternative to suspension opportunities may be considered by school administration.

□ **2nd Offense** – Student should be suspended for up to five (5) days out of school. An alternative to expulsion opportunity may be considered by school administration.

□ **3rd Offense** – Student should be suspended for five (5) days out of school and expulsion proceedings may be initiated at the discretion of school administrator.

4.1. Student Weapons And Dangerous Items In School

4.2. Carrying, bringing, using, transferring or possessing any firearm, dangerous weapon or other dangerous items identified in this policy are prohibited.

4.3. Firearms. Mandatory 10-day suspension and expulsion for the first offense.

4.2.1. "Firearm" is defined as: Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; The frame or receiver of any weapon described above; Any firearm muffler or firearm silencer;

4.3. The principal shall initiate expulsion proceedings for students who carry, bring, use or possess a firearm. Unless expulsion is otherwise required by federal law, a student may, but need not be expelled if as soon as possible upon discovering that he or she is in possession of the firearm, the student notifies and delivers the weapon to school officials.

4.4. Pursuant to federal law, expulsion of not less than one (1) year is mandatory for any student who brings a firearm to school. Exceptions may be made on a case-by-case basis as determined by the superintendent. The reasons for granting an exception shall be in writing.

4.5. **Dangerous Weapons.** Mandatory five-day suspension and mandatory expulsion referral may result in expulsion for the first offense.

4.5.1. **Explosives.** Any explosive, incendiary, or poison gas including but not limited to, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or similar device. An expulsion referral is mandatory for such violations.

4.5.2. **Firearm Facsimile.** Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm.

4.5.2.1. A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. The principal shall, only after consultation with the district Security Services Manager, issue a decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property, and such decision shall be final.

4.6. Grounds for sanctions including Suspension or Expulsion from School.

4.6.1. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;

4.6.2. A knife with a blade that measures longer than three inches in length;

4.6.3. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, brass knuckles or artificial knuckles of any kind.

4.6.4. Any knife, regardless of the length of the blade, other instruments with sharpened blades or edges that might easily be used as a weapon, or any other substance or object, regardless of intended purpose, used in a manner that may render them dangerous to the user or others. Exceptions include scissors or other sharpened instruments commonly used during supervised educational activities.

4.6.5. Bullets (used or unused), fireworks, smoke or stink bombs or any other pyrotechnic device.

4.6.6. Bringing, possessing or using substances or objects, regardless of their intended purpose(s), in a manner that may render them dangerous to the user or others without authorization.

4.7. **Referral to Law Enforcement.** School personnel shall refer any student who brings a firearm or dangerous weapon to school without authorization of the school or the District to law enforcement.

5. Student searches and school property items

5.1. Lockers, desks, and storage areas are the property of the school district. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with school policy.

5.2. No student may use a locker, desk, or storage area to store any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

5.3. Students will assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students will be responsible for whatever is contained in desks and lockers assigned to them by the school.

5.4. Any student's locker, desk, or other storage area will be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules.

5.5. All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.

5.6. The principal or his/her designee may search a desk, locker or any other storage area and its contents when he/she has reasonable grounds for a search. Whenever possible, another person will be available to witness the search.

5.7. The principal or his/her designee may search the person of a student if the school official has reasonable grounds to believe that the student is in possession of contraband.

5.8. Search of the person will be limited to any object in the student's possession such as a purse, book bag or briefcase and the student pulling out his/her pockets.

5.9. Searches of the person will be conducted out of the presence of other students and as privately as possible. At least one but not more than three additional persons of the same sex as the student being searched will witness but not participate in the search.

5.10. The parent or guardian of any student searched will be notified of the search as soon as reasonably possible.

6. Student Drug, Alcohol, and Controlled Substance Offenses.

6.1. School districts are required by Colorado law to adopt policies regarding use, possession and/or sale of drugs or other controlled substances.

6.2. Parents who have questions or concerns about student drug or alcohol issues are encouraged to contact a school counselor or mental health provider, school administration, or the District Office of Intervention Services to discuss resources that may be available to assist them. Schools should provide opportunities for students to increase awareness regarding the consequences of controlled substance use and abuse.

6.3. Students may not knowingly use, be under the influence of, possess, bring, sell, solicit the sale of, transfer, distribute, or supply a drug, controlled substance or drug paraphernalia as defined in this policy. A student may be found to have violated this policy if he or she reasonably should have known that he or she was engaging in one of these prohibited activities.

