

**T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4512 McMurry Dr. Fort Collins, CO 80525**

Board Meeting Agenda for Wednesday, August 10th, 2016
4512 McMurry Drive, Fort Collins, Colorado, 80525
Room 101A at 4:00pm

- I. OPENING SECTION
 - A. Call to Order
 - B. Board Members in attendance: Director Franko () Board-Chair Kornfeld ()
Director Manguso () Secretary Nyberg ()
 - C. Agenda
- II. Audience Comments
- III. Officer Reports
 - A. Secretary's Report
 - B. a. Motion to approve minutes from July 13th meeting
Motion by: Seconded by:
Franko () Kornfeld () Manguso () Nyberg ()
 - C. Treasurer's Report
 - a. Motion to approve June financials
Motion by: Seconded by:
Franko () Kornfeld () Manguso () Nyberg ()
 - D. Executive Director's Report
 - a. Pedagogy Manual
 - b. Culture and Discipline Protocols
 - c. Discipline Matrix
 - d. Teachers
 - e. CSI Renewal
 - f. Wheaton Building 2017-18
 - E. Director of Operations' Report
 - a. Enrollment
 - b. Financial Report
 - c. Check Register
- IV. NEW BUSINESS
 - A. 2016-17 Parent Student Handbook
 - a. Motion to approve 2016-17 Parent- Student Handbook
Motion by: Seconded by:
Franko () Kornfeld () Manguso () Nyberg ()

B. Posting of Notice

a. Motion to approve Resolution 002 Concerning the Posting of Notice for Board Meetings

Motion by:

Seconded by:

Franko () Kornfeld () Manguso () Nyberg ()

C. Tuition Policy Update Recommendation

a. Motion to approve Tuition Policy Update Recommendation

Motion by:

Seconded by:

Franko () Kornfeld () Manguso () Nyberg ()

D. Preschool Lease Updates

V. Executive Session C.R.S. § 24-6-402 (3)

VI. CLOSING SECTION

- Adjourn

To: TPAAK Board Members

From: James Lewicki, TPAAK Executive Director

Re: August, 2016 Report

It has been a busy summer with renovations, hiring, and essentially redesigning classroom spaces for an exciting and productive 2016-2017 school year.

1. Pedagogy Manual

Attached is the Pedagogy Manual that I had sent earlier – a few minor updates to it.

2. Culture and Discipline Protocols

Also, the last 20% of the manual, I cut and pasted the culture and discipline protocols that are a ‘first read’ for the board. I would eventually like to add them to the Discipline Policy as an addendum. I find the current discipline policy very detailed and thorough, but also very dense and cumbersome. It is very difficult for parents to know what sections to fully read -- and not very user friendly for students and teachers in terms of implementation.

3. Discipline Matrix

The Culture and Discipline protocols along with the Discipline matrix (attached) is ‘user friendly’ so that teachers are unified, parents have a list of expectations, and through the matrix the discipline and consequences are clearly spelled out as well.

During the upcoming professional development time, the teachers will review and shape further the discipline matrix. As another ‘first read’ please let me know anything that you see as well.

4. Teachers

Many teachers have been in these last couple weeks on their own time getting classrooms ready and really helping to do ‘everything and anything’; from moving tables to reassembling a newly painted and carpeted room into a productive classroom. We will be having 5 days of Professional Development time this week and next along with time to prepare classrooms and meet families.

5. CSI Renewal

Ryan Marks, Director of Evaluation and Assessment at CSI, is heading up the renewal process. We are no longer in priority improvement and are in the Performance category for the Renewal process. I have monthly calls with him. Shannon and I will be meeting with CSI folks these next two months. We will keep you updated.

10/21	Application due
11/15	Application presentation to CSI Board
11/18	Staff report and recommendation to Applicants
12/2	Final staff report and recommendation released
12/5	Discussion of report and recommendation with staff at Performance Committee meeting
12/13	CSI Board Decision

6. CEC and Wheaton Building 2017-2018

I met with Keith and Sandi and they will be talking with us soon about the Wheaton building for next year. A critical factor is that there is a playground and safety fencing – they are working on this development. I assume that Sam and another Board member will join me in those discussions as they evolve. I believe that Carol and Tatonka can be very helpful in this process as well. We will have parents right away wanting to know about next year – my response is that the board is looking at options.

T.R. Paul Academy of Arts and Knowledge
A Ft. Collins Fine Arts Community
Elementary School

Pedagogy Manual

**“What guides and binds us together,
moves us forward as one.”**

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Respect and School Success

"The secret of education lies in respecting the pupil." – Ralph Waldo Emerson

Respect is a word that means everything for teaching and learning. Therefore, each teacher joining a community of student learners and fellow educators, to be most effective, works to fully understand and embrace its dimensions.

- ❖ Each successful school will contain levels of respects as the emerging dynamic of a productive set of relationships.
- ❖ This distinctive set of relationships – always unfolding, changing, and adapting – defines and amplifies the productivity of each learning community.
- ❖ And this continuous learning community, as exemplified through these dynamic relationships, can only be attained through work -- and more work -- as teachers and students together attend to the matters at hand.

Origin of meaning

Respect has a curious origin. From the Latin – *respicere* -- meaning 'to look back'. Respect is an earned condition of worthwhile efforts; therefore, walking along that long road of careful work only attains it. When done well, it will lead to a community that is respectful – meaning it has many indicators of respectfulness. Respect is earned.

'Students First', 'Attend', and 'Consider'

Three essential principles of educator practice and performance will determine the respect development amongst the members of a school's learning community.

I. TKCF (The Kids Come First)

An old YMCA acronym – it is a 'true north' indicator. The adult world of power, access, ambition, hidden agendas, and plain ill-gained efforts will come into play in schools, as they always do elsewhere in societies many workplaces whether retail, restaurants, health care, corporate, or schools. And when these adult factors occur and begin to push aside the student's themselves for adult interests, then it is best to default to the TKCF maxim --- The Kids Come First and quickly re-orient yourself to what really matters. At times, this really takes personal willpower and courage to see it through. Together, we can recognize that and when we hear a colleague speak for the students, it should slow us down and listen with our hearts as well as our heads. We support each other in this regard.

II. Attend, from the Latin *tendere* meaning 'to stretch'.

By applying one's mind by action, reflection, and more action means truly attending to the matters at hand -- stretching beyond one's comfort zone.

By attending to the learning of others, I must attend to my own learning. This may sound so simple but in reality it is a very hard stretch. Students have been well trained in seeing the teacher as expert; therefore, to really learn, you as teacher must make your learning public – in essence becoming vulnerable. Students know this and appreciate it – highly -- this personal commitment and dedication to the student's shared learning path is fully appreciated.

When this happens it IS magic! The number one thing – by far – that many, many students communicated over the years was how they loved to see teachers learning themselves. Stretch your own mind! Your students will thank you for the shared joy of learning something new.

III. **Consider**, from the Latin *considerare* --- lovely origin – meaning ‘to observe the stars’.

Asking yourself to consider an idea, or a plan, or a problem is an act of opening up the possibilities; to ask another person, is even better, for it opens up learning possibilities.

How do we build respect?

It means to attend to each student in a manner that speaks to both small and large behavior. When you ask, “How are you doing?” “What are your thoughts?” “Which plan do you like?”, and you do so with a manner of sincere questioning, then students are both reasonable and responsive.

The secret that Emerson acknowledges is that a principle of effective teaching is always attending to and considering the other. Respect is something that each student feels for the other when h/she looks back on the experience of those collective and collaborative moments.

Respect is an antidote for despair

Increasing levels of respect in a learning community, derived from both small and large actions and successes – can be a constant erosion of apathy and alienation. A genuine place of learning – for any duration – must be conditional on these increasing degrees of respect – earned through the common work of the group. Work that each member joins, commits oneself to, and cares about.

Respect creates a positive culture

The learning capacity of a group is inextricably tied to the degree of respect contained therein. It is impossible to sustain a culture of success with a group culture of dis-respect. Respect is the ultimate barometer of the Golden Rule.

Increase your respect quotient

The respect quotient is the degree of efficacy in your learning situation. Respect is the wind that propels the sail of success after failure. Remember success – from the Latin *succedere* means ‘to come after’. After what? After the failure, mistakes, and the inevitable ups and downs of trying something new. No risk, no peril. Great peril can transform to great promise.

And so...

Respect is the condition that supports learning from mistakes – striving to reach beyond what we already know. Years ago, at a youth leadership retreat, a student explained, “When there is learning taking place -- you can actually feel it, you can reach out and touch it.”

This triad of considering, attending, and caring propels the respect quotient forward.

“The beautiful thing about learning is that no one can take it away from you.” – B.B. King

Ft. Collins
Fine Arts Community Elementary School

Vision: *To engage learners in the love of literacy, fine arts, sciences and world cultures.*

Mission: *To provide a personalized K-5 learning community that respects all student learning styles and each student's diverse capacity.*

Values: *Listen, Respect, Try, Give*

- **A Community of Learners Engaged in Fine Arts Learning**
 - Inspire a community of learners to become life-long learners.
 - Learn and demonstrate a range of Art, Drama, Music, and Writing skills, understanding, and capacity.
- **Foundations of Literacy and Math Development**
 - Build foundational and life-long literacy skills and capacity.
 - Literacy (Reading, Writing, & Communicating) Academic Learning Standards
 - <http://www.cde.state.co.us/coreadingwriting/statestandards>
 - <http://www.cde.state.co.us/standardsandinstruction/guides/tostandards-rwc>
 - Math Skills and Understanding
 - Grades K/1 Customized Math Foundations
 - Grades 2/5 Singapore Math Development
 - <http://www.singaporemath.com/>
 - Handwriting
 - Handwriting without Tears
 - <https://www.hwtears.com/hwt>
- **Civilization Studies: Understanding of Social Studies and Sciences through the interdisciplinary study of World History, Cultures & Civilization**
 - Build each student's world history, culture, and civilization knowledge and understanding, through interdisciplinary Social Studies and Science curriculum aligned with Colorado State Academic Standards and guided by the Next Generation Science Standards. <http://www.nextgenscience.org/>
- **Interdisciplinary Content Connections**
 - Collaboration across content disciplines through interdisciplinary teaming for life-long learning efficacy.
 - <http://www.cde.state.co.us/ContentAreas/ContentConnections/index>
 - www.next.cc (Teacher curriculum applications)
- **Community as Context**
 - Learn in meaningful, place-based contexts through community partnerships to engage and serve the Ft. Collins Community.
 - Engage in learning across boundaries from other US states to other countries.
 - www.promiseofplace.org
 - www.ilearn.org

Standards Based Teaching and Learning

The Ft. Collins Fine Arts Community Elementary School accomplishes K-5 student achievement through the Colorado Standards Based Teaching/Learning Cycle, (http://www.cde.state.co.us/fedprograms/dl/ti_a-ti_sstmembers_standardsbased)

This educational design engages a continuous improvement cycle for all students. Additionally, it focuses on effective teaching and learning practices through planning, doing, reflecting, and revising. In effect, continuous improvement for student learning revolves around four primary questions:

- ✚ What do students need to know, understand, and be able to do? (Plan)
- ✚ How do we teach effectively to ensure students are learning? (Do)
- ✚ How do we know students are learning? (Reflect)
- ✚ What do we do when students are not learning or are reaching mastery before expectation? (Revise)

Personalized Learning

Personalized Learning maximizes the potential of all students based on their needs, abilities, and preferences. A personalized learning community incorporates, and moves beyond, both individualized learning and differentiated instruction. There are three core components to a personalized learning environment:

- ❖ Comprehensive data rich learner profiles
- ❖ Customized learning pathways
- ❖ Performance-based measure of progress and success.

Seven principles to implement personalized learning:

- I. Curriculum is dynamic, individually paced and acknowledges learner interests.
- II. Standards are rigorous, comprehensive and relevant; they provide a consistent, clear understanding of what students are expected to learn.
- III. Enabling and honoring student voice and choice, helps build strong relationships and engagement between students, educators and community.
- IV. Teachers assume new roles (e.g. learning coordinators, facilitators and assessors) both individually and as part of instructional teams.
- V. Assessment is varied, relevant, and utilizes a personal learning plan to track, illustrate, and translate student performance data; it incorporates innovative practices such as performance-based ePortfolios and embedded formative assessments that produce immediate results.
- VI. Feedback occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process.

The Role of the Student is to:

- Act and collaborate as an **investigator, questioner, and researcher**, concerned with knowing more.
- Act and collaborate as an **artist**.
- Act and collaborate as a **leader**.
- Act as a **thinker**; considerate of others, perceptive in knowledge, and empathetic in execution.
- Be a **respectful person** to others on this collaborative journey.

The Role of the Educator is to:

- **Engage** in joint exploration and wonder with students.
- **Build** a school community promoting enthusiasm, interest, choice, and respect.
- **Model** a passion for learning and facilitate an equal voice for all students.
- **Dedicate** themselves to working collaboratively with colleagues.
- **Understand** each student's personal learning preferences and styles to achieve academic, artistic, social, and community success.
- **Make a difference** in the school community and the community at large.

What is a curriculum?

Key words: Pedagogy, Curriculum, and Innovative

Pedagogy is the art and science of teaching. *Pais* comes from the Greek and means child, whereas *agein*, means to lead. Furthermore, this second root, *agein*, forms the basis of three very important Greek words; *actus*, a doing or moving, *actum*, a thing done, and *agene*, to do. Pedagogy is leading a young person through the ACTIONS (doing, done, to do) of learning. Implicit in this act, is the original meanings of movement, getting things done with continuous action. Pedagogy does include the Art and Science of teaching, but most importantly it is about the actions of teaching and learning.

Curriculum comes from the Latin, *currere* and means to run, running, or in effect, a current, like the current of a river coursing through a landscape. Curriculum is a journey -- a sequencing and inspiring of learning moments -- with a destination in mind.

Innovative comes from the Latin, *innovates*, past participle of *innovare* meaning to renew, restore, to change. The act of innovation often builds new arrangements of structure and activity and curriculum.

Teachers ARE the curriculum in that they navigate the learning through the connections brought into play by the following...

- Each student
- The classroom group
- The purpose of the lesson
- The materials, resources, and timing

Teachers -- working with other teachers -- will leverage multiple factors to increase student capacity and learning efficacy -- 2 or even three times more than what any ONE teacher can do.

Curriculum materials should never be confused AS the curriculum, rather the materials are simply the means to implement what the Teacher as curriculum guide and navigator has determined to be the best course of action.

Resources are the day-to-day supplies that nourish the journey and give experience which leads to UNDERSTANDING and eventual LEARNING TRANSFER of valuable knowledge to the learner.

Timing is the initiative -- instinct -- insight from the teacher; when to design what purpose of learning and how to best use the materials, resources, and collaboration at hand -- whether as the solitary teacher or in a collaborative modality.

Literacy is the core purpose of an elementary classroom teacher -- therefore Standards based Literacy allows for the Teacher to most fully design, plan, implement, and redesign this Literacy. Following a pre-made curriculum based literacy program is NOT allowing the teacher to think through the why, how, and what -- the heart of being a teacher of literacy.

What is a School?

How does a teacher respond in practice to each individual student while simultaneously to the classroom culture that is a critical context for each learner therein?

The basis of a learning community is dialogue, experience and derived shared experiences that result in varying positional values, that students embrace in a dynamic system.

1. Understand systems.
 - a. What is the ecology of your system?
 - b. How does your system grow and learn?
 - c. What are the roles of the teacher and student?
2. Understand each person's positional value within the system.
3. Daily -- activate the teacher's positional value in that system.
4. Daily -- activate the student's positional value in that system.
5. Work with, rather than against, the hard-wired generative conditions that are the essence of brain based learning.
6. Always learn from and encouraging meaningful failure.
7. Be able to tell the story of learning with passion, interest, metrics, and purpose to the student -- to the family -- to the school -- to the many circles of community; local, state, regional, and global.

Here is a great example of the above being put into play first thing in the morning.

"Connectiveness is synonymous with relationships" -- Bob Norton

Morning Circle Discussions

Building increasingly sophisticated student conversations

- ❖ There are three levels of questioning: Literal...Personalize...Challenge.
- ❖ Each day is a new day. Each group of learners comes together wondering how the day will unfold.
- ❖ The heart of the matter is how the day begins. Build the voice and distinctiveness of your class with the following protocol.

Morning Discussions Matter

1. Circle up first thing in the morning
2. Have established groundrules
3. And discuss something...

Bob Norton, professor of education at University of Wisconsin -- LaCrosse wrote a wonderful little book, "[The Quality Classroom Manager](#). He framed a very successful process for leading morning meeting discussions from simple to complex.

Here are two examples. Start with these and continue make your own. With almost 30 questions for each topic this framework gives the facilitator a variety of questions to select from during the conversation -- given the students, the energy, and the discussion opportunities. The key is to begin with Literal questioning and when it FEELS right then go to Personalize questioning and then to Challenge/complex questioning when it fits for the group and the moment. This kind of discussion facilitation mirrors the intellectual 'warmup to gymnastics' that makes up intelligent conversation. Consistent use leads to a group much more in touch with the inherent facts, concepts, and understanding in any given discussion.

Level: Elementary

Topic: Pets

Groundrules: One person talks at a time (talking object), listen respectfully, and no putdowns. Circles and people staying in place are most helpful as well.

Literal Questions:

1. What is a pet?
2. What are some things we should think about before getting a pet?
3. What is a veterinarian and what do they do?
4. What is the Humane Society?
5. What types of names are given to pets?
6. What pets can be our projects?
7. What are some strange types of pets?
8. What is a pet show or pet exhibit?

Personalize Questions:

1. What kind of pets do you have?
2. Where can you get a pet?
3. What kind of things do you do for your pets?
4. What kind of things do pets do for us?
5. Do any of our pets ever get into trouble?
6. What do you think is the best part about having a pet?
7. What is the hardest part of having a pet?
8. Can you name any famous pets?

Challenge Questions

1. What do you think our town would be like without any pets?
2. If you could design a perfect pet, what would it be?
3. If you were a pet, what would you be and why?

Level: Elementary

Topic: Books

Groundrules: One person talks at a time (talking object), listen respectfully, and no putdowns. Circles and people staying in place are most helpful as well.

Literal Questions:

1. What are books?
2. Who are books for?
3. Why do we have books?
4. Who reads books?
5. What kinds of books are there?
6. Who writes books/
7. How can you get a book that you like?
8. What are some ways to read books?
9. Where do people read books?

Personalize questions:

1. What kinds of books do you like to read?
2. What is a favorite book of yours and why is it a favorite?
3. When do you enjoy reading?
4. Where is the your favorite spot to read?
5. Why do you like to read?
6. Why do you think that reading is important?
7. If you don't care to read, what could you do to enjoy it more?
8. How does your family feel about books?
9. Would you rather watch TV or read a good book. Why?

Challenge Questions

1. If you were going to write a book, what kind of book would you write?
2. How would our lives be different without books?

Reading

Some kids can't read. Some kids won't read. The first step toward addressing the needs of both kinds of kids is to know the kids very well and build a culture of literacy. We need to develop atmosphere, attitude, and instruction to help kids become better readers, individuals who will read willingly and successfully for the rest of their lives. To do this well is always a constant teaching intersection of reading environment, reading attitude, reading instruction, and reading tactics. Like a gardener, chef, or musician...each teacher finds the right proportion, at the right time, for the right development of the student. And – a bonus – in helping reluctant readers to read...you will help ALL readers to read well.

