



Global Village Academy-Aurora Student & Parent Handbook

Global Village Academy – East Campus

403 South Airport Blvd, Unit A
Aurora, Colorado 80017
Phone: (303) 309-6657
Office Hours: 7:30AM-4:00PM
School Hours: 8:00AM-3:00PM

Courtney Black, Principal
Sandra Bea, Assistant Principal
Sintia Palma, Secretary

Global Village Academy – West Campus

16401 E. Alameda Drive
Aurora, Colorado 80017
Phone: (720) 248-4242
Office Hours: 7:30AM-4:00PM
School Hours: 8:00AM-3:30PM

Courtney Black, Principal
Laura Smallwood, Assistant Principal
Sandra Andrade, Secretary

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Welcome to Global Village Academy-Aurora!

Global Village Academy (GVA-A) 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-A. GVA-A 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-A 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-A staff to determine a transition plan before final enrollment is determined at GVA-A.

GVA-Aurora Logo

GVA-A'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-A's school administration.

GVA-A Vision and Mission Statements

Our students develop a **GLOBAL** perspective by learning a second language; exploring diverse cultures to cultivate understanding and respect; and developing 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 **VLLAGE** provides the support and the challenge to motivate students to excel in school and in life.. Their success depends upon their own initiative and support of peers, teachers, parents, and the wider community.

Mission Statement:

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

GVA-A 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-A, 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-A mission.

Administrative Staff

The Board of Directors delegates responsibility for administering the GVA-A 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-A 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-A 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-A.

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-A board meetings

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

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

Registration/Student Documentation/FERPA

Enrollment

When enrolling your child, you will need to fill out the Intent to Enroll Form that is available on our website (http://www.gvaschools.org/forms/Aurora/intent_to_enroll/v7/index.jsp). Once your Intent to Enroll Form 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
- ✓ 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-A cannot dispense medication without this signed consent from your doctor and a health care plan. The GVA-A Board of Directors have adopted a school policy that complies with Colorado statutes (CRS 22-1-119). See Appendix A 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 3 days needs administration approval

Critical Information

- **It is critically important that parents provide the school with updated home and work telephone numbers, as well as the mailing address, throughout the school year.** In addition, the school must have the name of an adult to contact in the event of an emergency, should we be unable to reach the parent. If no one can be reached, the police will be contacted. It is also important that parents review backup plans with their children in case the unexpected happens (early dismissal, parent delayed, etc.).
- By law the district is required to allow non-custodial parents (those who do not have legal custody of their children) access to all records concerning their children unless there is a court order denying them access to such records or, in rare cases, where the district believes the children could be in danger. This means that if you are divorced, separated or for some other reason not living with the parent of your child, and the non-custodial parent asks the school for any records concerning your child, the school is required to provide the records to him/her, unless there is a court order which says they are not entitled to such records. Please note that school records include names and addresses of students.
- It is the responsibility of the parent who has custody of a student to provide the district with a copy of the most recent court order related to custodial rights and any order relating to the right of the non-custodial parent to have access to records involving a student. Such a court order must be provided as close as possible to the time of registration of the student or to the time the court issues the order. If there is no court order on file with the school, the school will assume that none exists.

Access to Student Information/Student Records – Rights and Privacy

From time to time, Aurora Public Schools personnel are asked to share student information with someone other than the parent or guardian of the student. Aurora Public Schools 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 APS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable

information from your child's education records. However, APS 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 APS 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; and
- 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 APS 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 APS.

APS 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.

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-A 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 East Campus at 3:00PM and West Campus 3:30PM. 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 3 days (after 3 days, a doctor's note will be required for the absence to be excused). Please call the school's Absence Line. Parent(s)/Guardian(s) must notify the Front Office each day your child is to be away from school.
- 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.
- Funerals (must be approved by the school)
 - This absence shall not exceed 3 days. Additional time may be requested on a case-by-case basis with approval.

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-A follows Colorado State Policy with regards to attendance concerns.

Tardies

- **Students will be marked tardy at 8:05 am.**
- Students arriving after 8:00 am **must** be signed in by a parent or guardian at the front office.

Truancy

Please note that GVA- Aurora (GVA-A) follows the Aurora Public School District Policy regarding truancy.

1. Unexcused absence/tardy includes, but is not limited to:
 - Late carpool
 - Oversleeping
 - Attending sporting events
2. If a student reaches more than four (4) unexcused absences in one month or ten (10) days in any year, the student may be classified as "habitually truant" according to Colorado School Law. The Principal along with relevant Global Village staff will address such truancy in the following manner:

- a) Send a letter to the parent(s)/guardian(s) to inform them that their student has been truant and request a return phone call to discuss the absences.
 - b) If there is no response from the parent(s)/guardian(s) within two (2) business days, another letter will be sent to the parent(s)/guardian(s) requesting a conference with Counselor to discuss strategies to assist students in improving attendance.
 - c) If there is no response from the parent(s)/guardian(s) within two (2) more business days, parent(s)/guardian(s) will be informed via letter that a truancy case may be filed with the courts. The actions of the court could include:
 - Community service for parent(s) and students
 - Jail time for parents
 - Parents may be ordered to accompany students to classes all day
 - Fines
3. If the parent(s)/guardian(s) do not sufficiently explain the reason for unexcused absences, the Department of Human Services will be notified. A parent(s)/guardian(s) conference will be required, and academic credit may be withheld.
 4. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions.
 5. Each unexcused absence will be entered on the student's record with Aurora Public Schools.
 6. In the case of an unexcused absence, make-up tests/quizzes and adjustments to assignment due dates may or may not be allowed at the discretion of the teacher in dialogue with the principal.
 7. Recurring or routine absences from school are discouraged; however, individual cases may be allowed at the discretion of the principal.

