



**Global Village Academy Northglenn
Student & Parent Handbook
2018-2019**

555 W 112th Ave
Northglenn, CO 80234
303-441-7100

Welcome to Global Village Academy!

Global Village Academy Northglenn (GVA-N) is an international charter school with language immersion (50% in Kindergarten - 5th grades, and up to 50% in instruction 6th-8th grades) in three world languages. Children can study Mandarin Chinese, Russian, 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-N. GVA-N 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-N 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-N staff to determine a transition plan before final enrollment is determined at GVA-N.

GVA-N Logo

GVA-N'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-N's school administration.

GVA-N Vision and Mission Statements

Our vision: GVA-N students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop 21st century skills to work in cross-cultural understanding.

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

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

GVA-N 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-N, 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-N mission.

Administrative Staff

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

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-N 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, fundraising 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-N.

The logging of the family's hours per enrollment is based on an honor system. The family is responsible for recording their hours on the Volunteer Passport. The passport is available at the front desk. 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. If you would prefer, we can complete the background check for you in the front office or go to the following link to take the background check, https://www.cbirecordscheck.com/Individual_New.aspx.

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-N board meetings

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

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

Registration and Student Documentation

Enrollment

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

- ✓ Application
- ✓ Photo ID of Parent or Guardian
- ✓ Birth Certificate
- ✓ Proof of Address
- ✓ Immunization Records
- ✓ 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-N cannot dispense medication without this signed consent from your doctor and a health care plan. The GVA-N 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 1 day need administration approval.

Materials Fee

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

School Supplies

School supply lists are available on the website and at the front desk. Students are welcome to buy their own supplies or pay a \$75 school supply fee. The fee can be paid online at <https://globalvillageacademynorthglenn.mypaysimple.com/s/gva-northglenn-school-supplies> Payments also accepted at the front desk.

Fee Schedule

Item or Activity	Amount of Fee	Purpose of Fee	Participation	Voluntary/Mandatory*
Materials Fee	\$30 for 1st child, \$15 for each additional	To cover the cost of text and workbooks	Materials are necessary for classroom participation and instruction	Mandatory for all students to receive the materials and expendable items from the school
Technology Fee	\$25	To cover the cost of insurance and use of school computers	Technology is an integral part of classroom work and instruction	Mandatory for Middle School students to have access to computers

Yearbook	\$25	Support the cost of the production and printing of the yearbook	Purchasing a yearbook is optional	Purchasing a yearbook is voluntary; however, if purchasing a yearbook, payment is mandatory
Band Fee	\$30 per semester	To support the cost of hiring a band instructor	Participation in after school band is optional	Participating in band is voluntary; however if participating, payment is mandatory
Athletics	\$75 per sport	To support the cost of hiring a coach, referees and rental of facilities	Participation in sports is optional	Participating in sports is voluntary; however if participating, payment is mandatory

**Students qualifying for free or reduced price lunch under the federal poverty income guidelines, including homeless and foster students, are eligible to receive waiver of all mandatory fees, fines and charges upon request. Transportation fees will be waived for students qualifying for free or reduced price lunch, homeless and foster students, and students with transportation as a related service on their IEP. Teachers and principals will make every effort to ensure that no student is denied the right to participate in field trips or other enrichment activities because of lack of funds. Families who believe they qualify for a fee waiver must contact the School Leader to make such request.*

Attendance Policies

Colorado Requirements

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

handled on a case by case basis in concert with parents/guardians. The following accountability procedures are mandatory.

School Day

School promptly begins at 8:00 am for elementary and 7:45 am for Middle School. Students are dismissed at 3:15 pm. These hours are required to meet state standards of attendance.

Absences

A significant part of a student's educational experience is derived from classroom participation, activities, discussion and relationships. Regular and punctual daily attendance is a critical factor in a student's ability to attain the maximum benefit from the educational process.

Except as otherwise allowed by state law, all children between the ages of six (6) and seventeen (17) must enroll in and attend school. Students who are absent for part or all of a school day may be restricted or prohibited from participation in after school or extra-curricular events on the day of the absence

Excused Absences

Excused absences are defined as absences caused and excused due to one or more of the reasons defined in this section. For an absence to be excused a telephone call or signed note from the custodial parent/legal guardian, medical practitioner(s), or other authorized official must be submitted within two (2) school days of the school day absent. In the case of multiple consecutive absences, the excuse must be submitted within two (2) school days of the last school day absent.

- A verified illness, injury, or physical, mental and/or emotional disability.
- A religious observance generally recognized by an established and bona fide religious organization. Absence required by a legal body (court, juvenile authorities or police).
- A family emergency such as a serious illness or death of an immediate family member.
- Student absences for participation in school-sponsored or authorized activities are not considered absences from school.
- Absences due to suspension.
 - 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
 - Family vacation (must be pre-approved by the school)
 - The student must be in good academic standing

Acceptable reasons for excused absences may be restricted, or additional documentation may be required beyond the guidelines established in this policy by the building administrator or attendance officer. Additional documentation requirements typically apply to students with a history of habitual truancy, including students on school attendance contracts or under truancy court orders.

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

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

Excessive Excused Absences

Excessive excused absences are defined as excused absences in a number that negatively impacts the student's achievement and/or ability to complete make-up work comparable to in-class activities missed. Excessive excused absences may result in teachers and/or administration

initiating a required conference with the parent and student to develop an attendance contract to address the concern. Continued absences in violation of an attendance contract may be designated as unexcused.

Unexcused Absences

All absences that are not excused as defined elsewhere in this policy will be considered to be unexcused.

A student that has four (4) unexcused absences in one (1) month or ten (10) unexcused absences in a calendar year is considered habitually truant. If school and/or district intervention efforts fail, sanctions for habitual truancy may include a referral to the Truancy Court of the 17th Judicial District and / or a referral to a social service agency. Students who are on campus but truant from a scheduled class pose a safety and supervision concern. Students on campus but truant who refuse to comply with staff directives to attend class are considered defiant and are subject to sanctions as described in the student discipline policy.

Tardies and Partial Absences

A tardy is defined as the student entering a class within 5 minutes of the scheduled start time. Excessive tardies may result in consequences at the discretion of school officials.

- **Students will be marked tardy at 8:05 am.**
- Students arriving after 8:05am must check in with the attendance office (to receive a tardy pass) before going to class.
- Students arriving after 8:30am must be accompanied by an adult and signed in with the front office.

A partial absence is defined as a student entering or departing class ten (10) or more minutes from the scheduled start or end time of the class. Partial absences will be determined to be either excused or unexcused according to the same criteria as all other absences.

Excessive partial absences, defined as partial absences in a number that negatively impacts the student's achievement and/or ability to complete make-up work comparable to in-class activities may result in consequences at the discretion of school officials, and may include the initiation of an attendance contract.

Attendance Recognition Criteria. Perfect attendance is defined as having no tardies or absences. Individual schools may recognize perfect attendance of students who demonstrate positive attendance habits that are short of the perfect attendance criteria established in this policy.

