



Global Village Academy Colorado Springs Student & Parent Handbook

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Welcome to Global Village Academy!

Global Village Academy Colorado Springs (GVA-CS) is an international charter school with language immersion (80% in kindergarten, 50% in 1st- 5th grades, and 20% in instruction 6th-8th grades) in three world languages. Children can study Mandarin Chinese, German, or Spanish. 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; by exploring diverse cultures to cultivate understanding and respect; and by developing the skills to live and work with others internationally – all essential elements for navigating life in the 21st century.

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 as part of the **ACADEMY** and life. Their success depends upon their own initiative and the support of peers, teachers, parents, and the wider community.

Authorized Charter School

The Colorado Charter School Institute (CSI) is the only state non-district authorizer. CSI is the authorizer for GVA-CS. GVA-CS complies with all CSI approved policies and regulations, and the requirements of federal and state laws concerning the education of students including those with special needs. GVA-CS is also in full compliance with the American with Disabilities Act. If your child qualifies for special needs consideration, please make an appointment with the proper GVA-CS staff to determine a transition plan before final enrollment is determined at GVA-CS.

GVA-CS Logo

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

GVA-CS Vision and Mission Statements

Our vision: GVA-CS will be a national leader in language immersion education recognized for exceptional students fluent in English and a second language, exceeding educational standards, prepared for 21st century challenges, and versed in cross-cultural norms.

Our mission is to:

- Develop students by language immersion to be fluent and literate in English and a second world language
- Provide an academically challenging, content-rich, and internationally-grounded, core curriculum that facilitates the high educational expectations of students and parents
- Establish a safe scholastic community (students, parents, and staff members) that models and encourages positive values, respect for others, and a sense of mutual responsibility
- Promote through learning international awareness, and local and global civic involvement

Simply said, GVA-CS is *“Enabling globally-minded students to make a world of difference.”*

GVA-CS Roles and Responsibilities

Effective learning is not the sole responsibility of a student and his or her teacher. Productive education requires teamwork and team players that know their roles and carry out their responsibilities. Here is a brief reminder of the roles of the team members involved in your child's education. An inherent responsibility for all involved is to foster a safe, encouraging, and challenging academic environment with respect for all persons.

Board of Directors

The Board of Directors is responsible for the strategic direction of GVA-CS, the policies that promote the mission of the school, the oversight of the principal, and the financial wellbeing of the institution. The Board welcomes community input at meetings and through the School Accountability Committee, and strives to create the best learning environment possible in accordance with the GVA-CS mission.

Administrative Staff

The Board of Directors delegates responsibility for administering the GVA-CS program to the principal. The principal's role is to implement the mission statement with its focus on students. This requires the cooperation of parents, the skills of qualified staff and faculty, and a rigorous academic program. The principal also oversees all the details that support the GVA-CS community.

Teachers

Teachers have the responsibility to realize the potential in each student, and to develop and encourage a student to embrace the learning process. Teachers have an awesome responsibility to creatively shape the future of a child and his or her future.

Parents/Guardians

Parents/guardians are the key to the success of a child's learning. Research has shown that parents have the most impact on a student's educational desire and achievement. Through words of encouragement, shared moments of learning, and constructive accountability, parents make all the difference in the educational process. Parents/guardians are also part of the learning and support environment through volunteering. See below how

Students

Above all students are responsible for respect. Respect for themselves and their potential. Respect for their teachers and the investment they are making in their students. Respect for their parents who care enough to see that their children have the best opportunity to excel in a global community. And last but not least, respect for their fellow students and their efforts to make the most of their educational opportunity.

Volunteering

An important aspect of the GVA-CS 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. A myriad of volunteer opportunities are available for families, however, it is the responsibility of each family to find ways to get involved. Hours can be donated through volunteer help in school, fund raising events, PTO meetings and other committees. Also, in-kind donations and donations of items approved by school administration are equated with 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-CS.

The logging of the family's hours per enrollment is based on an honor system. The family is responsible for recording their hours at the front desk in the volunteer book. As gratitude the PTO recognizes those who do their contribution and beyond encouraging more families to participate.

All parent volunteers must complete a background check through the Colorado Bureau of Investigation. Please go to the following link to take the background check, https://www.cbirecordscheck.com/Individual_New.aspx. If you would prefer, you can complete the background check from the computer in the front office.

How do we get involved?

- Volunteer in the classroom or at the school
- Serve as room parent
- Chaperone and/or coordinate field trips
- Chair an event or a PTO committee or serve on a committee
- Work an event, project, fundraiser, or support where needed
- Donate needed funds or items
- Attend Coffee with the Principal, PTO meetings, and GVA-CS board meetings

The following **are not considered** service hours:

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

Registration and Student Documentation

Enrollment

When enrolling your child, you will need to fill out the Intent to Enroll Application that is available on our website (<https://secure.infosnap.com/family/actionforms.aspx>). Once your Intent to Enroll Application is processed, you will be emailed a registration packet. You will need to upload several documents to this packet in order to complete the registration process. The following forms are needed for registering your student:

- Application
- Photo ID of Parent or Guardian
- Birth Certificate
- Proof of Address
- Immunization Records – the Colorado Department of Public Health and Environment requires the following immunizations for K-12 students (see Appendix A for a letter to parents):
 - diphtheria, tetanus & pertussis (DTaP, DT, DTP, Tdap))
 - polio (IPV)
 - measles, mumps, rubella (MMR)
 - hepatitis B (HepB)
 - varicella (chickenpox)
- Previous School's Records
- Free and Reduced Lunch Application (this must be completed each school year)

Other forms that may be required:

- *Permission to Dispense Medication:* This form allows both prescription and over-the-counter medication to be administered during school hours. GVA-CS cannot dispense medication without this signed consent from your doctor and a health care plan. The GVA-CS Board of Directors have adopted a school policy that complies with Colorado statutes (CRS 22-1-119). See Appendix B for a statement of the policy.
- *Student Pick-up Authorization:* This parent consent form gives permission for an adult to pick up your student.
- *Permission to Walk Home:* This form authorizes students to walk home without adult supervision.
- *Student Withdrawal:* This form authorizes the transfer of records between schools.
- *Change of Address:* This form is needed to update your student's demographic and emergency information.
- *Request for Extended Absence:* Non-medical absences in excess of 1 day need administration approval.

Attendance Policies

Colorado Requirements

The goal of every student should be perfect attendance. To comply with Colorado compulsory attendance statutes (CRS 22-33-104) GVA-CS must hold students and parents/guardians accountable for absences. To be in good standing at the end of the year a student must have no unexcused absences and 9 or less excused absences. Absences due to extended illness will be handled on a case by case basis in concert with parents/guardians. The following accountability procedures are mandatory.

School Day

School promptly begins at 8:00 am and students are dismissed at 3:15 pm. These hours are required to meet state standards of attendance.

Absences

Parents/Guardians must call the school before 8:00 a.m. to report absences.

The following absences 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 medical excuse)
- Appointments/Serious Circumstances (must be approved by the school)
- Extracurricular activities (must be approved by the school)
 - The student must be in good academic standing with no unexcused absences and 9 or fewer absences for the year.
- Family vacation (must be pre-approved by the school)
 - The student must be in good academic standing with no unexcused absences and 7 or fewer absences for the year and this absence is not to exceed 3 days per year.