6.3.1. Violations of this policy are considered to be detrimental to the welfare and safety of the student, other students and/or school personnel.

6.3.2. Violations of this policy are considered to cause material disruptions to the school's learning environment. Violations may be counted toward declaration as a habitually disruptive student.

6.4. Definitions:

6.4.1. Controlled Substance – Controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, and other controlled substances as defined in state or federal law. For the purposes of this policy, the following substances are also considered controlled substances:

6.4.1.1. Alcohol;

6.4.1.2. Prescription Drug – Any prescription drug without a current, valid prescription identifying the person possessing the drug as the owner;

6.4.1.3. Counterfeit Drugs – Any substance that a student believes to be a controlled substance or that is represented to be such by a student, including but not limited to vitamins, supplements, or over-the-counter medications;

6.4.1.4. Over-the-counter medications when taken in a dangerous manner or in excess of the recommended dosage;

6.4.1.5. Plants, mushrooms, herbs or other natural or synthetic substances used for the purpose of altering the mind;

6.4.1.6. Inhalants or mind-altering gases;

6.4.1.7. Marijuana, even if legally purchased through retail establishments or prescribed.

6.5. Possession of any tobacco product by students is also prohibited on school property.

6.5.1. "Tobacco product" means: **a.** Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco; and **b.** Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.

6.6. Use – Lighting, chewing, smoking, inhaling, applying or otherwise ingesting a controlled substance.

6.7. Possession – Bringing, possessing or having in one's control controlled substance or drug paraphernalia.

6.8. Sale – Exchanging money or any other item of value in a transaction where a controlled substance is exchanged.

6.9. Distribution – Providing a controlled substance to others regardless of the exchange of money or item of value.

6.10. Transfer – Passing a controlled substance to others.

6.11. Solicitation – Communicating about the potential sale, purchase, transfer or distribution of a controlled substance, even if no exchange was completed

6.12. Paraphernalia – Possessing or bringing any equipment, product or material which is used, intended to be used or designed for use in introducing a controlled substance into the body.

6.13. Under the Influence – When a student has ingested, inhaled, or applied a controlled substance or when a student’s behavior, condition, speech, appearance, odor, well-being or the well-being of others is affected by the use of a controlled substance.

7.0. Sanctions and Interventions.

7.1. Students are subject to disciplinary action up to and including suspension and expulsion for any single controlled substance offense.

7.2. Offenses and consequences for controlled substance violations will be cumulative for a period of three calendar years. Offenses confirmed from schools prior to enrollment in the District may apply toward the cumulative total. 3.3 The sale, distribution, transfer or solicitation of a controlled substance, regardless of the exchange of an item of value, will result in a suspension of five (5) days out of school. Expulsion may also result for these actions regardless of whether or not it is a first offense. Alternative to expulsion options may be considered at the discretion of school and District officials.

7.3. Controlled substance offenses resulting in arrests or felony charges, or those, during which the violating student endangered the immediate safety of others, including driving other students while under the influence of a controlled substance, will result in a suspension of a minimum five (5) days out of school. Alternative to expulsion options may be considered at the discretion of school and District officials.

7.4. Controlled substance offenses other than those involving the sale, distribution, transfer or solicitation as defined in this policy will typically result in the following sanctions and intervention opportunities:

- 7.4.1.** 1st offense – Student should be suspended out of school for up to five (5) days. Alternative to suspension opportunities may be considered by school administration.
- 7.4.2.** 2nd offense – Student should be suspended for up to five (5) days out of school. Alternative to suspension or alternative to expulsion opportunities may be considered by school administration.
- 7.4.3.** 3rd offense – Student should be suspended for five (5) days and expulsion proceedings should be initiated.

7.5. Due Process. Due process will be followed when discipline sanctions may result for violations of this policy, except that when a student is recognized to be under the influence of a controlled substance and school officials believe the student’s judgment is impaired, due process procedures may be delayed until immediate health and safety needs are first addressed.

7.6. Notification of Parent or Guardian. Parents will be notified following an initial investigation and determination that a student is believed to have violated this policy, after any emergency health or safety needs are first addressed.

7.7. Notification of Law Enforcement. School officials shall notify law enforcement regarding suspected violations of this policy and shall cooperate with any investigation that may result.

8. STUDENT BULLYING, HARASSMENT, HAZING, INTIMIDATION AND THREATENING BEHAVIOR

8.1. Definitions

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

8.1.1.2. Harassment – Includes but is not limited to unwelcome verbal, written or physical conduct.

8.1.1.2.1. Sexual Harassment – Unwelcome sexual advances, requests for sexual favors and other verbal, physical or electronic communication of a sexual nature that creates physical or emotional distress for the victim.