Withdrawal for Non-Attendance

A student of any age missing ten (10) consecutive days without prior approval of school administration shall be reported to a District Attendance Officer for investigation. The Attendance Officer may direct the school to implement truancy action and/or to withdraw the student from school when warranted. Students who are withdrawn for non-attendance should not be on campus without administrative approval. Students under the age of 17 who are seeking to withdraw with a stated intent of enrolling in a different school or educational program may not be officially withdrawn until educational records have been requested from the receiving school.

Eligibility for Homeschooling (Home-Based Education)

Students with a history of habitual truancy within the last six (6) months of enrollment are not eligible to withdraw from school for the purpose of homeschooling until parents have fully satisfied application and planning requirements described in District homeschool policy and in state law.

Eligibility for Homebound or Out-of-School Support Services

Parents of a student who is anticipated to be absent for more than fifteen (15) school days due to a physical, mental or emotional disability may request assessment by school staff to consider whether homebound instruction or other out-of-school education support services may be

appropriate. Specific documentation and appropriate confidentiality waivers allowing physicians treating the child to communicate with district officials are required in order for a student to be considered for out-of-school educational support services.

Tardies

- **Students will be marked tardy at 8:05 am. Middle School students will be marked tardy at 7:50 AM.**
- Students arriving after 8:15 **must** be signed in by a parent or guardian at the front office.

Normal School Day Schedule

School Office Hours

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

Arrival/Dismissal

At GVA-N all students may enter the school building at 7:45 am. Middle School students and their siblings can be dropped off as early as 7:30am and must go to Village Square. All students going to Village Square must have an enrollment form filled out with emergency contact information. Students in the breakfast program will be allowed to enter the cafeteria starting at 7:00am, while other students not having breakfast will be required to sign in for Village Square. Supervision will be provided in Village Square. At 7:43 am, Middle School students can start walking into their classroom and elementary students at 7:45am. Classes begin promptly at 8:00 am for elementary students and 7:45 for middle school students.

When entering the school grounds from 114th Ave. for the “hug and go” lanes, the far-right lane is for Kindergarten & 1st grade. If dropping off more than one grade, you may use this lane. The middle lane is CLOSED in the morning. The far-left lane is for dropping off 2nd-8th graders. Please watch for pedestrians in the crosswalks. Drop off students in only the designated drop off zones (areas that adults are in to assist). Please pull **ALL THE WAY** forward before stopping to let students out. This helps to prevent back up on neighboring streets. Please move forward as the line moves. A staff member/volunteer will help children out of cars. Students should be ready to exit by the time you reach unloading zone. Parents/Guardians: do not get out of your cars when in the line. If you need to get out of your car, have a car seat on the driver’s side, or if you need to get something out of the trunk, please park and walk your student to the sidewalk. You may park and walk your child into school. Do not park in the bank or office parking lots adjacent to the school. You will be towed. From 7:30am– 8:15am, the Community Center Drive (south) gate becomes an EXIT only. You **MUST** enter through the 114th Ave./Melody Dr. (north) gate only.

Elementary Students dropped off before 7:45 am without an enrollment form on record with Village Square will be left unattended until 7:45 am. GVA-N does not provide free supervision before 7:45 am. If a student is seen repeatedly dropped off prior to 7:45am, **Child Protective Services** will be called.

The parking lot will be supervised daily from 7:40-8:05 am as well as from 3:10-3:30 pm. For dismissal time, we encourage our kindergarten parents to park.

Dismissal is at 3:15 pm. All parents with students in grades Kindergarten-8th must pick up their students outside the building in the dismissal area. Parents have the option of getting out of their car and escorting their child back to their car, or they may opt to use the carpool lane. Older siblings may go with younger sibling to wait to be pick up. When using the pickup lanes, please have your student name placard displayed clearly on the passenger side of your car so that we can find your child quickly. In between 3:00-3:15pm in regular school days and 11:45-12:00 pm on early release, we cannot release students for their safety. Parents are discouraged from checking their students out prior to the 3:15 pm dismissal time.

Release of Students

Students will only be released to a parent/guardian or authorized pick-up person. GVA-N 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 by the parent/guardian may be accepted after speaking with approval from administration. Due to the safety of the students, we required parents or authorized members to come in to the front office with the ID to be able to release students. Parents cannot call ahead for a student to be release.

Late Pick Up

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

It is strongly advised that you fill out a Village Square registration form as an emergency backup in case you are late to pick up your child. Children not picked up by 3:30 will automatically go to Village Square- however: if your child does not have a registration packet on file with Village Square, they CANNOT ATTEND. If a parent or an authorized person does not arrive to pick up a child on time after the school closing time, the staff will attempt to contact the parent. If the staff member is unable to speak with the parent by phone, they will contact the authorized person listed on the registration form. As a result, children not picked up after school are considered “abandoned” and GVA-N is required to call Child Protective Services in such cases. Children will never be left unattended at the school or taken home by a staff member.

Before and After School Care: Village Square

This licensed program provides child care and enrichment activities for the children and families of Global Village Academy-Northglenn. Programs are fee-based and self-supporting. They are governed and regulated by the Colorado Department of Human Services, Division of Child Care. Village Square is open to all GVA students in grades K-8, or ages 5-13. We are unable to accept students under the age of 5. All participants must be 5 years of age by October 1 of the current school year.

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

Village Square Hours of Operation

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

pending the quantity of participants, except the holidays listed below. Closure of the school district due to weather conditions will automatically cancel Village Square.

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

Village Square Holiday Closures

The program is closed on the following holidays:

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

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

Village Square Enrollment

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

Village Square Registration and Payment

Refer to the fee structure at GVA-N for the applicable Village Square charges. Please make checks payable to Village Square. Payment must be made by check, money order and cash. There is a \$30 service charge on all checks returned for insufficient funds. Parents or guardians with a past due account over 30 days will be unable to use the Village Square program until the account is fully paid. Delinquent accounts will be sent to a collection agency.

Village Square Late Pick Up

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

- If a parent or an authorized person does not arrive to pick up a child within ten minutes after the program closing time, the staff will attempt to contact the parent at home or at work.

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

Inclement Weather Procedures

- **Winter Gear:** Please dress your child in warm winter gear, as we only call indoor recess when it is extremely cold. Otherwise, you can assume your child will be outside playing in the fresh air! They will need coats, gloves, hats and any other outdoor winter clothing you see fit.
- **Indoor Recess:** When it is 24 degrees or lower, we will have indoor recess. We also take into consideration the windchill.

Academic Philosophy and Standards

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

1. **World Class Program:** GVA-N's core curriculum was selected to close the global achievement gap. It features EnVisions Math, which continue to rate high academically. For literacy, GVA-N uses Voices Literacy Curriculum across the curriculum for writing, reading, and character education.
2. **Second Language Immersion:** all students learn to read, write, and speak a second language to the Intermediate High Level. GVA-N utilizes language immersion (50% in Kindergarten-5th and up to 50% in Middle School).
3. **Cultural Competency:** GVA-N has a school-wide focus on developing cultural competency by building functional interpersonal attachments and learning to negotiate cultural boundaries. The framework for this is the themes in the Voices Literacy Curriculum.
4. **21st Century Learning Community:** GVA-N 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-N 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)

Effective Grading and Reporting Policies, Procedures, and Practices

Purpose

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

General Statement of Policy

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

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

Safety and Security

Drills

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

Visitors

Visitors are always welcome at GVA-N! 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, attending field trips, or any activity that involves working with the students, a background check is required. You may complete the background check in the office.