All other absences that are not covered in the above excused section will be unexcused (special circumstances will be considered on a case by case basis). If your 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 you anticipated only one day's absence and it turns out to be longer, you need to call the school each successive day. Cumulative attendance will be reported on report cards. Please note that GVA-CS follows Colorado State Policy with regards to attendance concerns.

Tardies

- **Students will be marked tardy at 8:01 am.**
- Students arriving after 8:00 am **must** be signed in by a parent or guardian at the front office.

Normal School Day Schedule

School Office Hours

The regular school and office hours are 7:30am – 4:00pm. The building hours may vary due to before and after school activities.

Arrival/Dismissal

At GVA-CS students may enter the school building at 7:30 am. Students in the breakfast program will be allowed to enter the cafeteria at this time, while other students will be required to stay in the lobby area. Supervision will be provided in these areas. At 7:45 am, all students who are not eating will line up for the morning assembly. The morning assembly will start at 7:55 am sharp each day. Classes begin promptly at 8:00 am.

The parking lot will be supervised daily from 7:45-8:05 am as well as from 3:10-3:30 pm. For dismissal time, we encourage our kindergarten parents to park in the north parking lot to decrease traffic in our south parking lot.

Dismissal is at 3:15 pm. All parents with students in grades 1st-8th must pick up their students outside the building in the dismissal area (south parking lot area). Parents have the option of getting out of their car and escorting their child back to their car, or they may opt to use the carpool lane. All kindergarten students will be dismissed from the kindergarten carpeted area (near the playground). Older siblings may pick up their kindergarten siblings with parent permission. Parents are discouraged from checking their students out prior to the 3:15 pm dismissal time.

Release of Students

Students will only be released to a parent/guardian or authorized pick-up person. GVA-CS 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 office. Please remember to update your student's contact information with any new changes.

Late Pick Up

Parents should have a back-up 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 school closing time, the staff will attempt to contact the parent. 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. Children will never be left unattended at the school or taken home by a staff member.

Before and After School Care

Before and after school care is provided by the YMCA in accordance with a contractual agreement with GVA-CS. The YMCA classroom is located on the east side (Murray side) of the building. The YMCA is open daily from 6:30 am- 6:00 pm (excluding school hours). The YMCA is open to all GVA-CS students Grades Kindergarten-6th Grade, or ages 5-10. All students must be age 5 prior to October 1st of the current school year. If you're interested in enrolling your child in this program, please contact the YMCA program director Lilly Cross @ 719-329-7289.

For security purposes, parents and authorized individuals must sign students in and out of the YMCA. The YMCA can be reached by the phone number that they provide to parents in order to drop students off, or pick students up.

In case of school cancellation due to weather the YMCA offers childcare at their off-site locations. Please contact Lilly Cross to find out what your options are on these days.

Dress Code Policy

Rationale for Uniforms

GVA-CS is charged with the responsibility to provide a safe, egalitarian, academically-focused environment for students. Research has shown that a school community thrives best when the dress code is simple and does not distract from the learning surroundings. To accomplish this goal GVA-CS requires unassuming, inexpensive, uniforms. This is not intended to be a burden on any family and arrangements have been made to assist those families in need. The dress code and how violations will be addressed are as follows:

Approved uniform attire

- GVA-CS logo T-shirts/ polo's
- GVA-CS approved **uniform bottoms** (navy blue or khaki)
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 (finger-tip length).
- Sneakers are required each day.
- Students and uniforms must be neat and well-groomed.

Attire NOT permitted

- Hats/Sunglasses (only for recess)
- Baggy pants/shorts
- Ripped/torn clothing
- Low-cut, midriff shirts/blouses
- Spaghetti strap shirts/blouses
- Denim pants (only allowed on Jeans-for-Dreams Friday's)
- Corduroy pants
- Sweat pants
- Stretch pants/leggings (unless worn under an approved dress/skirt)
- Open-toed and open-backed shoes
- Facial hair (beards)

Dress Code Violations

1. **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.
2. **Second Offense:** Student will be sent home to change or parents can bring in a change of clothes.

Academic Philosophy and Standards

GVA-CS is committed to the highest standards of education and language immersion. Five principals guide our program:

1. **World Class Program:** GVA-CS's core curriculum was selected to close the global achievement gap. It features Singapore and EnVisions Math, which continue to rate high academically. For literacy, GVA-CS uses Voices Literacy Curriculum across the curriculum for writing, reading, and character education.
2. **Second Language Immersion:** all students learn to read, write, and speak a second language to the Intermediate High Level. GVA-CS utilizes language immersion (80% in Kindergarten, 50% 1st-5th).
3. **Cultural Competency:** GVA-CS 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:

4. 21st Century Learning Community: GVA-CS students develop 21st century skills such as 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 through thematic units focused on social studies and science and in core subjects.
5. International Studies: GVA-CS utilizes local, regional, national, and international studies aimed at developing global perspective and linguistic, artistic, and cultural exchanges.

(See Appendix C for the full statement)

Effective Grading and Reporting Policies, Procedures, and Practices

Purpose

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the adopted curriculum content standards.

General Statement of Policy

Global Village Academies grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the school system's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, in order to stimulate achievement as measured by its extraordinary expectations, will establish a clear and accurate system of grading and reporting academic achievement.

As well, such a system can serve as an open communication link between the school, home, and the community. It will provide all parties with awareness of their student's work and an understanding of how the grade reflects their student's achievement. Students will receive an *academic* percentage score that will reflect their knowledge/skills of the Colorado Academic Standards for each subject area. Assessment data accumulated throughout the year will be used to calculate final scores for each quarter. All classroom assessments, assignments (including homework), and activities will be directly linked to the Colorado Academic Standards and/or subject criteria. Grades/scores accumulate over the course of the quarter. (See Appendix D for the full statement).

Safety and Security

Drills

Every precaution is taken to ensure the safety of your child during school hours. There will be periodic fire, tornado, evacuation and lockdown drills to comply with government requirements and to make certain that staff and students learn proper safety and security procedures.

Visitors

Visitors are always welcome at GVA-CS! However visitor procedures must be followed Please sign in and present a picture ID. Visitors must wear a badge in the 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. For classroom visits (such as volunteer assistance) **prior arrangements must be made with the teacher**, so as to not disrupt the learning environment.

Visitor Safety Protocol

1. Buzz to enter the building.
2. Do not hold the door for others or prop doors open.
3. Check in at the office.
4. If you will be going past the office to classrooms, a visitor's badge is required. You can get a Visitor's Badge when you check in at the office.
5. If you are volunteering in a classroom, a background check is required. You may complete the background check in the office

Thank you for helping to keep GVA-CS safe!

Severe Weather Closures or Delays

GVA-CS Colorado Springs will follow Colorado Springs School District 11's Inclement Weather Policy. An assessment is normally complete by 5:30 am. This is done physically to experience the driving conditions in the district firsthand. You can check for delays/closures on the D-11 web site at www.d11.org and/or Comcast Channel 16/Falcon Broadband 73, by calling 520-2000 or 520-2300 for a recorded message, or tuning into the local CBS, FOX, ABC or NBC news affiliates. In the event of a delay of closure, GVA-CS will also notify families by way of text alerts, all-calls and Facebook updates.