Reading Environment

- Saturate with easily accessible print material in a classroom library (about 30 books/student)
- Have kids select books and magazine subscriptions to purchase
- Get bean bags and other comfortable chairs
- Use reading lamps rather than overhead lighting
- Display book jackets, posters, kid reactions, and other visuals everywhere
- Let them eat and drink and have them make the rules for food and clean up, post them
- Blankets? Why not? A cup of tea? Sure!
- Relevance, Relationships

Reading Attitude

- Make reading social, social, social
- Read aloud to them and discuss the reading
- Share your reading history and habits, be curious about the students in this regard
- Talk about your favorite authors, books, and how you select books, ask them as well
- Read with them in SSR and discuss our reading
- Help kids start book clubs
- Conduct personal reading interviews with kids to determine their reading history and habits
- Go to a public library and/or book store, have them select and purchase books
- Dress up as book characters and interact at a party or dinner
- Blog with kids from other schools/countries about the same book
- Create reading rewards and contracts
- All school and families read and discuss same book

Reading Instruction

- SSR is sacred and mandatory, model engaged reading and discussion
- Model everything and discuss its importance
- Model and require self-assessment
- Know Lexile scores and have materials for a variety of them
- Teach vocabulary

- Teach about learning and brain activity
- Include guided reading activities (KWL, graphic organizers, T charts, lit circles, etc.)
- Involve family members whenever possible
- Teach reading skills for the content areas
- Explain why we read and the advantages for skillful reading
- Use reading contracts with rewards
- Teach how to read faster
- Teach comprehension strategies
- Teach visualization
- Encourage questions, observations, objections, connections
- Teach how to enter the story world
- Discuss real-world connections to their reading
- Teach re-reading for challenging texts
- Teach what good readers do
- Teach what to do when they get stuck
- Facilitate role playing and drama connected to their reading

Reading Tactics

- Teachers and staff work 1-1 and small groups
- Generous Reading Blocks composed of small, fluid, skill groups with adult facilitation and expert literacy instruction
 - During this reading block minimal student 'alone, worksheet, tasking' time. Always, reading block is instruction, social, and skill mastery
- Reading Specialist in small groups
- Elective teachers join class teachers for an hour or two in AM.
 - Elective teachers enhance content in PE, Music, Art, etc.
- Accelerated Reading
- Constant Communication with home and other faculty
- Read aloud events with parents and community
- Community Literacy awareness
 - 20 minutes a day Birth to Kindergarten = 750 hours of experiential reading
- Para-professionals – trained in Literacy development – in class
- Cross grade tutors
- Recess reading
- Excellent assessment tools with expert use of data
- Additional reading instruction time for those in need
- Phonemic Development and Internalization
- Comprehension, Kinetics, Context, and Community as Experiences of Reading
- Multiple fronts push the ACTION of adult/student reading

Generative Learning

Generative Learning is the heart of a learning organization. Peter Senge was a driver of this concept in the last 30 years – though the origins of generative learning come from the Gestalt and Systems Theory work undertaken in the 1930's (Angyal and others). Senge suggests that human beings are born *learners* (in the *learning organization* sense of the term), but that the social and organizational structure in which we are brought up and socialized into the workplace shifts our "natural" *generative* learning abilities into *adaptive* learning "skills."

Senge argues that increasing adaptiveness is only the first stage in moving toward learning organizations. **The impulse to learn in children goes deeper than desires to respond and adapt more effectively to environmental change. The impulse to learn, at its heart, is an impulse to be generative, to expand our capability.** This is why leading corporations are focusing on *generative* learning, which is about *creating*, as well as *adaptive* learning, which is about *coping*.

But generative learning, unlike adaptive learning, requires new ways of looking at the world. **Generative learning requires seeing the learning community as just that a learning community -- a system.** When we fail to grasp the systemic source of problems, we are left to "push on" symptoms rather than eliminate underlying causes. Without systemic thinking, the best we can ever do is adaptive learning – coping. True learning communities always have a creative flow within their culture and productivity.

In an increasingly dynamic and interdependent world, the top down, packaged model is simply no longer possible or for that matter even effective. It must now give way to integrating thinking and acting at all levels. Along with a new understanding of systems we must redesign our traditional view of leaders --as special people who set the direction, make the key decisions, and energize the troops—for this construct is deeply rooted in an individualistic and non-systemic worldview.

In a school dedicated to generative learning, each school leader and the educator collaborative become designers, teachers, and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking.

Learning Continuum: *What are the many ways that students learn and can have power over the choices available in that learning?*

Learning is controlled; selective student voice, teacher/curriculum directives.

- Learning is shaped by course, curricular unit, text, prescribed training manual, etc.
- All students move along a common course pathway with measureable outcomes.
- Student voice/choice is defined within the 'course or purchased curriculum box'. (Labs, applied learning, Text based learning, canned demonstrations)
- Learning seldom includes place-based, service learning, field study, etc.
- Assessment is pre-determined, unified and usually conducted at same time.
- **Examples:** Often Carnegie Courses, First-Aid Training, prescribed skill-based training modules, instructional workshops, often traditional high school and technical college curriculums. ALEKS, various workshops with skill base outcomes.

Learning is interdisciplinary teacher-designed; students active role in shaping learning.

- Learning looks at "big picture," and often brings into play two or more subject areas.
- Learning is interdisciplinary in both content and process, often thematic in nature.
- Allows for diverse student inquiry, choice of topic, etc. within teacher's seminar design.
- Learning will often include 10-15% place-based, service learning, field study, etc.
- All students have the same timeframe yet frame their own questions, design, or products.
- Often two or more teachers direct the flow of the learning.
- Both teachers and students create performance and product assessment.
- **Examples:** Interdisciplinary High Schools, Interdisciplinary thematic elementary schools, Fine Arts programs, Graduate Programs, Medical Colleges, College Foundation Years, Corporate Capacity Building

Learning is created through teacher-student interaction, significant teacher coaching; each student really leading the learning.

- Learning is interdisciplinary in nature; inquiry-based; student purpose is often a motivator.
- Learning design is collaborative teacher-student effort with real time consequences.
- Students may be in cooperative groups, in teams or whole class.
- Community elders and experts often 'adjunct faculty'.
- Learning often includes place-based, service learning, field study, etc.
- **Examples:** Developmental PBL, Moderate Capstone learning, Student created workshops, Studio format, ongoing field study, Class co-generated group projects.

Learning is student initiated and student self-directed – teacher facilitative and often community experts or elders as mentors.

- Learning is student interest-initiated, with the teacher/mentor in facilitative and supportive roles – instruction on demand.
- Topics/idea can be anything; "whole world" is curriculum.
- Personalized assessment, learning-to-learn skills, external evaluators.
- Performance and products assessment determined by student and teacher together.
- Learning often includes 30-50% of place-based projects, service learning, field study, etc.
- **Examples:** Advanced student-directed PBL, Senior Capstone Projects, College Thesis work, Performance Mastery, Symposium Presentations, Advanced Topic Research.

Learning Transfer (Specific and Non-Specific)

Skills or Ideas: What is your learning intent and desired outcome?

"There are two ways in which learning serves the future. One is through its specific applicability to tasks that are highly similar to those we originally learned to perform. Psychologists refer to this specific phenomenon as specific transfer of training; perhaps it should be called the extension of habits or associations. Its utility appears to be limited in the main to what we speak of as skills."

"A second way in which earlier learning renders later performance more efficient is through what is conveniently called nonspecific transfer; or, more accurately, the transfer of principles and attitudes...In essence, it consists of learning, initially, not a skill but a general idea which can then be used as a basis of recognizing subsequent problems as special cases of the idea originally mastered."

- Bruner, J (1960) *The process of education* New York, NY: Vintage Books.

Specific Transfer

Skills that increase capacity = learning a SKILL which can be used as a means of achievement. Taking that skill development to a level of mastery and internalization as a habit and/or disposition.

- The associated skills to produce an I-Movie leads, in specific transfer terms, to an efficacy to produce a commercial, likewise the specific skill to chop an onion has specific transfer to an efficacy to chop a carrot.

Non-Specific Transfer

Generalizes principles and attitudes to new action = learning an IDEA which can be used as a means of achievement in multiple scenarios.

- Trust in an initiative game with a small group creates non-specific transfer of trust into play with a problem-based task force.
- The set of principles and attitudes with collaborative behavior on one task can have non-specific transfer repeated on another task.

Transfer mechanisms are specific teaching variables that can affect the amount of transference that learners realize. Several pedagogical mechanisms are thought to influence transfer of learning:

- 1.) Experiential or active learning, reflection, and feedback (e.g., Cox, 1997; Gardner & Korth, 1997)
- 2.) Metaphor and analogical thinking (e.g., Mayer & Wittrock, 1996)
- 3.) Over-learning (learning well beyond the point of initial skillfulness)
- 4.) Goal setting (e.g., Gass, 1999).

What is responsible for facilitating transfer in learners?

Burke and Hutchins (2007) suggest that a framework involving...

- (a) Learner characteristics
- (b) Intervention design and delivery
- (c) Application/workplace environment

Learner Characteristics

- Cognitive ability (Ree & Earles, 1991)
- Personality (Herold, Davis, Fedor, & Parsons, 2002)
- Motivation (Chiaburu & Marinova, 2005) have been shown to influence transfer
- Perceived utility of the training has also been shown to contribute to transfer (Baldwin & Ford, 1988; Ruona, Leimbach, Holton, & Bates, 2002)
- Learner views the training as relevant to personal or career goals
- Perceived self-efficacy, (e.g., Ford, Smith, Weissbein, Gully, & Salas, 1998)

Intervention Design and Delivery techniques

Intervention design and delivery mechanisms involve both content and instruction. Several authors claim that having students develop their own learning goals can facilitate transfer (Gass, 1999; Taylor, Russ-Eft, & Chan, 2005; Wexley & Baldwin, 1986). Yorks, Lamm, and O'Neil (1999) suggest that instructors "can work with participants to develop goals prior to the start of an action learning program. Participants can be encouraged to reflect on these goals throughout the program and set subsequent goals for continuation of learning following the program" (p. 62). Action plans (Foxon, 1994; Yamnill & McLean, 2001) can also be used to identify how certain goals can be achieved and what variables might compromise their attainment.

Overlearning, or the mastery of skills past the point of initial competency (Burke & Hutchins, 2007), has an impact on transfer of learning. In addition, practice, directly related to overlearning, has been shown to lead to increased transfer (Donovan & Radosevich, 1999), as has the provision of feedback (Burke & Hutchins, 2007; Gardner & Korth, 1997; Simons, 1999; Yorks, Lamm, & O'Neil, 1999).

Lee and Kahnweiler (2000) found that providing feedback to participants via direct interpersonal communication, reinforcement, and remediation opportunities resulted in significantly higher transfer scores on a specific work task.

Active learning techniques are thought to facilitate the transfer of learning (Cox, 1997; Mayer & Wittrock, 1996), perhaps because they maintain student attention more than passive forms of instruction (Burke & Hutchins, 2007). In general, active learning seems to lead to greater learning, which, in turn, leads to increased transfer (Haskell, 2001).

Several authors suggest that using metaphor and analogy can facilitate transfer (Alexander & Murphy, 1999; Mayer & Wittrock, 1996). Metaphor is linked to transfer because participants must apply what they know in one situation, assess similarities and differences between two situations, and then make a cognitive link to approximate the two.

Behavior modeling, also called demonstration or role modeling, has been shown to increase transfer. Recently, Taylor and colleagues (2005) used meta-analytic techniques to examine 117 studies that incorporated behavioral modeling into the training. The researchers determined that a mixed model approach (where both effective and ineffective practices were role-modeled) was a successful way to facilitate learning transfer.

Application or Workplace Environment conditions

The final category of transfer influences involves characteristics of the environment in which learning is applied or to which learning is transferred. Multiple and complex factors play a part in determining whether or not a transfer climate is positive. Transfer climate

may be considered the holistic, system-wide atmosphere that either encourages or discourages students to use the skills they have learned (Burke & Hutchins, 2007; Holton, Bates, & Ruona, 2002; Taylor, 1992). Within the transfer climate, specific elements such as supervisory support (Taylor, 1992) and peer support (Holton, Bates, Seyler, & Carvalho, 1997) influence transfer. In addition, having opportunities to perform new skills is an important factor in whether or not learning will transfer (Brinkerhoff & Montesino, 1995; Gaudine & Saks, 2004; Lim & Morris, 2006), as is accountability for using those skills (Brinkerhoff & Montesino, 1995).

5 School Design Factors to increase Learning Transfer

- #1 Symbolic: See? Moving? Hands?
- #2 Strength of Narrative: Kitchen to Campfire
- #3 Meta-cognitive: Questions/Curiosity
- #4 Maturity: OOPS/3x5/CIRCLE/1-1
- #5 Correlation: How real?

What will increase Learning Transfer efficacy?

* When targeted skills, background information, and contextual knowledge are instrumental (POSITIVE INTERDEPENDENCE) to the accomplishment of meaningful, complex tasks (PURPOSE + INTERDISCIPLINARY) with people that care (CULTURE) for reasons that makes sense (RATIONALE) **then learning transfer increases.**

* When symbolic (#1) connectivity is high and narrative (#2) is strong **then learning transfer increases.**

* When the activation of generative curriculum and social practice (#3, #4) is integral to the above...**then the learning transfer increases.**

What practices will drive high learning transfer?

To develop high learning transfer efficacy each teacher must be comfortable with the classic tension between innovation and structure. The innovative capacity to shift gears, adjust ideas, adapt techniques, and apply in a manner that is both customized and targeted AND every school's expectation to create data, evaluation metrics, and push toward some concrete result that is both quantifiable and reliable.

This is a positive tension when embraced by all faculty through a united understanding. Without this unity – the tension surrounding innovation and accountability structures will often create a fault line that expands each year with misunderstanding and misplaced initiative that results in 'mini-schools within the school' of teachers essentially 'doing their own thing' and the students moving through that system, or lack thereof, experiencing a form of pedagogical disconnect.

Every faculty – to be united and sustain a common effort should build its own metrics and results that matter. This will lessen this tension and secure a level of confidence with the

innovation (in effect, risk taking) that is anchored in the accountability and achievement of the school.

It will always be a dynamic balancing act to support an innovative, risk-taking environment while providing effective pedagogical structure. Knowing this alone, and agreeing to this dynamic together defuses much of the misunderstanding and miscommunication inherent in schools where the faculty do not dive into the philosophy, design, delivery, and outcomes of their collective work.

The following set of NINE best practices for fostering successful innovative collaboration are the following:

Collaboration Skills

- Learn to collaborate in an egalitarian and productive way

- Foster ideas or solutions that may lie outside traditional disciplinary boundaries

- Become more interested in risk-taking, making mistakes, and learning through trial and error – along with the associated meta-cognitive reflection to derive meaning from experience.

Project Management Skills

- Develop organizational and management skills necessary for a complex project

- Bring a team together, assess people's strengths, and distribute work accordingly

- Manage the expectations of other individuals in an interdisciplinary team

Presentation and Communication Skills

- Use communication tools and artifacts to support the understanding of the entire team

- Create shared concepts and articulate them to team members

- Translate ideas and communicate effectively with people from other disciplines

Why is Learning Transfer so vital to the pedagogical understanding of a school faculty?

It is the heart of the matter for this concept of life-long learning. If a concept, idea, skill doesn't 'stick' and become internalized into the learner's capacity – then the time and energy of teaching and learning rings hollow. What works in learning transfer is akin to discovering a new element for a chemist, indispensable to the work at hand.

Research is clear that performance and practice are the two indicators of serious learning transfer – therefore, it is imperative that the educator understand both the theoretical framework as well as the skill or idea pathway – which one is on the front burner so to speak and which one is on the back burner -- that shapes his or her allocation of time, interest, and resourcing for the students.

The two wings of this skill/idea balance are the following:

Practice for SKILL development whether multiplication tables, bunting a baseball, or playing the piano is ESSENTIAL for growth.

Performance for IDEA implementation whether an engineering idea, a filmmaking idea, an instrument idea, or a mathematical idea is ESSENTIAL for growth.

Finally, though SKILL and IDEA each merit distinction and have a whole set of development characteristics that shape them – at the same time – it should be constantly remembered that they are inextricably intertwined. Each of them will often have multiple feedback loops within the unique distinctions and dynamics that influence each other's development.

For instance, some of the best skill acquisition will emerge from being in the idea mode; conversely, some of the best idea acquisition emerges from being in the skill mode.

Performance and Practice ARE the generative engines that make the learning unified.

This results in four essential design questions for each educator to keep at the forefront with her or his teaching and learning framework.

- 1. What is the reason for performance? Skill or Idea**
- 2. What is the reason for practice? Skill or Idea**
- 3. How will the answers to #1 or #2 be supported with learning transfer pedagogy? Which of the 5 design factors am I employing? Why?**
- 4. Of the 9 collaborative indicators, which is the ONE, that leads this learning and will be part of the accountability cycle – discussed, reflected upon, documented?**

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Inquiry to Learn, Listen, and Deepen Understanding

Agree / Disagree

- Has anyone else had a similar ...?
- Who has a different ...?

Clarification

- I'm not sure I understand ...?
- Tell me more about ...?
- Do you see gaps in my reasoning?
- Are you taking into account something different from what I have considered?

Support Questions

- Can you give us an example of ...?
- Where in the story ...?
- What would be a good reason for ...?
- What is some evidence for ...?

Cause and Effect

- Why do you think that happened?
- How could that have been prevented?
- Do you think that would happen that way again? Why?

Compare / Contrast

- How are _____ and _____ alike? Different?
- What is that similar to?
- Can you think of why this feels different than ...?
- How does this (poem, book, incident, etc.) remind you of ...?

Benefits / Burdens

- What are some of the reasons this wouldn't (would) be a good idea?
- Would anyone like to speak to the opposite side?
- Those are some reasons this would work; what reasons might it not work?

Point of View / Perspective

- What do you think he/she was thinking when ...?
- _____ has expressed a different opinion. Are there others?
- Do you have a different interpretation?
- How did you arrive at your view?

Structure / Function

- If that was the goal, what do you think about ... (the action, reaction)?
- Why was she/he doing that? (Reply gives reason) What do you think of that approach?
- What better choices could he/she have made?

Counterexample

- Would that still happen if ...?
- What might have made the difference?

Different Situation

- Can you describe a situation that would ...?
- Suppose _____. Would that still be true? Why or why not?

Solicit Questions

- What are some things that you wonder about?
- What would you like to know about?
- Are there questions we should remember now?

Personal Experience

- What would you do in that situation?
- Has anything like that ever happened to you?
- In what way are you alike or different from ...?

THINKING: How will the learning conditions, events, and assessments be designed to optimize the student's experience of the following manners of thinking?

Abstract Thinking

Considering a variety of possibilities

Combinational Thinking

Considering all possible combinations of ideas

Hypothetical Thinking

Considering what-ifs and potential scenarios

Projective Thinking

Thinking across multiple time horizons

Meta-Cognitive Thinking

Awareness and self-regulation of one's own thinking process

Reflective Thinking

Reflecting upon and learning from actions and experiences

When designed learning be cognizant of the above manners of thinking. Each has its own world of research and effective lesson design. Dig in, discover, and bring this palette of thinking into the life of your class and school.

Cooperation

*"If you want to be incrementally better: Be competitive.
If you want to be exponentially better: Be cooperative."* – Author Unknown

Cooperation – the act of people working together to accomplish a common end – is as old as humanity. Modern humans are social creatures that evolved in cooperative groups; the propensity to cooperate with one another is bred into our DNA. *Homo sapiens'* success as a species can be attributed in part to our ability and proclivity to live in cooperative groups. This instinct to work together has enabled us to achieve feats far greater than any individual could accomplish alone. For most of human history, cooperation took the form of small bands of individuals living, hunting, gathering, and migrating together.