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. School/Student hours at East Campus 8:00AM – 3:00PM and West Campus 8:00AM-3:30PM.

Arrival/Dismissal

At GVA-A students may enter East Campus at 7:30AM and West Campus at 7:40AM.

Students in the breakfast program at both campuses will be allowed to enter the cafeteria at this time and served until 8:00AM. Our lobby will not be open at East until 7:30AM/West until 7:40AM. Students dropped off before 7:30AM at either campus must be enrolled in YMCA, fees apply for this service. Both campuses students who are not eating breakfast between 7:45-8:00am will go directly to their classrooms. Classes begin promptly at 8:00 am.

The parking lots will be supervised daily from 7:30-8:05 am as well as from 3:00-4:00 pm.

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 students are dismissed from the hill (East Campus) that is adjacent to the student drop off lane. Older siblings may pick up younger siblings with parent permission. **Parents are discouraged from checking their students out prior to the 3:00-3:30 pm dismissal time.**

****The parking lot located at the front door of GVA-A East Campus is not the GVA-A lot. This lot is owned by the adjacent business Mesa Movers. All GVA patrons will be towed at the owner's expense should you park in this lot. All GVA patrons must use the parking lot located on the east side of the building, parallel to Airport Road.**

Also, do not park at the rear of GVA-A East alongside the road serving GreenView Apartments. Parents should not be dropping off or picking up students on the road in front of this complex as it is a dangerous . GreenView places a police officer on that road frequently and they will ticket anyone who is parked there. The fine could be upwards of \$500.

Release of Students

Students will only be released to a parent/guardian or authorized pick-up person. GVA-A 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 thirty minutes dismissal (by 3:30PM at East and 4:00PM at West), the staff will attempt to contact the parent. If the staff member is unable to contact the parent by phone, they will contact the authorized person listed on the registration form until all contacts are exhausted. **GVA-A will assess a fee of \$1 per minute per child if the student is not picked up at East by 3:30PM and West by 4:00PM.**

Before and After School Care

Before and after school care is provided by the YMCA in accordance with a contractual agreement with GVA-A. The YMCA classroom is located at East Campus and accepts both East and West students. West students are escorted to their campus by YMCA employees for the start of the school day. The YMCA is open daily from 6:30 am- 6:00 pm (excluding school hours). The YMCA is open to all GVA-A students Grades Kindergarten-8^h Grade. 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.

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 them to find out what your options are on these days.

Dress Code/Electronic Devices/Prohibited Items

Rationale for Uniforms

GVA-A 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-A 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-A logo T-shirts
- Solid color polo shirts
- GVA-A 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.
- 6-8th students only may wear black dress pants and black, white or grey GVA-A logo t-shirt or polo's

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

Student Dress Down Days Code

Shirts must have sleeves that cover the top of the shoulder.

Attire not permitted

- Shirts that are too tight, too sheer or too revealing (includes low-cut or midriff baring shirts)
- Sleeveless shirts, tank tops or spaghetti straps
- Short skirts or shorts (shorter than 4-inches above the knee or no shorter than the tips of your fingers when your arms hang to your side).
- Leggings and yoga pants may only be worn if you have a shirt, skirt or short over them that reaches at least down to your fingertips.
- No excessive sagging
- T-shirts that promote gang, drug, tobacco, alcohol or weapon use. Anything with inappropriate advertisements, logos or pictures.
- Clothing, accessories or paraphernalia that intimidates or threatens any individual group.
- Headwear including hats, caps, bandannas (inside the building). Hijabs or religious head scarves are permitted.

GVA administration reserves the right to determine if any clothing is inappropriate and to ask the student to call home for a change of clothing or loan the student a shirt.

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 or they will have to stay in the Dean's office for the day.
3. **Third Offense:** Student will be sent home to change or parents can bring in a change of clothes or they will have to stay in the Dean's office for the day and receive a mandatory detention.
 4. **Fourth Offense:** Student will receive a 1 day suspension.

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.

Academic Philosophy and Standards/ Exceptional Student Services

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

1. **World Class Program:** GVA-A's core curriculum was selected to close the global achievement gap. It features EnVisions Math, which continue to rate high academically. For literacy, GVA-A uses Engage NY 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-A utilizes language immersion (80% in K-5, 50% 1st-5th).
3. **Cultural Competency:** GVA-A has a school-wide focus on developing cultural competency by building functional interpersonal attachments and learning to negotiate cultural boundaries.
4. **21st Century Learning Community:** GVA-A 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-A utilizes local, regional, national, and international studies aimed at developing global perspective and linguistic, artistic, and cultural exchanges.

(See Appendix B for the full statement)

Exceptional Student Services

GVA shall comply with all Aurora Public School 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.