Communications

It is GVA-CS's policy is to be as transparent and informative as possible, and to comply with Colorado regulations concerning such matters. With this in mind, GVA-CS communicates with parents/guardians in several different ways to keep you informed in a timely manner and to allow our families to inform us. Information is sent home electronically on a weekly basis. It is important that GVA-CS 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.

Board of Directors Meetings

The GVA-CS community is welcome to attend the Board of Directors meetings and may take up to 3 minutes for a comment. This time is not for grievances. Please see the procedures for filing a grievance. Normally the meetings are monthly but may be scheduled at any time with a 24 hour notice. Minutes of the meetings are posted online once approved by the Board at the following meeting. Please notify the principal if you wish to attend so that we can be sure to have enough space for all.

Newsletter

A weekly newsletter provides significant information for students and parents. Reminders of special events, teacher training, and opportunities for meeting the principal are just a few of the items found in the newsletter. Please take time to review the information each week – you'll be glad you did.

School Reach (text alert/all call system)

GVA-CS has implemented a parent notification system messaging service which enables the school to personally communicate with parents about emergency situations, weather delays or closures, school events, and other important issues impacting your child. This system will send messages to your cell phones, home phones, and email accounts. Please keep your contact

information up to date at all times so that you can stay informed about these important messages. At the beginning of the school year, you will be sent a message allowing you to opt into this messaging system.

Facebook

Join GVA-Colorado Springs Facebook page to learn about the latest on our upcoming events. Click the LIKE button on GVA-Colorado Springs Facebook page.

GVA-CS Parent Teacher Organization (PTO)

The PTO meets once a month to plan for upcoming events and fundraisers. PTO Leadership Meetings are every third Thursday at 8:15, and the PTO Meetings that are open to all parents are held every fourth Thursday at 8:15. We welcome all parents and guardians to join us for these meetings.

Student Values – BEARS

The GVA-CS mascot is the mighty bear. The student values align with the name of our mascot.

- “B” is for boldness, which is confidence in oneself and the courage to do and say what is right.
- “E” is for Engaged, which is the quality of paying attention to the teacher and what is being taught.
- “A” is for accountability, which is taking responsibility for one’s choices and building trust with the teacher and fellow students.
- “R” is for respectful, which is showing politeness, courtesy, and kindness for others and their property.
- “S” is for safety, which is to be calm and make safe choices at school and around the building as well as to seek protection when necessary or directed.

See Appendix E for a complete statement of the BEARS values and the BEARS Song.

Student Conduct and Discipline Policies

GVA-CS’s Student Conduct and Discipline Policy is based on the principle of civil obedience and mutual respect for all persons. Every student is expected to follow school rules of conduct and to show respect for and to obey persons responsible for the education and welfare of the students. Learning to respect fellow students from all cultures, teachers, other school personnel, and all those with whom students come into contact in and out of the school community, is an essential lesson for responsible citizenship. This policy applies to conduct at school, at school-sponsored activities, and events.

Positive Behavior Support Protocol

GVA-CS employs the Positive Behavior Support protocol to foster good behavior in the school community and to intervene in a supportive manner when at-risk behavior becomes evident. This is a 3-tiered approach. The primary tier includes all students and presents the expectations for proper behavior such as school values and proper classroom/playground conduct. The primary tier includes positive reinforcement such as timely praise and rewards. The second tier identifies students at risk for behavioral problems. Interventions for the student or a group of students targets the issues to resolve the potential behavioral problems. The third tier identifies those with the potential for chronic or severe problems and addresses them with intensive, individualized intervention plans.

Cell Phones and other Electronic Devices

Student cell phones must be turned off and kept in their backpacks. 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. The school does not allow the use of these electronic devices during the school day.

Parents with important messages for their children should contact the front office to leave a message. If students have cell phones or other electronic devices out at school, teachers, and administrators will take them away and keep them in the office.

The first time a student gets his or her electronic device taken away, the student can pick it up in the office after school. Any subsequent times the electronic device is taken away, the parent or guardian must pick the device up from the office.

Toys/Game Cards/Pets/Etc. at School

Students are not allowed to bring toys, game cards/trading cards, pets, or other distractions to school. The first time a student gets their toy/game cards/ or distraction taken away, the student can pick it up in the office after school. Any subsequent times the item is taken away, the parent or guardian must pick it up from the office.

Bullying Prevention and Education

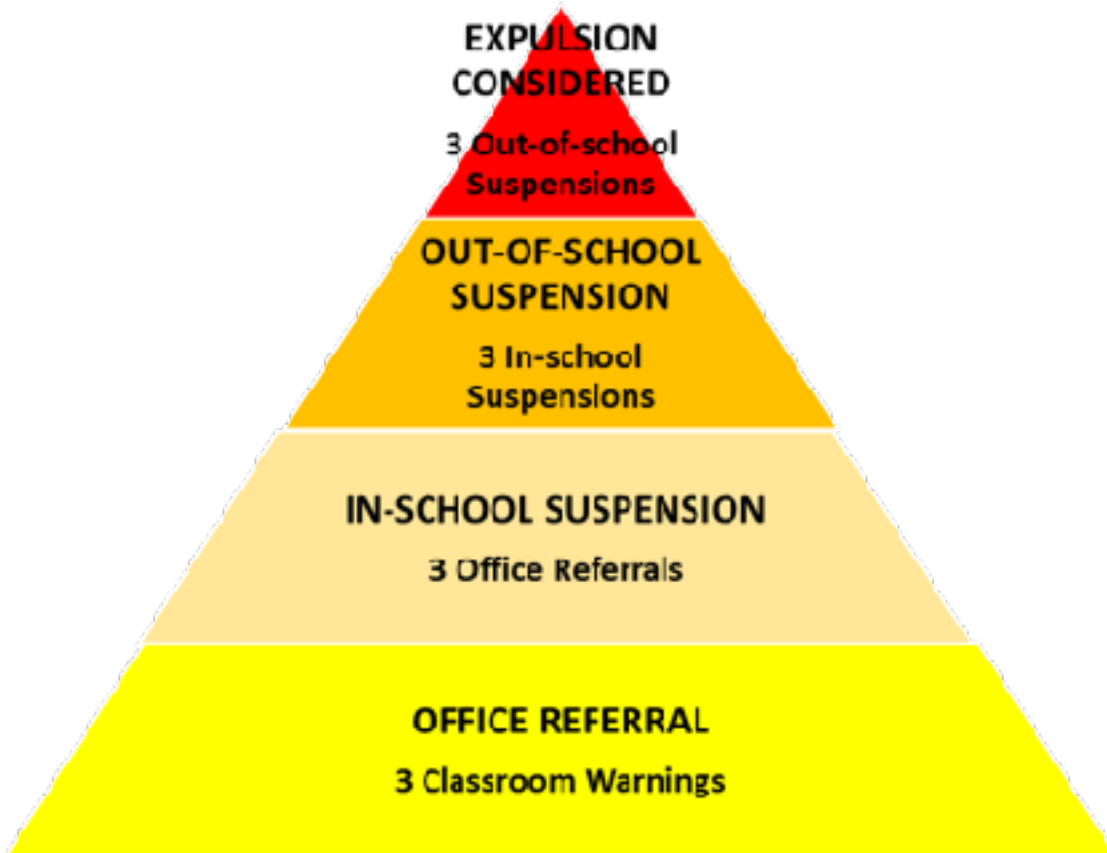
GVA-CS has a zero tolerance policy with regard to bullying. Bullying discipline falls within the 3-tiered Positive Behavior Support protocol. Please notify your teacher or other administrator immediately if your student reports bullying behavior. This includes social media bullying outside of school.