Thank you for helping to keep GVA-N safe!

Severe Weather Closures or Delays

GVA-N will follow Adams 12'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. Tuning into the local news CBS, FOX, ABC or NBC news affiliates. In the event of a delay of closure, GVA-N will also notify families by way of text alerts, all-calls and Facebook updates. If the Colorado State Highway Department issues a traveler's advisory, all field trips will be cancelled.

Communications

It is GVA-N'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-N 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-N 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-N community is welcome to attend the Board of Directors meetings and may take up to 3 minutes for a comment. This time is not for grievances. Please see the procedures for filing a grievance. Normally the meetings are every third Wednesday of every month at 7:00pm, but may be scheduled at any time with a 24 hour notice. Minutes of the meetings are posted online once approved by the Board at the following meeting.

Newsletter

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

School Reach (text alert/all call system)

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

GVA-N Parent Teacher Organization (PTO)

The PTO meets once a month to plan for upcoming events and fundraisers. PTO Leadership Meetings alternate to accommodate parents, and the PTO Meetings that are open to all parents are held every second Tuesday. We welcome all parents and guardians to join us for these meetings.

Student Values – PUMAS

The GVA-N mascot is a puma. The student values align with the name of our mascot.

- “P” is for proud
- “U” is for understanding
- “M” is motivate.
- “A” is for accountable
- “S” is for safe

Student Conduct and Discipline Policies

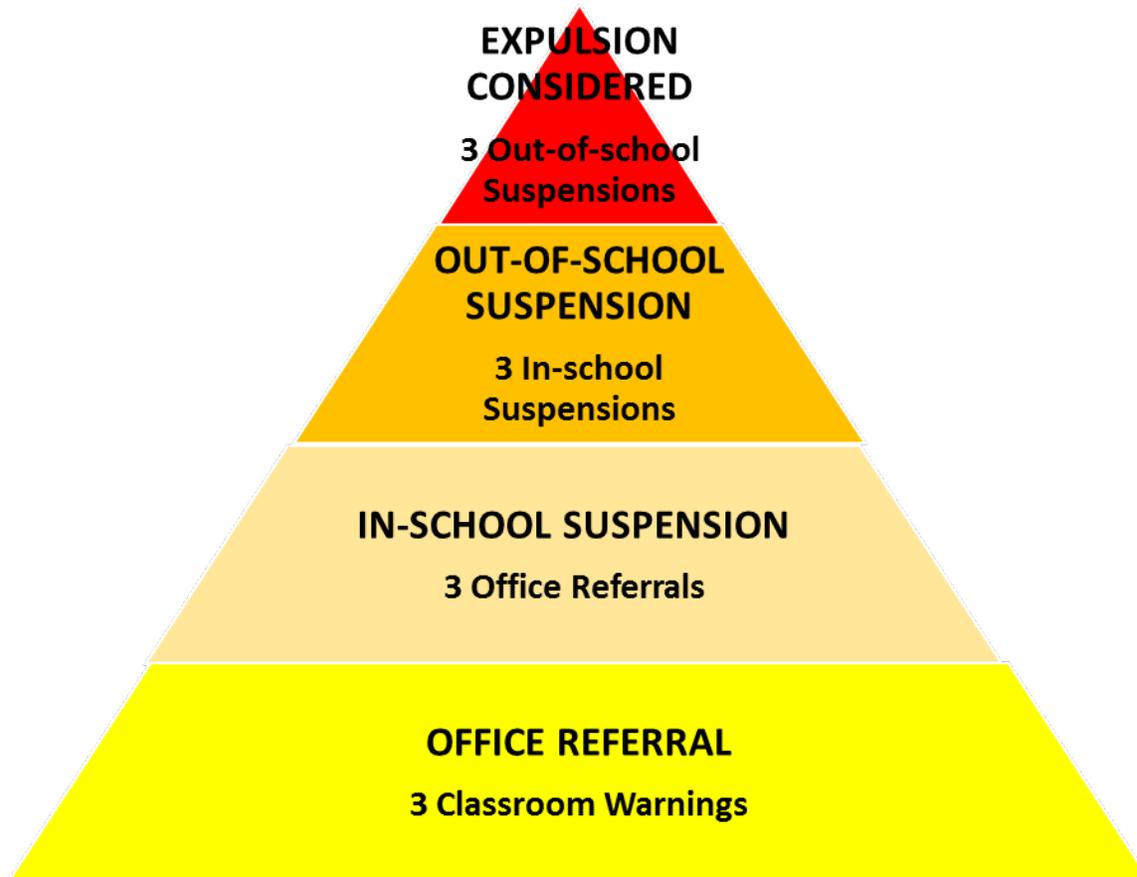
GVA-N STUDENT CODE OF CONDUCT

It is the intention of the Charter School Institute Board that the GVA-N school helps students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society. GVA-N believes that effective student discipline is a prerequisite for sound educational practices and productive learning. The objectives of disciplining any student must be to consequence misconduct and ultimately help the student develop a positive attitude towards self-discipline and socially acceptable behavior.

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

1.0. Habitually Disruptive Behavior Policy

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



- 1.1** A student who is declared by the principal or the principal’s designee to be a habitually disruptive student may be suspended or expelled.
- 1.2** A habitually disruptive student is defined as a student who has been suspended out of school a minimum of three times during the current school year, for behavior that caused a material and substantial disruption on school grounds, in school vehicles, or at school activities or sanctioned events.
- 1.3** Suspensions counted toward a student being designated as habitually disruptive may include those that occurred in a prior school or district, provided such suspension(s) occurred within the current school year.
- 1.4** Material and substantial disruption is defined as behavior that is initiated, willful and overt on the part of the student, and is considered by school administration to cause a serious interference with the orderly operation of the school or the school’s ability to provide educational opportunities to the student or other students, including behavior that is detrimental to the welfare and safety of others.
- 1.5** The teacher is allowed to remove a disruptive student from his/her classroom and send the student to a different classroom to work on assigned classwork. Upon the third removal from a teacher’s classroom, the teacher may remove the disruptive student from his/her class for the remainder of the term of the class; except that the disruptive student shall not be removed from the teacher’s classroom for the remainder of the term of the class unless the principal or designee has developed and implemented a behavior plan for the student.
- 1.6** As soon as possible after a removal, the teacher or the school principal or designee shall contact the parent or legal guardian of the student to request his/her attendance at a student-teacher conference regarding the removal and further actions.

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

2.1 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.