8.2. Hazing – Any activity by which a person recklessly endangers the health or safety of or causes a risk of bodily injury to an individual for the purpose of initiation or admission into or affiliation with any student organization; except that hazing does not include customary athletic events or other similar contests or competitions under the supervision of a coach or sponsor. For the purposes of this policy, hazing also includes humiliation tactics, forced social isolation, verbal or emotional abuse, forced or excessive consumption of food or liquids, or any activity that requires a student to engage in illegal activity.

8.3. Intimidation – Intentionally coercing or frightening someone to do something against his or her will, or to not do something the he or she would have done were it not for the intimidating behavior.

8.4. Threat – Expressing an intention to inflict injury or damage to another person or property. Threats may be direct, indirect, conditional or veiled in nature.

8.5. Consequences. Violations of this policy are detrimental to the welfare and safety of the victim, as well as disruptive to the school learning environment. Consequences up to and including suspension or expulsion may be warranted for single, severe violations or for a pattern of violations.

8.5.1. Interventions for violations of this policy are:

- 8.5.1.1. 1st Offense** – warning and education about this policy, parent contact, and school-based sanctions as determined by school administration.
- 8.5.1.2. 2nd Offense** – extended education about the policy, parent conference, school-based sanctions that may include out-of-school suspension. Repeat violations typically warrant alternative to suspension education programming and individualized plans to mediate the situation.
- 8.5.1.3. 3rd Offense** – Increased interventions up to and including extended suspensions and referral for expulsion.

8.6. Gang-Related Activities

8.6.1. It is the desire at GVA-N to keep its events, and its students free from the influence of gangs and gang related activity. Such activity is detrimental to the safety and welfare of students and school personnel and threatens to disrupt the educational process.

8.6.2. The term “gang” as used in this policy shall refer to all groups of individuals who share a common interest, bond, or activity characterized by criminal or delinquent conduct engaged in collectively or individually.

8.6.3. The Principal or designee shall maintain supervision of school premises, school vehicles, and school-related activities to deter gang activity, confrontations, and intimidation of students.

8.6.4. It is prohibited the presence on school premises, in school vehicles, and at school-related activities of any apparel (including clothing), jewelry, accessory, notebook, emblems, or badges which by virtue of color, arrangement, trademark, or other attribute denotes membership in gangs or gang-related activity.

8.6.5. Gestures, signals, or graffiti that connote gang membership or activities are prohibited in school buildings, on school grounds, at school activities, and in school vehicles.

8.6.6. Parents will be notified of violations to this policy. More severe disciplinary actions may be taken including suspension or expulsion for repeated or serious violations of this policy.

9. Student Dress Code

9.1. In order to promote a safe environment at GVA-N that focuses on education and minimizes distractions students are expected to abide by the following general guidelines for dress code.

- a. Shirts must be fitted and long enough to naturally touch the top of the lower garment and/or be tucked in;
- B. Shirts must cover the shoulders;
- c. All attire should be sized to fit without exposing undergarments, buttocks, stomachs or cleavage;
- d. Shorts and skirts must be fingertip length when arms are resting at sides;
- e. Shoes/sandals must be worn at all times.
- f. GVA Wear: T-shirts, GVA logo Polo Shirts and GVA logo Sweatshirts.
- g. GVA logo Fleece Jackets and logo sweatshirts may be worn in the classroom over their shirts. (Winter coats may be worn only into the building and out on the playground.
- h. GVA approved uniform bottoms for boys must be solid, navy blue or khaki colored uniform pants and shorts.
- i. GVA approved uniform bottoms for boys must be solid, navy blue or khaki colored uniform pants, mid-thigh length shorts, mid-thigh length skirts, mid-thigh length shorts, mid-thigh length skirts or jumpers.