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. Bullying by students may also extend into the realm of social media.

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 by teachers, staff, and parents/guardians.

Habitual Disruptive Behavior Policy

The diagram below depicts how habitual disruptive behavior will normally be handled, but may be superseded in extreme cases.



The following guidance and procedures are in accordance with Colorado Regulatory Statutes 22-32-109.1, 22-33-105, and 22-33-106 for addressing habitual disruptive behavior.

- 1.0 A student who is declared by GVA-CS administration to be a habitually disruptive student may be suspended by the administration or recommended to the Board of Directors for expulsion.
- 2.0 A habitually disruptive student is defined as a student who has been suspended out of school a minimum of three times during the school year, for behavior that caused a physical, material, and substantial disruption on school grounds, in school vehicles, or during school activities.
- 3.0 Suspensions counted toward a student being designated as habitually disruptive may include those that occurred in the prior school year, provided such suspension(s) occurred within the past twelve months.
- 4.0 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.
- 5.0 Declaration as a habitually disruptive student requires that the following criteria be satisfied.
 - 5.1 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.

5.2 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:

5.2.1 Assessing the potential reasons for the misconduct;

5.2.2 Identifying future behavior expectations;

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

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

5.3 The remedial discipline plan should be written in the form of a contract and signed by the student and his or her parent(s)/guardian. 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)/guardian(s).

5.4 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.

6.0 Nothing in this policy prevents suspension or expulsion for any single violation or combination of violations that would otherwise warrant exclusion.

Grievance Procedure

GVA-CS values open and proactive communication between the members of the school community, including parents, students, faculty, staff, administration and the Board of Directors. 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 with civility. GVA-CS's procedures for addressing differences are designed to support prompt and equitable resolution of disagreements at the lowest possible level. The following steps are our preferred procedure.

1. Address the issue with those directly involved
The grievant brings a 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 the issue with the appropriate administrator
If satisfactory resolution is not reached after a direct conversation between the parties in dispute, the situation must be brought to the attention of the supervising administrator. The supervising administrator and the parties will address the situation and develop goals for conflict resolution. The administration will monitor this process until resolution is realized.
3. Address the 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 a 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 rational 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 those procedures sequentially, beginning again with step one.

5. Provide a written grievance to the Board of Directors
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 provide 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.

Appendix A: Colorado Department of Public Health and Environment Immunization Requirements for K-12 Students

K - 12th Grade School Required Immunizations - 2017-18 School Year

Dear parents and guardians of students in Colorado kindergarten – 12th-grade schools:

• Colorado law requires students who attend a public, private or parochial kindergarten - 12th grade school to be vaccinated against many of the diseases vaccines can prevent. Your student must be vaccinated against:

- o diphtheria, tetanus & pertussis (DTaP, DT, DTP, Tdap))
- o polio (IPV)
- o measles, mumps, rubella (MMR)
- o hepatitis B (HepB)
- o varicella (chickenpox)

Vaccines are recommended for hepatitis A, influenza, meningococcal disease and human papillomavirus, but are not required.

• Colorado rule requires that students entering kindergarten receive their final doses of DTaP, IPV, MMR and Varicella. Students must receive 1 dose of Tdap vaccine for 6th-grade entry, even if they are under 11 years of age.

• The number, timing and spacing of the required vaccine doses is set by the Centers for Disease Control and Prevention’s Advisory Committee on Immunization Practices (ACIP). You can view parent-friendly versions of the current ACIP vaccine schedules for children 0 - 6 years of age at www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf and preteens/teens 7 - 18 years of age at www.cdc.gov/vaccines/who/teens/downloads/parent-version-schedule-7-18yrs.pdf.

• Please take your student’s updated vaccine record to school every time he or she receives a vaccine.

• If your student cannot get vaccines because of medical reasons, you must submit an official *Immunization Medical Exemption Form* to your school, signed by a health care provider licensed to give vaccines. You can get the form at www.colorado.gov/vaccineexemption.

• If you choose not to get your student vaccinated according to the current ACIP schedule, you must submit an official *Immunization Non-Medical Exemption Form (Religious or Personal Belief)* to your school. This form must be submitted every year. You can either submit the official form online for inclusion in the Colorado Immunization Information System (CIIS) or provide a paper copy to your child’s school. If you choose to include your student’s information in CIIS, you may opt your student out of CIIS at any time. Your student’s school may ask you to also provide them with a paper copy if you submit online. You can get online and downloadable versions of the form at www.colorado.gov/vaccineexemption.

• Some parents, especially those with students who have weakened immune systems, may want to know which schools have the highest percentage of vaccinated children. Schools must report vaccination and exemption numbers (but not student names or birth dates) to the state health department by December 1 every year. Vaccination and exemption rates will be posted on the state health department website beginning in Spring 2017.

• You may want to talk to a healthcare provider licensed to give vaccines or a local public health agency (LPHA) about which vaccines your student needs or if you have questions. You can read

about the safety and importance of vaccines at www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.

- If you need help finding a healthcare provider, or finding free or low-cost vaccines, contact your LPHA, or call the state health department's Family Health Line at 1-303-692-2229 or 1-800-688-7777. You can find your LPHA at www.colorado.gov/pacific/cdphe/find-your-local-public-health-agency.
- Please share Page 2 of this letter with your student's healthcare provider as it provides helpful information about vaccines required for school entry per Colorado law.

Sincerely,

Colorado Immunization Branch | Colorado Department of Public Health & Environment

303-692-2700 | cdphe.dcdimmunization@state.co.us

Appendix B: Policies and Procedures for Administering Medication

Many school age children have chronic health issues that require the administration of medications during the school day. Some of these issues include, but are not limited to, seizure disorders, allergies, asthma, and diabetes. In addition, some students may, on occasion be in need of medications for acute conditions (those conditions that are limited in time such as bronchitis or pain from a broken arm). Such children are protected by both federal and state disability laws and are required to have access to a “free appropriate public education.” **As a public charter school, Global Village Academy-Colorado Springs (GVA-CS) is required to make accommodation for such children.** The National Association of School Nurses recommends that “school districts develop policies and procedures to address medication administration in accordance with federal and state laws and guidelines.” (*See National Association of School Nurses website, Policy & Advocacy statement: Medication administration in the school setting*).

Based on Medication Administration in the School Setting: Colorado Regulatory Statute (CRS) 22-1-119; Colorado Department of Education (CDE) (revised May 2010); Colorado Schoolchildren’s Asthma and Anaphylaxis Health Management Act Guidelines (CRS 05-156); National Association of School Nurses guidelines and in compliance with the Colorado Board of Nurses as part of the Department of Regulatory Agencies (DORA) – the Board of Directors of GVA-CS approves the following policies governing administration of medications in the school under its jurisdiction.

I. Management of the Medication Administration Program

A. The school nurse shall be the supervisor of the medication administration program in the school.

B. The school nurse shall develop and propose to the Board of Directors policies and protocols relating to the administration of medications based on guidelines from the CDE and The American Board of Pediatrics in accordance with Evidence Based Nursing and Best Practices.