- Please contact your school or the Aurora Public Schools, Division of Equity & Engagement, 303-344-8060 ext. 28024 and TDD 303-326-1585 if, because of a disability, you require special assistance in order to participate in a school activity. Persons with such needs are requested to make contact at least two weeks prior to the event if possible to allow staff to coordinate arrangements.
- This publication and most other publications from your school are available in alternative formats (e.g., large print, on audio tape and in Braille) upon request. Please contact the principal of your school for more information.

Annual Notice To Parents: Disability Discrimination

In compliance with a federal law known as Section 504 of the Rehabilitation Act of 1973, the Aurora Public School District 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 district does not discriminate in admission, treatment, employment or access to its programs or activities.
- For further information about the evaluation procedures and provisions of services to students with disabilities, contact the district's coordinator of Section 504 Compliance in School Services, at phone number 303-344-8060, ext. 28025, or write to the 504 Compliance Director, Aurora Public Schools, 1085 Peoria St., Aurora, CO 80011.
- For specific information relating to special education services for students with disabilities under the Individuals With Disabilities Education Act, contact the Department of Exceptional Student Services at 15751 E. First Ave., Aurora, CO 80011, 303-340-0510.

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.

Parental Involvement

If a student is identified with a significant reading deficiency, teachers must attempt to meet with parents and jointly create the child's READ plan. If after three documented attempts, the teacher is unable to meet with the student's parents, teachers may create the READ plan and share the information with parents. Information shared must include a copy of the READ plan, an explanation of the scientifically- or evidenced-based reading program being used, any other services the student will receive, and any additional support the parent could provide.

Parental Notification/Advancement

Beginning in the 2017-2018 school year, if within 45 days before the end of any school year prior to a student's 4th school year (K-3), a teacher finds a student has a significant reading deficiency, the school shall provide written notice to the parent including a statement that there are serious implications to a student entering 4th grade with a significant reading deficiency. The parent, teacher, and other personnel are required to meet and consider retention as an intervention strategy. The parent, teacher, and other personnel shall decide whether to advance the child to the next grade level. However, the final decision is made by the school.

Beginning with the 2017-2018 school year, the decision to advance 3rd grade students is subject to final approval of the school district superintendent or the superintendent's designee.

If you would like more information on the Colorado READ Act, please contact an administrator.

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.

Standards-Based Grading

Standards-Based Grading is a way of reporting what each student knows and is able to do according to Colorado State Content Standards. A standard defines what a student should know and be able to do in each subject area at each grade level. All academics have standards. Standards help shape the curriculum from one grade to the next because teachers know what instruction has already occurred.

The Standards-Based Grading system will provide two different grades on the report card (at the Middle School level). One will tell us what students know compared to the standards and the other will assess work habits such as homework or effort (agency). The report cards will include benchmarks based on the Colorado Content Standards. A benchmark is a statement of what students should know and be able to do within a certain amount of time.

Standard-Based Grading Scale and Descriptors

A=Demonstrates a thorough (above and beyond) understanding of the grade level content/course and consistently applies the benchmarks, and/or concepts, and/or processes/procedures in a variety of contexts.

P= Demonstrates understanding of the grade level content/course and applies the benchmarks, and/or concepts, and/or processes/procedures of the grade level content.

PP= Demonstrates partial understanding and application of the benchmarks, and/or concepts, and/or processes/procedures of the grade level content.

U = Rarely demonstrates understanding and ineffectively applies benchmarks, and/or concepts, and/or processes/procedures of the grade level content.

N= No evidence.

Work Habits are behaviors that impact a student's performance. They include:

Effort: Preservers and attempts quality work

Engagement: Participates and listens

Homework: Complete and on time

Responsibility: Follows rules and directions; manages time; advocates for self

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-A! 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-A safe!

Severe Weather Closures or Delays

GVA-A will follow Aurora Public School'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 APS web site at www.aps.k12.co.us, or tuning into the local CBS, FOX, ABC or NBC news affiliates. In the event of a delay of closure, GVA-A will also notify families by way of text alerts, all-calls and Facebook updates.

Communications

It is GVA-A'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-A 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-A 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-A 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. Meetings are held the third Tuesday of every month at 5:45PM East Campus, Conference Room. Notice of Meeting and Agenda is posted at both campus entrances. 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.

Infinite Campus (text alert/all call system)

GVA-A 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-Aurora Facebook page to learn about the latest on our upcoming events. Click the LIKE button on GVA-Aurora Facebook page.

Student Values – EAGLES (Expecting Academic Greatness with a Loving Emphasis)

The GVA-A mascot is the soaring eagle. The student values align with the name of our mascot.

- “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.
- “G” is for Goal-Oriented, which is demonstrating our student’s perseverance to be the best version of themselves
- “L” is for Learning, which is active acquisition of knowledge or skills through study, experience, or being taught.
- “E” is for Excellence, which is the quality of being outstanding, going above and beyond.
- “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 D for a the GVA-A Pledge.

Student Conduct and Discipline Policies

GVA-A’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

Along with Aurora Public School District’s Code of Conduct, GVA has adopted a Positive Behavior Support model to ensure students have the support necessary to thrive in the school setting.

GVA-A 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.