9.2. The following items or clothing are specifically prohibited:

- a) Spaghetti straps, tank tops and halter tops;
- b) Transparent/mesh clothing;
- c) Garments, make-up or hair worn in a manner that makes a student's face unidentifiable;
- d) Exposed undergarments;
- e) Pajamas and house slippers;
- f) Shirts with revealing necklines or armholes;
- g) Shirts hanging longer than the fingertips when arms are fully extended;
- h) Hats, caps or sunglasses worn indoors;
- i) Gloves worn indoors;
- j) Hairnets, bandanas, and DOO-rags;
- k) Caps, athletic headbands and armbands (prohibited indoors except when the wearer is participating in a sporting event);
- l) Clothing or accessories that promote drugs, alcohol or tobacco either by brand or message;
- m) Clothing or accessories with sexually suggestive language or messages;
- n) Clothing or accessories that have pictures of guns or weapons, promote violence, criminal activity, intimidation or intolerance of others (based on religion, ethnicity, gender or lifestyle);
- o) Clothing or accessories that could readily be used as a weapon or might otherwise injure the wearer, including items with spikes or loose hanging chains;
- p) Attire, accessories or manners of grooming indicative of affiliation with a gang, secret society or disruptive group. This includes, but is not limited to clothing, gang-related colors or numbers, bandanas, sports logos/apparel, make-up, hats, emblems, trademarks, badges, insignia, logos, belt buckles, colored shoe strings, and jewelry.
- q) Trench coats and other like jackets capable of concealing weapons.
- r) Clothing or accessories affiliated with Insane Clown Posse, including all items related to the band's record label "Psychopathic Records" and other groups it sponsors in addition to Insane Clown Posse, including but not limited to Twiztid, Blaze, BoonDox, Psychopathic Rydaz and Dark Lotus: and
- s) Professional athletic team jerseys.

9.3. Interventions for violations of this policy are:

- 9.3.1. 1st Offense:** Student will receive a warning parent/Guardian will be notified. Student will be loaned a gently used uniform for the day.
- 9.3.2. 2nd Offense:** Parents will be asked to bring in uniforms and/or the students will be sent home to change.
- 9.3.3. 3rd Offense:** Student will receive detention.
- 9.3.4. 4th Offense:** Student will receive 1 day suspension.

Legal References:

C.R.S. 22-33-106 (1) (a-e) (Grounds for suspension, expulsion, denial of admission)
C.R.S. 18-33-202 et seq (Offenses against a person)
C.R.S. 22-32-109.1 (Student conduct, safety and welfare)
C.R.S. 22-12-105 (3) (Authority to suspend, or expel for false accusations)
C.R.S. 12-22-303-(7) (Definition of controlled substance)
C.R.S. 18-4-301 et seq (Offenses against school property)
C.R.S. § 18-1-703 (use of physical force by those supervising minors)
C.R.S. § 26-20-101, et seq. (protection of persons from restraint)
C.C.R. § 2620-R-1.00, et seq. (protection of persons from restraint)
C.R.S. 18-13-121 (furnishing tobacco products to minors)
C.R.S. 22-32-109 (1) (bb) (policy required prohibiting use of tobacco products on school grounds.)
C.R.S. 19-1-103(52) C.R.S. 22-1-120(8) C.R.S. 22-32-109.1 (Gang-Related Activities)

Cell Phones and other Electronic Devices

Student cell phones must be turned off and kept in their backpacks. Exceptions to this rule require prior approval from the Administrator. Other electronic devices such as hand-held game consoles are not allowed at school. **The school will not be held responsible for lost or stolen property.** Electronic devices are not permitted in a standardized testing environment.

Village Square

GVA Before-and After-School Program

This licensed program provides child care and enrichment activities for the children and families of Global Village Academy. Programs are fee-based and self-supporting. They are governed and regulated by the Colorado Department of Human Services, Division of Child Care.

How to reach us during program hours: (303) 446-7100 ext 166

Hours of Operation

Before and After Care: 7am – 7:45 am. and 3:15 pm – 6:00 pm. Monday-Friday on regular school days. Village Square will also be available from 7:00a.m. – 6:00p.m. on school holidays, non-pupil contact days and during Summer, Spring, Fall and Winter vacations pending the quantity of participants, except the holidays listed below.

Holiday Closures

The program is closed on the following holidays:

- Labor Day
- Fall Break
- Thanksgiving Break
- Winter Break
- Martin Luther King Day
- President's Day
- Spring Break
- Memorial Day

Approximately 2 weeks prior to other holidays, the program director will survey parents to determine their childcare needs. Parents should watch for holiday closure surveys and information prior to any potential holiday closures.

Ages Accepted

Village Square is open to all GVA students in grades K-8, or ages 5-13. We are unable to accept students under the age of 5. All participants must be 5 years of age by October 1 of the current school year.

Enrollment

All children must be fully enrolled before attending the program. To enroll, parents or guardians must complete and sign the Village Square enrollment form, which is available in the front office. Parents must also give the child's current immunization records to the Program Director. Each year, Parents or Guardians **must** update student information by completing a Village Square enrollment form every fall.