C. Medication Orders/Parental Consent:

1. The school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed as necessary including the beginning of each academic year.

a. For the purposes of school a Licensed Authorized Prescribing Practitioner includes: physician, advanced practice nurse with prescriptive authority, physician assistant with direction from physician, dentist, podiatrist, osteopath, psychiatrists (CRS 12-38-111-6 Colorado Nurse Practice Act). LPNs, RNs, nutritionists, naturopathic physicians, chiropractors and psychologists are NOT considered to be Licensed Authorized Prescribing Practitioners.

b. A telephone order or an order for any change in medication shall be received only by the school nurse. Any such verbal order should be followed by a written order within 24 hours. Whenever possible, the registered school nurse should administer the first dose and document it.

c. In accordance with standard medical practice, a medication order from a licensed prescriber shall contain:

(1) The student's name;

2) The name and signature of the licensed prescriber and business and emergency phone numbers;

(3) The name of the medication;

- (4) The route and dosage of medication;
- (5) The frequency and time of medication administration;
- (6) The date of the order and discontinuation date;
- (7) Specific directions for administration.

d. The school nurse shall ensure that there is a written authorization by the parent or guardian, which contains: a. the parent or guardian's printed name, signature and an emergency phone number along with the written script by the healthcare provider. If the student has a care plan that specifically names the medication and dosage, this may be used in lieu of a separate permission form.

e. After consultation with the principal or administrator responsible for a given school, the school nurse shall select, train and supervise the specific individuals, in those categories of school personnel approved by the Board of Directors. The school nurse will be responsible for training staff that will be administering medications using Qualistar. The school will be responsible for paying the \$5.00 fee per person direct to Qualistar as they maintain a list. This training shall cover medications given topically or orally. Medications given via other routes require additional one on one training.

(1) When medication administration is delegated by the school nurse to unlicensed school personnel, such personnel shall be under the supervision of the school nurse for the purposes of medication administration. Therefore, the nurse retains the right to request a staff member to be retrained or in extreme situations inform the principal that said staff member is no longer delegated the task.

ADMINISTRATION OF MEDICATION TO STUDENTS

School personnel should not administer any medications to students unless such medication cannot be reasonably given outside of school hours. Medication may only be given by those staff who have been trained and delegated for such purposes. This includes (but not limited to) cough drops, antibiotic ointments, herbals or any other over-the-counter medications or remedies. Medications may only be given to a student when the following conditions are met:

- 1) Medication is in the original properly labeled container. For a prescription medication it must be labeled by the pharmacy with student's name, name of medication, dosage, how often it should be given, and the name of the person with prescriptive authority . In the case of inhalers and epi-pens they should also be labeled in black sharpie on the medication itself.
- 2) Global Village Academy must have written permission from the prescribing healthcare provider to give the medication. It is the nurse's responsibility to clarify any orders that may be confusing.
- 3) Written permission from the student's parent/guardian to administer the medication must be on hand.
- 4) The parent/guardian is responsible for providing all medications and/or materials needed such as dressing material, alcohol pads, needles and sharps containers.

Self-administration of medication for asthma, allergies, or anaphylaxis

Colorado state laws permit local boards of education to adopt a policy to authorize students to self-carry and self-administer any medication prescribed by a licensed

health care provider. In order to best protect all student at GVA-CS the Board has chosen to not permit self-carry for any medications other than as required by the Colorado Schoolchildren’s Asthma, Food Allergy , and Anaphylaxis Health Management Act (C.R.S. 22-1-119.3). The school does not carry a stock supply of epinephrine.

Many students are able to more safely respond to asthma and allergy symptoms if they are able to self-carry and self-administer their medications at school. A student with asthma, food allergy, other severe allergies or other related, life threatening conditions may therefore allow such students to carry and self-administer such medications provided the following conditions are met:

- 1) The student must have an appropriate care plan on file that is renewed each year that specifies student may self-carry medication and self-administer
- 2) Medication forms signed by both the medical care provider and parent/guardian for the medication must be on file with the student health office
- 3) Statement and Permission from the Healthcare Provider that the student has been instructed on the correct and responsible use of the medication.
- 4) Parent/Guardian permission along with release of liability (Colorado law provides immunity to any school employee who administers any medication to a student in accordance with written instructions from a parent or legal guardian if there is an adverse drug reaction suffered by the student as a result of dispensing such drug. CRS 22-1-119)
- 5) Student has demonstrated to the School Nurse competency and review care plan
- 6) Student , Parent/Guardian, and School Nurse and Parents will sign the appropriate self-carry contract
- 7) Student is responsible to let the health office know if they have had to use a rescue inhaler or Epi-pen. They are not required to let the health office know if they use an inhaler routinely although school health may ask at any time.
- 8) It is recommended that the school health office has back-up medications for emergencies

It is the parent/guardian responsibility to provide medications and an appropriate way for the student to carry their medications. Many schools have found success in having students carry their medication in a small “fanny pack” to minimize the possibility of students misplacing meds and also so that teachers who need to know are able to locate them if needed.

Parents should also be aware that a student may lose the right to self-carry medications if they are deemed to be using or handling their medications in an irresponsible manner.

STORAGE

When parents bring in medications, they shall be signed in on the log. When returned to the parent, the parent shall sign in receipt of.

All medications shall be in a locked cabinet used only for medication. Cabinets shall not contain glass doors. Medication that requires refrigeration should be stored in a locked refrigerator used only for medication purposes or impervious secondary container within the refrigerator. The refrigerator shall also have a thermometer and temperature recorded on a regular basis. Medications should all be properly labeled and returned to the parents when expired or at the end of the school year. Medication cabinet keys shall be limited to those authorized to administer

medications.

Controlled Substances

On occasion, controlled substances such as Ritalin or narcotics may be prescribed to a student. In cases where a student is prescribed narcotics for acute pain, we recommend that that student stay home while taking the medication as it will be difficult for the student to concentrate and do school work. We recognize that some conditions do require long-term use and when required to be given during school hours and the following guidelines apply”

- 1) Medications must be inaccessible to children.
- 2) Be in a secure area
- 3) Unused medications that are controlled are to always be returned to the parent/guardian. School Staff or School Nurse may NOT destroy
- 4) When logging in such medications both staff receiving and parent/guardian shall count and sign for amount given to school
- 5) When medications are returned both staff returning and parent/guardian shall sign for amount
- 6) In addition, all controlled meds are to be logged into a separate count sheet in addition to the regular Medication Administration sheets and the School Nurse shall do a count weekly

Self-Carry – Self carry medications must be carried on the student.

DOCUMENTATION

Health Office Log: A health log shall be kept in the office. This log is to have every student who comes into the office for health issues signed in regardless of whether the student was sent back to class, retained or sent home. However, students that come in for medication do not need to be logged in as this is recorded in the Medication Administration Book.

Medication Administration Book

Accurate Daily Records are to be maintained for each student of medications taken. At the beginning of each year, the School Nurse will be available to review medications and scripts with the parents. The School Nurse will be responsible for creating medication sheets for each student and each medication. The School Nurse will also be responsible for verifying any unclear medications with the parents and Healthcare Provider as needed. In addition, during the year, the School Nurse will be responsible for reviewing any new medications that are started and verify medication records as needed.