2.2 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:

- 2.2.1.** Assessing the potential reasons for the misconduct;
- 2.2.2.** Identifying future behavior expectations;
- 2.2.3.** Identifying the potential consequences, including expulsion, for continued disruptive behavior; and
- 2.2.4.** Identifying support resources and strategies assisting the student in successfully avoiding expulsion and remaining in school.

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

First Offense

- Warning conference (**WC**)/Lunch Detention (**LD**)/Extended Day Detention (**EDD**)
- Out-Of-School Suspension (OSS) 1-5 days depending on severity of incident
- Restorative Intervention
- Contact with student’s parent/guardian
- Change of apparel, jewelry or accessory, if gang activity
- Referral to Administration and/or Police, if gang activity
- If inappropriate item, item will be confiscated and returned at end of school day (laser pointers will be returned to parent or guardian only). Any item in question may be handed over to administration at the discretion of the dean, depending on the item and the disciplinary incident involved.

Second Offense

- Detentions (LD/EDD)
- OSS 1-5 days depending on severity of incident
- Conference with student and student’s parent/guardian
- Change of apparel, jewelry or accessory, if gang activity
- Referral to Administration and/or Police, if gang activity
- Development of Discipline Plan/Interventions and/or Behavior Contract
- Inappropriate item will be returned to parent/guardian upon request. Any item in question may be handed over to Administration at the discretion of the dean or building administrator and depending on the severity of the incident.

Third Offense

- Extended Day Detention (EDD)
- OSS 1-5 days depending on severity of incident
- Conference with student and student’s parent/guardian
- Revise of Discipline Plan/Interventions and/or Behavior Contract
- Refer to Mental Health Team for other considerations
- Change of apparel, jewelry or accessories, if gang activity
- Referral to Administration and Police, if gang activity
- If inappropriate item, the item will be returned in the same manner as the Second Offense. Any item in question may be handed over to the Administration at the discretion

of the dean, depending on the item and the disciplinary incident involved.

Fourth Offense

- OSS 1-5 days
- Conference with student and student's parent/guardian
- Review of Discipline Plan/Interventions and/or Behavior Contract
- Continue Mental Health Team Involvement for other considerations
- Referral to Administration and/or Police

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

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

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

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

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

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

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

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

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

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

2.4.10. Throwing objects, unless otherwise part of a supervised activity, which might

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

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

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

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

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

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

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

2.4.18. Willful destruction or defacing of school property.

2.4.19. Damaging private property of others.

2.4.20. Gambling or wagering items of value.

2.5. Student Violence, Fights, and Aggressive Behavior.

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

2.5.2. Student Responsibilities. If a conflict appears to be likely, or occurs, students are expected to

make all reasonable efforts to avoid the conflict, including leaving the scene or seeking the help of a school employee.

2.5.3. MINOR BEHAVIOR ENDANGERING OTHERS

Minor behaviors endangering others can include a broad number of acts prohibited by school board policy. Consequences for these behaviors may vary, depending on the severity of the incident, any injury to another, and could lead to suspension and/or expulsion from school. Minor Behaviors include but are not limited to:

- Horseplay
- Physical Abuse: Hitting
- Physical abuse: Pushing
- Throwing Objects

First Offense

- Warning conference (WC)/Detention (LD/EDD)
- Contact with student's parent/guardian
- Restorative Intervention

Second Offense

- Detentions (LD/EDD)/Conflict Class
- Contact with student's parent/guardian

Third Offense

- EDD
- Conference with student and student's parent/guardian
- Development of Discipline Plan/Interventions and/or Behavior Contract
- Refer to Mental Health Team for other considerations

Fourth Offense

- OSS 1-3 days
- Conference with student and student's parent/guardian
- Revise Discipline Plan Interventions and/or Behavior Plan
- Continue Mental Health Team Involvement for other considerations
- Referral to Administration

2.5.4. MAJOR BEHAVIOR ENDANGERING OTHERS

Major behaviors endangering others in the educational setting are prohibited by board policy and will not be allowed. Consequences for these behaviors may vary depending on the severity of the incident, and any injury to others. Sanctions may lead to suspension and/or expulsion from school. Consequences for major harassment incidents may vary depending on severity and could lead immediately to out-of-school suspension and/or expulsion. Major behaviors include but are not limited to:

- Physical Abuse: Punching/kicking
- Extortion/Blackmail

- Incendiary Devices
- Terrorism
- Threats
- Violation of a Criminal Law
- Violation of Violent and Aggressive Behavior/Fighting Policy

First Offense

- Extended Day Detention (EDD)/Out-Of-School Suspension (OSS), depending on severity
- Conference with student and student’s parent/guardian, and applicable building personnel
- Conflict Class
- Restorative Intervention
- Referral to Administration and/or Police

Second Offense

- OSS 2-4 days
- Conference with student and student’s parent/guardian, and applicable building personnel
- Development of Discipline Plan/Interventions and/or Behavior Contract
- Refer to Mental Health Team for other considerations
- Referral to Administration and/or Police

Third Offense

- OSS 3-5 days
- Conference with student and student’s parent/guardian, and applicable building personnel
- Revision to Discipline Plan/Interventions and/or Behavior Contract
- Continue Mental Health Team Involvement for other considerations
- Referral to Administration and/or Police

2.5.5. PHYSICAL AGGRESSION

For reporting purposes, this session has been divided into acts of physical aggression that may involve the issuance of a ticket by law enforcement, to lesser incidents of fighting, or acts of encouraging or promoting a fight, where law enforcement does not issue a ticket. Consequences for physical aggression incidents may vary depending on severity and could lead immediately to out-of-school suspension and/or expulsion. Physical Aggression Behaviors include but is not limited to:

- Third Degree Assaults (with ticket issued)
- Disorderly Conduct (with ticket issued)
- Fighting (with ticket issued)
- Aggressive Behavior/Fighting (or Promoting a Fight) (with *no* ticket issued)

1st Offense –

- OSS 1-5 days
- Development of Discipline plan/Interventions and/or Behavior Contract
- Refer to Mental Health Team for other considerations
- Restorative Interventions
- Parent/Guardian Contact

2nd Offense –

- OSS 3-5 days
- Revision of Discipline Plan/Interventions and/or Behavior Contract
- Continued involvement of mental Health Team for other considerations
- Parent/Guardian contact

3rd Offense –

- OSS 5 days, with request for additional 5 days for expulsion review, if applicable
- Review of Discipline Plan/Behavior Contract and continued Mental Health Support
- Referral to Administrator/Principal and/or Police

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

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

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

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

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

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

2.6 Rules For The Administration Of The Protection Of Persons From Restraint

2.6.1. Basis For The Use Of Restraint

Restraints shall only be used:

2.6.1.1. In an emergency and with extreme caution; and

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

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

School personnel shall:

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

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

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

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

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

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

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

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

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

2.7. Student Weapons And Dangerous Items In School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.8 Student searches and school property items

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

- 2.8.2.** No student may use a locker, desk, or storage area to store any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.
- 2.8.3.** Students will assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students will be responsible for whatever is contained in desks and lockers assigned to them by the school.
- 2.8.4.** Any student's locker, desk, or other storage area will be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules.
- 2.8.5.** All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.
- 2.8.6.** The principal or his/her designee may search a desk, locker or any other storage area and its contents when he/she has reasonable grounds for a search. Whenever possible, another person will be available to witness the search.
- 2.8.7.** The principal or his/her designee may search the person of a student if the school official has reasonable grounds to believe that the student is in possession of contraband.
- 2.8.8.** Search of the person will be limited to any object in the student's possession such as a purse, book bag or briefcase and the student pulling out his/her pockets.
- 2.8.9.** Searches of the person will be conducted out of the presence of other students and as privately as possible. At least one but not more than three additional persons of the same sex as the student being searched will witness but not participate in the search.
- 2.8.10.** The parent or guardian of any student searched will be notified of the search as soon as reasonably possible.