At the dawn of modern civilization around 10,000 years ago, cooperation took on a more complex meaning. Small bands and tribes began settling and grew into cities, which developed into stratified metropolises, then states. At the beginning of settled civilization, concepts of cooperation became codified in the first legal systems and philosophers began to articulate the meaning of this essential human trait.

Plato, a founding father of Western philosophy, described human beings as starting out in life naturally cooperative with one another. Modern psychology bears this out showing that toddlers have a strong tendency to cooperate with one another. Plato also championed a political philosophy based on the cooperation of conflicting interests in society. The 17th century philosopher Thomas Hobbes had a distinctly contrary view of cooperation; in his opinion, humans are naturally oriented to conflict and competition and must be compelled by a higher authority to cooperate. While both philosophers may disagree as to the inherent tendency in humans to cooperate, both acknowledge the importance of cooperation for a functional society.

Cooperative learning, broadly defined, is active education in which students work in small groups to achieve common tasks. Scholars report many advantages to cooperative learning over individual learning. For example, some benefits to cooperative learning include academic improvement, positive race relations, and increased social development.[1] Brady & Tsay found that students who fully participated in cooperative learning environments had a higher likelihood of increasing their scores at the end of the course.[2] The theory and practice of human cooperation is investigated by a variety of fields:

- 1) Anthropology: Focus on human evolution, social norms, group formation and complexity, kin selection, reciprocal altruism, and history.
- 2) Economics: Focus on cooperatives, competition vs. cooperation, game theory, rational choice theory, and social norms.
- 3) Mathematics: Focus on game theory, Prisoner's Dilemma.
- 4) Neuroscience: Focus on biochemistry associated with love, altruism, social connection, and stress.
- 5) Psychology: Focus on altruism, competition vs. cooperation, group dynamics, team building, and motivation to cooperate.
- 6) Sociology: Focus on social stratification, social norms and mores, conflict, competition, economics, and social movements.

Scholars have developed five basic elements of cooperative learning[3][4]:

- 1) Positive interdependence: All students must participate; each student must have a role in the group and feel responsible for the group's success.
- 2) Face-to-face promotive interaction: Students promote one another's successes and explain to one another what they've learned, helping each other complete tasks.
- 3) Individual/group accountability: Each student must demonstrate competence in assignments and is accountable for his or her individual work.
- 4) Social skills: Students must learn communication and interpersonal skills, including trust-building, decision-making, and conflict resolution skills.
- 5) Group processing: Groups must evaluate their effectiveness and determine how they can be improved. (Brown & Ciuffetelli Parker 2009 and Siltala 2010)

Example: Cooperative-learning techniques can be used at all grade levels and in various subjects. The following video illustrates ways in which language teachers can use cooperative learning techniques to improve language learning. The video demonstrates how students learning a new language benefit from being able to work in groups. Small groups allow students to practice their language skills in a more natural environment. Group learning enables students to practice social skills, conversational and real-life teamwork skills, and ensures that students are accountable for their progress.

Videos: <http://www.youtube.com/watch?v=15djwsGc4Wg>

<https://www.youtube.com/watch?v=Tdt-b4yMp-M>

[1]Brown, H., & Ciuffetelli, D.C. (Eds.). (2009). Foundational methods: Understanding teaching and learning. Toronto: Pearson Education.

[2]Tsay,M., & Brady, M. (2010). A case study of cooperative learning and communication pedagogy; Does working in teams make a difference? Journal of the Scholarship of Teaching and Learning, 10(2), 78-89.

[3]Siltala, R. (2010). Innovativity and cooperative learning in business life and teaching. University of Turku.

[4]Siltala, R., Suomala, J., Taatila, V. & Keskinen, S. (2007). Cooperative Learning in Finland and in California during the innovation process. In Andriessen D. (Eds.) (2007). Intellectual Capital. Haarlem: Inholland University.

Collaboration

"Alone we can do so little; together we can do so much." – Helen Keller

Collaboration – literally “to work” (from Latin “laborare”) and “together” (from Latin “col-” a variant of “com-”) – is a process of two or more individuals working together on a common project: it is the practical application of the concept of cooperation.

Collaboration takes place in many spheres of modern society. Market economies rely on collaboration between various parties, from partners that run a company, to customers and businesses, to suppliers and the industries they supply, to government regulators and the entities they regulate. The history of trade, from the origins of humanity to today’s complex economies, is based on collaboration between many groups.

Governments also depend upon collaboration between various agencies and branches. In the US, the three branches of government collaborate on creating, enforcing, and interpreting laws, while many agencies collaborate to solve problems. A vivid modern example of the concept of collaboration in government is the collaboration between intelligence and national security agencies in the aftermath of the September 11th terrorist attacks. Collaboration can be found in a multitude of other arenas, from academia and science, to art and entertainment, to medicine and technology.

In education, collaborative learning is gaining popularity. Collaborative learning is different from traditional individual learning, in which students generally work independently and listen to lectures, by encouraging students to work closely with one another and with teachers to make learning a more social experience. The term “collaborative learning” is often used synonymously with “cooperative learning,” but some scholars distinguish between the two concepts. Whereas in cooperative learning the teacher remains a central figure in lessons, in collaborative learning the instructor empowers students by removing him or herself as an authority figure and giving more open-ended assignments. Rockwood suggests cooperative learning is more effective for foundational knowledge while collaboratively learning is more effective for higher education.[1]

A general collaborative method, which can be applied to various organizations, including businesses, agencies, and schools, includes several “rules” that maximize the effectiveness of collaboration. Professor Muneera Spence lays out seven basic guidelines for improving collaboration [2]. Below is a summary of his guidelines:

- 1) *Seek common ground: find shared values and shared personal experiences, seek out feedback, be open to differences in opinion and approaches*
- 2) *Learn about others: consider the perspectives and needs of other group members and allow for free expression*
- 3) *Critique results rather than individuals: avoid hostility and personal criticism*
- 4) *Cultivate respect: be empathic and respectful of all opinions, be confident and open to emotional communication*
- 5) *Go slow: evaluate each idea one at a time; ensure comprehension of each idea before moving on.*
- 6) *Communicate clearly: be forthright with ideas and feeling, use vocabulary that all can understand*

- 7) *Use five "Cs" of communication: clarity, completeness, conciseness, concreteness, and correctness (Spence 2006)*

Katzenbach and Smith also provide tips on how to achieve optimal collaboration in a team setting [3]:

- 1) *"Small numbers of people—typically less than twelve*
- 2) *Complementary skills in team members*
- 3) *Common purposes for working*
- 4) *Specific performance goals that are commonly agreed upon*
- 5) *Shared working approaches*
- 6) *Mutual accountability amongst all members" (Katzenbach and Smith 2003)*

In these two videos notice the level of cooperation evident in an interdisciplinary learning environment. Interdisciplinary learning brings diverse content together as it simultaneously brings diverse students together. Truly generative – the interdisciplinary pedagogy, evident in these videos, brings out the best of optimal collaboration in a variety of team scenarios.

https://www.youtube.com/watch?v=aM11PG_rag

<https://www.youtube.com/watch?v=EjsU1cPU2Ek>

[1] Rockwood, H. S. III (1995a). "Cooperative and collaborative learning" The national teaching & learning forum, 4 (6), 8-9 / Rockwood, H. S. III (1995b). "Cooperative and collaborative learning" The national teaching & learning forum, 5 (1), 8-10.

[2]Spence, Muneera U. *"Graphic Design: Collaborative Processes = Understanding Self and Others."* (lecture) Art 325: Collaborative Processes. Fairbanks Hall, Oregon State University, Corvallis, Oregon. 13 Apr. 2006.

[3]Katzenbach, Jon R., and Douglas K. Smith. *The Wisdom of Teams*. New York, NY: HarperCollins, 2003.

Community

"The universal brotherhood of man is our most precious possession." – Mark Twain

All individuals belong to some form of community; it is an intrinsic characteristic of the human species. "Community" can refer to a geographic region in which people live in common. For instance, a village, city, state, or country could all be considered communities, and all contain communities within them. Cultural communities contain individuals with shared languages, histories, and traditions.

Community can also refer to groups of people who share some particular trait like a belief system in common, but who may be geographically disparate. For example, a religious community can span political and geographic boundaries binding people from across the globe into a cohesive community with shared beliefs, customs, rituals, and histories.

Similarly, communities form in various types of groups. For example, businesses, governments, nonprofit organizations, and other groups contain communities. These organizations can also form communities made up of these entities; for example, the "international community" consists of a group of officials representing governments of the world's countries – and peripherally industries and civil society – who meet to discuss and solve transnational problems.

With the Internet improving the ease of communication between individuals belonging to diverse cultures and geographic locations, virtual communities have sprung up around the world binding members with shared interests.

As with cooperation, community is a sprawling topic with many various fields of inquiry studying the concept. Different disciplines view community from diverse perspectives. Areas with a significant focus on community include the following:

- 1) Anthropology: Both anthropology and archaeology study human communities. Anthropology generally studies communities through ethnographic fieldwork, directly observing the communities that form in traditional societies and diverse cultures. Archaeologists often reconstruct historical social communities based on the shared material resources used by a group of people, such as pottery and architecture.
- 2) Psychology: Rather than focusing on the forms and elements of communities as anthropologists and sociologists do, psychologists focus more on how individuals perceive, understand, and feel about the communities in which they live and work. Community psychologists seek to define the "sense of community" that one feels being a part of a community. D.W. McMillan and D.M. Chavis lay out a theory of "sense of community" that includes four factors: a) membership (which requires boundaries, emotional safety, sense of belonging/identification, personal investment, common symbol system); b) influence by members on the group and by the group on the members; c) integration and fulfillment of needs; and d) shared emotional connection.[1]
- 3) Sociology: The study of community in sociology follows two main tracks: social capital and Gemeinschaft/Gesellschaft.
 - a. Social capital, at its simplest, refers to the benefits derived by members of a group from the cooperation between individuals and groups. Social capital can be built in various environments, such as civic institutions and informal groups. Although social capital is difficult to quantify, recent research

suggests that increasing social capital in the form of community and social networks has a positive effect on the physical health of individuals.

- b. Gemeinschaft, translated as “community,” and Gesellschaft, translated as “society,” distinguish between two modes of human community. Gemeinschaft more frequently refers to groups in which the individual’s will is oriented as much or more to the group as to its own self-interest. Families, kin groups, and religious communities are examples of this kind of community. Gesellschaft, by contrast, refers to communities in which the self-interest of the individual remains paramount over the interest of the group. A modern corporation is an example of a Gesellschaft type of community in which individuals generally have less loyalty to the organization and instead work for their own self-interest.

In education, place-based learning (<https://www.promiseofplace.com>) involves utilizing resources in a school’s local community to educate students. A locality’s unique history, geography, ecology, cultural resources, civic institutions, and economy can all play a role in teaching lessons in various subjects. There are many wonderful examples of community as established in innovative educational practice. What is imperative is that the students engaged in community have the ‘voice and choice’ to shape that community.

This video -- created by a team of students -- is a wonderful example of middle school students feeling connected to each other, to the learning itself, and to the community they call home. <https://www.youtube.com/watch?v=iCDsUDsryU8>

This video, created by students as well, focuses on a prairie restoration project. <https://www.youtube.com/watch?v=mzzG01WEPyc> Notice the deep understanding of the science articulated by this students and the level of engagement. This is the best of place-based learning!

See how Highland Community Middle School is using place-based and project-based education to create a lasting and meaningful learning experience for students. Notice the dozens of community elders and experts vital to the learning at hand. <https://www.youtube.com/watch?v=gwUTZeYAzB4>

[1]McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.

36 EVALUATION SIX

- name
- list
- recall
- define
- underline
- repeat
- record
- relate
- label
- tag

- summarize
- restate
- translate
- discuss
- describe
- recognize
- explain
- express
- identify
- locate
- report
- review
- tell

sketch
 schedule
 Interpret
 practice
 illustrate
 employ
 Play
 operate
 Use
 exercise
 apply
 measure
 demonstrate
 Reuse
 dramatize
 Draw

test
criticize
contrast
analyze
compare
distinguish
categorize
experiment
diagram
examine
inspect
calculate
debate
differentiate
inventory
appraise
question
estimate
relate

FIVE
plan
strategy
propose
fabricate
design
prepare
formulate
compose
arrange
manage
assemble
integrate
collect
unify
construct
coalescence
create
devise
set up
produce
organize
fashion

30

**TPAAK
School Culture,
Values,
and
Discipline Protocols**

Culture and Discipline: Theory and Philosophy

How do we attend to the whole child?

A school is a system. In systems theory each part of the whole has what system's theorists term a 'positional value'. Translated for us as educators - each student comes to a school and connects to the system ecology of the classroom as well as the system ecology of the school as a community. In effect, the student's engage in the day-to-day life of the school. They build distinctive pathways that become – over time -- how they contribute to the classroom and how they contribute to the school community.

In short, they have a niche.

For educators, we work towards fully achieving a positive and productive experience for each child – both in her or his classroom and as members of the school community itself.

As educators, we have tremendous power to facilitate this work of students being part of something greater than themselves, as they develop themselves.

It is critical to keep in mind that in both systems theory and our education work the part value is determined by its place position in the whole; yet, the part is still complete in itself -- functioning parts of a whole are whole themselves.

Education means to 'draw out' – therefore – when we work to draw out the capacity and skills of each student we do this best by attending to the whole students. Each student's experience of school is both as an individual and as a member of the whole. When EVERYONE is connected, involved, contributing, and important then the system functions at its highest level of productivity.

Weather forecasting is not an exact science when one looks at its predictive guarantees. However, it is a science that relies on daily, weekly, monthly, and annual observation and data collection. This observation and data collection -- when given analysis and correlation -- with meteorological constructs and understanding, give it value.

Educators likewise correlate observation and data with learning theory and pedagogical understanding to facilitate the student's optimal developmental experience.

Observe, document, analyze, and understand are the 4 axioms of our discipline plan.
This results in four essential questions?

1. How is this student growing in terms of individual skills and capacity?
2. How is this student growing in terms of social skills and capacity?
3. How do they feel important as an individual?
4. How do they feel connected and contributing to my classroom, and to the school community?

When you have confidence to answer these above four questions; though the answers may be tentative and evolving, or settled and certain – you are doing well attending to the whole child.

Culture and Discipline:

We believe that the essential responsibility of a learning community is to assure the families of every student that her or his classroom -- and the school itself -- is a place of safety, a place of comfort to learn in, and a stimulating place where all students readily engage the learning at hand, by themselves and with others, in a culture of mutual respect.

The faculty and staff dedicate ourselves to creating and sustaining a trusting environment where the students and teachers alike each LISTEN to each other, RESPECT each other, TRY her or his best each and every day, and GIVE of themselves to make a safe and productive learning community.

Our basic school wide code of conduct is summed up in 4 words:

Listen, Respect, Try, Give

We expect from ALL of us the daily actions of...

...Being safe, being kind, being responsible, being a learner

All of us can individually declare each day to our classmates and schoolmates...

I am safe

I am kind

I am responsible

I am a learner

Every month we highlight an important character trait that we engage in on a daily basis and celebrate our successes with a Respect Assembly toward the end of the month.

2016-2017 Character Traits

Progressive Discipline

The faculty and staff follow a philosophy and practice of Progressive Discipline. Progressive Discipline means that discipline interventions begin at the least intrusive and lowest levels and work up to more restrictive and consequential levels IF students continue to repeat poor choices and poor behaviors. The positive goal of progressive discipline is to facilitate and foster in each student the ability to be self-disciplined.

Family First

The first level of discipline begins with the parents and students themselves. When each family discusses at home with their child what is appropriate language, dress, attendance, and personal action as a learner, a classmate and a schoolmate – then discipline will largely remain in the parent's hands and the school's discipline policy will come into play infrequently and only as needed during the school year.

This conversation is important for the student to understand what is expected of him or her at school. The following are what the teachers facilitate and activate each day to create a safe, positive, and productive culture.

- Listen: How can I listen well to others?
- Respect: How can I respect others?
- Try: How can I contribute to my learning and the learning of others?
- Give: How can I support community and others?

Common Sense School Expectations:

1. Be safe
2. Listen well
3. Demonstrate respect for self and others
4. Accept responsibility for my actions
5. Do their best to arrive at school on time
6. Do their best to attend school regularly
7. Develop good work and study habits
8. Use time wisely
9. Adhere to the dress code

The Faculty and Staff believe that discipline is a planned response and these following understandings amongst the faculty and staff unify our approach to effective discipline and a positive school culture.

1. Progressive discipline allows the student to recognize what she or he has done wrong.
2. Ownership of the problem stays with the student.
 - a. Educators can only influence behavior; students must decide to change behavior – the ultimate goal being self-discipline.
3. The student learns to solve the problem with self-knowledge, educator guidance, and family support and involvement.
4. The respect and dignity of both student and teacher remain honored.
5. Effective teaching – itself -- is a major discipline prevention.
 - a. In order for learning to take place the school code must be ALIVE in the classroom.
 - b. In order for learning to take place, there must be something WORTH learning – passion, purpose, productivity are key.
6. Consistency means that you say what you mean, mean what you say, and DO what you said you would do.
7. Consequence should be realistic for both the student and the teacher, relevant to the situation, and uncomfortable enough to make it more comfortable for the student to choose the responsible behavior. (Remember responsible = ability to respond.)
8. Genuine and authentic acts of kindness, gratitude, and appreciation --- given on a consistent basis in a fair-minded manner – are for more effective rewards than any external object or program.
9. Most discipline issues arise during classroom transition times or non-teacher times. (recess, lunch)
10. Use the Law of Least Intervention. (Eye contact, THE LOOK, Gesture, Proximity control, Student's name, Count, Count backwards, Lights, Humor, Planned ignoring, etc.)
11. Preventative discipline's first line of defense is ALWAYS to model and encourage the CORRECT behavior.

TPAAK Behavior Expectations:

- Morning Expectations
 - Please arrive to school on time; classes begin at 8:10. Arriving by 8:00 and having a few minutes to settle is best.

- Students go to classrooms when they arrive and do not linger in the hallways.
- Only students eating breakfast, which is from 7:45 to 8:05, are allowed in the cafeteria.
- Classroom
 - Listen, Respect, Try, Give
 - Each teacher establishes the day-to-day expectations for learning for the age of children in his or her classroom.
 - Each teacher's relevant expectations are shared with students and posted in the classroom.
- Bathroom
 - Use a quiet voice
 - Respect Privacy
 - Throw paper towels in waste can.
 - Get in and get out promptly – no loitering
 - Enter and exit slowly
 - Wash hands with soap and water
 - Flush when you finish
 - Leave the lights on
- Recess
 - Take turns
 - Share with others
 - Include others who may be left out
 - Treat others the way you want to be treated
 - Follow the rules of games
 - Keep hands and feet to yourself
 - Stay in designated recess area
 - Get help for problem solving
- Hallway
 - Use a quiet voice
 - Leave other people's things alone
 - Walk directly to where you are going
 - When with a group or class walk in a line
 - Keep your hands to your self.
 - Walk on the right side of the hallway
- Lunchroom
 - Stay in your spot in line
 - Use manners (Please and Thank you)
 - Use quiet voices
 - Clean up after yourself
 - Eat only your own food
 - Walk do not run
- Transportation
 - Listen to the driver of the bus or vehicle.
 - Use a quiet voice
 - Keeps hands to self
 - Sit in designated seat
 - Follow the driver's rules

Please refer to the very detailed TPAAK Discipline Policy for further details on the above.