The Medication Administration Record shall be maintained in a three ring binder prominently marked “HIPAA Protected Information” on the front. On the first page, those who will be administering medications will sign and initial. The records will be maintained by name in alphabetical order of the last name. Behind medication sheets will be copies of Care Plans if applicable. Once a month the School Nurse will review medication sheets and make any follow-ups as needed.

Medication Incidents

Medication incident write-ups should never be viewed as punishment. Rather they are a learning

opportunity for all involved. When a medication incident happens, such as a wrong dosage, or wrong student or time, the appropriate form should be filled out and retained. This should be reviewed on an annual basis in order to determine if policy and procedure changes are needed or where training can be more effective.

When a medication error is discovered: The school nurse shall be informed.

Medical Marijuana: The administration of Medical Marijuana is NOT allowed in the school setting. As our school is federally supported and medical marijuana is not legal on a federal status, it is our stance that it not be allowed in the school, even with a doctor's order.

Homeopathic and Herbal Preparations: The administration by school personnel of such preparations shall not be allowed during school hours. While these remedies are viewed by many as effective treatments for a wide array of conditions, they lack substantiating medical or scientific testing (See National Association of School Nurses, Policy and Advocacy statement: Alternative medicine use in the school setting).



Appendix C: Academic Philosophy and Standards

GVA-CS'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 Program

GVA-CS's core curriculum was selected to close the global achievement gap. It features Singapore and EnVisions Math, which continue to rate high academically. In addition, algebra is required for all students. For literacy, GVA-CS uses Voices Literacy Curriculum across the curriculum for writing, reading, and character education. In addition, GVA-CS uses standards-based, integrated thematic units focused on social studies and science. GVA-CS uses continuous assessments in core subjects with individual goal setting in addition to required state assessments. Classroom teachers also use a series of content/aligned assessments to make determinations about students' level of mastery of the content being taught.

2. Second Language Immersion

All students learn to read, write, and speak a second language to the Intermediate High Level. GVA-CS utilizes language immersion (80% in Kindergarten, 50% 1st-5th. ELL students (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 bi-lingual students, through additive bilingualism by using fluency and literacy in Spanish, Mandarin, and German to support academic performance in English.

3. Cultural Competency

GVA-CS 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.

4. 21st Century Learning Community

GVA-CS students develop 21st 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 multi-lingual texts and 21st century technology tools.

5. International Studies

GVA-CS utilizes local, regional, national, and international studies aimed at developing global perspective and linguistic, artistic, and cultural exchanges. Students learn through authentic opportunities such as International Towne sponsored by the Young Americans Center for Financial Education, domestic/international travel programs, and real/ virtual student exchanges.

Full to Partial 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-CS 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 Teachers 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. The expectation is that the target language will be taught through the thematic content explicitly outlined and aligned in the curriculum map. GVA-CS utilizes language immersion per the following: 80% in Kindergarten, 50% in 1st through 5th grade, and 30% in middle school. Immersion is a broad topic. Refer to the appendix for additional, essential information.

American Council on the Teaching of Foreign Languages (ACTFL) Standards

(see ACTFL.com)

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 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.

Appendix D: Effective Grading and Reporting Policies, Procedures, and Practices

Purpose

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the adopted curriculum content standards.

Roles and Responsibilities

The GVA-CS Board of Directors are accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- GVA-CS Principal shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement based upon approved academic standards.
- GVA-CS Principal and school administrators shall be responsible for assuring implementation of Global Village Academies' policies, procedures, and practices of effective grading and reporting.
- Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices. Each teacher is expected to update grades, in the Power School Student Information System or Infinite Campus System within the week following when an assignment was collected. All assignments are expected to be graded with descriptive feedback provided to students.
- Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Global Village Academies' grading and reporting system. Parents are encouraged to track student grades and missing assignments weekly through the **PowerSchool Parent Portal and/or Infinite Campus Parent Portal**.
- Students are responsible for their own learning and should understand clearly all aspects of the grading and reporting system. Students should use the academic practice (formative) grade to identify strengths and weaknesses on learning standards and seek additional assistance when needed. Students must also know that academic achievement (summative) marks provide an accurate view of academic achievement. The information assists planning future course selection and post-secondary options.

General Statement of Policy

Global Village Academies grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the school system's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, in order to stimulate achievement as measured by its extraordinary expectations, will establish a clear and accurate system of grading and reporting academic achievement.

As well, such a system can serve as an open communication link between the school, home, and the community. It will provide all parties with awareness of their student's work and an understanding of how the grade reflects their student's achievement. Students will receive an *academic* percentage score that will reflect their knowledge/skills of the Colorado Academic Standards for each subject area. Assessment data accumulated throughout the year will be used to calculate final scores for each quarter. All classroom assessments, assignments (including homework), and activities will be

directly linked to the Colorado Academic Standards and/or subject criteria. Grades/scores accumulate over the course of the quarter.

GVA-CS is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. In order to realize these goals, the grading and reporting system must:

- Support and encourage student learning by providing timely and descriptive feedback on the learner outcomes and processes;
- Promote positive student attitudes about learning;
- Promote a deep understanding of subject content by supporting inquiries set in real-world contexts;
- Promote the development of higher-order cognitive skills focused on rigorous Academic Content Standards and Evidence Outcomes;
- Be honest, fair, transparent, credible, useful and user friendly;
- Reflect consistency within and among courses, grade levels, departments, and/or schools;
- Communicate information in a clear and timely manner;
- Reflect high expectations of all students across all courses and programs; and
- Support the holistic nature of developmentally appropriate teaching and learning for all students.

Assessment Grading Guidelines

Throughout the academic school year, multiple measures are collected as a ‘body of evidence’ to inform the final marks. However, some measurements are more comprehensive and provide a more valid and reliable measure of student achievement. These measurements are “weighted” in the final grade to provide greater accuracy in assessing student proficiency on the course academic standards. Throughout the year students will be continuously assessed through formative and summative assessments to ensure they are meeting the grade level expectations. Grading weights will be applied based upon evidence-based best practices in assessment.

Academic Grading Parameters

A. Grading parameters are those elements of assessment that provide a standard framework for measuring the academic achievement of a student. The primary purpose of grading is to communicate the academic status of students to the students themselves, their families, and post-secondary institutions. Additional purposes for grading include:

- Providing information that students can use for self-evaluation;
- Providing information that teachers can use to modify planning and instruction;
- Evaluating the effectiveness of instructional programs.

B. Teachers of the same grade level/course will apply the grading parameters in the same manner.

C. While *non-academic factors* are highly valued and often contribute to the student’s academic achievement, they should be reported separately from an achievement grade. Course grades will reflect the level of the student’s academic achievement measured against the content standard at a given point in time. Relying upon non-academic factors, if merged with achievement evidence,

can mask important learning problems and contribute to miscommunication about the student's knowledge. The following are examples of non-academic factors:

- Behavior (i.e. attendance, attitude, punctuality, effort, and class participation) if unrelated to standards for oral communication;
- Homework *based solely on completion* and not mastery of the standard;
- Other evidence of student characteristics or behaviors and work habits that are not related to the mastery of the academic content.

D. The quarterly grade for a course should not be calculated solely based on summative assessments. It is calculated based on a combination of summative and formative assessments administered during the term. The definitions provided in part III of this policy are the best guide for determining if an assessment is academic practice (formative) or academic achievement (summative).