Registration and Payment

- Refer to the fee structure at GVA-N for the applicable Village Square charges.

- Please make checks payable to Village Square. Payment must be made by check, money order and cash. There is a \$30 servicecharge on all checks returned for insufficient funds.
- Persons with a past due account over 30 days will be unable to use the Village Square program until the account is fully paid. Delinquent accounts will be sent to a collection agency.

Cancellation Due to Weather

Closure of the school district due to weather conditions will automatically cancel Village Square.

If the Colorado State Highway Department issues a traveler's advisory, all field trips will be cancelled.

Sign In and Out

For security purposes, parents or authorized individuals must sign students out of school if leaving early and sign students in if arriving late. Students arriving before 7:45 a.m. must report to Village Square. Students not picked up promptly at school dismissal (3:30p.m.) will be sent to the Village Square Program. Village Square staff will sign the children in when they arrive. At the end of the day parents will sign them out of the after-school session. Staff members must ask for a picture ID and consult the authorized pick up list if they are unsure of an adult's identity. The program is not responsible for the children before they are signed in or after they are signed out from the program.

Late Pick Up

Parents should have a backup plan in case they are unable to pick up their child on time.

- If a parent or an authorized person does not arrive to pick up a child within ten minutes after the program closing time, the staff will attempt to contact the parent at home or at work.
- If the staff member is unable to speak with the parent by phone, they will contact the authorized person listed on the Registration form.
- If the authorized person cannot be contacted by phone, the police will be notified. Children will never be left unattended at the school or taken home by a staff member.
- The program will begin to assess late pick-up fees one minute after the closing time. **The fee is \$1.00 per child for each minute. Late Fees are due immediately.** Parents must pay the total late pick-up fee by check or money order when they pick up their child. On days when the weather is bad or driving conditions are hazardous, exceptions can be made. Program staff will expect parents to call to let them know they will be late.

It is strongly advised that you fill out a Village Square registration form as an emergency backup in case you are late to pick up your child. Children not picked up by 3:30 will automatically go to Village Square- however: if your child does not have a registration packet on file with Village Square, they CANNOT ATTEND, according to the State of Colorado Department of Human Services Division of Child Care. As a result, children not picked up after school are considered "abandoned" and GVA-N is required to call Child Protective Services in such cases.

Release of Children

Children will only be released to a parent or authorized pick-up person. Children must be signed out by their parent or authorized pick up person according to the procedure described in the section above. Failure of the parent to follow this procedure may result in dismissal from the program. Program staff must have written authorization from the parent or guardian to release a child to an individual not listed on the Registration Form. Exceptions will be made for emergencies and phone authorization by the parent may be accepted after speaking with the Program Director. Please remember to update your student's contact information with any new changes.

Academics

GVA's model of Global Literacy in response to our core values outlined with our Mission Statement. It is built on the following five key educational components:

1. World Class Academics: GVA's core curriculum was selected to close the global achievement gap. It features EnVisions for math curriculum. These materials will be provided in their target language. For literacy, GVA uses *Voices* Literacy Curriculum across the curriculum for writing, reading, and character education. In addition, GVA uses standards-based academics and teacher utilize the Common Core State Standards and Next Generation Standards for science.

GVA uses continuous assessments in core subjects with individual goal setting. In addition to DIBELS, MAPS and PARCC, GVA is evaluating assessments (e.g., Intel Education Assessing Projects tool, and Interactive **Multi-Media Exercises (IMMEX)** that explicitly assess Twenty-First Century skills. In addition, GVA's portfolio assessment uses student Passports, which contain a specific body of evidence demonstrating proficiencies in Literacy L1 and L2, Deduction (Math); Induction (scientific method), Arts, Public Speaking, Information Literacy, and Intercultural Exchanges (linguistic, economic, artistic, interpersonal, etc.).

2. Second Language Immersion: All students learn to read, write, and speak a second language to the Intermediate High Level. GVA utilizes language immersion.. English Language Learners (ELL's) - both native speakers of a language other than English and heritage speakers who are exposed to a language other than English at home-build on the inherent advantage they have as bilingual students, through additive bilingualism by using fluency and literacy in Spanish, Mandarin, and Russian to support academic performance in English.