Repeated below for the sake of redundant communication are major infractions that will result in the immediate Suspension of the students with a Reentry meeting scheduled or an activation of the Expulsion Policy.

VIOLENT AND AGGRESSIVE BEHAVIOR

The following behaviors are defined as violent and aggressive:

1. Possession, threat with, or use of a weapon on or towards another person.
2. Physical assault. The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group.
4. Intimidation: An act intended to frighten or coerce someone into submission or obedience.
5. Extortion: The use of verbal or physical coercion in order to obtain financial or material gain from others.
6. Bullying: The use of physical or verbal coercion to obtain control over others or to be habitually cruel to others.
7. Gang activity: as described in this handbooks section on secret societies/gang activity.
8. Sexual harassment: as described in the handbooks section on sexual harassment policy.
9. Stalking: The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance: A serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs: Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap.
12. Vandalism: Damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism: A threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act.

WEAPONS IN SCHOOL

TPAAK has determined that possession and/or use of a weapon by students is detrimental to the welfare and safety of the students and school personnel within the district. Mandatory Expulsion in Accordance with State and Federal Law Carrying, bringing, using, or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms. If a student discovers that he or she has carried, brought, or is in possession of a dangerous weapon and the student notifies a teacher, administrator, or other authorized person in the school, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate action, if any.

As used in this policy, "dangerous weapon" means:

1. A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
2. Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.

3. A fixed-blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches.
4. 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, and nun-chucks.

In accordance with federal law, expulsion shall be for no less than 1 full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The school's administration may modify the length of this federal requirement for expulsion on a case-by-case basis.

TARDY POLICY

At TPAAK, the rhythm of the day necessitates that all students attend school from the very first minute of class. Therefore, TPAAK defines tardiness as arriving at the classroom door after the Teacher has greeted the children and the school day has begun. Being even one minute late is considered a tardy.

The school gates are open at 8:00 AM and students line up between 8:00 and 8:10 with teachers coming to the playground to bring them inside to their classrooms promptly at 8:10. Class starts at 8:15 after students hang up jackets, coats, and book bags from coming inside.

It is our goal at TPAAK to communicate clearly with parent(s)/guardian(s) regarding the importance of being to school on time. We do this in a number of ways:

- Verbal or written communications with parent(s)/guardian(s).
- Letters/emails sent to parent(s)/guardian(s) communicating the number of student tardies.
- Personal administrative meetings with families to discuss the importance of being on time.
- Periodic articles in the Dragon Mail, which explain the importance of being on time.

Remember, tardiness is defined as arriving at the classroom door after the Teacher commences class, even if only one minute late. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student's academic records. If tardiness occurs, the school may take the following set of progressive steps:

- Verbal reminders to the parent(s)/guardian(s) by school staff, as appropriate.
- First letter/email sent home as a warning after the 5th tardy for the year.
- Second letter/email sent home after the 10th overall tardy notifying parents that a SLT meeting in person or by phone will be required
- Requires parent(s)/guardian(s) and older students to attend a SART (Student Attendance Review Team) meeting.
- An agreement will be signed by the family that acknowledges their commitment to solving the tardiness problem.

Behavior	Definition		1st Time	2nd Time Classroom Plan	3rd Time + Pupil Services + Behavior Plan	Ongoing + Exit Plan + Governance
Minor Behavior	Dealt with in class: classroom log only.	Major Behavior	Send to Office with classroom input and Office documentation.			Exit Plan Activated
1. Defiance, Disrespect, Non- Compliance	Student engages in brief or low-intensity actions and a failure to respond to adult requests.	1. Continued refusal to follow directions, socially rude, does not respond to redirection.	Warning, student calls parent.	+ Written and verbal apology	+ Meeting with SLT team and Behavior Plan is developed and agreed to.	
2. Disruption	Student engages in low-intensity disruption. (e.g. horseplay, side talking, noises, etc.)	2. Disruption: Student continues to disrupt. Escalation and refusal to self- correct.	Warning, student calls parent.	+ Written and verbal apology	+ Meeting with SLT team and Behavior Plan is developed and agreed to.	
3. Dress Code	Student wears clothing that is near, but not within dress code guidelines.	3. Student wears clothing NOT within dress code guidelines	Warning, student calls parent. A change of cloths is sought.	+ Written and verbal apology	+ Meeting with SLT team and Behavior Plan is developed and agreed to.	
4. Language	Student engages in low intensity instance of inappropriate language. (tattling, low level teasing, gossip, swearing once)	4. Bullying – Disrespectful messages to another person – harassment, intimidation, or threats. Perceived or Real power imbalance.	Warning, student calls parent, written and verbal apology	+ Reflection with educator team, conference is set with parent. Recess removed for 1 day.	+ Meeting with SLT team and Behavior Plan is developed and agreed to. + Exit Plan discussed.	+ Exit Plan activated
5. Physical	Student engages in non-serious, but inappropriate physical contact, not	5. Fighting/Physical Aggression – initiation and/or	Immediate Office detention, student calls	+ Reflection with educator team, conference is set	+ Meeting with SLT team and Behavior Plan is developed and agreed to.	+ Exit Plan activated

	keeping hands to self, rough playground behavior, etc.	participation in serious physical violence like hitting, punching, throwing objects, etc.	parent, written and verbal apology..student sent home ASAP.	with parent. Recess removed for 2 days.	+ Exit Plan discussed.	
6. Tardy	Student arrives at class after announcements (or signal that class has started)	6. Tardy: Student is late three or more times.	Student calls parent with a member of SLT team: attendance discussed.	Student and Parent written agreement. How will they resolve the situation.	Parent conference with SLT team and individual plan is developed. File with Truancy officer.	+Truancy process
7. Technology	Inappropriate use: Single instance and self-corrected.	7. Technology: Serious and inappropriate use.	Warning, student calls parent.	+ Written and verbal apology	+ Meeting with SLT team and Behavior Plan is developed and agreed to.	
8. Other	Minor problem behaviors	8. Lying/Cheating	Warning, student calls parent.	+ Written and verbal apology	+ Meeting with SLT team and Behavior Plan is developed and agreed to. Exit plan discussed	+ Exit Plan activated
		9. Inappropriate display of affection	Warning, student calls parent.	+ Written and verbal apology	+ Meeting with SLT team and Behavior Plan is developed and agreed to.	
		10. Property Damage/Vandalism	Office detention, student calls parent, written and verbal apology	+ Reflection with educator team, conference is set with parent. Recess removed for 2 days.	+ Meeting with SLT team and Behavior Plan is developed and agreed to. + Exit Plan discussed.	+ Exit Plan activated
		11. Weapons, Drugs	Police notification, Parent meeting and immediate Suspension	Reentry plan developed or school expulsion depending upon law enforcement, legal,	School expulsion	

				social work determinations.		
		12. Leaving school w/o permission.	Police notification, Parent meeting and immediate Suspension	Reentry plan developed or school expulsion depending upon law enforcement, legal, social work determinations.	School expulsion	
		13. Using Electronic Devices: Unauthorized use.	Item is confiscated and returned to Parent by SLT member.	Item is confiscated and returned to Parent by SLT member. \$15 fee.	Item is confiscated and returned to Parent by SLT member. \$30 fee. Parent/student meeting.	
		14. Possessing prohibited items: minor fireworks, tobacco, lighter, matches.	Item is confiscated and returned to Parent by SLT member.	Meeting with SLT and Exit plan discussed.	Exit Plan activated.	
		15. Violent and Aggressive Behavior	Police notification, Parent meeting and immediate Suspension	Reentry plan developed or school expulsion depending upon law enforcement, legal, social work determinations.	School expulsion	

Enrollment Update

	1/2 K	Kinder	1st	2nd	3rd	4th	5th	Total	
Completed Applications	9	31	44	35	36	38	40	233	
Pending Applications	0	0	0	0		2	1	3	
Waitlist	1	3	0	0	0	0	0	4	
Total w/o pending	9	31	44	35	34	38	40	233	214.2
TOTAL w/ Pending	9	31	44	35	34	40	41	234	217.2
Prelim Budgeted Numbers	10	30	48	39	40	38	42	247	230.2
Cap Enrollment	10	30	48	48	48	50	50	284	267.2

- 13 FTE short of preliminary budget (\$89,752)

Marketing efforts continue (radio, Facebook, word of mouth, etc)

Financial Update

- Audit is proceeding, no concerns at this time
- Financials show year end fund balance of \$239,892
 - Prelim budgeted beginning fund balance was \$129,382 (\$111,510 additional)
- CSI Rebate of \$21,311
- CDE Rebate of \$3,873
- CSFA Local Fund transfer of \$7,626 for Food Service Program to break even
 - Biggest increase in expenditures from 2014-15 to 2015-16 was in salary/benefits (\$6,242 increase) for addition food service worker hired for breakfast program

6:09 PM

08/08/16

Northern CO Academy of Arts & Knowledge

Check Detail

June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check		06/14/2016			028107 · General F...		-260.00
					2510313 · Bank Fees	-260.00	260.00
TOTAL						-260.00	260.00
Bill Pmt -Check		06/27/2016	Michaels of Denver...		028107 · General F...		0.00
Bill	63770	05/20/2016	Michaels of Denver ...		117421 · Accounts P...	0.00	-517.33
TOTAL						0.00	-517.33
Check		06/30/2016			028101 · Paypal		-1.84
					2510313 · Bank Fees	-1.84	1.84
TOTAL						-1.84	1.84
Bill Pmt -Check	Bill.com	06/01/2016	Tatonka Education ...		1072 · Bill.com Mo...		-7,000.00
Bill	16-20...	06/01/2016			2321320 · Professio...	-7,000.00	7,000.00
TOTAL						-7,000.00	7,000.00
Bill Pmt -Check	Bill.com	06/08/2016	Centurylink 792B		1072 · Bill.com Mo...		-182.34
Bill	04252...	05/01/2016			2620530 · Telephone	-182.34	182.34
TOTAL						-182.34	182.34
Bill Pmt -Check	Bill.com	06/08/2016	KU Champions LLC		1072 · Bill.com Mo...		-51.00
Bill	05262...	05/26/2016			1900610 · Supplies ...	-51.00	51.00
TOTAL						-51.00	51.00
Bill Pmt -Check	Bill.com	06/08/2016	Lorna Floyd		1072 · Bill.com Mo...		-7.18
Bill	05202...	05/20/2016			1200610 · Music Su...	-7.18	7.18
TOTAL						-7.18	7.18

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08/08/16

Northern CO Academy of Arts & Knowledge

Check Detail

June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Bill Pmt -Check	Bill.com	06/08/2016	Lowe's		1072 - Bill.com Mo...		-144.06
Bill	05022...	05/02/2016			2620610 - Supplies ...	-144.06	144.06
TOTAL						-144.06	144.06
Bill Pmt -Check	Bill.com	06/08/2016	Meadow Gold Gree...		1072 - Bill.com Mo...		-124.67
Bill	10104...	05/03/2016			3120631 - Milk	-124.67	124.67
TOTAL						-124.67	124.67
Bill Pmt -Check	Bill.com	06/08/2016	Meadow Gold Gree...		1072 - Bill.com Mo...		-40.48
Bill	50601...	05/18/2016			3120631 - Milk	-40.48	40.48
TOTAL						-40.48	40.48
Bill Pmt -Check	Bill.com	06/08/2016	Meadow Gold Gree...		1072 - Bill.com Mo...		-59.43
Bill	50601...	05/25/2016			3120631 - Milk	-59.43	59.43
TOTAL						-59.43	59.43
Bill Pmt -Check	Bill.com	06/08/2016	Poudre Fire Author...		1072 - Bill.com Mo...		-163.00
Bill	72212	05/01/2016			2620430 - Repairs &...	-163.00	163.00
TOTAL						-163.00	163.00
Bill Pmt -Check	Bill.com	06/08/2016	Poudre School Dist...		1072 - Bill.com Mo...		-512.66
Bill	AR946...	05/02/2016			2410610 - Supplies ...	-512.66	512.66
TOTAL						-512.66	512.66
Bill Pmt -Check	Bill.com	06/10/2016	All Copy Products		1072 - Bill.com Mo...		-1,647.24
Bill	3720560	05/01/2016			2620442 - Equipmen...	-1,647.24	1,647.24
TOTAL						-1,647.24	1,647.24

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08/08/16

Northern CO Academy of Arts & Knowledge
Check Detail
 June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Bill Pmt -Check	Bill.com	06/10/2016	PSI Collegium LLC		1072 · Bill.com Mo...		-1,625.00
Bill	7714	05/31/2016			2149339 · Psycholo...	-1,625.00	1,625.00
TOTAL						-1,625.00	1,625.00
Bill Pmt -Check	Bill.com	06/10/2016	Colorado Charter S...		1072 · Bill.com Mo...		-129.35
Bill	Grant ...	06/07/2016			3954 · State Funds	-129.35	129.35
TOTAL						-129.35	129.35
Bill Pmt -Check	Bill.com	06/10/2016	Tatonka Education ...		1072 · Bill.com Mo...		-44,969.78
Bill	1165	06/08/2016			2510313 · Bank Fees	-787.00	787.00
					118181 · Prepaid Ex...	-3,868.01	3,868.01
					118181 · Prepaid Ex...	-1,554.89	1,554.89
					117471 · Payroll De...	-2,818.67	2,818.67
					2850525 · Unemploy...	-28.59	28.59
					2850525 · Unemploy...	-201.22	201.22
					2850526 · Workers ...	-569.58	569.58
					117461 · Accured P...	-35,141.82	35,141.82
TOTAL						-44,969.78	44,969.78
Bill Pmt -Check	Bill.com	06/16/2016	All Copy Products		1072 · Bill.com Mo...		-1,512.17
Bill	06012...	06/01/2016			2620442 · Equipmen...	-1,512.17	1,512.17
TOTAL						-1,512.17	1,512.17
Bill Pmt -Check	Bill.com	06/16/2016	Business Equipme...		1072 · Bill.com Mo...		-376.00
Bill	AR161...	06/07/2016			2620442 · Equipmen...	-376.00	376.00
TOTAL						-376.00	376.00
Bill Pmt -Check	Bill.com	06/16/2016	Centurylink 792B		1072 · Bill.com Mo...		-187.39
Bill	06012...	06/01/2016			2620530 · Telephone	-187.39	187.39
TOTAL						-187.39	187.39

Northern CO Academy of Arts & Knowledge
Check Detail
 June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Bill Pmt -Check	Bill.com	06/16/2016	Grainger		1072 - Bill.com Mo...		-27.77
Bill	91129...	05/16/2016			2620610 - Supplies ...	-27.77	27.77
TOTAL						-27.77	27.77
Bill Pmt -Check	Bill.com	06/16/2016	Lowe's		1072 - Bill.com Mo...		-22.93
Bill	06022...	06/02/2016			2620610 - Supplies ...	-22.93	22.93
TOTAL						-22.93	22.93
Bill Pmt -Check	Bill.com	06/16/2016	Meadow Gold Gree...		1072 - Bill.com Mo...		-70.64
Bill	10102...	06/01/2016			3120631 - Milk	-70.64	70.64
TOTAL						-70.64	70.64
Bill Pmt -Check	Bill.com	06/16/2016	NEC Financial Serv...		1072 - Bill.com Mo...		-274.94
Bill	00019...	06/01/2016			2620530 - Telephone	-274.94	274.94
TOTAL						-274.94	274.94
Bill Pmt -Check	Bill.com	06/16/2016	Poudre School Dist...		1072 - Bill.com Mo...		-172.59
Bill	AR946...	06/01/2016			2410610 - Supplies ...	-172.59	172.59
TOTAL						-172.59	172.59
Bill Pmt -Check	Bill.com	06/16/2016	Sanctified Commu...		1072 - Bill.com Mo...		-80.00
Bill	2282	06/06/2016			2620430 - Repairs &...	-80.00	80.00
TOTAL						-80.00	80.00
Bill Pmt -Check	Bill.com	06/23/2016	Fort Collins Chamb...		1072 - Bill.com Mo...		-300.00
Bill	59093	05/02/2016			2410810 - Admin Du...	-300.00	300.00
TOTAL						-300.00	300.00

Northern CO Academy of Arts & Knowledge
Check Detail
 June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Bill Pmt -Check	Bill.com	06/28/2016	Michaels of Denver...		1072 · Bill.com Mo...		-99.62
Bill	63827	05/27/2016			3120572 · Contracte...	-20.74	146.78
					3120572 · Contracte...	-78.88	558.25
TOTAL						-99.62	705.03
Bill Pmt -Check	Bill.com	06/28/2016	Tatonka Education ...		1072 · Bill.com Mo...		-8,000.00
Bill	16-20...	07/01/2016			2321320 · Professio...	-8,000.00	8,000.00
TOTAL						-8,000.00	8,000.00
Bill Pmt -Check	Bill.com	06/28/2016	Colorado Early Coll...		1072 · Bill.com Mo...		-3,725.00
Bill	07012...	07/01/2016			2620411 · Water/Se...	-460.00	460.00
					2620621 · Natural G...	-1,540.00	1,540.00
					2620430 · Repairs &...	-1,725.00	1,725.00
TOTAL						-3,725.00	3,725.00
Bill Pmt -Check	Bill.com	06/28/2016	Colorado Early Coll...		1072 · Bill.com Mo...		-21,026.28
Bill	07012...	07/01/2016			2620441 · Facility R...	-21,026.28	21,026.28
TOTAL						-21,026.28	21,026.28
Bill Pmt -Check	Bill.com	06/28/2016	KUNC		1072 · Bill.com Mo...		-816.00
Bill	1202-...	06/23/2016			2823340 · Professio...	-816.00	816.00
TOTAL						-816.00	816.00
Bill Pmt -Check	Bill.com	06/28/2016	Tatonka Education ...		1072 · Bill.com Mo...		-39,490.11
Bill	1170	06/23/2016			2510313 · Bank Fees	-562.00	562.00
					118181 · Prepaid Ex...	-3,821.81	3,821.81
					118181 · Prepaid Ex...	-1,554.89	1,554.89
					117471 · Payroll De...	-2,468.13	2,468.13
					2850525 · Unemploy...	-1.29	1.29
					2850525 · Unemploy...	-46.02	46.02

6:09 PM

08/08/16

Northern CO Academy of Arts & Knowledge
Check Detail
 June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
					2850526 · Workers ...	-478.82	478.82
					117461 · Accured P...	-30,557.15	30,557.15
TOTAL						-39,490.11	39,490.11
Check	18	06/20/2016	Kids Soup		028104 · Reserve A...		-39.99
					0010610 · Elementa...	-39.99	39.99
TOTAL						-39.99	39.99
Check	202	06/01/2016	Sanctified Commu...		028103 · Petty Cas...		-177.69
					2620530 · Telephone	-177.69	177.69
TOTAL						-177.69	177.69
Check	222	06/30/2016	Scotchies Cleaner		028103 · Petty Cas...		-39.31
					2410533 · Postage	-39.31	39.31
TOTAL						-39.31	39.31
Check	223	06/02/2016	Scotchies Cleaner		028103 · Petty Cas...		-28.20
					2410533 · Postage	-28.20	28.20
TOTAL						-28.20	28.20
Check	1245	06/01/2016			028107 · General F...		-5.00
					741740 · Field Trips	-5.00	5.00
TOTAL						-5.00	5.00
Check	1245	06/30/2016	Caylee Amott		028107 · General F...		-20.00
					2410610 · Supplies ...	-20.00	20.00
TOTAL						-20.00	20.00