What does PBIS look like at GVA?

1. Administration support

Administration has allocated time for professional development and teaching of expectation as well as resources (money and people) to ensure the success of PBIS at GVA-A.

2. Team based implementation

The PBIS team is a representation of staff. How that looks can vary depending on East or West campus. The activities, updates and progress of PBIS in the buildings will come directly from this team.

3. Concrete, defined behavior expectations

Designed by GVA-A to reflect and embrace our community and culture, i.e. E.A.G.L.E.S. (Engaged, Accountability, Goal-Oriented, L....., E....., Safety)

4. Direct teaching of behavior expectations

Behavior expectations are explicitly taught throughout the school year. By doing this, school staff is setting students up for success!

5. Positive behavior is acknowledged

PBIS teams at both East and West campus will acknowledge students for following expectations. Positive behaviors of students are acknowledged by adults building-wide, not only by the classroom teacher.

6. Behavior is monitored and corrected

When misbehavior is observed, they are corrected. When misbehavior continues, or the behavior falls under GVA-A's definition of "dean managed", a discipline referral is written.

7. Data is used to inform decision-making processes

Waiting until the end of the quarter or semester is too late to make changes. PBIS teams review data monthly at a minimum. While the data includes office discipline referral data, the review may also include surveys, achievement data and attendance.

8. Family and community engagement and partnerships

Schools cannot work in isolation. PBIS supports and integrates community partnerships. Some examples of this include: sending positive acknowledgement home to parents, and asking local businesses to give tickets to students when they are being respectful.

Bullying Prevention and Education

GVA-A 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. **When students feel unsafe or have witnessed an unsafe situation, it is crucial for them to report these situations as soon as possible.** Students will need to fill out a statement to their campus Dean. When a student cannot communicate the situation in writing, a campus Dean or Director of Student Services will interview the student.

Bullying includes but is not limited to the behaviors listed below:

Making Fun/Teasing/Taunting	Other Types of Bullying
<ul style="list-style-type: none"> • Laughing at someone • Playing pranks/pestering/mimicking/teasing saying hurtful responses • Using the phrase “just kidding” • Making negative remarks about the looks, abilities, or skills of another • Name-calling, joking, or making offensive remarks about a person's religion, gender, ethnicity, or socioeconomic status. 	<ul style="list-style-type: none"> • Put downs/insults • Calling someone stupid • Cussing/using derogatory remarks/finding fault with others • Starting or spreading rumors • Making inappropriate remarks about another’s family members • Using words or actions to turn students against other students • Spreading rumors or posting degrading, harmful, or explicit pictures, messages, or information using social media or other forms of electronic communication (also known as "cyber-bullying").
Physical Bullying	Exclusion
<ul style="list-style-type: none"> • Pulling hair/pinching/tripping • Shoving/twisting arms/kicking • Punching/flicking/hitting • Pushing someone into a wall • Being overly aggressive • Blocking another person’s way 	<ul style="list-style-type: none"> • Saving seats/places in line • Not giving others a chance to be involved • Leaving some people out of an activity or an individual out of an activity • Singling people out due to differences • Telling secrets • Talking behind people’s backs

When a student has displayed a bullying behavior the following plan will be enacted. The school counselor will oversee and manage the following process:

- 1st Offense:** The student will
- Receive a formal warning in writing
 - Write a letter of apology to the victim
 - Re-read the signed bully contract (sent home the first week of school)
 - Have a phone call placed to their parent/guardian

2nd Offense The student will complete all actions of the 1st offense and

- Complete a Restitution Activity
- 3rd Offense:** The student will complete all actions of the 1st and 2nd offenses and
- Receive an office referral with administrative action and consequences
- Complete a two Restitution Activities
- Receive a referral to a 6-week bully program instructed by the school counselor

Restitution activities are aimed at helping the student to rebuild the school community as a whole. Examples of this include but are not limited to:

1. Doing written observations of caring acts on the playground at recess
2. Picking up trash on the playground during recess
3. Picking up trash and cleaning tables in the cafeteria during recess
4. Talking to class at his/her own grade level about bullying and the effects on a victim
5. Volunteering in a lower level classroom

Matrix Interventions/Consequences

Our best expectation is that through our Positive Behavior Support Intervention Plan and our Bully Proofing Plan, we can promote and recognize positive choices. There are, however, those times when students need additional interventions/consequences to realize the effect their behavior has on the school community. The following pages will reference the plan for addressing their behaviors. The “Matrix of Consequences” tables indicate potential consequences for identified Minor and Major behaviors. **Please note that consequences may vary depending on the seriousness of the behavior and age of the students.** Our goal is to recognize the behavior and help the students to learn from the intervention.

Possible Consequences for Minor and Major Inappropriate Behavior

- Consequences may vary depending on seriousness of infraction and age of student.
- Please refer to Aurora Public Schools Safe Schools Policies and Regulations for additional information.
- After investigation, Dean/Director of Student Services/Principal will determine severity of behavior administering consequences.