3. Cultural Competency: GVA has a school-wide focus on developing cultural competency by building functional interpersonal attachments and learning to negotiate cultural boundaries. The framework for this is the themes in the *Voices Literacy Curriculum*: Personal Identity, Perspective Taking, Conflict Resolution, Social Awareness, Friendship and Love, and Democracy and Citizenship. Cultural competency is also highlighted through monthly International Assemblies focused on different countries (storytelling, intercultural arts, etc.), as well as courses in intercultural arts (visual, movement, music) and community service. Students, parents, and teachers are encouraged to build on strengths reflected in both cultural differences and similarities.

4. Twenty-First Century Learning Community: GVA students develop Twenty-First Century skills (e.g., *The Global Achievement Gap* by Tony Wagner: critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity and imagination) through thematic units focused on social studies and science and in core subjects. Students, parents and teachers use technology to facilitate learning and intercultural exchanges. The school library includes substantive collections of multilingual texts and Twenty-First Century technology tools.

5. International Studies: GVA utilizes local, regional, national and international studies aimed at developing global perspective and linguistic, artistic and cultural exchanges. Students learn through authentic opportunities, domestic/international travel programs, and real/ virtual student exchanges.

Key Design Attributes

GVA is classroom based, with a maximum of 30 students per class with lead teachers in English teaching reading and writing and thematic units and immersion teachers in Spanish, Mandarin Chinese and Russian, teaching language and content in the world language. (e.g., mathematics and thematic units).

Language Immersion

In content-based language programs, the way in which language is learned is substantively different. Students learn content through the medium of the language, rather than as the subject of the instruction (Met, 1993). Briton defines content-based language as —the integration of particular content with language aims...the concurrent teaching of academic subject matter and second language skills.(1989, p. 5) Curtain and Pesola (1994) limit the definition of content-based instruction to those...curriculum concepts being taught through the foreign language...appropriate to the grade level students... (p. 36) This definition would rule out the teaching of concepts and skills from a subject area below grade level. Met (1991) agrees when she suggests, —...content in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture || (p. 150).The GVA educational model assumes that substantive content-based instruction will integrate grade-level core-subject content and skills with authentic discourse functions and tasks of non-English or world language usage, namely the 5 C's defined by the American Teacher's of Foreign Language: communication, cultures, connections, comparisons, and communities. Moreover, it is accepted that quality content-based instruction will increasingly teach students to engage in inquiry, using higher ordered thinking skills, along with other discourse practices in each of the disciplines.

Voices (K–8)

Voices Reading is a unique program that focuses on the academic, social and emotional development of children. The program also:

- Emphasizes multicultural literature to make learning to read and reading to learn relevant and interesting
- Provides differentiated instruction and practice to meet the needs of individual students
- Offers innovative teaching strategies to meet the state academic standards
- Includes extensive, systematic support for ELL and struggling readers

Six foundational themes guide instruction and advance the social and emotional development of students. The guiding central questions for the themes encourage critical thinking and connect classroom learning to the real world.

The themes are: 1) Identity, Awareness, 2) Perspective Taking, 3) Conflict Resolution, 4) Social Awareness, 5) Love & Friendship, and 6) Freedom & Democracy.

ACTFL Standards for World Language

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Homework and Teacher Websites

GVA uses gvaschools.org, our online website, to communicate homework assignments, classroom activities, school announcements, notes, important dates and much more to parents and students. Parents can communicate with the teacher as well. Parents should subscribe to their child's teacher pages to be notified when updates are made.

Ongoing Assessment

GVA utilizes a variety of assessment tools, including:

DIBEL (Dynamic Indicators of Basic Early Literacy Skills)

MAP (Measures of Academic Progress) for reading, language usage, and mathematics

PARCC

AAPPL (Immersion Language Assessment)

Access to Student Information/Student Records

Rights and Privacy From time to time, personnel are asked to share student information with someone other than the parent or guardian of the student, GVA-N is unable to provide this information because it is illegal according to federal law (Family Educational Rights and Privacy Act). There are some exceptions which include requests of information through a subpoena, information classified as "directory information" (such as email address, date of birth and photograph), and information which is shared with a different school in which the child seeks to enroll or when parental consent is given. The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202 The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that GVA-N, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, GVA-N may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow GVA-N to include this type of information from your child's education records in certain school publications. Examples include:

· A playbill, showing your student's role in a drama production;

· The annual yearbook

· Honor roll or other recognition lists

· Graduation programs

· Sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want GVA-N to disclose directory information from your child's education records without your prior written consent, you must notify the District

in writing, within 15 days of the start of school or within 15 days of receipt of this notice for those parents of students who do not start the year with GVA-N. GVA-N has designated the following information as directory information: a. student's name, b. date and place of birth, c. electronic mail address, d. photograph, e. grade level, f. major field of study, g. participation in officially recognized activities and sports, h. weight and height of members of athletic teams, i. dates of attendance, j. awards received, k. most recent previous educational agency or institution attended by the student or other similar information, and l. other similar information. Student telephone numbers and addresses will not be disclosed pursuant to this section.