Northern CO Academy of Arts & Knowledge
Check Detail
June 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check	1325	06/01/2016	Skillman Photogra...		02 - PTLO/Fundrais...		-2,182.80
					1900611 - Yearbook	-2,182.80	2,182.80
TOTAL						-2,182.80	2,182.80

6:10 PM

08/08/16

Northern CO Academy of Arts & Knowledge
Check Detail
July 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check		07/31/2016	Facebook		028104 · Reserve A...		-395.24
					2823340 · Professio...	-395.24	395.24
TOTAL						-395.24	395.24
Bill Pmt -Check	Bill.com	07/12/2016	Tatonka Education ...		1072 · Bill.com Mo...		-39,556.31
Bill	1175	07/08/2016			2510313 · Bank Fees	-562.00	562.00
					118181 · Prepaid Ex...	-3,865.91	3,865.91
					118181 · Prepaid Ex...	-1,616.93	1,616.93
					2850525 · Unemploy...	-1.38	1.38
					2850525 · Unemploy...	-46.38	46.38
					2850526 · Workers ...	-481.78	481.78
					117471 · Payroll De...	-2,469.19	2,469.19
					117461 · Accured P...	-30,512.74	30,512.74
TOTAL						-39,556.31	39,556.31
Bill Pmt -Check	Bill.com	07/21/2016	All Copy Products		1072 · Bill.com Mo...		-1,377.10
Bill	3827424	06/30/2016			2620442 · Equipmen...	-1,377.10	1,377.10
TOTAL						-1,377.10	1,377.10
Bill Pmt -Check	Bill.com	07/21/2016	Business Equipme...		1072 · Bill.com Mo...		-376.00
Bill	AR161...	07/07/2016			2620442 · Equipmen...	-376.00	376.00
TOTAL						-376.00	376.00
Bill Pmt -Check	Bill.com	07/21/2016	Centurylink 792B		1072 · Bill.com Mo...		-184.72
Bill	06252...	06/25/2016			2620530 · Telephone	-184.72	184.72
TOTAL						-184.72	184.72
Bill Pmt -Check	Bill.com	07/21/2016	City of Fort Collins,...		1072 · Bill.com Mo...		-160.00
Bill	07142...	07/14/2016			2213580 · Staff Dev...	-160.00	160.00
TOTAL						-160.00	160.00

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08/08/16

Northern CO Academy of Arts & Knowledge
Check Detail
July 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Bill Pmt -Check	Bill.com	07/21/2016	Corynne Heacox		1072 - Bill.com Mo...		-87.91
Bill	06302...	06/30/2016			1900610 - Supplies ...	-87.91	87.91
TOTAL						-87.91	87.91
Bill Pmt -Check	Bill.com	07/21/2016	ITSAVVY		1072 - Bill.com Mo...		-4,948.16
Bill	28634...	06/29/2016			0060734 - Capital E...	-4,948.16	4,948.16
TOTAL						-4,948.16	4,948.16
Bill Pmt -Check	Bill.com	07/21/2016	Meadow Gold Gree...		1072 - Bill.com Mo...		-59.43
Bill	50600...	06/01/2016			3120631 - Milk	-59.43	59.43
TOTAL						-59.43	59.43
Bill Pmt -Check	Bill.com	07/21/2016	Meadow Gold Gree...		1072 - Bill.com Mo...		-50.16
Bill	50600...	06/01/2016			3120631 - Milk	-50.16	50.16
TOTAL						-50.16	50.16
Bill Pmt -Check	Bill.com	07/21/2016	NEC Financial Serv...		1072 - Bill.com Mo...		-274.94
Bill	00019...	06/25/2016			2620530 - Telephone	-274.94	274.94
TOTAL						-274.94	274.94
Check	221	07/01/2016	Sanctified Commu...		028103 - Petty Cas...		-177.23
					2620530 - Telephone	-177.23	177.23
TOTAL						-177.23	177.23
Check	224	07/22/2016	Handwriting witho...		028103 - Petty Cas...		-270.00
					2213350 - Employee...	-270.00	270.00
TOTAL						-270.00	270.00

6:10 PM

08/08/16

Northern CO Academy of Arts & Knowledge
Check Detail
July 2016

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check	225	07/16/2016	Handwritting witho...		028103 · Petty Cas...		-2,606.73
					2213350 · Employee...	-2,606.73	2,606.73
TOTAL						-2,606.73	2,606.73
Check	227	07/07/2016	Scotchies Cleaner		028103 · Petty Cas...		-6.45
					2410533 · Postage	-6.45	6.45
TOTAL						-6.45	6.45
Check	1246	07/15/2016	Windsor Charter A...		028107 · General F...		0.00
TOTAL						0.00	0.00
Bill Pmt -Check	*2016...	07/26/2016	Tatonka Education ...		028107 · General F...		-38,820.73
Bill	1180	07/21/2016			2510313 · Bank Fees	-539.50	539.50
					118181 · Prepaid Ex...	-3,458.33	3,458.33
					118181 · Prepaid Ex...	-1,612.01	1,612.01
					2850525 · Unemploy...	-0.33	0.33
					2850525 · Unemploy...	-31.72	31.72
					2850526 · Workers ...	-444.43	444.43
					117471 · Payroll De...	-2,433.69	2,433.69
					117461 · Accured P...	-30,300.72	30,300.72
TOTAL						-38,820.73	38,820.73

Updates to 2016-17 Handbook

Updated throughout:

- “Co-Director” to “Executive Director”
- Updated start and end times
 - Breakfast: 7:55am-8:10am
 - Drop Off: 8:00-8:10am
 - Start Time: 8:10am
 - Tardy: 8:15am
 - Dismissal: 3:20pm (3:15pm release for CEC siblings driver pick up)
 - Pick Up: 3:20-3:30pm
 - Champions any time before 8am and after 3:30pm

Page 1: Updated vision and mission

Page 4: Updated contact information

Page 5: Updated board meeting times, location and posting of notices

Page 8: Removed “Financial Obligations: All financial obligations must be met, or some satisfactory arrangement made with the school office, before a student can register for the following year or receive report cards.”

Page 10: Removed “All backpacks and book bags are subject to search by school officials at any time without prior notice.”

Page 16-18: Drop off on playground instead of classrooms, added “TPAAK provided supervision after 3:30pm will be billed to parents at the rate double Champions.”

Page 19: Old curriculum section deleted and one page curriculum outline added from Pedagogy Manual

T.R. Paul Academy of Arts and Knowledge

Student Handbook



Vision

To engage learners in the love of literacy and a vibrant foundation of the arts, sciences and world cultures.

Mission

To provide a personalized K-5 learning community that respects all student learning styles and diverse capacity, resulting in each student's foundational and accomplished literacy skills to last a lifetime.

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WELCOME TO TPAAK

Welcome to T. R. Paul Academy of Arts and Knowledge (TPAAK)! We are delighted that you have chosen to join our community.

Our Handbook is designed to help make your experience here, successful, safe, and productive by communicating an understanding of our guidelines, policies, and procedures. It cannot cover every situation or question, but should direct you through the most common situations. Our expectation is that everyone is responsible for knowing and adhering to its contents.

NOTE: This handbook supersedes all prior handbooks and other written material on the same subjects. This handbook should not be construed to accord any rights or privileges to students or families beyond those accorded by law. For purposes of this Handbook, “parents” shall be understood to include “legal guardians” and “legal custodians”.

EQUAL EDUCATION OPPORTUNITY

TPAAK’s policy is to provide an equal education opportunity for all students. We wish everyone to feel included and to know that we do not discriminate on the basis of race, color, creed, age, disability, religion, gender, ancestry, national origin, or other protected characteristics, or social or economic background.

CONTACT INFORMATION

T.R. Paul Academy of Arts and Knowledge (TPAAK)
4512 McMurry, Ft. Collins CO 80525
Phone: 970-226-2800
Website: www.TPAAK.org

Executive Director
Mr. James Lewicki
jlewicki@tpaak.org

Director of Operations
Mrs. Shannon Keigan
skeigan@tpaak.org

Associate Director of Operations
Mrs. Jada Kankel
jkankel@tpaak.org

TPAAK Board
tpaakboard@tpaak.org

Champions Before and After School Program
www.discoverchampions.com

Michael's of Denver Catering
303-866-3299
www.mykidslunch.com

GOVERNANCE

TPAAK Board of Directors

TPAAK is governed by a local board of directors. The Board includes elected and appointed members and meets at least monthly on the second WEDNESDAY at 4 p.m. at the school in Room 101A. The Board is responsible for the governance, strategic planning, financial oversight, policies and procedures, and oversight. Parents are encouraged to attend the public board meetings and be involved by either serving on Board committees or seeking a position on the Board. More information about the Board can be found at <http://www.tpaak.org/about-us/tpaak-board-of-directors/>. Notice of board meetings will be posted 24 hours in advance at the window of Room 101A in the front entrance of 4512 McMurry Ave, Fort Collins, CO 80525.

Colorado Charter School Institute

The Colorado Charter School Institute (CSI) is Colorado's only non-district charter school authorizer. It performs all the regulatory and oversight functions of a school district for those charter schools, such as TPAAK, that are not authorized through their local school district such as Poudre.

Colorado Charter School Institute
1580 Logan St, Suite 210
303-866-3299
www.csi.state.co.us

GENERAL EXPECTATIONS

General Safety Expectations:

As a community of learners, it is the duty of each individual to do her/his part in keeping our school safe. The school staff requires all visitors coming to the building report directly to the front desk to present identification, sign in, and receive a visitor badge.

Entry to the school should be through the front doors from 7:55 to 8:10 AM for breakfast program. All students are in their classrooms by 8:10. During before and after school childcare hours, entrance is through the north side by knocking on the east cafeteria doors for Champions. **Parents arriving with children at or after 8:10 AM are expected to escort children into building and sign them in. A student will be documented as tardy from 8:15 AM onward.**

Traffic laws and postings are expected to be observed by all drivers. All walkers are expected to obey crossing laws by using the crosswalks. Students should not use roller blades, bicycles, skateboards, scooters, or any other form of personal transportation device in school hallways or TPAAK pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments.

Students are not to be left unsupervised at the school under any circumstance. School personnel will supervise students between 8:00 AM and 3:30 PM daily. Tutoring and student activities will be supervised by a school sponsor. Students not participating in a school sponsored activity are the responsibility of the parent and must not be left at the school. Students will be released only to parent or authorized representative 18 years or older.

Appropriate attire must be worn by students to the school during cold weather days. Students are expected to have covered legs and jackets when the temperature reaches below freezing marks. Students are expected to remain in appropriate attire throughout the school day.

Communication:

At TPAAK, we believe that communication is paramount to the success of our students, and we believe that parents are essential in the communication process. Therefore, we ask that all members of the learning community adhere to the following guidelines:

- Keep up-to-date with communication:
 - Check the school website (www.tpaak.org) regularly for updated information – including school calendar, events calendar, emergencies, school closings, etc.
 - Read every TPAAK Dragon Mail update
 - Read class weekly newsletters and teacher emails
 - Review Friday folders
 - Check PowerSchool frequently to stay apprised of your student's grades
- Treat our Board, faculty and staff with respect. This includes at school events, emails, telephone conversations, and in the classrooms during and outside of school hours. Our students are held to a high standard in this regard, and they truly need to see this modeled by all adults in their lives.
- Respect our learning community. Enrolling your student at TPAAK indicates your commitment to supporting and respecting the rules as outlined in this handbook. Cooperative relationships provide the win-win support that all of our students need to be able to focus on their education.

TPAAK maintains an open door policy concerning communication with parents, students, staff and our community. At the same time, however, all concerns should follow the proper line of contact to address an issue.

1. Teacher, activity director or personnel responsible
2. The Executive Director
3. TPAAK School Board
4. Colorado Charter School Institute
5. Colorado Department of Education

Email Communication Between Parents

TPAAK will not disseminate parent phone numbers or email addresses to non-school staff. Parents may exchange contact information with other parents to form a school contact list. However, use of email or texting with any school contact list must be limited to school or student related matters. Parents may not send bulk messages or solicit other parents with email or text with any school contact list. If a parent wishes to address parents from their child's class, grade, or other large group, such messages must be submitted to the child's teacher or the Head of School for review and submission.

Volunteer Hours

TPAAK encourages parents to volunteer in the school as much as desired. Volunteers are very important to our educational program. It is an expectation that by enrolling your child at TPAAK each family will commit to 2 hours of volunteer service per month. Volunteer service can be completed at the school or at home through a variety of activities that help support the learning community. In addition, monetary donations can be made in lieu of service hours at the family's discretion(\$10 = 1 hour.)

When parents volunteer in the school, they should be a positive role model for our students and follow all school rules. Volunteers are asked to sign in and out at the school office and obtain a visitor's pass each time they are volunteering in the building.

GENERAL OFFICE POLICIES

Telephone:

Telephones in the offices and classrooms are for business purposes. Except for emergencies, students may not use the office phones.

Messages:

A message system will take messages before and after school or during times of high volume use in the school office. Messages are important to the TPAAK – staff and calls will be returned as soon as possible.

Copy machines:

Use of all copy machines is restricted to faculty, staff, and trained volunteers.

School Property:

The TPAAK community is expected to show pride in TPAAK by taking care of school facilities, equipment, materials and books, and by keeping the grounds and building free of litter.

Security Camera Use:

TPAAK utilizes video cameras in classrooms and other areas within our school for the safety of our students. The cameras aid in observation purposes should the need arise on behalf of the school. Since the cameras are to be used first and foremost for safety purposes, TPAAK reserves the exclusive rights to the footage. In certain disciplinary or safety situations, the faculty may request that an administrator view the camera footage.

Use of School Name:

At no time may any member of the TPAAK community use the school name, emblem, mascot or logo for any promotional activity, in published or printed material, or in a contractual manner, without permission granted by the board of directors.

WEATHER AND EMERGENCY INFORMATION

Cancellations, Delays, and Unplanned Early Releases:

Because of our broad geographical student base, TPAAK school delays, cancellations, or unplanned early releases due to bad weather or emergencies will be determined by the administration. Notification will be made via TPAAK Website, local television and radio stations, and emergency Dragon Mail (email) and notification on the TPAAK App. In all cases of bad weather, parents should exercise their own judgment whether to have their child in school. In cases of delays due to bad weather, all student tardiness and absences will be excused. If school is not delayed or closed, The Executive Director will determine whether student tardiness or absence will be excused. Any determination by the Executive Director which negatively affects a student may be appealed to the TPAAK Board.

Emergency Drills:

Students must learn all emergency procedures and instructions given by the TPAAK staff. TPAAK will conduct needed drills as mandated by Colorado State codes to insure that the school community will respond to an emergency safely and effectively. Teachers will instruct students regarding the posted procedures for their classroom and the school building, including specific instructions for safe primary and secondary exits. The response to all drills is to be prompt, quiet, orderly and disciplined. Full cooperation is necessary for the proper execution of these drills, and students are to remember that their welfare is our sole purpose for practicing them.

IT IS EXTREMELY IMPORTANT THAT PARENTS DISCUSS WITH THEIR CHILD EMERGENCY PROCEDURES THAT THEY SHOULD FOLLOW IN THE EVENT SCHOOL IS CLOSED EARLY.

STUDENT LIFE

Friday Folders

Folders with class/school assignments and school communication are sent home every Friday. Parents and students are expected to review information sent home in a timely manner and return folder on Monday.

Class Weekly Newsletters

Class teachers will be sending home weekly newsletters in Friday Folders as well as via email. It will include reminders/updates of assignments and responsibilities, updates on what is going on in the classrooms, and reminders of what events may be happening in the school at large. Parents and students are expected to keep up-to-date on the information provided.

Dragon Mail (school email)

The front office sends out a weekly email burst on Fridays. It contains messages from the administration and the Board, as well as updates on events and other information about all TPAAK “goings on”. It is your best source of the most up-to-date information available. There will also be occasional “special” bursts for items of particular import.

Backpacks

Students are allowed to use backpacks and book bags at school. They are to be stored on hooks in the hallway – not in the classrooms – during the school day.

Conduct in the Classroom

Individual teachers handle all matters of classroom discipline. In the cases of repeated misconduct or disruption, parents or guardians will be notified. Severe misconduct will be referred to the office. Student office referrals can result in an in-school suspension, out of school suspension, or expulsion.

Conduct in the Cafeteria

All students are expected to eat lunch on site. Lunch is to be eaten with a minimum of noise and activity. All trash is to be thrown away in the proper receptacle. It is the responsibility of each student to make sure that the cafeteria and other areas of the campus remain free from litter. Glass containers are not allowed.

Lunches

Hot Lunches are available. Hot lunch is charged at per-student rate for each day used. Hot lunches must be ordered and paid in advance of lunch service. Free and Reduced price lunches are available to those who qualify. Qualification forms, which are confidential, are available at the front desk.

Breakfast

Hot Breakfast will be offered from 7:55AM to 8:10 AM daily in the cafeteria and is charged at per-student rate for each day used. Hot breakfasts must be ordered and paid in advance of lunch service.

Food and Water

As a general rule food and drinks are not allowed in the hallways or classrooms. Approved snacks and water may be allowed in designated areas for nutrition break. Plastic water bottles are allowed in school.

Food Allergies

Parents are responsible to inform the office and their student’s teachers of any food allergies their child might have. Please refer to Medical and Severe Allergy sections of handbook.

Gum

Gum is not allowed.

Conduct at Assemblies

Assemblies will be scheduled and posted on the monthly calendar. Assemblies are part of student life at TPAAK, so it is important that attendees are attentive, quiet and respectful at all times.

Conduct at TPAAK Social Events

The following apply to other TPAAK-sponsored social events:

- Chaperones are required to be present at school events. All parent chaperones must be approved by the school prior to the event.
- The parent/guardian and Law Enforcement will be called immediately if there is any evidence of inappropriate behavior, possession or use of drugs, alcohol or tobacco at any TPAAK event.

Electronics

Cell phones, cameras, MP3 players, portable CD/DVD players, and video games in any form are not allowed at school or at school related events unless specifically authorized by staff for the particular event.

Toys

Toys, game cards, or collectable cards are not allowed at school without specific teacher permission.

Personal Valuables

School is not responsible for personal items – especially valuable ones. Students are strongly encouraged to leave valuable items, including cash, at home.

Literature

Although personal reading material is allowed to be brought in for prescribed reading time (in class or at after school care) the administration reserves the right to confiscate at any time any material it deems inappropriate in any way.

Lost and Found

The school cannot be responsible for lost or stolen property, but an effort is made to assist students in the recovery of their missing property. A “Lost and Found” is located in the Cafeteria. It is the location for all misplaced items in the school with the exception of eye glasses. Those are turned into the School Nurse and held until the end of the school year at which time they are donated to the Lions Club. Unclaimed items will be turned over to benevolent organizations at the end of each quarter.

Signs and Posters

All TPAAK event signs and posters must be approved by the administration and should be removed by the end of the school day following the event or activity.

Solicitation

Students are not allowed to sell any items at school. Fundraisers are conducted by PTLO, Student Council, and approved organized events.