Matrix of Consequences

Behavior	First Offense	Second Offense	Third Offense	Repeated Offense
Continued willful disobedience (Refusal to comply with reasonable request)	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA’s Behavior Policy)	Conference w/student Parent contact Office detention Work detail Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Office detention Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days
Defiance (Disobedience w/a serious verbal challenge or challenge of some kind)	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA’s Behavior Policy)	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Office detention Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days Minor suspension (ISS) – 1 day Work detail Structured day Exclusion from extra-	Conference w/student Parent contact Major suspension (OSS) – 1-5 days

			curricular activities	
Continued Disruption of Learning	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Work detail Office detention Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 3-5 days
Profanity Towards a Student or an Adult	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Office detention Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days	Conference w/student Parent contact Major suspension (OSS) – 3-5 days
Racial Slurs (Racially derogatory verbal, written or pictorial comments)	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Work detail Structured day Exclusion from extra-curricular activities Apology	Conference w/student Parent contact Minor suspension (ISS) – 1 day Office detention Work detail Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days
Academic Dishonesty	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Work detail Office detention Exclusion from extra-curricular activities	Conference w/student Parent contact Work detail Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days
Dishonesty	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Work detail Office detention Exclusion from extra-curricular activities	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days
Misuse of Computers and/or Internet	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Office detention 3 Days of Computer Restrictions Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days 1 week of Computer Restrictions	Conference w/student Parent contact Major suspension (OSS) – 3-5 days Permanent restriction from computer use, if enrolled in a technology class may be withdrawn

Destruction/Vandalism of School Property or Student's Property	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Work detail Office detention Exclusion from extra-curricular activities Major suspension (OSS) – 1-3 days Police involvement (depending on age)	Conference w/student Parent contact Exclusion from extra-curricular activities Work detail Major suspension (OSS) – 1-5 days Police involvement (depending on age)	Conference w/student Parent contact Major suspension (OSS) – 3-10 days Expulsion Hearing Police involvement
Theft (Consequences depend on the value)	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Work detail Office detention Exclusion from extra-curricular activities Major suspension (OSS) – 1-3 days Police involvement (depending on age)	Conference w/student Parent contact Exclusion from extra-curricular activities Work detail Major suspension (OSS) – 1-5 days Police involvement (depending on age)	Conference w/student Parent contact Major suspension (OSS) – 3-10 days Expulsion Hearing Police involvement
False Fire Alarm	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Apology letter to the fire department and school Major suspension (OSS) – 1-3 days Minor suspension (ISS) – 1 day	Conference w/student Parent contact Major suspension (OSS) – 1-5 days Student and parent to meet w/fire department	Conference w/student Parent contact Major suspension (OSS) – 5-10 days Expulsion Hearing
Fighting (3 rd degree assault) ✓ Intent of making physical contact ✓ Making physical contact	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Major suspension (OSS) – 1-3 days Police involvement (depending on age)	Conference w/student Parent contact Major suspension (OSS) – 3-5 days Police involvement (depending on age)	Conference w/student Parent contact Major suspension (OSS) – 5-10 days Police involvement (depending on age)
Assault (other than 3 rd degree) ✓ Intent of bodily injury	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Refer to Safe Schools Policies and Regulations		
Encouraging or inciting a fight or assault	Conference w/student Parent contact Formal Written Warning (with a reissue of GVA's Behavior Policy)	Conference w/student Parent contact Minor suspension (ISS) – 1 day Work detail Structured day Exclusion from extra-curricular activities	Conference w/student Parent contact Major suspension (OSS) – 1-3 days	Conference w/student Parent contact Major suspension (OSS) – 1-3 days

Harassment - Racial/Sexual

- The Aurora Public Schools Board of Education believes that all students are entitled to pursue their education in school-related environments that are free of racial and sexual harassment. To this end, the board prohibits 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 building principal or by filing a grievance with the Office of Legal Counsel, Aurora Public Schools, 15701 E. 1st Ave., Aurora, CO 80011, 303-344-8060 ext. 28301.
- Please see website www.aurorak12.org; Policy Code JBB.

Habitual Disruptive Behavior Policy

The diagram below depicts how habitual disruptive behavior will normally be handled, but may be superseded in depending on the circumstances of each case as well as age of the student.

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-A 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-A 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-A'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.

Parent Code of Conduct

Dear Parent/Guardians:

Respect for others and personal responsibility are some of the most important principles upon which GVA Aurora is founded and upon which the school rules that students at school are expected to follow are based. Parents play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. As one of the most influential role models in a child's life, one of the best ways for a parent to teach is to lead by example. Accordingly, GVA Aurora expects the behavior of each parent/guardian and responsible adult with children enrolled at our school to adhere to the standards of conduct set forth below:

- (a) When visiting or volunteering at the school parents should observe all rules of the school, including checking in at the office.
- (b) If a parent feels that the actions of another child have infringed on the rights of his or her child under no circumstances shall the parent or guardian approach another child while at school to discuss the situation with the child or chastise the child. The parents may approach the classroom teacher and/or the parent may directly approach the child's parent or guardian to seek a peaceful resolution to the situation.
- (c) If a parent has questions or issues relating to the classroom or a class they should first be addressed directly to the staff member in question. Parents are requested to set up a private

meeting where the concerns can be discussed and the actions giving rise to such concerns may be explained.

(d) All communications regarding issues with other parents or staff at the school or school events shall remain respectful and address the issues at hand. Yelling, taunting, threatening or abusive behavior, cursing, foul language, or derogatory remarks are not acceptable means of communication. Parents are expected to resolve issues through calm dialogue between the parties directly involved while respecting the dignity of others.