The combinations of the academic achievement and academic practice grades will be based on embedded standards, and course rigor. The following parameters provide a framework for grading:

Homework, if aligned with grade level priority learning targets and used in part as “body of evidence”. The purpose of homework is to provide opportunity for independent practice, review the day's lessons, increase understanding of content, concepts, and to prepare for the next level of learning to ensure understanding.

Teachers will take the entire body of evidence into account when determining a level of achievement for a student and must provide additional opportunities for students to raise their level of performance by revising and extending work done on the course standards using the descriptive feedback provided.

In addition to an academic grade, student behavior and attitudes will be reported in the Effort/Student Engagement section of the report card. Students will be rated on their ability to act responsibly, behave appropriately, and work diligently while at school.

Scores for Effort/Student Engagement will be based on the following indicators:

- Respectful of self and others' culture
- Responsible for own learning and behavior
- Sets appropriate goals - takes action
- Shows commitment and effort in completing learning tasks and homework
- Demonstrates self-motivation/initiative
- Supports and encourages peers
- Exhibits curiosity and willing to take risks
- Reflects critically on achievements

The following codes will be used to determine behavioral score:

- A: Advanced/Exceptional (exhibits 7-8 indicators)
- P: Proficient/Satisfactory (exhibits 5-6 indicators)
- PP: Partially Proficient (exhibits 3-4 indicators)
- U: Unsatisfactory (exhibits 1-2 indicators)
- M: Modified (varies by IEP/ALP/504 Plans)

Standards-Based Scoring

The Common Core State Standards in Math and English Language Arts, Next Generation Science Standards and Colorado Academic Standards, are used as the basis for determining levels of achievement for the progress report. Teachers have the option of reporting progress using a *rubric score*.

To determine scores, three criteria are used:

- 1. Give first priority to the most recent evidence.**
- 2. Give second priority to the most comprehensive evidence.**
- 3. Give third priority to the most important learning goals.**

Within a standard, each category is not necessarily equal in importance and may not be reflective in the scoring report.

Scores must reflect a Body of Evidence: A Body of Evidence provides multiple opportunities for the student, in a variety of formats, over time, to assess student knowledge or skill.

Standards scores cannot be impacted by work habits or learning behaviors, as this score reflects only what a student knows and able to do. As a result, late/neat home/classwork cannot add/subtract value

Missing work should not impact the standard's score unless there is not enough evidence to accurately assess a student on a level of competence for the standard.

Averaging scores should not be used to determine final scores as it “does not accurately reflect a student's knowledge and skill at the end of a grading period”. The end of period or term score should reflect the aggregation score for the acquisition of all skills and content.

E. Intervention: A key component to any assessment system is establishing required intervention for students not yet meeting academic standards. Types of interventions that may be offered and include:

Extended time for a student continuing to do work until he/she is proficient on a given standard or skill beyond the grading period but no later than two weeks after the report card is received; and/or

Interventions and/or resource support programs for students who have not yet met standards that may require additional assistance after the completion of a term.

F. If modifications to rigor and/or academic standards cause course work to be altered, the assessment and reporting system may reflect notations and modifications as in the case of special needs learners.

G. Retention Policy: Retention is the practice of not promoting students up a grade level in school (repeats a grade level) and is based upon the belief that children learn more academically by repeating a grade (Fait, 1982). Over 207 international research studies have found that Retention has a negative effect on academic achievement in all subject areas. Promoted students score better than retained students on social-emotional adjustment, behavior, self-concept, and attitude towards school. The research indicates that the threat of non-promotion is not a motivating force for students; grade retention does not improve achievement or adjustment for developmentally immature students; economically, grade retention is a poor use of the education dollar, because it increases the cost of education without any benefits for the student and families affected. Although one of the goals of retention is to provide children with the opportunity to be more successful during the next year, retention clearly has the opposite effect. Being retained one year almost doubled a student's likelihood of dropping out of school, while failing twice almost guarantees it. In fact, retention is the second greatest predictor of school drop-out. As a result, Global Village Academies is proactive in their approach to ensuring that all students are successful. Early warning signals are acted upon between students, teachers, and parents through ongoing monitoring of student learning with formative assessments, whereby teachers respond

through academic interventions (see E).

Exception to the Retention policy per READ Act requirements:

READ ACT: 2-7-1207. Advancement - decision - parental involvement.

SAME GRADE LEVEL

(2) THE WRITTEN NOTICE THAT THE PERSONNEL PROVIDES TO A PARENT PURSUANT TO SUBSECTION (1) OF THIS SECTION AT A MINIMUM SHALL STATE THAT:

(a) THERE ARE SERIOUS IMPLICATIONS TO A STUDENT ENTERING FOURTH GRADE WITH A SIGNIFICANT READING DEFICIENCY AND, THEREFORE, UNDER STATE LAW, THE PARENT, THE STUDENT'S TEACHER, AND OTHER PERSONNEL OF THE LOCAL EDUCATION PROVIDER ARE REQUIRED TO MEET AND CONSIDER RETENTION AS AN INTERVENTION STRATEGY AND DETERMINE WHETHER THE STUDENT, DESPITE HAVING A SIGNIFICANT READING DEFICIENCY, IS ABLE TO MAINTAIN ADEQUATE ACADEMIC PROGRESS AT THE NEXT GRADE LEVEL;

(b) PERSONNEL OF THE STUDENT'S SCHOOL WILL WORK WITH THE PARENT TO SCHEDULE A DATE, TIME, AND PLACE FOR THE MEETING; AND

(c) IF THE PARENT DOES NOT ATTEND THE MEETING, THE TEACHER AND PERSONNEL OF THE LOCAL EDUCATION PROVIDER WILL DECIDE WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE LEVEL IN THE NEXT SCHOOL YEAR.

(3) AFTER SENDING THE WRITTEN NOTICE, PERSONNEL OF THE STUDENT'S SCHOOL SHALL CONTACT THE PARENT TO SCHEDULE THE MEETING TO DECIDE WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE LEVEL. IF, AFTER MAKING DOCUMENTED ATTEMPTS TO SCHEDULE THE MEETING WITH THE PARENT, PERSONNEL OF THE STUDENT'S SCHOOL ARE UNABLE TO SCHEDULE THE MEETING, OR IF THE PARENT DOES NOT ATTEND THE SCHEDULED MEETING, THE TEACHER AND PERSONNEL SELECTED BY THE LOCAL EDUCATION PROVIDER SHALL DECIDE, BASED ON THE STUDENT'S BODY OF EVIDENCE, WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE LEVEL FOR THE NEXT SCHOOL YEAR.

COMMUNICATION

A shared understanding, between the staff, students and parents, of the grading and reporting system is essential for effective communication. In order to understand and trust the student achievement data, the school system will provide all parties with the following:

- Clear purpose for the grading and reporting system;
- Common Academic Content Standards, Concepts, and Skills for all grade levels/ courses;
- Valid and accurate assessment of the student's achievement;
- Comprehensive and multifaceted reporting system (i.e. conferences, curriculum nights, electronic messages, classroom websites, report cards; quarterly reports) and,
- Clear explanation, transparent validation of standards, and descriptive feedback.