Field Trips

A form provided by the school is to be completed by the parent granting permission for the student to participate in any scheduled field trip. Students who fail to submit the proper form will not be allowed to participate. Students are expected to have a TPAAK spirit shirt and wear it on field trip days. A chaperone's

role is to supervise students – therefore siblings are not allowed without specific permission from teacher. Students and/or adult chaperones may be denied participation by the school if they fail to meet academic and/or behavioral requirements. CBI Background checks for adult chaperones will be conducted for all overnight field trips attendees.

Clubs

Student clubs may be permitted by the TPAAK community after a written proposal is submitted to and approved by the administration.

School Photos

Students will have opportunity to have their pictures taken individually and by class. Notice will be given prior to picture day. Students will have the option to change out of dress code for individual pictures but must change back for remainder of school day.

Leaving Campus During the Day

- Students may not leave campus during school hours unless a parent or designee 18 years or older signs them out at the office and accompanies them.
- A student who leaves campus for special school activities will be given a permission slip to be signed by the parent.
- Students who become ill during the day must report to the office so that a parent may be contacted.

DRESS CODE

TPAAK's dress code policy has been established to create parity among the students while allowing some artistic expression.

Bottoms

Colors:

Black, Navy or Khaki Tan

Pants:

- Straight legged or slight flair
- Twill or thin-wale corduroy
- Four pockets or less, all pockets near waistline (coin pockets are not counted)
- Off the ground but to ankle in length
- Jeans are only permitted on designated \$1 jean days

Shorts

- No shorter than 4" above the knee

Skirts:

- May be skirt, skort or jumper
- No shorter than 3" above the knee
- Shorts may be worn under skirts, but may not be visible

NO: Cargo pants or short-shorts, hip huggers, bell bottoms, sweat pants.

TOPS

Colors: Any solid color

Shirts:

- Turtleneck or mock turtle neck
- Long or short sleeved collared polo
- Oxford, cloth, emblems smaller than a fist
- Girls may also wear solid, button down shirts
 1. Long or short sleeved
 2. Peter pan or straight collar
- TPAAK logo tee shirts.
- Solid Color undershirts may be worn under school shirts

NO: Peasant blouses, tank tops, spaghetti straps, or sleeveless items

Outerwear/Overwear

Dresses:

Uniform dress – same parameters as tops for girls including style and color.

Sweaters/Vests:

- Cardigan, V-neck or vest of flat-knit weave.
- Solid colors – no patterns or emblems.

Jackets/Sweatshirts:

- Sweatshirts – including hoodies – may be worn over dress code shirts
- Must be TPAAK sweatshirts or solid colors (no patterns or emblems)
- Jackets/coats (winter coats, etc.) may be worn to school, but must be removed when inside.

Sock/Shoes/Accessories

Socks/Tights/Leggings:

- May be any color or colored pattern – creativity encouraged!
- Must be solid weave
- Socks or tights must be worn for health reasons

Shoes:

- Tennis, athletic, dress, boots, or Mary Jane's acceptable – shoe must be on firmly and be appropriate for daily activities including outdoor recess (see below for winter conditions)
- Shoes/laces may be any color or pattern
- Must be close toed and close heeled – 1" heel maximum
- **Winter boots** can be worn to and from school and during recess but should be removed when in building. Dress code shoes must be worn indoors when winter boots are removed.
- **Physical Education** – appropriate athletic shoes should be worn on gym days

NO: Flip-flops, sandals, open toes, open heels, platform, lights, wheels or sounds.

Belts:

- Solid, color coordinated with plain buckles – no decorations
- Belt ends no longer than 6" and tucked in

Personal Grooming

Hair

- Cleaned and neatly groomed

Nails:

- Students may wear solid nail polish of any color
- Should not be distracting

Make-up:

- To be used at parent's discretion and not brought to school.

Scout/Athletic Uniforms:

- Cub Scout, Brownie, Boy Scout, and Girl Scout uniforms may be worn on meeting days.
- Athletic team/Spirit uniforms may be worn on game/performance days.

Not Acceptable

- Clothing that exposes midsection

- Visible undergarments
- Clothing/Accessories/Personal Belongings that feature alcohol, drug or gang references
- Hats of any kind are not worn in the classroom or during instructional times.

Director of School or delegated authority has final discretion regarding appropriateness of appearance.

Any family having difficulty finding/affording appropriate attire may contact PTLO or front office for assistance.

Enforcement

Compliance with the dress code is mandatory. Violations of the dress code will result in disciplinary actions against the student in the following manner:

- Students with a dress code violation may be called to the office to speak with the Director or delegated authority.
- Parents may be called to bring the proper clothing to school
- If needed the Co-Directors will schedule a conference with the parents to discuss the situation and seek a remedy to the problem

STUDENT DROP OFF AND PICK UP

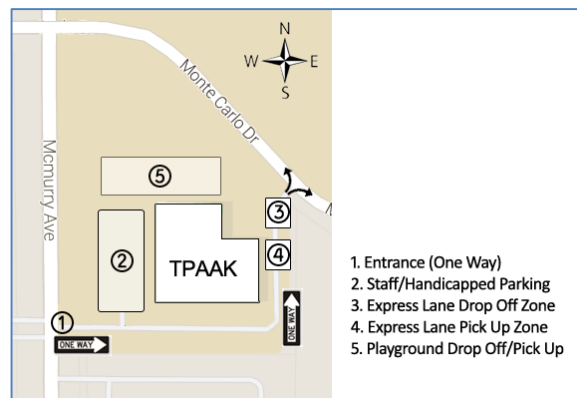
Students may be dropped off/ picked up from car (EXPRESS LANE) at designated location along the **EASTERN** side of the building at gate to playground (see map) or walked to/picked up from specific class location or playground (Playground Parental Escort). Pick up location must be designated ahead of time to the teacher.

Exception – kindergarten students **MUST** be physically escorted to and picked up at their classroom.

STUDENT DROP OFF

1. **DROP-OFF THROUGH EXPRESS LANE 8:00-8:10 am**

- Cars must enter from west (McMurry) and exit out of the northeast corner of the school behind the building (Monte Carlo)
- Drop off takes place **ONLY** along the eastern side of the building – at gate to playground – **NOT** at front entrance
- A teacher will be present to escort your child from your vehicle to the sidewalk and playground area
- Use both lanes (one way) - Right lane turns RIGHT ONLY and the left lane turns LEFT ONLY after drop off
- Pull all the way forward and wait for a teacher to help lead your student from your vehicle
- Students **MUST** be ready to exit the car when their car arrives at drop off site - backpacks ready to go, coats on, breakfast finished, hugs and kisses completed - PARENTS ARE NOT TO EXIT THE CAR
- Drop off for TPAAK begins at 8:00 am and concludes at 8:10 am
- If no teacher is visible at drop off, **DO NOT** drop off your child! Escort to the Front Door.
- DO NOT** drop off children on the west or south side of the building!
- Exception – kindergarten students **MUST** be physically escorted to and picked up at their classroom.



2. **DROP-OFF – PARENTAL ESCORT**

- If NOT using the Express Drop off lanes, park and walk child to the playground between 8:00 and 8:10am. (Exception – kindergarten students **MUST** be physically escorted to and picked up at their classroom)
- Use crosswalks to model safe citizenship for students
- Students arriving any time after 8:10 a.m. will need to be signed in personally by parent at front desk. Students not in their seats by 8:15am will be marked tardy.
- Unless handicapped, **DO NOT** park in front lot (west side) to drop off child – this is staff parking.
- DO NOT** exit school parking lot onto McMurry after dropping off child – parking lot is **ONE WAY** to Monte Carlo

- f. **DO NOT** park in lot next door (Business lot on south side) – this is a private lot and your car may be towed!!!

STUDENT PICK-UP 3:20-3:30 pm.

1. PICK-UP THROUGH EXPRESS LANE

- a. Cars must enter from west (McMurry) and exit out of the northeast corner of the school behind the building (Monte Carlo)
- b. Pick up takes place **ONLY** along the eastern side of the building – side entrance from cafeteria – **NOT** at front entrance
- c. Use both lanes (one way) - Right lane turns RIGHT ONLY and the left lane turns LEFT ONLY after pick up
- d. Place LARGE sign in your window visible from several yards away with the last name of the child(ren) you will be picking up.
- e. Pull all the way forward and wait – a teacher will escort your child from building to your vehicle – **REMAIN IN CAR**
- f. If child is not ready, you may be asked to pull forward and into the left lane or onto Monte Carlo, so we can keep the right lane moving
- g. If major buckling needed, exit the Express Lane and pull to side of Monte Carlo to buckle so as to keep traffic moving
- h. **DO NOT** park on Monte Carlo and walk over to pick up your child from Express Lane
- i. Students will not be released until 3:20
- j. Any child not picked up by 3:30 will be brought directly to the Champions after- school program and their fees will be applied (See policy if students not enrolled in Champions)
- k. If your child is not ready for pick up and your car is at the front of the line, you will need to circle back around to allow for the continual flow of traffic.
- l. TPAAK students with CEC siblings will be released at 3:15pm to ease double pick ups.

2. PICK-UP – PARENTAL ESCORT FROM PLAYGROUND

- a. Children not designated as Express Lane Pick Up will be escorted by class to playground.
- b. Playground students will be released by their teacher only to parents/guardians or designated representative previously listed at school by parents/guardians
- c. Students will not be released until 3:20pm.
- d. Any child not picked up by 3:30pm will be brought directly to the Champions after-school program and their fees will be applied (See policy if students not enrolled in Champions)
- e. Use crosswalks to model safe citizenship for students
- f. Unless handicapped, **DO NOT** park in front lot (west side) to pick up child – this is staff parking.
- g. **DO NOT** exit school parking lot onto McMurry after picking up child – parking lot is **ONE WAY** to Monte Carlo
- h. **DO NOT** park in business lot next door (south) – this is a private lot and your car may be towed or booted!

3. Inside Pick-up

- a. Applies only to Parental Escort Children during inclement weather at discretion of the Executive Director.
 - b. Sign posted on front door of school.
 - c. Pick up child directly from classroom.
4. **TARDY PICK UP – students not registered with Champions After School Program**
- a. Students are released at 3:20pm
 - b. If not picked up by 3:30pm parents/emergency pickup contacts will be called
 - c. At 4:20pm if parent/guardian/representative has not contacted the school to make arrangements, the Executive Director will call 911 and / or Child Protective Services
 - d. TPAAK provided supervision after 3:30pm will be billed to parents at the rate double Champions.

ACADEMICS

Our Curriculum:

Vision: *To engage learners in the love of literacy, fine arts, sciences and world cultures.*

Mission: *To provide a personalized K-5 learning community that respects all student learning styles and each student's diverse capacity.*

Values: *Listen, Respect, Try, Give*

➤ **A Community of Learners Engaged in Fine Arts Learning**

- Inspire a community of learners to become life-long learners.
- Learn and demonstrate a range of Art, Drama, Music, and Writing skills, understanding, and capacity.

➤ **Foundations of Literacy and Math Development**

- Build foundational and life-long literacy skills and capacity.
- Literacy (Reading, Writing, & Communicating) Academic Learning Standards
 - <http://www.cde.state.co.us/coreadingwriting/statestandards>
 - <http://www.cde.state.co.us/standardsandinstruction/guidestostandards-rwc>
- Math Skills and Understanding
 - Grades K/1 Customized Math Foundations
 - Grades 2/5 Singapore Math Development
 - <http://www.singaporemath.com/>
- Handwriting
 - Handwriting without Tears
 - <https://www.hwtears.com/hwt>

➤ **Civilization Studies: Understanding of Social Studies and Sciences through the interdisciplinary study of World History, Cultures & Civilization**

- Build each student's world history, culture, and civilization knowledge and understanding, through interdisciplinary Social Studies and Science curriculum aligned with Colorado State Academic Standards and guided by the Next Generation Science Standards.
<http://www.nextgenscience.org/>

➤ **Interdisciplinary Content Connections**

- Collaboration across content disciplines through interdisciplinary teaming for life-long learning efficacy.
 - <http://www.cde.state.co.us/ContentAreas/ContentConnections/index>
 - www.next.cc (Teacher curriculum applications)

➤ **Community as Context**

- Learn in meaningful, place-based contexts through community partnerships to engage and serve the Ft. Collins Community.
- Engage in learning across boundaries from other US states to other countries.
 - www.promiseofplace.org
 - www.ilearn.org

Make-Up Work:

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the Executive Director. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be 2 days allowed for make-up work for each day of absence up to 10 days if the assigned work was issued during the absence. If assigned work was given prior to the absence, students are expected to turn in the work upon his/her return to school. All missed exams will be taken within two days upon returning from an absence. Any exceptions for these guidelines would need to come from The Executive Director prior to the excused absence.

Make-up work shall be allowed following an unexcused absence with the goal of providing the student an opportunity to keep up with the class and as an incentive to attend school. However, this work will receive only partial credit, which is the consequence for an unexcused absence.

Late Homework:

TPAAK students are expected to turn in all class work and homework. It is expected that class work and homework will be turned in at the time designated by the teacher. All work turned in the following school day after it was due will receive a 25% grade deduction. Work received two days after will receive a 50% deduction. All work received three days or after will be marked as a "0" in the teacher's grade book. This does not apply to work assigned during excused absences.

Grading System:

The academic year is divided into four quarters. Each quarter is approximately ten weeks in length. Grades are based on class work, homework, class participation, quizzes and tests. A student's attendance in school and/or tardiness may also affect their grade.

A letter grading system is used in all classrooms:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

Report Cards/Progress Reports:

- Report cards will be printed and distributed at the end of each quarter
- Report cards will not be issued for students having outstanding fines
- Students not completing course work by the end of a grading period will receive an "I" for incomplete. An incomplete will become an "F" if those issues surrounding the incomplete are not resolved with the student's teacher(s) within three school days after the quarter ends. In The Executive Director rare cases where a student is under the care of a physician for a serious illness, additional weeks will then be granted to complete all course work, including tests and semester exams, as determined by the student's teacher and the The Executive Director. If the work is not completed in the determined length of time, the grade becomes an "F".
- Progress reports may be issued at the mid-point of each quarter. Parent/Teacher conferences may serve as the progress report for designated quarters.

- Student progress can be monitored online by each parent daily by utilizing their Power School access code.

Academic Tutoring:

If it is determined that a TPAAK student is a grade level or more behind in either language and/or reading skills or math skills, tutoring will be made available through the school tutoring program or RTI (Response to Intervention).

Promotion/Probation/Retention:

TPAAK has established and maintains high standards for all students by establishing clear academic expectations, monitoring student achievement and communicating student progress to parents in a continuous and systematic manner. TPAAK does not practice social promotion but rather places and promotes students according to each student's instructional level.

Recognizing the unique developmental needs of each student, the most appropriate educational setting will be determined to meet the students' academic needs.

Promotion and Retention Policy Statement:

No student shall be promoted to the next successive grade level based on age or other social reason unrelated to academic performance.

A student may be considered for retention if the following criteria are not met:

1. Mastery in all major content areas as evidenced by grade level report cards.
2. Student's scaled score on TPAAK's standards-based assessment must fall above the 25th percentile in mathematics and reading.

Students who are placed or retained below chronological grade level may be required to participate in some or all of the following interventions:

- After School Tutorial
- Supplemental Course Work
- Individualized Assistance through the Intervention Assistance Team
- Attendance Counseling

Responsibility and Timeline:

Decisions regarding a student's placement, promotion or retention will be determined on an individual basis based on academic results. The Executive Director, along with the input of the Exceptional Student Service Team, shall have the final responsibility of determining grade level placement and promotion or retention of each student.

If a student is failing or has failed one or more core academic courses by the end of the first quarter, the student will be placed on Academic Probation. The student and family will be notified in writing of the *Academic Probation* and a plan will be drafted to move the student off of probation. If a student does not make appropriate progress as defined by the plan, parents will be notified in writing at the end of the second quarter of children in danger of retention. A conference will be scheduled at a time convenient for all parties to discuss the student's achievement, attendance, effort, work habits, behavior and other factors related to learning. A final conference will be held, post End of the Year testing in May, to discuss the promotion and retention determination of the Executive Director and Exceptional Student Service Team.

Individuals with Disabilities Education Act (IDEA) of the Rehabilitation Act

Students who are identified disabled under the IDEA of the Rehabilitation Act or a Section 504 will be promoted or retained in accordance with the IEP Team recommendations, as documented in the IEP.

STUDENT ATTENDANCE

One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. A 95% attendance rate is a worthy goal.

Parents will be expected to take the responsibility for determining whether it is safe to send their child to school due to severe weather.

Excused Absences:

The following shall be considered excused absences:

1. Absences because of temporary illness or injury
2. A student who is absent for an extended period due to physical, mental, or emotional disability
3. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration
4. Absences by students who are in the custody of court /law enforcement authorities
5. Absences determined by school administration to be excusable, such as doctor's appointments or juvenile court appearances

At the administration's discretion, absences may require suitable proof regarding the above exceptions, including written statements from medical sources and agencies.

Unexcused Absences:

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents of the student receiving an unexcused absence will be notified orally or in writing by TPAAK of the unexcused absence.

The administration shall develop regulations to implement appropriate penalties. Student and parents may petition the administration of TPAAK for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

Students earning more than 4 unexcused absences per month or 10 unexcused absences during any school year may be referred for truancy.

Tardiness:

Tardiness is defined as the appearance of a student without proper excuse after **8:15 am**. Upon entering the building after 8:10 am the guardian must sign in the student at the front desk. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents shall be notified of all penalties regarding tardiness.

Early dismissal from school will be approached in the same manner as tardiness. Students are expected to be in school until dismissal time, which is 3:20 PM on regularly scheduled school days. Early dismissal is detrimental to the learning process for both the student leaving and the students who are disrupted by the interruption.

Truancy:

If a student is absent without a signed parental excuse or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. A "habitual truant" shall be defined as a student of compulsory attendance age who has 4 unexcused occurrences of absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences. In order to reduce the incidents of truancy, parents of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school.

Parents shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school monitors individual unexcused absences with the Power School online program. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent is aware of the absence, school personnel shall make a reasonable effort to notify the parent by telephone.

When a student is declared habitually truant, the school shall require a meeting between the student's parent/guardian and appropriate school personnel to review and evaluate the reasons for the student being habitually absent. Such meeting shall be held no later than 10 school days after the student's fourth unexcused absence.

Penalties:

A student shall be given notification of his/her first truancy offense. The student may be subject to disciplinary action which includes a three-day in-school detention or he/she may be suspended from school for three days. Additional truanies shall be grounds for detention, suspension, and/or expulsion. No credit shall be permitted for any student for any class or portion of a class during which time the student was truant.

Withdrawal from School:

If a student decides to withdraw from school for any reason, the student must follow the checkout procedure and complete a withdrawal form. All outstanding fines must be paid prior to the student's departure.

STUDENT HEALTH

Health Room Personnel:

Registered Nurse: The Registered Nurse will train and provide supervision to the Health Assistant as well as additional consultation as needed. RN's may only be in the building to provide specific health services mandated by the State of Colorado such as immunizations, special education assessments, IEP meetings, and in health education programs if appropriate. They coordinate the mandated yearly vision and hearing screenings, and they are available to teachers, parents, and students when there is a specific health concern that requires assistance and the development of a health care plan.

Health Assistant: A Health Assistant will be in the building 8 hours each day and in the health office as needed. Health Assistants are not nurses. They have received training in: Basic First Aid, CPR, and Medication administration only. Trained school staff provides first aid and care to sick and injured students when the Health Assistant is not in the building.