(e) Parents shall protect the reputation and good name of people involved. Problems, differences of opinion and personality clashes are not resolved by involving other people in a disagreement or by taking sides in the argument. Problems should not be casually discussed with other parents in the school or published over email or any social media, but should be dealt with one-on-one with the person or persons whom the parent has an issue.

(f) It is easy for opinion to be mistaken for fact and rumors to be perpetuated by inaccurate information. Parents are expected to approach the relevant personnel within the school to verify the factual basis of a story should they have any question. This approach can quickly and simply clarify the events in question and the intent involved and will minimize inaccurate information being passed throughout the community.

(g) Parents are expected and required to follow the Parent/Student Grievance Process of the GVA Aurora Policies in order to resolve an issue with a staff member at GVA Aurora. This policy requires that the issue first be addressed with the staff member directly and an attempt made to resolve the same. If the parent does not reach a satisfactory resolution, they shall put their concern in writing, and then proceed through the appropriate supervisory personnel, as necessary. A full copy of the policy may be obtained in either school office or on the school website.

(h) If a board member, staff member or administrator has cause to believe that a parent has instigated or perpetuated inaccurate information that is damaging to the reputation of the staff member, in violation of this Parent Code of Conduct, such board member or staff member may request in writing to the Board for mediation with that parent. Should the Board determine, based upon the information presented, that mediation is warranted the Board will designate one or more impartial individuals to mediate the issues between the staff member and parent, which shall be conducted within 30 days following the determination of mediation.

In accordance with the Parent Code of Conduct Compliance, if a parent does not adhere to the Parent Code of Conduct, the administration may take any of the following actions, as deemed necessary and appropriate to the circumstances:

- (1) End a meeting with the parent
- (2) Give the parent a verbal warning
- (3) Issue the parent a written warning
- (4) Ask the parent to leave the school campus
- (5) Bar the parent from attending events at school
- (6) Bar the parent from any presence on school grounds
- (7) Take legal action including, but not limited to calling the police

2017-2018 GVA-A Handbook Signature Page – Please Return to School

By signing below I agree that I have read, understand, and will comply with the rights, responsibilities, policies and procedures as outlined in the GVA Aurora Board Policy the Parent/Student Grievance Policy and GVA Aurora Parent Code of Conduct.

Current student name(s)/grade of your children attending GVA Aurora:

Student Name (Please Print)	Grade
Student Name (Please Print)	Grade
Student Name (Please Print)	Grade
Parent Name (Please Print)	Date

2017-2018 GVA-A Anti-Bullying Contract

Student and Parent/Guardian Agreement

Everyone has the right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school’s community, to create and preserve a physically and emotionally safe environment. In my school, Global Village Academy-Aurora, bullying is not tolerated. Bullying refers to verbal acts, physical acts, or other acts of harassment by using electronic devices.

Some examples of specific behaviors that constitute bullying include:

Making Fun/Teasing/Taunting	Other Types of Bullying
<ul style="list-style-type: none"> • Laughing at someone • Playing pranks/pestering/mimicking/teasing saying hurtful responses • Using the phrase “just kidding” • Making negative remarks about the looks, abilities, or skills of another • Name-calling, joking, or making offensive remarks about a person's religion, gender, ethnicity, or socioeconomic status. 	<ul style="list-style-type: none"> • Put downs/insults • Calling someone stupid • Cussing/using derogatory remarks/finding fault with others • Starting or spreading rumors • Making inappropriate remarks about another’s family members • Using words or actions to turn students against other students • Spreading rumors or posting degrading, harmful, or explicit pictures, messages, or information using social media or other forms of electronic communication (also known as "cyber-bullying").
Physical Bullying	Exclusion
<ul style="list-style-type: none"> • Pulling hair/pinching/tripping • Shoving/twisting arms/kicking • Punching/flicking/hitting • Pushing someone into a wall • Being overly aggressive • Blocking another person’s way 	<ul style="list-style-type: none"> • Saving seats/places in line • Not giving others a chance to be involved • Leaving some people out of an activity or an individual out of an activity • Singling people out due to differences • Telling secrets • Talking behind people’s backs

We understand that bullying, whether it is cyberbullying, physical, or verbal acts that disrupt the learning environment, will result in the following disciplinary actions. When a student has displayed a bullying behavior, the following plan will be enacted:

The school counselor will oversee and manage the following process:

- 1st Offense:** The student will
 - Receive a formal warning in writing
 - Write a letter of apology to the victim
 - Re-read the signed bully contract (sent home the first week of school)
 - Have a phone call placed to their parent/guardian
- 2nd Offense** The student will complete all actions of the 1st offense and
 - Complete one Restitution Activities
- 3rd Offense:** The student will complete all actions of the 1st and 2nd offenses and

- Receive an office referral with administrative action and consequences
- Complete two Restitution Activities
- Receive a referral to a 6-week bully program instructed by the school counselor

Restitution activities are aimed at helping the student to rebuild the school community as a whole.