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

- 2.9.1.** School districts are required by Colorado law to adopt policies regarding use, possession and/or sale of drugs or other controlled substances.
- 2.9.1.1.** Parents who have questions or concerns about student drug or alcohol issues are encouraged to contact a school counselor or mental health provider, school administration, or the District Office of Intervention Services to discuss resources that may be available to assist them. Schools should provide opportunities for students to increase awareness regarding the consequences of controlled substance use and abuse.
- 2.9.1.2.** Students may not knowingly use, be under the influence of, possess, bring, sell, solicit the sale of, transfer, distribute, or supply a drug, controlled substance or drug paraphernalia as defined in this policy. A student may be found to have violated this policy if he or she reasonably should have known that he or she was engaging in one of these prohibited activities.
- 2.9.1.3.** Violations of this policy are considered to be detrimental to the welfare and safety of the student, other students and/or school personnel.
- 2.9.1.4.** Violations of this policy are considered to cause material disruptions to the school's learning environment. Violations may be counted toward declaration as a habitually disruptive student.
- 2.9.2.** Definitions:
- 2.9.2.1.** Controlled Substance – Controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, and other controlled substances as defined in state or federal law. For the purposes of this policy, the following substances are also considered controlled substances:
- 2.9.2.2.** Alcohol;
- 2.9.2.3.** Prescription Drug – Any prescription drug without a current, valid prescription identifying the person possessing the drug as the owner;
- 2.9.2.4.** Counterfeit Drugs – Any substance that a student believes to be a controlled substance or that is represented to be such by a student, including but not limited to vitamins, supplements, or over-the-counter medications;
- 2.9.2.5.** Over-the-counter medications when taken in a dangerous manner or in excess of the recommended dosage;
- 2.9.2.6.** Plants, mushrooms, herbs or other natural or synthetic substances used for the purpose of altering the mind;

- 2.9.2.7. Inhalants or mind-altering gases;
- 2.9.2.8. Marijuana, even if legally purchased through retail establishments or prescribed.
- 2.9.3. Possession of any tobacco product by students is also prohibited on school property.
- 2.9.3.1. "Tobacco product" means: **a.** Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco; and **b.** Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.
- 2.9.4. Use – Lighting, chewing, smoking, inhaling, applying or otherwise ingesting a controlled substance.
- 2.9.5. Possession – Bringing, possessing or having in one's control controlled substance or drug paraphernalia.
- 2.9.6. Sale – Exchanging money or any other item of value in a transaction where a controlled substance is exchanged.
- 2.9.7. Distribution – Providing a controlled substance to others regardless of the exchange of money or item of value.
- 2.9.8. Transfer – Passing a controlled substance to others.
- 2.9.9. Solicitation – Communicating about the potential sale, purchase, transfer or distribution of a controlled substance, even if no exchange was completed
- 2.9.10. Paraphernalia – Possessing or bringing any equipment, product or material which is used, intended to be used or designed for use in introducing a controlled substance into the body.
- 2.9.11. Under the Influence – When a student has ingested, inhaled, or applied a controlled substance or when a student's behavior, condition, speech, appearance, odor, well-being or the well-being of others is affected by the use of a controlled substance.

2.10. Sanctions and Interventions.

- 2.10.1. Students are subject to disciplinary action up to and including suspension and expulsion for any single controlled substance offense.
- 2.10.2. Offenses and consequences for controlled substance violations will be cumulative for a period of three calendar years. Offenses confirmed from schools prior to enrollment in the District may apply toward the cumulative total. 3.3 The sale, distribution, transfer or solicitation of a controlled substance, regardless of the exchange of an item of value, will result in a suspension of five (5) days out of school. Expulsion may also result for these actions regardless of whether or not it is a first offense. Alternative to expulsion options may be considered at the discretion of school and District officials.
- 2.10.3. Controlled substance offenses resulting in arrests or felony charges, or those, during which the violating student endangered the immediate safety of others, including driving other students while under the influence of a controlled substance, will result in a suspension of a minimum five (5) days out of school. Alternative to expulsion options may be considered at the discretion of school and District officials.
- 2.11. Controlled substance offenses other than those involving the sale, distribution, transfer or solicitation as defined in this policy will typically result in the following sanctions and intervention opportunities:
- 2.11.1. 1st offense – Student should be suspended out of school for up to five (5) days. Alternative to suspension opportunities may be considered by school administration.
 - 2.11.2. 2nd offense – Student should be suspended for up to five (5) days out of school. Alternative to suspension or alternative to expulsion opportunities may be considered by school administration.
 - 2.11.3. 3rd offense – Student should be suspended for five (5) days and expulsion proceedings should be initiated.
- 2.12. **Due Process.** Due process will be followed when discipline sanctions may result for violations of this policy, except that when a student is recognized to be under the influence of a controlled substance and school officials believe the student's judgment is impaired, due process procedures may be delayed until immediate health and safety needs are first addressed.
- 2.12.1 **Notification of Parent or Guardian.** Parents will be notified following an initial investigation and determination that a student is believed to have violated this policy, after any emergency health or safety needs are first addressed.

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

3.0 STUDENT BULLYING, HARASSMENT, HAZING, INTIMIDATION AND THREATENING BEHAVIOR

3.1. Definitions

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

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

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

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

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

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

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

3.5.1. Interventions for violations of this policy are:

· **3.5.1.1. 1st Offense** – warning and education about this policy, parent contact, and school-based sanctions as determined by school administration.

· **3.5.1.2. 2nd Offense** – extended education about the policy, parent conference, school-based sanctions that may include out-of-school suspension. Repeat violations typically warrant alternative to suspension education programming and individualized plans to mediate the situation.

· **3.5.1.3. 3rd Offense** – Increased interventions up to and including extended suspensions and referral for expulsion.

3.6. Gang-Related Activities

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

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

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

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

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

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

3.7. Dress Code Policy

Rationale for Uniforms

GVA-N 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-N 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-N logo T-shirts/ polo's
- GVA-N approved uniform bottoms (navy blue or khaki)

The uniform bottoms must be dress pant material. Denim jeans are unacceptable. Leggings or tights may not be worn unless under a skirt. The uniform shorts, skirts and skorts must follow the length requirements (finger-tip length).

- Sneakers are required each day.
- Students and uniforms must be neat and well-groomed.