General Health Room Procedures:

- A student entering the health room will be allowed to remain there for a maximum of 15 minutes or discretion of TPAAK nursing assistant
- After 15 minutes, a decision will be made to send the student back to class or to send the student home
- If the student is being sent home a telephone call will be placed and a resolution/decision shall be made within 30 minutes as to how the student will be picked up by a parent or emergency contact person
- Once the resolution/decision is made, it shall be adhered to unless the situation escalates requiring immediate medical attention
- The parent or emergency contact must keep TPAAK's The Executive Director or their designee updated with their status as to their arrival at TPAAK
- Please be sure to provide the school with necessary emergency contact telephone numbers and update information if it changes during the school year

Illness:

Follow these guidelines when determining if a student should come to school.

Do **NOT** send student to school if they have:

- Temperature is over 100 degrees F within last 24 hours
- Experienced vomiting or diarrhea in the past 24 hours
- Cold symptoms, such as constant runny nose, congestion, coughing, or sneezing (unless allergy related)
- A sore throat lasting longer than 3 days (a student diagnosed with Strep Throat must stay home at least 24 hours AFTER antibiotic treatment has been started)
- Weeping cold sores or other lesions (such as impetigo) until under treatment
- Rashes that have not been diagnosed
- Head Lice

Health Requirements & Immunizations:

Colorado's immunization law for school-aged children requires the following:

- Diphtheria-Tetanus - Pertussis (DTaP) - 5 doses (K-5 or 5 to 10 yrs. of age)
- Polio (OPV)– 4 doses
- Measles-Mumps-Rubella (MMR) – 2 doses
- Chickenpox (Varicella) – 2 doses
- Hepatitis B series (Hep B) – 3 doses
- Tetanus-Diphtheria-Pertussis- (Tdap) shot (1 dose required; beginning 6th grade students or age 11-18 yrs.)

Contact the Larimer County Health Department for any questions with immunizations. State law requires parents to show evidence of immunization prior to or on the first day of the school year. Students who have not been vaccinated or whose parents have not signed a waiver will be denied admittance in accordance with Colorado Revised Statute 25-4-902. Parents wishing to waive immunization requirements may do so for personal, medical or religious reasons. In order to waive Colorado Revised Statute 25-4-902, parents must sign a card and submit a statement to the school office prior to the beginning of the school year. This is required under Colorado Law (CRS 35-4-903).

Communicable Diseases/Extended Illness/Pests:

Because a school has a high concentration of people, it is necessary to take specific measures when the health and/or safety of the group are at risk.

Casual-Contact Communicable Diseases and Pests

The school's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash, or has been exposed to a communicable disease or highly transient pest such as lice, as well as regulate in school contact/procedures in accordance with Colorado State Law.

- Specific diseases/conditions include: diphtheria, scarlet fever, strep infection, whooping cough, mumps, measles, rubella, impetigo, and other conditions indicated by state and local health departments
- If a child contracts a communicable disease, the office should be notified as to the nature of the illness
- Any student having a communicable disease will be dealt with on a case-by-case basis in accordance with guidelines for that disease by both state and local health departments, including the Center for Disease Control, Colorado Department of Health, and Larimer County Health Department
- In such cases as chicken pox, measles, mumps, conjunctivitis (pink eye), students will not be allowed to return until the school receives health care provider's notification that there is no further risk of infection
- LICE – in addition to health care provider's notification
 - Any child found to have head lice will be temporarily excluded from school until ALL LIVE LICE are removed from the child's head
 - Child will be rechecked for head lice by the school prior to being allowed to return to class
 - Child will be rechecked within 10 days after returning to class for possible re-infestation

- Parents of children in a classroom which has a communicable disease/condition reported will be notified, at the discretion of the Executive Director, by way of a “Health Alert”

Medications Policy:

Please be aware that Colorado State Law mandates our Medication Policy.

- All medications must be kept in a locked cabinet in the health room during school hours
- Students are **NOT** permitted to keep medication of **ANY KIND** on their person, in their lunch boxes, or in their desks unless prior permission has been given as outlined below
- TPAAK medication policy applies to ALL medications, including over the counter medications (Tylenol, cough drops, cough syrup, decongestants, etc.) and inhalers

If medication must be taken during school hours, following information/procedures must be provided/followed before it can be administered to student:

- Written health care provider’s order (including drug name, dose, time to be given, route, duration of time to be given, and a doctor’s signature)
 - The health provider may fax this order to the school
 - PLEASE NOTE: The pharmacy label applied to the medication bottle will NOT suffice for a health care provider’s order
- Written permission from a parent or legal guardian
- An acceptable form that contains all of the above can be obtained at the front desk
- Medication and signed Authorization Form **MUST** be brought to school by the parent
- Medication must be in original pharmacy container, complete with pharmacy label – medication cannot be given if it comes in a plastic bag, envelope, unmarked bottle etc.

TPAAK Employee Administration

- Only TPAAK employees who have completed “Medication Administration Training” with the RN may administer medication
- Student is responsible to report to the office at the proper time for medication
- Parents may come to school and administer medication to their child

Student Administration

- Student **MUST** have written health care provider’s authorization to self-administer that includes:
 - Instructions that outline procedures school personnel should follow in the event the asthma medication does not produce the expected relief
 - Instructions to report to health care provider any severe adverse reactions that may occur due to the child using the inhaler
 - Any other special instructions
 - At least one emergency telephone number for contacting
 - Health Care Provider
 - Parent
- Form can be obtained at the front desk – self administration instructions can be added to it
- School nurse must meet with student to determine:
 - Student is self-directed and knowledgeable about their medication
 - Student demonstrates ability to self-administer medication properly
 - Student is responsible and mature enough to carry medication

- Right to self-medicate may be revoked if student shows unsafe or irresponsible behavior
- TPAAK retains the discretion to reject requests for administration of medicine

If you have any questions regarding these policies or immunization requirements for Colorado Students, please call the health office at TPAAK (970) 226-2800.

Severe Allergy Safe School Policy

Although TPAAK cannot guarantee an allergen free environment, reasonable precautions are taken to minimize the risk of developing severe reactions to allergens occurring in the school environment for both student and staff. Some individuals have or are in a high risk group for developing sensitivity to certain allergens. Sensitivity reactions can range from mild skin irritation to an emergency and anaphylaxis. School procedures address practices to minimize exposure to individual allergens, recognizing the allergic reactions and responding to the allergic reactions. A safe environment for students and staff recognizes individual differences and an adoption of realistic practices will be promoted. See addendum A for further information.

SELF DISCIPLINE GUIDE

A major component of the educational program at TPAAK is to safely prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards. The purpose for developing guidelines for student self-discipline is to encourage everyone in the TPAAK community toward those goals.

Self-Discipline Goal Guidelines

Overview:

TPAAK teachers and staff are dedicated professionals and life-long learners who are constantly embracing a variety of ways to exercise positive classroom and school-wide management skills. We believe that we are to help students learn how to maintain self-discipline in all types of situations. We encourage students to learn to make appropriate decisions from the “inside out”. Just as we value the variety and uniqueness found in the individuals that make up the TPAAK learning community, we value the ability to deal with situations based on the student, parent and staff need when possible, rather than a “one punishment fits all” systemic type of approach.

Therefore, TPAAK does not employ a “discipline system”. Instead, we follow the components of **Positive Behavioral Support** or PBS. PBS is a school-wide program which emphasizes a system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Throughout the year, children will be receiving Dragon Tickets when they demonstrate positive behavior in any area of the school. Teachers are looking for students who display our basic code of conduct:

- Respect for yourself
- Respect for others
- Respect for property/objects.

Expected Behaviors

In line with these goals, TPAAK has developed the following list of expected behaviors.

Each student shall be expected to:

- Abide by national, State, and local laws as well as the rules of the school
- Respect the civil rights of others
- Act courteously to adults and fellow students
- Be prompt to school and attentive in class
- Complete assigned tasks on time and as directed
- Help maintain a school environment that is safe, friendly, and productive
- Act at all times in a manner that reflects pride in self, in family, and in school
- Follow school-wide rules and expectations

The vast majority of classroom and school management issues fall under the oversight of individual classroom teachers. Caring, highly trained and passionately prepared teachers engage students in such a way that most behavior problems are easily resolved under their supervision. In a growing learning community, teacher and staff expectations are made clear to students and they are given precise clear

instruction concerning school procedures and routines. We encourage each student to make appropriate, informed choices for their own good and the good of the TPAAK community. The vast majority of students are able to make wise choices most of the time. For those students, however, who unwisely choose to regularly resist direction and guidance or interrupt the flow of learning in the classroom, or those very few who choose to engage in dangerous, illicit or illegal activities within the TPAAK learning community, there are procedures put in place to help correct their behavior or protect others from future acts.

Guidelines for Reaching These Goals

Goal Guideline #1:

We want parents to be actively involved in teaching self-discipline to their children. This may require immediate interaction with the classroom teacher first, then school administration or the proper authorities in response to choices a child might make. Parents should feel free to discuss classroom issues with teachers and school administration.

Goal Guideline #2:

We want classroom teachers to maintain the learning environment in their individual classrooms and establish the “learning” climate for the school. Our teachers are highly motivated and caring individuals looking for ways to challenge each student to learn and to encourage them to be self-motivated and self-disciplined young people. The staff trusts one another to pursue the best course of action in addressing student needs and working through situations that arise within the school environment.

Goal Guideline #3:

We want students to develop the ability to think, make informed decisions and act with wisdom in difficult situations. We want them to own their own problems and, with guidance, solve them in appropriate ways. We want them to look at problems as opportunities for growth.

Goal Guideline #4:

We want students to face logical consequences for their actions and attitudes instead of “punishments” whenever possible. We want them to see adults as helpers and guides rather than arbitrary judges who hand out punishment.

Goal Guideline #5:

We want students to love learning and to appreciate their relationships with those who guide them toward becoming life-long learners.

In order to reach these goals, teachers are given continued support and training by school administration. The CIS in conjunction with the Executive Director is responsible for on-going, comprehensive teacher training in the area of classroom management skills. The CIS will be in constant contact with teachers concerning individual classroom issues and will be available to set up conferences with students, parents, and teachers.

CODE OF CONDUCT (File: JICDA)

The Executive Director may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored activity and in certain cases when the behavior occurs off of school property. Suspension or expulsion shall be mandatory for serious violations in a school building or on school property.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory in accordance with state law except for commission of third-degree assault.
4. Violation of criminal law which has an immediate effect on the school or on the general safety or welfare of students or staff.
5. Violation of TPAAK policy or building regulations.
6. Violation of the policy on dangerous weapons in the school. Expulsion shall be mandatory for carrying, bringing, using, or possessing a dangerous weapon without the authorization of the school, unless the student has delivered the firearm or weapon to a teacher, administrator, or other authorized person in the school as soon as possible upon discovering it, in accordance with state law.
7. Violation of TPAAK's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.
8. Violation of TPAAK's violent and aggressive behavior policy.
9. Violation of TPAAK's tobacco-free schools policy.
10. Violation of TPAAK's policy on sexual harassment.
11. Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.
12. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or visitors to the school.
13. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
14. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
15. Lying or giving false information, either verbally or in writing, to a school employee.
16. Scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
17. Continued willful disobedience or open and persistent defiance of proper authority, including deliberate refusal to obey a member of the school staff.
18. Behavior on or off school property which is detrimental to the welfare, safety, or morals of other students or school personnel.
19. Repeated interference with the school's ability to provide educational opportunities to other students.
20. Making a false accusation of criminal activity against a Tatonka Educational Services or school employee to law enforcement or to the school.

Bullying

Bullying Prevention and Education (JICDE - Poudre)

TPAAK recognizes the negative impact that bullying has on student health, welfare and safety and on the learning environment at school. Bullying is prohibited on all TPAAK property, at TPAAK sanctioned activities or events, when students are being transported in vehicles dispatched by TPAAK, and off TPAAK property when such conduct has a reasonable connection to TPAAK curricular or non-curricular event.

As used in this policy, “bullying” means any written or oral expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate or cause any physical, mental or emotional harm to any student. This includes but is not limited to such expression, act or gesture directed toward a student on the basis of that student’s race, color, religion, national origin, ancestry, sex, sexual orientation, disability or academic performance.

All TPAAK employees, authorized volunteers and students share the responsibility to ensure that bullying does not occur on TPAAK property, at any TPAAK-sanctioned activities or events, when students are being transported in any vehicle dispatched by TPAAK, or off TPAAK property when such conduct has a reasonable connection to TPAAK curricular or non-curricular activity or event. Toward that end:

- All students who believe they have been victims of bullying in any such circumstance shall immediately report it to an administrator, counselor or teacher at TPAAK.
- All students who witness student bullying in any such circumstance shall immediately report it to an administrator, counselor or teacher at TPAAK.
- All administrators, counselors, teachers and other employees/authorized volunteers who have any incident of bullying reported to them or otherwise have reason to believe it is occurring shall promptly forward the report(s) and/or other information to the Executive Director or Executive Director’s designee for appropriate action.
- All TPAAK employees and authorized volunteers who witness student bullying in any such circumstance shall immediately take appropriate action to stop the bullying as prescribed by the Executive Director and shall promptly report the bullying to the Executive Director or the Executive Director’s designee for appropriate action.
- Executive Director or Executive Director’s designee shall ensure that all reports and other information involving student bullying in any such circumstance are promptly and thoroughly investigated, and that appropriate action is taken.
- Executive Director shall promote a positive climate and culture at TPAAK that includes educating students and staff about bullying prevention and appropriate responses to bullying.

In many cases, bullying involves misconduct that is also addressed in other TPAAK policies and regulations. In dealing with students who engage in bullying, the Executive Director or Executive Director’s designee shall consider other policies and regulations that specify various options for responding to student misconduct and that address the type of misconduct that may be involved in the bullying. Such policies and regulations include but are not limited to JB, JBB, JICA, JICE, JICI, JK, JKC, JKBA, JKD/JKE and JKDA/JKEA.

Discipline for student bullying and for retaliation against students who report bullying may include suspension, expulsion and/or disciplinary classroom removal. In addition, the Executive Director shall consider other actions that may be appropriate in response to student bullying, including but not limited to:

- Holding assemblies and implementing programs to warn students that bullying is prohibited and advise them of the consequences for engaging in bullying activity, to encourage all students to immediately report incidences of student bullying, and to engender an atmosphere where bullying is not tolerated at TPAAK or TPAAK-related activities.
- Separating students who continue to engage in bullying after intervention by TPAAK personnel from other students at TPAAK or from particular TPAAK programs or activities, until they can conform their behavior to acceptable standards.
- Withholding privileges (i.e. recess, field trips, participation in extracurricular activities, etc.) from students who continue to engage in bullying after intervention by school personnel, until they can conform their behavior to acceptable standards.
- Holding training and in-services to assist TPAAK staff in being alert to student bullying, taking appropriate action when bullying occurs and helping to engender an atmosphere where bullying is not tolerated at TPAAK or TPAAK-related activities.

Key

JB, Nondiscrimination/Equal Educational Opportunities

JBB, Harassment of Students

JICA, Student Dress

JICF, Secret Societies/Gang Activity and Dress

JICI, Student Conduct Involving Weapons

JK, Student Discipline

JKC, Discipline of Habitually Disruptive Students

JKBA, Disciplinary Removal from Classroom

JKD/JKE, Suspension/Expulsion of Students

JKDA/JKEA, Grounds for Suspension/Expulsion of Students

STUDENT DISCIPLINE POLICY AND PROCEDURE

DISPLAYS OF AFFECTION

Student displays of affection to one another are personal and not meant for public display. This includes touching, hugging, kissing, petting, or any other contact that may be considered sexual in nature. Teachers will work with their individual classes regarding personal space and appropriate contact behavior.

SECRET SOCIETIES/GANG ACTIVITY

The school administration and the TPAAK School Board desires to keep the school and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. The Executive Director or designee shall maintain continual, visual supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

TPAAK shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort TPAAK administration shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Gang Symbols

TPAAK School Board prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in gangs which advocate drug use, violence, or any disruptive behavior. This policy shall be applied at the Executive Director's discretion after consultation with the School Board as the need for it arises.

TOBACCO-FREE SCHOOLS

Tobacco smoke in the school and work environment is not conducive to good health. As an educational organization, a school should provide both effective educational programs and a positive example to students concerning the use of tobacco.

In order to promote the general health, welfare, and well-being of students and staff, smoking, chewing, or any other use of any tobacco products by staff, students, and members of the public is banned from all school property. For purposes of this policy, the following definitions apply:

- 1 "School property" means all property owned, leased, rented, or otherwise used by school including but not limited to the following:
 - a. All indoor facilities and interior portions of any building or other structure used for children under the age of 18 for instruction, educational or library services, routine health care, daycare, or early childhood development services, as well as for administration, support services, maintenance, or storage.
 - b. All school grounds over which school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas
 - c. All vehicles used by school for transporting students, staff, visitors, or other persons
- 2 "Tobacco" includes:
 - a. Cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking, or both
 - b. Cloves or any other product packaged for smoking
- 3 "Use" means lighting, chewing, inhaling, or smoking any tobacco product

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and school policy. This policy will be published in the student handbooks, posted on bulletin boards, and announced in staff meetings.

Any member of the general public considered to be in violation of this policy will be instructed to leave school district property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges, and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

DRUG AND ALCOHOL USE BY STUDENTS

TPAAK shall promote a healthy environment for students by providing education, support, and decision-making skills in regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents, community, and its agencies.

It shall be a violation and considered to be behavior which is detrimental to the welfare, safety, or morals of other students or school personnel for any student to possess, use, sell, distribute, or procure or to be under the influence of alcohol, drugs, or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin, or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students. This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any school-sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution. Expulsion shall be mandatory for sale or distribution of drugs or other controlled substances, in accordance with state law.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents and students with information concerning education and rehabilitation programs that are available.

Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

The school shall remind and refer all students and parents to school website for copy of this policy and its accompanying procedures on an annual basis. Copy may be provided upon request.

Procedure

In accordance with the accompanying policy, the following procedures are established for disciplining students for alcohol- or drug-related misconduct.

Use

1. When a student is suspected of use, the person having the suspicion should notify the school staff. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The Executive Director or another member of the administration will conduct a check of the suspected student and collect data.
 - a. If information is not sufficient to warrant further action, the Executive Director or designee may have a personal conference with the student expressing awareness and concern.
 - b. If information warrants, the parent will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent general information and resources related to substance abuse.
2. When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the student's immediate needs are treated. While waiting for the parent or further medical aid, the student will not be left alone but placed in a quiet situation where they will remain under observation.

Possession

Students who possess alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of school policy will be handled in the following manner:

1. A staff member who comes in contact with evidence and/or contraband must notify the Executive Director or designee immediately.
2. A staff member who has reasonable cause to believe that a student possesses alcohol, any controlled substance, or drug-containing paraphernalia in violation of school policy will request that the student accompany him to the Executive Director or designee. If the student refuses, the staff member will notify the Executive Director or designee immediately.

3. The Executive Director or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures as outlined in school policy.
4. The Executive Director or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated, and initialed by the individual who originally obtained the materials and by the principal or designee. The evidence then will be secured.
5. The Executive Director or designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
6. When there is evidence of a student possessing illegal drugs, the student will be suspended and the parent notified.

First Offense for Use and/or Possession within any three-year period

1. The student will receive 10 days out-of-school suspension, and a parent conference will be scheduled prior to re-admittance.
2. Parent and student will be provided information concerning voluntary drug and alcohol treatment programs.
3. The Executive Director or designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student, and the school in an effort to keep any further offenses from occurring.