Examples of this include but are not limited to:

6. Doing written observations of caring acts on the playground at recess
7. Picking up trash on the playground during recess or cafeteria
8. Cleaning tables in the cafeteria during recess
9. Talking to class at his/her own grade level about bullying and the effects on a victim
10. Volunteering in a lower level classroom

Student’s Responsibility:

I commit that I will not bully my peers. When I witness bullying, I will report it to an adult. I understand the anti bullying policy and procedures.

Student Name (Please Print)	Grade
Student Name (Please Print)	Grade
Student Name (Please Print)	Grade

Parent/Guardian’s Responsibility:

I commit to encouraging my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying to the staff. I understand the anti-bullying policy and procedures.

Parent Name (Please Print)	Date

Appendix A: 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-Aurora (GVA-A) is required to make accommodation for such children.** The National Association of School Health Aides 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 Health Aides 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 Health Aides guidelines and in compliance with the Colorado Board of Health Aides as part of the Department of Regulatory Agencies (DORA) – the Board of Directors of GVA-A approves the following policies governing administration of medications in the school under its jurisdiction.

I. Management of the Medication Administration Program

- A. The school Health Aide shall be the supervisor of the medication administration program in the school.
- B. The school Health Aide 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 Health Aide 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 Health Aide with prescriptive authority, physician assistant with direction from physician, dentist, podiatrist, osteopath, psychiatrists (CRS 12-38-111-6 Colorado Health Aide 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 Health Aide. Any such verbal order should be followed by a written order within 24 hours. Whenever possible, the registered school Health Aide 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 Health Aide 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 Health Aide shall select, train and supervise the specific individuals, in those categories of school personnel approved by the Board of Directors. The school Health Aide 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 Health Aide to unlicensed school personnel, such personnel shall be under the supervision of the school Health Aide for the purposes of medication administration. Therefore, the Health Aide 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 Health Aide'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-A 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 Health Aide competency and review care plan
- 6) Student , Parent/Guardian, and School Health Aide 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 Health Aide 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 Health Aide 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 Health Aide will be available to review medications and scripts with the parents. The School Health Aide will be responsible for creating medication sheets for each student and each medication. The School Health Aide will also be responsible for verifying any unclear medications with the parents and Healthcare Provider as needed. In addition, during the year, the School Health Aide 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 Health Aide 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 Health Aide 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 Health Aides, Policy and Advocacy statement: Alternative medicine use in the school setting).

Appendix B: Academic Philosophy and Standards

GVA-A'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-A's core curriculum was selected to close the global achievement gap. It features EnVisions Math, which continue to rate high academically. For literacy, GVA-A uses Engage NY across the curriculum for writing, reading, and character education. In addition, GVA-A uses standards-based, integrated thematic units focused on social studies and science. GVA-A 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-A 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 French to support academic performance in English.

3. Cultural Competency

GVA-A has a school-wide focus on developing cultural competency by building functional interpersonal attachments and learning to negotiate cultural boundaries. The framework is: 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-A 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-A 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-A 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-A utilizes language immersion per the following: 50% in K through 5th grade, and 10% 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 C: 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-A Board of Directors are accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- GVA-A 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-A 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 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 **Infinite Campus Parent Portal and Schoology in Grades 3-8**.
- 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. 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.

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

- GVA-A 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-A 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 **Schoolology 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 Infinite Campus Student Information System's 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 D: Student Values and GVA-A Pledge

“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.

“G” is for GOAL-ORIENTED

To persist in being the best version of themselves.

How can I be GOAL-ORIENTED at Global Village Academy?

Set the mark high.

Participate at all levels.

Never give up and be steadfast in your determination.

Be flexible.

“L” is for LEARNING

To actively acquire knowledge or skills through study, experience, or being taught.

How can I be LEARNING at Global Village Academy?

Absorb all the experiences before you.

Be broad-minded in your studies and experiences.

Be committed to the learning process.

“E” is for EXCELLENCE

To vigorously seek the quality of going above and beyond.

How can I seek EXCELLENCE at Global Village Academy?

To seek quality in all we do.

Our actions have merit in and outside of the classroom.

“S” is for SAFE

To be protected and to do no harm.

How can I be SAFE at Global Village Academy?

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-A Pledge

I will...honor different ways of being, acting and believing – even if I don’t agree with them.

I will...treat others the way I want to be treated.

I will... do my best to solve problems peacefully.

I will...speak up if I see others being treated unfairly.

I am respectful, responsible and ready to learn.

Appendix E: Annual Notice to Parents

Notice of Non-Discrimination

The Aurora Public Schools is committed to the policy that all persons shall have equal access to its programs, facilities, and employment and does not discriminate on the basis of race, age, color, creed, national origin, sexual orientation, disability or sex and provides equal access to the Boy Scouts and other designated youth groups. Career and technical education opportunities will be offered without regard to these protected classes. In adhering to this policy, the Aurora Public Schools abides by Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act and Titles VI and VII of the Civil Rights Act of 1964.

Questions, complaints or requests for additional information regarding these laws or issues concerning discrimination (including information about how to file a grievance if you believe you are the victim of discrimination) should be directed to the compliance coordinator for these issues, Aurora Public Schools' Legal Counsel, 15701 E. 1st Ave., Aurora, CO 80011, 303-344-8060 ext. 28301. This notice is available in alternative formats.