Attire NOT permitted

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

3.7.1. Interventions for violations of this policy are:

- **3.7.1.1. 1st Offense:** Student will receive a warning parent/Guardian will be notified. Student will be loaned a gently used uniform for the day.
- **3.7.1.2. 2nd Offense:** Parents will be asked to bring in uniforms and/or the students will be sent home to change.
- **3.7.1.3. 3rd Offense:** Student will receive detention.
- **3.7.1.4. 4th Offense:** Student will receive 1 day suspension.

3.8 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.

3.9 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.

Legal References:

C.R.S. 22-33-105 (Grounds for suspension, expulsion, denial of admission)

C.R.S. 18-33-202 et seq (Offenses against a person)

C.R.S. 22-32-109.1 (Student conduct, safety and welfare)

C.R.S. 22-12-105 (3) (Authority to suspend, or expel for false accusations)

C.R.S. 12-22-303-(7) (Definition of controlled substance)

C.R.S. 18-4-301 et seq (Offenses against school property)

C.R.S. § 18-1-703 (use of physical force by those supervising minors)

C.R.S. § 26-20-101, et seq. (protection of persons from restraint)

C.C.R. § 2620-R-1.00, et seq. (protection of persons from restraint)

C.R.S. 18-13-121 (furnishing tobacco products to minors)

C.R.S. 22-32-109 (1) (bb) (policy required prohibiting use of tobacco products on school grounds.)

C.R.S. 19-1-103(52) C.R.S. 22-1-120(8) C.R.S. 22-32-109.1 (Gang-Related Activities)

Grievance Policy

Global Village Academy Northglenn believes that, as adults, we must model healthy and respectful communication for our students. Global Village Academy Northglenn is committed to promoting healthy communication among students, parents, teachers, and administrators, and encourages Global Village Academy Northglenn community members to express any concerns directly with the individual involved so that the school's focus can be kept on student learning. In the interest of promoting the efficient resolution of grievances, the procedures below set forth the process for resolving conflicts and settling differences. This process is designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

1. **Address Issue with Those Directly Involved.** The grievant must first bring the concern to the attention of the individual(s) directly involved. A meeting should be scheduled where the concerns can be expressed in private and in an environment conducive to resolution. If the grievant brings the concern directly to the attention of the School Leader without first attempting to address the issue at the lowest level, the School Leader may re-direct the grievant to the appropriate level in the process.
2. **Address Issue with School Leader.** If a satisfactory resolution is not reached at the lowest possible level, or where the complaint directly involves the School Leader, The grievant must contact the School Leader within 10 days of the above meeting. The complaint shall be in writing and shall detail (i) the date of the incident (if applicable); (ii) the School staff member involved; (iii) a description of the incident, decision, or practice that gave rise to the issue; (iv) the conflict resolution strategies that have been attempted thus far; and (v) the grievant's requested resolution. Within five calendar days from the date on which the written statement was received, the School Leader will either issue a written response to the grievant or contact the grievant to schedule a time to discuss the issue.
3. **Prepare a Written Grievance for the Board of Directors.** In cases when the concern has not been addressed at Steps 1 and 2 to the satisfaction of the grievant, the grievant may file a formal written grievance to the School's Board of Directors. The written grievance must detail (i) the date of the incident (if applicable); (ii) the School staff member involved; (iii) a description of

the incident, decision, or practice that gave rise to the issue; (iv) the conflict resolution strategies that have been attempted thus far; and (v) the grievant's requested resolution.

Current contact information for the Board can be found at the GVAN website, under the 'Governance' page. Within 10 days from receipt, the Board Chair, or his/her designee, will review the written grievance and provide a written response to the grievant either determining that the grievance warrants full review by the Board or declining to review the written grievance. If the Board Chair, or his/her designee, determines that the grievance warrants full review by the Board, the Board shall review the grievance at its next regularly-scheduled Board Meeting and issue a written decision to the grievant within 10 days of the meeting. If declining review, the Board's written response to the grievant will explain the reasons for the determination.

While any member of the public is always welcome to speak in an open board meeting, no grievance issue will be addressed by the Board without the grievant having first followed these proper procedures. Issues of employee or student privacy may be addressed in Executive Session, as is legally proper.

4. Submit a Written Grievance to the Colorado Charter School Institute ("the Institute") Executive Director. If the grievant is not satisfied with the School Board's determination not to review the written grievance or the written resolution reached by the School Board after reviewing the grievance, the grievant may submit its concerns in written format to the Institute within five business days from receiving the written decision of the School Board. After review, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the School's Board will not be overturned unless there are compelling grounds that the School violated an applicable law, regulation, policy, or contract provision. The Institute can be contacted at (303) 866-3299 or csi_info@csi.state.co.us.

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-Northglenn (GVA-N) is required to make accommodation for such children.** The National Association of School Nurses recommends that “school districts develop policies and procedures to address medication administration in accordance with federal and state laws and guidelines.” (*See National Association of School Nurses website, Policy & Advocacy statement: Medication administration in the school setting*).

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

I. Management of the Medication Administration Program

- A. The school nurse shall be the supervisor of the medication administration program in the school.
- B. The school nurse shall develop and propose to the Board of Directors policies and protocols relating to the administration of medications based on guidelines from the CDE and The American Board of Pediatrics in accordance with Evidence Based Nursing and Best Practices.
- C. Medication Orders/Parental Consent:
 - 1. The school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed as necessary including the beginning of each academic year.
 - a. For the purposes of school a Licensed Authorized Prescribing Practitioner includes: physician, advanced practice nurse with prescriptive authority, physician assistant with direction from physician, dentist, podiatrist, osteopath, psychiatrists (CRS 12-38-111-6 Colorado Nurse Practice Act). LPNs, RNs, nutritionists, naturopathic physicians, chiropractors and psychologists are NOT considered to be Licensed Authorized Prescribing Practitioners.
 - b. A telephone order or an order for any change in medication shall be received only by the school nurse. Any such verbal order should be followed by a written order within 24 hours. Whenever possible, the registered school nurse should administer the first dose and document it.
 - c. In accordance with standard medical practice, a medication order from a licensed prescriber shall contain:

- (1) The student's name;

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

(3) The name of the medication;

(4) The route and dosage of medication;

(5) The frequency and time of medication administration;

(6) The date of the order and discontinuation date;

(7) Specific directions for administration.

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

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

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

ADMINISTRATION OF MEDICATION TO STUDENTS

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

- 1) Medication is in the original properly labeled container. For a prescription medication it must be labeled by the pharmacy with student's name, name of medication, dosage, how often it should be given, and the name of the person with prescriptive authority . In the case of inhalers and epipens they should also be labeled in black sharpie on the medication itself.
- 2) Global Village Academy must have written permission from the prescribing healthcare provider to give the medication. It is the nurse's responsibility to clarify any orders that may be confusing.
- 3) Written permission from the student's parent/guardian to administer the medication must be on hand.

- 4) The parent/guardian is responsible for providing all medications and/or materials needed such as dressing material, alcohol pads, needles and sharps containers.