AREAS OF RESPONSIBILITY

The GVA-CS Board of Directors are accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- GVA-CS principal shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement based upon approved academic standards.
- GVA-CS principal and school administrators shall be responsible for assuring implementation of Global Village Academies' beliefs, procedures and practices of effective grading and reporting.
- Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices. Each teacher is expected to update grades, in the Power School Student Information System or Infinite Campus System within the week following when an assignment was collected. All assignments are expected to be graded with descriptive feedback provided to students.
- Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Global Village Academies' grading and reporting system. Parents are encouraged to track student grades and missing assignments weekly through the **PowerSchool Parent Portal and/or Infinite Campus Parent Portal**.
- Students are responsible for their own learning and should understand clearly all aspects of the grading and reporting system. Students should use the academic practice (formative) grade to identify strengths and weaknesses on learning standards and seek additional assistance when needed. Students must also know that academic achievement (summative) marks provide an accurate view of academic achievement. The information assists planning future course selection and post-secondary options.

Grading Scale: Assignment/Assessment Point Values

In order to calculate grades, the following scale is used to assign grades and rubric scores from assessments.

Teachers use a range of methods to document evidence of student learning and understanding. In addition to traditional assessment methods (constructed/selected response), teachers may use video, audio, photographic, artifacts, presentations, projects and graphic representations. In the process of assessing students, teachers produce written records of anecdotal notes of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio which demonstrates more comprehensively student learning.

Assessments:

Teachers should provide regular assessments of student learning to provide feedback to

students about their performance. These should be a mix of both formative assessments and summative assessments. The term “formative” means frequent monitoring of student understanding and progress throughout the year for the purpose of adjusting instruction. The term “summative” means end-of-the-year/term evaluation of student performance. Assessment is critical for learning and should not be a mystery for students, therefore task specific rubrics or clear task clarification will be provided to students and parents in advance to inform and focus the learning. Teachers are required to keep a detailed set of records with all assessments and marks recorded. All assessments must validate and verify student grade level/course learning expectations.

Assessments: Formative (Academic Practice):

Formative assessment is work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward based upon teacher observation, quizzes, drafts, peer editing, or learning journals, and portfolios.)

Assessments: Summative (Academic Achievement):

Summative assessments are conducted when a student has had adequate instruction and practice to be responsible for learning the material. It is designed to provide information to be used in making judgment about a student’s achievement at the end of a sequence of instruction. Summative assessments may include essays, exams, projects, performances, and open-ended performance tasks.

- Information gained over the course of the grading period and may reflect academic proficiency, behavior, and/or Learner Profile attributes;
- Recommendations for improvement;
- A holistic view of the student including their unique abilities and skills; and
- Descriptive feedback that has a strong and straightforward relationship to achievement.

Curriculum:

Curriculum is a written plan or program that includes academic learning standards, grade level learning expectations (evidence outcomes), essential learning questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Curriculum Content Standards:

The Colorado Academic Standards (CAS) are learning expectations of what students need to know and be able to do at the end of each grade level. Global Village Academies use the Colorado Academic Standards for English, Math, Science, Social Studies, Fine/Performing Arts, Health/Physical Education, and World Languages. CAS stands as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of annual state assessments. The CAS outcomes in are used as criteria within rubrics to determine proficiency levels and units of instruction are driven by and assessed on CAS.

Grade Books/Student Academic Performance and Informing Parents:

All teachers are expected to keep detailed records on PowerSchool/Infinite Campus Student Information System's PowerTeacher Gradebook or Infinite Campus Gradebook including rubrics, task clarification, and resources needed to complete the assessment. Teachers must be prepared to explain all grades to parents at any time. When a student starts to show decreased or low performance, parents need to be notified and informed immediately. In general, any score showing limited achievement of standards and objectives, requires a parent contact by the teacher, to provide the parent with appropriate and relevant information on the areas of concern. The Parent Portals allow parents and students the ability to monitor progress.

Grading Periods:

Grading is done in all schools and communicated through parent interview, three-way conferences, student-led conferences, and/or report cards four times each year. The dates for scoring student performance and progress reports will be communicated to parents.

Grading Policies:

The most important factor in any grading system is that the parent, student, and teacher have a common understanding of the basis upon which a grade is earned by the student. Teachers must be able to explain their grading to students and parents at any time and must have sound rationale for how they do their marking. Grades are to reflect academic performance and mastery of the Colorado Academic Standards and are not to be used to aid classroom management.

Grade Reporting:

Grade reporting involves the communicating of a student's achievement and progress to the student and parents, by the teacher and, in turn, this information may be shared with employers and post-secondary institutions, with the parent's permission. The grade report, prepared each quarter, provides students and parents' feedback about the student's progress and achievement in meeting Colorado Academic Standards based upon an established set of priority learning targets. The reports are generally followed with three-way conferences, student-led conferences, and/or parent interviews that involve the student, parent and teacher.

Homework/Classroom Practice:

Homework/Practices are learning tasks completed by students outside of the regular/daily school time. The learning tasks provide independent practice and are aligned with grade level priority learning targets. Homework serves many purposes for students. It extends the learning of students beyond the classroom with relevant independent work. Students achieve more when challenged with relevant and meaningful homework. Homework should relate directly to class work. Homework is best when carefully planned, thoroughly explained, and thoughtfully graded with feedback to the student. Students are responsible for completing all homework, including missed assignments.

Meaningful homework and classroom practice, lab reports, projects and other academic assignments are designed to give students needed opportunities to practice skills and develop/demonstrate mastery. When students fail to turn in work on time, assigning a

grade of zero is a quick and easy option for a teacher to penalize the student for failure to be punctual in completion of an assignment. Unfortunately, for many students a grade of zero removes any incentive for doing the work and it does not indicate the abilities of the student. This results not only in lost learning opportunities, but in students giving up in hopelessness. The recommended approach is for teachers to accept late work for credit, with the accompanying expectation that students will complete the work within reasonable deadlines or provided the opportunity to access after school homework support.

Instruction:

Instruction is a teacher-facilitated process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences including the explicit teaching of skills that enable all students to master academic content and achieve personal goals.

Appendix E: Student Values and BEARS Song

“B” is for BOLD

To be confident, brave, and courageous.
How can I be BOLD at Global Village Academy?
Think, speak and act the way that you know is right.
Learn from mistakes. What could you have done differently?
Speak up for what is right.
Learn new skills.

“E” is for ENGAGED

To stay occupied on a task.
How can I be ENGAGED at Global Village Academy?
Pay attention to what the teacher is teaching.
Listen to what the person speaking is saying.
Ask questions that are related to what is being taught.
Respond to questions.
Follow the directions that teachers give me.
Expect the best from yourself

“A” is for ACCOUNTABLE

To be responsible
How can I be ACCOUNTABLE at Global Village Academy?
Be responsible for every choice I make
Be responsible for everything that I say.
Follow through with the consequences for my actions
I can build trust with my teacher by making good choices.

“R” is for RESPECTFUL

Showing that you value other people.
Show kindness and courtesy
Be polite.
Respect differences.
Respect the earth and all who live here.
Respect other people’s possessions.

“S” is for SAFE

To be protected and to do no harm.
Remain calm at all times.
Learn how to problem solve on your own.
Interact safely with others.
Show respect towards others at all times.

GVA-CS BEARS Song

Everywhere we go
People want to know
Who we are
And what we stand for
So we tell them
We are the BEARS
The mighty, mighty BEARS
The GVA BEARS
We are Bold, Engaged, Accountable, Respectful, and Safe

Go BEARS!