Harassment - Racial/Sexual

GVCC and GVA-N believe that all students are entitled to pursue their education in school-related environments that are free of racial and sexual harassment. To this end, GVA-N and GVCC prohibit the harassment of students through conduct or communications. It is the policy of the board that complaints be investigated and offending individuals be dealt with in accordance with state law and district policies. Individuals who wish to file a formal complaint of racial and/or sexual harassment may do so by informing the school principal or by filing a grievance.

Annual Notice to Parents: Disability Discrimination

In compliance with a federal law known as Section 504 of the Rehabilitation Act of 1973, the GVA-N will provide to each protected student with a disability, without discrimination or cost to the student or family, those related supplementary support services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the person's abilities. In order to qualify as a protected student with a disability, the child must meet the following definition: he or she must be of school age with a physical or mental disability which substantially limits one or more life activities, (such as learning) or prohibits participation in or access to an aspect of the school program. In addition, one who in the past has had such a disability or is perceived by others as having such a disability may also be protected by law from discrimination on the basis of disability.

· Even students who are not eligible to receive services under the traditional special education programs, which are provided pursuant to the Individuals with Disabilities Education Act, may be eligible to receive supplementary supports, services, and accommodations, if they fall within the definition of disability stated above.

· In addition, the school does not discriminate in admission, treatment, employment or access to its programs or activities.

Additional information can be obtained from the [U.S. Department of Education, Office for Civil Rights](#)

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Protection of Pupil Rights Act (PPRA) Notice · Under the federal PPRA, parents have the right to prior notice of (1) any activities involving the collection or disclosure of personal student information for marketing purposes; (2) the administration of any survey designed to gather private student information (including information about political affiliation, family income, mental problems, illegal behavior, sexual behavior and attitudes and religious beliefs); and (3) any non-emergency, invasive physical exam or screening that is required as a condition of attendance, administered by the school and scheduled in advance, and not necessary to protect the immediate health and safety of the student or other students. · PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to: • Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education: 1. Political affiliations or beliefs of the student or student’s parent; 2. Mental or psychological problems of the student or student’s family; 3. Sex behavior or attitudes; 4. Illegal, anti-social, self-incriminating, or demeaning behavior; 5. Critical appraisals of others with whom respondents have close family relationships; 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; 7. Religious practices, affiliations, or beliefs of the student or parents; or 8. Income, other than as required by law to determine program eligibility. •Receive notice and an opportunity to opt a student out of – 1. Any other protected information survey, regardless of funding; 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. •Inspect upon request and before administration or use – 1. Protected information surveys of students; 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and 3. Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. GVA-N has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. GVA-N will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GVA-N will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. GVA-N will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: •Collection, disclosure, or use of personal information for marketing, sales, or other distribution. •Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education. •Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW

Colorado Open Records Act

Global Village Charter Collaborative (“GVCC”) and each of the Global Village Academies (“Schools”) are committed to transparency and open government. The following policy specifies how the Colorado Open Records Act (“CORA”) (§ 24-72-201 to 206, C.R.S.) will be applied in a uniform and reliable manner. This policy will help ensure GVCC and the Schools (together “the Organizations”) comply in all respects with CORA and meet all constitutional and statutory duties to the people of Colorado in an orderly and expeditious manner. This policy is not intended to be duplicative of CORA or supersede state law.

This policy applies solely to records requests where the Organizations maintains custody of public records pursuant to CORA.

The Organization's procedure for handling records requests

All records requests made of the Organizations by mail, fax, courier, e-mail or other means shall be immediately provided to the GVCC Custodian of Records, who may refer it to legal counsel. The Custodian of Records will be designated, from time to time, by the GVCC CEO or Board. All records that may be responsive to specific requests for information must be provided to the Custodian of Records as soon as possible. The Custodian of Records will respond to all CORA requests except in extraordinary circumstances.

The Custodian of Records will only accept records requests made in writing or electronically via e-mail or fax. Records requests or requesters that cite the federal Freedom of Information Act will be treated as though they were made pursuant to the Colorado Open Records Act.