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

Colorado state laws permit local boards of education to adopt a policy to authorize students to self-carry and self-administer any medication prescribed by a licensed healthcare provider. In order to best protect all student at GVA-N the Board has chosen to not permit self-carry for any medications other than as required by the Colorado Schoolchildren's Asthma, Food Allergy , and Anaphylaxis Health Management Act (C.R.S. 22-1-119.3). The school does not carry a stock supply of epinephrine.

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

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

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

STORAGE

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

All medications shall be in a locked cabinet used only for medication. Cabinets shall not contain glass doors. Medication that requires refrigeration should be stored in a locked refrigerator used only for medication purposes or impervious secondary container within the refrigerator. The

refrigerator shall also have a thermometer and temperature recorded on a regular basis. Medications should all be properly labeled and returned to the parents when expired or at the end of the school year. Medication cabinet keys shall be limited to those authorized to administer medications.

Controlled Substances

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

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

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

DOCUMENTATION

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

Medication Administration Book

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

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

Medication Incidents

Medication incident write-ups should never be viewed as punishment. Rather they are a learning opportunity for all involved. When a medication incident happens, such as a wrong dosage, or wrong student or time, the appropriate form should be filled out and retained. This should be reviewed on an annual basis in order to determine if policy and procedure changes are needed or where training can be more effective.

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

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

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

Appendix B: Academic Philosophy and Standards

GVA-N'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-N's core curriculum was selected to close the global achievement gap. It features EnVisions Math, which continue to rate high academically. In addition, algebra is required for all students. For literacy, GVA-N uses Voices Literacy Curriculum across the curriculum for writing, reading, and character education. In addition, GVA-N uses standards-based, integrated thematic units focused on social studies and science. GVA-N 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-N utilizes language immersion (50% Kindergarten-5th, and up to 50% Middle School). 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 Russian to support academic performance in English.

3. Cultural Competency

GVA-N has a school-wide focus on developing cultural competency by building functional interpersonal attachments and learning to negotiate cultural boundaries. The framework for this is the themes in the Voices Literacy Curriculum: Personal Identity, Perspective Taking, Conflict Resolution, Social Awareness, Friendship and Love, and Democracy and Citizenship. Cultural competency is also highlighted through monthly International Days 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-N 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.

5. International Studies

GVA-N 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 domestic/international travel programs, and 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-N 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-N utilizes language immersion per the following: 50% in Kindergarten through 5th grade, and up to 50% 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-N Board of Directors are accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- GVA-N 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-N 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 Schoology.
- 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 Schoology.
- Students are responsible for their own learning and should understand clearly all aspects of the grading and reporting system. Students should use the academic practice (formative) grade to identify strengths and weaknesses on learning standards and seek additional assistance when needed. Students must also know that academic achievement (summative) marks provide an accurate view of academic achievement. The information assists planning future course selection and post-secondary options.

General Statement of Policy

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

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

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

- GVA-N 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-N 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 within the week following when an assignment was collected. All assignments are expected to be graded with descriptive feedback provided to students.
- Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available

components of the Global Village Academies' grading and reporting system. Parents are encouraged to track student grades and missing assignments weekly through the **PowerSchool Parent Portal**.

- 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 Common Core State Standards (CCSS) 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 CCSS for English and Math & Next Generation Science Standards for Science. CCSS 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 CCSS outcomes in are used as criteria within rubrics to determine proficiency levels and units of instruction are driven by and assessed on CCSS.

Grade Books/Student Academic Performance and Informing Parents:

All teachers are expected to keep records on Schoology. The Parent Portals allow parents and students the ability to monitor progress.

Grading Periods:

Grading is done in all schools through 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 Common Core State 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.

Immunization

“Colorado law requires all students attending Colorado schools and licensed child cares to be vaccinated against certain diseases unless a medical or non-medical exemption is filed. For more information about vaccine requirements, resources and exemptions, please visit the Colorado Department of Public Health and Environment School Immunization page. (<https://www.colorado.gov/pacific/cdphe/school-immunizations>)

Dedicated to protecting and improving the health and environment of the people of Colorado

December 2017

K – 12th Grade School Required Immunizations – 2018-19 School Year

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

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

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

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

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

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

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

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

• If you choose not to get your student vaccinated according to the current ACIP schedule for religious or personal belief reasons, you must submit a non-medical exemption to your school. Non-medical exemptions must be submitted every year. You can either submit the state health department's non-medical form (online or paper copy) for inclusion in the Colorado Immunization Information System (CIIS), provide a paper copy of the state health department's non-medical exemption form to your student's school, or submit a signed non-medical statement of exemption to your student's school. Such a statement should include the following information: student's full name, age or date of birth, date the exemption was submitted, the vaccines declined, and which type of non-medical exemption is being taken (personal belief or religious). If you choose to include your student's information in CIIS, you may opt your student out of CIIS at any time. Your student's school may ask you to also provide them with a paper copy of the non-medical exemption if you submit online. You can get online and downloadable versions of the state health department's non-medical exemption form at www.colorado.gov/vaccineexemption.

• Some parents, especially those with students who have weakened immune systems, may want to know which schools have the highest percentage of vaccinated children. Schools must report vaccination and exemption numbers (but not student names or birth dates) to the state health department by December 1 every year. Vaccination and exemption rates will be posted on the state health department website in Spring 2018.

• You may want to talk to a health care provider licensed to give vaccines or a local public health agency (LPHA) about which vaccines your student needs or if you have questions. You can read about the safety and importance of vaccines at www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.

• If you need help finding a health care provider, or finding free or low-cost vaccines, contact your LPHA, or call the state health department's Family Health Line at 1-303-692-2229 or 1-800-688-7777. You can find your LPHA at www.colorado.gov/pacific/cdphe/find-your-local-public-health-agency.

• Please share Page 2 of this letter with your student's health care provider as it provides helpful information about vaccines required for school entry per Colorado law.

Sincerely,

Colorado Immunization Branch | Colorado Department of Public Health & Environment 303-692-2700 |
cdphe.dcdimmunization@state.co.us

Dedicated to protecting and improving the health and environment of the people of Colorado

December 2017

Dear Colorado health care provider:

Colorado School Entry Immunization Law (25-4-901 et seq, C.R.S) and Colorado Board of Health rule (6 CCR 1009-2) require students who attend a public, private or parochial K - 12 school, licensed child care, preschool or Head Start program to be vaccinated against many of the diseases vaccines can prevent. Students must be vaccinated against:

- diphtheria, tetanus and pertussis (DTaP, DTP, Tdap)
- polio (IPV)
- measles, mumps, rubella (MMR)
- hepatitis B (HepB)
- haemophilus influenzae type b (Hib)
- pneumococcal (PCV13)
- varicella (chickenpox)

The number, timing and spacing of the required vaccine doses is set by the Centers for Disease Control and Prevention's (CDC) Advisory Committee on Immunization Practices (ACIP). To be considered valid, a dose of vaccine must meet both the minimum age and minimum intervals as defined by ACIP. You can view the current ACIP vaccine schedule for persons 0 - 18 yrs of age at www.cdc.gov/vaccines/schedules/downloads/child/0-18yrs-child-combined-schedule.pdf. Vaccines are recommended for rotavirus, hepatitis A, influenza, meningococcal disease and human papillomavirus, but are not required.