Asbestos Management Plan Designed For School Safety

The safety of students and employees in all Aurora Public Schools facilities is the number one priority for the Environmental Compliance Branch. Our procedures for dealing with asbestos reflect that priority.

- As required by the Asbestos Hazard Emergency Response Act (AHERA), Aurora Public Schools has conducted an extensive asbestos survey of all the district buildings. Based on the findings of these inspections, a comprehensive management plan has been developed for each school. Each plan identifies locations and types of asbestos-containing materials in the building and details the district's ongoing effort to maintain or remove those materials. The plans are continually updated with documentation of asbestos related work performed at each site.

Homeless Children & Youth - McKinney-Vento Act

- If a student meets the federal definition for homeless, the parent(s) and the student(s) have the right to enroll in the student's designated attendance area and to fully participate in any school programs offered to students, for which they meet eligibility requirements. Homeless students are not required to attend a separate school for homeless youth and will not be stigmatized by school personnel. Homeless parent(s) and student(s) do not need to provide school documents, proof of residence or immunization records when enrolling. Schools may assist parents with information on clinics for immunization or with requesting school documents. Homeless students will be provided comparable services including transportation, education and meals. If a parent is denied enrollment they may appeal the decision for non-enrollment to the district's homeless liaison. Upon review of the situation, the district's homeless liaison will make a final decision on the enrollment of the student.
- If a family or youth becomes homeless during the school year, parent(s) may request assistance with transportation for their child to continue attendance at the school of

origin. This request is only applicable if the family or youth needs to move to a location outside of the school's attendance area. This assistance with transportation to the school of origin will be provided for the balance of the current school year. In determining transportation options, the homeless family liaison will consider the hardship of the student if transportation is deemed too long for the student to ride on the bus or if the time involved would also cause some hardships for the student and their family.

- For more information on homeless and the rights of homeless parents and youth, please contact the Metro Migrant Education Program, Aurora Public Schools, at 303-344-8060 X28426.

No Child Left Behind: Parent's "Right to Know"

- The federal law called the "No Child Left Behind Act" requires that all public schools inform parents whose children participate in Title I programs of the professional qualifications of their teachers. Aurora Public Schools will provide this information to you upon request.
- Should you wish to acquire information regarding the license and degrees held by Title I classroom teachers, please complete a Title I Teacher Qualification Request Form. This form may be obtained by writing to the Division of Human Resources located at 1085 Peoria Street, Aurora, Colorado 80011 or by calling 303-344-8060. All written requests will be processed by the Division of Human Resources. Within 30 days of receiving a request, you will be provided written information by mail. Human Resources staff **will not** provide information over the telephone.

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. For a full description of rights under PPRA, please visit the district's Web site at www.aurorak12.org (go to "Parents" then click on "Legal Rights").
- 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.

Aurora Public School District (APS) 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. (APS) will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. (APS) 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. (APS) 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
 Washington, D.C. 20202

Senate Bill 03-072/Sex Offender List

- A state law (Senate Bill 03-072) passed in 2003, requires all schools to notify parents that they have the right to access law enforcement agency information concerning adult registered sex offenders. Concerned parents may request this list at the local law

enforcement office that governs your address or the address of the school your children attend. This could be either the Aurora Police Department or the sheriff's office in either Adams or Arapahoe counties, depending on your address. You must go to their office in person and show proof of residency.

City of Aurora Police Department 303-739-6050

Adams County Sheriff's Department 303-655-3488

Arapahoe County Sheriff's Department 720-874-3875

Storm Water Management Program

- Aurora Public Schools has developed a Stormwater Management program intended to reduce nonpoint source pollution into the local waterways. As stormwater flows over driveways, lawns, and sidewalks, it picks up debris, chemicals, sediment, and other pollutants. Stormwater can flow into a storm sewer system or directly into a lake, stream, river, wetland, or coastal water. Anything that enters a storm sewer system is discharged untreated into the waterbodies we use for swimming, fishing, and providing drinking water. Polluted runoff is the nation's greatest threat to clean water. If you witness illegal dumping on school grounds, please contact the Environmental Compliance Branch immediately.
- The program is available for review at the Environmental Compliance Branch at 1369 Airport Boulevard. Questions are welcomed and should be directed to the Environmental Compliance Branch Manager at 303-367-3000 ext 28685.

Bus Procedures/Rules

The right of any student to ride the school bus is contingent upon the observance of all safety rules and the demonstration of acceptable behavior at all times. The Transportation Behavior Management Department will work with the bus drivers to determine fair and appropriate disciplinary action for violations of these rules. Should an infraction occur the department will notify the parent and/or guardian. If you have problems concerning your child or incidents that have occurred on the bus, please contact one of the Transportation Department's Behavior Management Specialists at 303-326-1986, Celia Leibson (Spanish speaking) extension 28863 or Sally Judd extension 28804.

- Recording devices are located on APS busses.
- All general education stop locations are identified by a sign or yellow curbside stencil that contains the school abbreviation. Students should arrive at the bus stop no more than five minutes before the bus is scheduled to depart.
- The Transportation Department works diligently to ensure that the buses arrive on time to all bus stops, however, occasionally buses may be late because of traffic, vehicle malfunctions or weather conditions.