When responding to a records request, the Organizations shall make every effort to respond within three working days as required by § 24-72-203(3)(b), C.R.S. The Custodian of Records or counsel can issue up to a seven-working-day extension if he or she finds extenuating circumstances exist, as described in § 24-72-203(3)(b), C.R.S. A request is received by the Organizations the day an e-mail, fax or letter containing a request is opened. The three working day response time begins the first working day following receipt of the request. A request received after 4 p.m. or any day an affected Organization’s business office is closed will be considered received as of the following working day.

No employee of the Organizations may modify, redact or omit any records they are required to provide to the Custodian of Records. Decisions about the applicability of CORA to particular writings will be made by the Custodian of Records with assistance, if needed, from legal counsel. Organizations staff should never assume a document is exempt from CORA and should always consult the Custodian of Records or legal counsel before making a final determination.

The Organizations will not create new documents, narrative explanations, or respond under CORA other than to produce existing records. The Custodian of Records or legal counsel will prepared, if needed, redacted copies that remove information on which CORA either forbids disclosure or permits the Organizations to decline to disclose certain information. Privileges of the Organizations will not be waived by the Custodian of Records or legal counsel, but may be referred to the Board. Upon request the Custodian of Records will support any redaction with a log reflecting the reasons for redaction.

When feasible, the Organizations will endeavor to provide electronic copies or files to requestors if such alternative is significantly less burdensome. The Custodian of Records may grant exceptions where the Organizations, requestors or the records produced require special consideration.

Fees for document retrieval, review, copies and release of records

When a request requires the production of more than 25 pages of documents or the use of more than one hour of staff time to locate or produce records — with the exceptions noted below, the Organizations will charge the requestor for all copying expenses and reasonable, actual costs associated with staff time in accordance with § 24-72-205(5)(a) & (6)(a), C.R.S. and applicable law.

- The Organizations will not charge for providing a parent with one copy of a student’s cum file, discipline file, special education file or other core “educational records,” if any.
- The Organizations will not charge parents or students for duplicate transcripts.
- For all other records, the Organizations will keep a record of staff and/or contractor time for researching, retrieving, reviewing, redacting and producing records for a requestor. After one of hour of such time, the Organizations will charge a fee of \$30 per hour and may charge \$0.25 per page for hard copies.
- Any costs charged to a requestor shall not exceed the actual cost of producing the records.
- Attempts by a requestor or by persons clearly acting in concert as requesters to subdivide a large request into one-hour or less than one-hour increments may be treated as part of a single request, in the discretion of the Custodian of Records, for purposes of applying this section.

For requests where the Organizations anticipates more than one hour of staff time will be consumed, the Custodian of Records may provide a requestor with advance notice and an estimate of compliance costs. The Custodian of Records may require that such costs be paid in full before the work to produce records is undertaken or completed, unless alternative arrangements have been made through the Custodian of Records.

The format of records produced The Colorado Open Records Act guarantees that all public records must be open for inspection by any person at reasonable times, except as provided in CORA or as otherwise specifically provided by law (§ 24-72-201, C.R.S.). CORA does not guarantee access to public records in a specific format. When the production or inspection and review of records in a specific format would interfere with the regular discharge of duties of Organizations employees (§ 24-72- 203(1)(a), C.R.S.) or otherwise levy an undue burden upon the Organizations, the Custodian of Records will determine the appropriate format for the records to be produced. Records maintained electronically may be produced electronically at the Organizations’ discretion; this may or may not mean records are provided in their native format.

The Organizations may require that members of the public or press only be allowed to review copies of documents. This will be the case when the Custodian of Records determines that allowing access to originals could interfere with the regular discharge of duties of the Organizations or its staff or production of original records could jeopardize the condition of the records.

This Policy will be posted on the Organizations' website in a form accessible to the public.

Adopted: November 19, 2015

1 Global Village Academy – Aurora, Global Village Academy – Northglenn, Global Village Academy – Fort Collins, Global Village Academy – Colorado Springs, and Global Village Academy Douglas County - Parker.

Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (the READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act focuses on K-3 literacy development, literacy assessment, and individual READ plans for students reading below grade level. The READ Act requires teachers to assess the literacy development of students in kindergarten through third grade in the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency, and reading comprehension. The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a significant reading deficiency. The Act requires specific components for the READ plan, guidelines on parental involvement, and timing of plan creation. As appropriate, a local education provider may integrate into a student's Individualized Education Plan or Individualized Readiness Plan intervention instruction and strategies to address the student's reading deficiencies in lieu of a READ plan.