Colorado schools are required to review immunization records for school entry and can only accept valid doses of vaccine. Your patients may receive notification of noncompliance if a dose of vaccine does not meet the minimum age or minimum interval requirements, per the ACIP schedule. There are three ways a student can meet the compliance requirements established by Colorado law:

- A student is considered fully immunized if he or she has received all doses of school-required vaccines according to the current ACIP schedule. Note: students are required to receive their final doses of DTaP, IPV, MMR and Varicella by kindergarten entry and their Tdap by 6th grade entry, even if the student is 10 years of age.
- A student is in the process of getting up-to-date on required vaccines and has a written plan from a parent/guardian on file with the school.
- The student's health care provider (medical doctor, doctor of osteopathic medicine, advanced practice nurse or delegated physician assistant) has signed an official Immunization Medical Exemption Form because of a condition that precludes a patient from receiving vaccine(s) or the student (emancipated or 18 years of age or older) or student's parent/guardian has submitted a signed non-medical exemption (religious or personal belief).

If students do not meet at least one of the compliance criteria, they are not permitted to attend school. If you have questions about the student's school immunization requirement, please communicate with the student's school nurse or school representative.

If you have questions about the ACIP immunization schedule, vaccines marked as invalid in your patient's immunization record, or about Colorado School Entry Immunization Law, please contact us from 8:30 a.m. to 5 p.m., Monday - Friday at 303-692-2700 or cdphe.dcdimmunization@state.co.us. If you have questions about the Colorado Immunization Information System (CIIS), please contact us 8:30 a.m. to 5 p.m., Monday - Friday at 303-

692-2437 (press 2), 1-888-611-9918 (press 1) or cdphe.ciis@state.co.us.

Other reliable clinical resources include:

- CDC Vaccines & Immunizations <http://www.cdc.gov/vaccines/default.htm>
- CDC's 13th edition (2015) of the Epidemiology & Prevention of Vaccine-Preventable Diseases <http://www.cdc.gov/vaccines/pubs/pinkbook/index.html>
- The Immunization Action Coalition: Ask the Experts <http://www.immunize.org/askexperts/>
- CDC Experts at the National Immunization Program nipinfo@cdc.gov or 1-800-CDC-Info (1-800-232-4636)

Sincerely,

Colorado Immunization Branch | Colorado Department of Public Health & Environment 303-692-2700 |
cdphe.dcdimmunization@state.co.us

”

Notification of Rights under FERPA for Elementary and Secondary Schools

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 Global Village Academy Northglenn receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal, 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.

1. 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.
- 2.
3. Parents or eligible students who wish to ask Global Village Academy Northglenn to amend their child's or their education record should write the school principal, 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.
- 4.
- 5.
6. 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.
- 7.
8. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district 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, contractor, or consultant who, while not employed by the school, performs an institutional service or 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 typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 9.
10. Upon request, the school discloses education records without consent to officials of another school or 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. [NOTE: FERPA requires a school or school district to make a reasonable attempt to

- notify the parent or student of the records re-request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]
- 11.
 - 12.
 13. 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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(I) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

To State and local officials or authorities to whom information is specifically allowed to be

reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

[Note: Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.]

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Global Village Academy Northglenn, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Global Village Academy Northglenn may disclose appropriately designated "directory information" without written consent, unless you have advised the Global Village Academy Northglenn to the contrary in accordance with Global Village Academy Northglenn. The primary purpose of directory information is to allow the Global Village Academy Northglenn to include 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

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. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Global Village Academy Northglenn to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Global Village Academy Northglenn in writing by October 1st. Global Village Academy Northglenn has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Language of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Honors and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Global Village Academy - Northglenn Parent and Family Engagement Policy

Global Village Academy - Northglenn works closely with parent leaders, families and community stakeholders to raise awareness about the importance of parental engagement at the school level, and encourages parents to invest in building relationships with teachers, principals, and school-based staff. The school staff is focused on empowering and supporting parent and family engagement on multiple levels.

Among their myriad duties, the school principal assists in forming the School Accountability Committee (SAC). The School Accountability Committee represents a school-wide approach to ensuring that parents have a voice in decision-making and the school improvement process. In addition, GVA-N hosts monthly "Coffee with the Principal" the first Friday of each month at 8:30am (in English) and the second Friday of each month at 8:30am (in Spanish). This provides parents an opportunity to discuss with the school administration concerns and ideas for the school.

Our goal is for parents to be aware of all aspects of the operations and processes within the school setting that can be legally released. Parents are always welcomed to visit the school and meet with school administration to discuss more personal issues. We believe transparency is essential for the growth of this school.

Global Village Academy Northglenn has developed a written Title I parental involvement policy with input from Title I parents. *The school developed the policy based on best practices and provided opportunities for parents to review and provide feedback.* It has distributed the policy to parents of Title I students. *The policy is updated on our website and distributed electronically and/or hard copy to parents.* The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Global Village Academy Northglenn the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *Parents are informed about Title I requirements through the Annual Title I meeting which is associated with a Back to School event, PTO meeting, or Coffee with the Principal as these events attract a large number of parents.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening, as described above.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parents are provided the opportunity to provide feedback and suggestions at the Annual Title I Meeting where the Title I program is reviewed.
- The school provides parents of Title I students with timely information about Title I programs through regular newsletters and website updates.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at the Annual Title I meeting, through SAC meetings, Town Halls, Parent-Teacher Conferences, Student-led Conferences, and Coffee with the Principal.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children through the SAC meetings, Town Halls, Coffee with the Principal, or direct meetings with school administration and/or teachers.

School-Parent Compact

Global Village Academy Northglenn distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact is currently being developed to meet ESSA requirements. Once the Compact is fully developed, staff and parents will have the opportunity to review and provide feedback. An additional review will be conducted by the SAC. Finally, the Compact will be distributed to parents electronically and/or hardcopy.

Building Capacity for Involvement

Global Village Academy Northglenn engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children through Curriculum Nights, Parent-Teacher Conferences, and parent classes that guide parents on how to support their children with the standards while at home.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement as described above.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners through educating staff members and staff development.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children as described above.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. As a language immersion school, this is an area where parent communication is provided in a variety of languages and is one of our many strengths.
- The school provides support for parental involvement activities requested by Title I parents as described throughout this policy.

Accessibility

Global Village Academy Northglenn provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All school communications are provided in languages in order to meet the

needs of our parent population.

Parent Right to Know Letter

To: All Parents

From: Global Village Academy

Date: August 9, 2018

Re: Parent Right to Know Letter

As a parent of a student at Global Village Academy, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the school to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraeducators provide services to your child and, if they do, their qualifications.

Please contact Nicole Caldwell at ncaldwell@gvaschools.org if you would like to receive any of this information.