Second Offense for Use and/or Possession within any three-year period

1. The student will be recommended for expulsion.
2. Information concerning voluntary drug or alcohol treatment programs will be given to the student and the parent/guardian. The principal or designee will require evidence of the student's enrollment and/or participation in a voluntary program prior to the student's re-admittance to school.
3. Appropriate law enforcement officials will be notified.

Distribution

Students who sell, give, or exchange alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of school policy will be handled in the following manner:

1. If an employee witnesses an act in which alcohol, drugs, other controlled substances, or drug-containing paraphernalia are being transferred from one student to another, the staff member will immediately attempt to detain the student and request that the student accompany the staff

member to the Executive Director or designee. If the student refuses, the staff member will notify the Executive Director or designee immediately.

2. The Executive Director or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures in accordance with school policy.
3. Any student who distributes, trades, exchanges, or sells controlled substances will be expelled.

These procedures will supplement and complement authority conferred elsewhere by school policy and will not be deemed to limit or suspend such other authority.

VANDALISM

In cases where students willfully destroy school property, it shall be the responsibility of the parent and student to pay for the damages. The school shall either contract for repairs and bill the parents for the amount of the repairs, or repairs shall be made by school staff with a record of time and materials used and parents billed accordingly. When an item must be replaced, the school shall secure the item and bill the parents for the cost. Payments shall be made to TPAAK. A receipt shall be issued at the time payment is received in the central office.

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized data. Students who are caught vandalizing school property may be suspended and/or expelled.

VIOLENT AND AGGRESSIVE BEHAVIOR

TPAAK recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the school are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action taken by the schools administration.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate attention before a crisis occurs and shall be subject to disciplinary action when appropriate.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the administration when appropriate. The immediate involvement of the parents is also essential. Law enforcement officials shall be involved if there is any violation of law. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

The following behaviors are defined as violent and aggressive:

1. Possession, threat with, or use of a weapon on or towards another person.
2. Physical assault. The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.

3. Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group.
4. Intimidation: An act intended to frighten or coerce someone into submission or obedience.
5. Extortion: The use of verbal or physical coercion in order to obtain financial or material gain from others.
6. Bullying: The use of physical or verbal coercion to obtain control over others or to be habitually cruel to others.
7. Gang activity: as described in this handbooks section on secret societies/gang activity.
8. Sexual harassment: as described in the handbooks section on sexual harassment policy.
9. Stalking: The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance: A serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs: Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap.
12. Vandalism: Damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism: A threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act.

Poudre School District Policies

In cases not covered in this manual, please refer to Poudre School District's Conduct and Discipline Code. Although not part of Poudre School District, TPAAK adheres to their policies and procedures where it is appropriate to do so. A policy booklet may be viewed by accessing the school district website at www.psdschools.org. For purposes of this policy, "parents" shall be understood to include "legal guardians" and "legal custodians".

BULLYING PREVENTION AND BEHAVIOR (File: JICDE)

TPAAK supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. For purposes of this policy, the school environment includes school buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. The administration and staff shall address bullying at all school levels and aim toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying will not be tolerated.
2. To train staff and students in taking proactive steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
6. To support victims of bullying by means of appropriate counseling.
7. To help develop support networks, social skills, and confidence for all students.
8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

WEAPONS IN SCHOOL

TPAAK has determined that possession and/or use of a weapon by students is detrimental to the welfare and safety of the students and school personnel within the district.

Mandatory Expulsion in Accordance with State and Federal Law

Carrying, bringing, using, or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

If a student discovers that he or she has carried, brought, or is in possession of a dangerous weapon and the student notifies a teacher, administrator, or other authorized person in the school, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate action, if any.

As used in this policy, “dangerous weapon” means:

1. A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
2. Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
3. A fixed-blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches.
4. 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, and nun-chucks.

In accordance with federal law, expulsion shall be for no less than 1 full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The school’s administration may modify the length of this federal requirement for expulsion on a case-by-case basis.

Local Restrictions

TPAAK determines that extra precautions are important and necessary to provide for student safety.

Therefore, the carrying, bringing, using, or possessing of any knife, regardless of the length of the blade, in the school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization is prohibited. Students who violate this policy shall be referred for appropriate disciplinary proceedings. However, if a student discovers that he or she has carried, brought, or is in possession of a knife and the student notifies a teacher, administrator, or other authorized person in the school, and as soon as possible delivers the knife to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

TPAAK shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved, as required by law.

School personnel shall refer any student who brings a firearm or weapon to school without authorization of the school to law enforcement, unless the student has delivered the firearm or weapon to a teacher, administrator, or other authorized person in the school as soon as possible upon discovering it. In such case, school personnel shall consult with law enforcement to determine whether referral of the student to law enforcement is necessary and how to properly dispose of the firearm or weapon or return it to its owner.

STUDENT INTERROGATIONS, SEARCHES, AND ARRESTS (File: IJH)

TPAAK seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student's personal property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Any search conducted by a school official shall respect the privacy of the student and not be any more intrusive than necessary, considering the age and sex of the student and nature of the suspected infraction. Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be considered grounds for disciplinary action.

An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results, and the names of any witnesses. If the search produces evidence to be used as the basis for disciplinary action, the report shall be filed in the student's cumulative folder.

Definitions

1. "Reasonable suspicion" is the standard for a search on school property or at school activities carried out by school authorities. Reasonable suspicion should be based on facts provided by a reliable informant or personal observation which cause the school official to believe, based on his own personal experience, that search of a particular person, place, or thing would lead to the discovery of evidence of a violation of school policy or state laws. Reasonable suspicion requires more than a mere hunch.
2. "Contraband" consists of all substances or materials prohibited by school policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons, and incendiary devices.

Search of School Property

School lockers, desks, and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The Executive Director or designee may search a desk, locker, or any other storage area and its contents when there are reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Search of the Student's Person

The Executive Director or 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.

Search of the person shall be limited to the student's pockets, any object in the student's possession such as a purse or backpack, and/or a "pat down" of the exterior of the student's clothing. Searches of the person shall 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 shall witness but not participate in the search. The parent of any student searched shall be notified of the search as soon as reasonably possible.

Searches of the person which require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer. No strip search shall be carried out by any school employee.

Law Enforcement Officers' Involvement

The Executive Director or designee may request that a search on school premises be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standards rather than under the provisions of this policy. When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search unless under the direct order of the law enforcement officer.

If law enforcement personnel seek permission from school authorities to search a student, the student's personal property, or school property to obtain evidence related to criminal activities, school officials shall require the police to produce a valid search warrant before the search is conducted, unless:

1. There is un-coerced consent by the student.
2. There are probable cause and circumstances such that taking the time to obtain a search warrant would frustrate the purpose of the search.
3. The search is incident to an arrest and is limited to the person and immediate surroundings.

When law enforcement officials request permission to question students when students are in school or participating in school activities, the Executive Director or designee shall be present. If the student is under 18, the student's parent also shall be present, unless the juvenile is emancipated as that term is defined in state law.

Every effort shall be made not to draw any attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible. When custody and/or arrest by the police are involved, the Executive Director shall request that all procedural safeguards as prescribed by law be observed by the law enforcement officers. This includes all due process procedures, including but not limited to obtaining proper arrest warrants where required.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized. Such material shall be kept in a secure place by the Executive Director until it is presented at the hearing.
2. Returned to the student or the parent.
3. Turned over to any law enforcement officer in accordance with this policy.

STUDENT DISCIPLINE (JK - Poudre)

TPAAK believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The Executive Director or his/her designee shall develop, along with the Board's approval, procedures for handling general and major discipline problems at each level. When all alternatives have been at the administrative level, the student shall be referred to the School Board for appropriate action.

All policies and procedures for handling general and major student discipline problems shall be designed to achieve these school policy objectives. Disorderly students shall be dealt with in a manner which allows other students to learn in an atmosphere which is safe, conducive to the learning process, and free from unnecessary disruptions.

TPAAK, in accordance with state law, has adopted 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. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable, and may result in disciplinary action.

Immunity for Enforcement of Discipline Code

An act of a teacher or other employees shall not be considered child abuse if the act was performed in good faith and in compliance with school policy and procedures. A teacher or any other person acting in good faith and in compliance with the discipline code adopted by TPAAK shall be immune from civil liability unless the person is acting willfully or wantonly. It is an affirmative defense in any criminal action that a person is acting in good faith and in compliance with the discipline code.

Disciplinary Information to School Personnel

In accordance with state law, the principal or designee is required to communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.

For purposes of this policy, "disciplinary information" means confidential records maintained by or in possession of the Executive Director or designee on an individual student which indicate the student has committed an overt and willful act which constitutes a violation of TPAAK's Code of Student Conduct and/or there is reasonable cause to believe, through information provided to the Executive Director from another credible source, that the student could pose a threat to the health and safety of other students and school personnel based on prior misbehavior.

"Disciplinary information" is intended to include only that information of a serious nature that is not otherwise available to teachers and counselors as part of the education records maintained on students or other reports of disciplinary actions. It is appropriate for instructional staff members to request disciplinary information from the Executive Director or designee on students in their classrooms if there is concern that the student poses a threat to the safety of other students or school officials.

Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The Executive Director or designee is required to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parent may challenge the accuracy of disciplinary information through the administrative regulations which accompany this policy.

Remedial Discipline Plans

The Executive Director may develop a remedial discipline plan for any student who causes material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events. The goal of the remedial plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

Discipline of Habitually Disruptive Students

Students who have been suspended three times for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events three times during the school year in violation of their individual remedial discipline plans may be declared habitually disruptive students. Expulsion is a possible consequence for habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student and thus, may be eligible for expulsion.

Discipline of Special Education Students

Appropriate discipline for special education students shall be in accordance with the student's individual education plan (IEP), any behavior intervention plan, and policy JK, Discipline of Students with Disabilities. In order to comply with all state and federal laws, the special education director shall be contacted prior to the use of any disciplinary measure which is not authorized by the student's IEP or behavior intervention plan.

Distribution of Conduct and Discipline Code

The Executive Director shall arrange to have the Conduct and Discipline Code available online and annually remind each student in elementary and each new student. Copy shall be provided upon request. Copies shall be posted in the school. In addition, any significant change in the code shall be distributed to each student and posted. TPAAK shall consult with teachers, parents, students, and other members of the community in the development of the conduct and discipline code.

DISCIPLINE OF STUDENTS WITH DISABILITIES (File: JK - Poudre)

Students with disabilities are neither immune from a school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this policy. During any period of disciplinary action, the student shall continue to receive a "free appropriate public education" in accordance with federal law.

Manifestation Determination

When a disciplinary change in placement is being considered related to a disabled student's behavior, the IEP team and qualified school personnel shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but no later than 10 business days from the date of the decision to take disciplinary action.

The team will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact and consequences of the behavior.

Disciplinary Action for Behavior that Is Not a Manifestation

Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. If

disciplinary action includes suspension for more than 10 school days in a year or expulsion, the school will provide a free appropriate public education in a setting that addresses the student's educational needs.

Disciplinary Action/Alternative Placement for Behavior that Is a Manifestation

A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be expelled or suspended for more than 10 days from the current placement, but will be disciplined in accordance with his or her IEP, any behavioral intervention plan, and this policy.

In addition to any disciplinary action provided for in the IEP or behavioral intervention plan, if school officials believe the student is likely to injure self or others, the disabled student may be placed for up to 45 school days in an appropriate interim alternative educational setting.

If a parent disagrees with the school's alternative placement, a hearing officer may order removal to an alternative setting for 45 days where the school demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others.

Either before or within 10 business days after any change in placement related to a disciplinary problem, the IEP team must meet to determine an appropriate alternative setting, to develop a behavioral assessment plan, or to review and modify an existing intervention plan, and review and modify the IEP where necessary.

Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

Expedited Hearings

An expedited hearing is available when:

1. The parent disagrees with the IEP team's determination regarding manifestation with any decision regarding placement.
2. The parent disagrees with the proposed new placement following an interim alternative placement.
3. The school believes it is dangerous for the student to be returned to the previous placement.

During any challenge to placement, the student will stay in the alternative placement.

Students Not Identified as Disabled

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have "knowledge" of the disability. The school has knowledge of the disability when:

1. The parent has expressed concern in writing that the student needs special education.
2. The student's behavior or performance has demonstrated such a need.
3. The parent has requested an evaluation.
4. The student's teacher or other school personnel have expressed concern about the student's behavior or performance to the director of special education or other administrative personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited.

USE OF PHYSICAL INTERVENTION

In dealing with disruptive students, any person employed by the school may, within the scope of his or her employment, use reasonable and appropriate physical intervention or force as necessary for the following purposes:

1. To prevent a student from an act of wrong-doing.
2. To quell a disturbance threatening physical injury to others.
3. To obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
4. For the purpose of self-defense.
5. For the protection of persons or property.
6. To maintain discipline.

Any such acts are not in conflict with the legal definition of child abuse and shall not be construed to constitute corporal punishment within the meaning and intention of this policy. No corporal punishment shall be administered to students by anyone in the school.

DETENTION OF STUDENTS

Reasonable detention of students at the close of the school day shall be permitted under the following conditions:

1. Appropriate consideration shall be given to factors of student transportation, traffic patterns, weather, and any other extenuating circumstances.
2. The age and grade level of the student shall be considered in determining the length of time a student may be detained after school.
3. In the event that a student is to be detained after the normal closing time, the parents shall be notified in advance. If the parents cannot be reached, detention shall be postponed until such time as communication with the home is established.

DISCIPLINARY REMOVAL FROM CLASSROOM (File: JKBA)

It is the policy of TPAAK to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by TPAAK and any other appropriate classroom rules of behavior established by the building Executive Director and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

1. Violates the code of conduct adopted by TPAAK.
2. Is dangerous, unruly, or disruptive.
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the administration from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed.

The Executive Director is directed to establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the school. Parents shall be notified of the student's removal from class in accordance with established procedures.

SUSPENSION/EXPULSION OF STUDENTS

TPAAK shall provide due process of law to students, parents, and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission.

As an alternative to suspension, the Executive Director or designee at personal discretion may permit the student to remain in school with the consent of the student's teachers if the parent attends class with the student for a period of time specified by the Executive Director or designee. If the parent does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations. This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the Executive Director or designee determines that the student's presence in school, even if accompanied by a parent would be disruptive to the operations of the school or be detrimental to the learning environment.

Expulsion for Unlawful Sexual Behavior or Crime of Violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The Executive Director or designee will review the information and formulate a recommendation for disciplinary action to TPAAK. The information shall be used by the school to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. TPAAK shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the Student Code of Conduct and related policies. The school may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the school to provide an alternative educational program for the student as specified in state law.

Information to Parents

Upon expelling a student, school personnel shall provide information to the student's parent concerning the educational alternatives available to the student during the period of expulsion, including the right of the parent to request that the school provide services during the expulsion. If the parent chooses to provide a home-based education program for the student, TPAAK personnel shall assist the parent in obtaining appropriate curricula for the student if requested by the parent.

If a student is expelled for the remainder of the school year and is not receiving educational services through BLRA, the school shall contact the expelled student's parent or guardian at least once every 60

days until the beginning of the next school year to determine whether the child is receiving educational services.

Procedure for Suspension

The following procedures will be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures will apply.

1. Notice. The Executive Director, or designee or the school at the time of contemplated action will give the student and the parent notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent.
2. Contents of notice. The notice will contain the following basic information:
 - a. A statement of the charges against the student.
 - b. A statement of what the student is accused of doing.
 - c. A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

This information need not be set out formally but should sufficiently inform the student and parent of the basis for the contemplated action.

3. Informal hearing. In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The Executive Director may allow the student to call witnesses or may personally call the accuser or other witnesses. The Executive Director may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. Timing. The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the hearing.
5. If the student's presence in school presents a danger. Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.
6. Notification following suspension. If a student is suspended, the Executive Director will immediately notify the parent that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent to meet with the Executive Director to review the suspension.
7. Removal from school grounds. A suspended student must leave the school building and the school grounds immediately after the parent and Executive Director have determined the best way to transfer custody of the student to the parent.
8. Re-admittance. No student will be readmitted to school until the meeting with the parent has taken place or until, in the opinion of the Executive Director, the parent has substantially agreed to review the suspension with the Executive Director. However, if the Executive Director cannot contact the parent or if the parent repeatedly fails to appear for scheduled meetings, the Executive Director may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. Make-up work. Suspended students will be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension.

Students will receive 50% credit for makeup work which is completed satisfactorily.

Procedure for Expulsion

In the event that TPAAK contemplates action denying admission to any student or prospective student or expelling any student, the following procedures will be followed:

1. Notice. Not less than 10 days prior to the date of the contemplated action, the Executive Director or an appropriate administrative officer of TPAAK will cause written notice of such proposed action to be delivered to the student and the student's parent. Such delivery may be by United States mail to the last known address of the student or the student's parent.
2. Emergency notice. In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent have actual notice of the hearing prior to the time it is held.
3. Contents of notice. The notice will contain the following basic information:
 - a. A statement of the basic reasons alleged for the contemplated denial or expulsion period of such suspension. The notification will include the time and place for the parent to meet with the administrator to review the suspension.
 - b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent within 3 days after the date of the notice.
 - c. A statement of the date, time, and place of the hearing in the event one is requested.
 - d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant, and that the student may be accompanied and represented by a parent and an attorney.
 - e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.
4. Conduct of hearing. A hearing may be requested by the parent. Such hearing will be conducted by a Hearing Officer designated by the school. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and TPAAK may consider and give appropriate weight to such information or evidence it deems appropriate. The student or representative may question individuals presenting information. A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

5. Parental responsibility. Upon expelling a student, school administration will provide information to the student's parent concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the school provide services during the expulsion. If the parent chooses to provide a home-based education program for the student, TPAAK personnel will assist the parent in obtaining appropriate curricula for the student if requested by the parent.

If a student is expelled for the remainder of the school year, the school administration will contact the expelled student's parent at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services. TPAAK personnel need not contact the parent after the student is enrolled in another school or if the student is committed to the department of human services or sentenced to a juvenile or adult detention facility.

6. Re-admittance. A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:
 - a. The expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment, or was placed in a diversion program as a result of committing the offense for which the student was expelled.
 - b. There is an identifiable victim of the expelled student's offense.
 - c. The offense for which the student was expelled does not constitute a crime against property.

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

No student will be readmitted to school until after a meeting between the Executive Director or designee and the parent has taken place except that if the Executive Director cannot contact the parent or if the parent repeatedly fails to appear for scheduled meetings, Executive Director may readmit the student.

GROUND FORS SUSPENSION/EXPULSION (File: IKD-E/IKE-E)

According to the Colorado Revised Statutes 22-23-106(1)(a-e) and 3(e), the following shall be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel, including behavior which creates a threat of physical harm to the child or other children.
4. Declaration as a habitually disruptive student for which expulsion shall be mandatory.
 - a. For the purposes of this paragraph, "habitually disruptive student" means a child who has been suspended pursuant to paragraph 1, 2, 3, or 5 of this exhibit, three times during the course of the school year for causing a material and substantial disruption in the classroom, on school grounds, or at school activities or events because of behavior that was initiated, willful, and overt on the part of the child. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent shall have been notified in writing of each suspension counted toward declaring the student as habitually disruptive, and the student and parent shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent of the definition of "habitually disruptive student" and the mandatory expulsion of such students.
5. Serious violations in the school building or in or on school property for which suspension or expulsion shall be mandatory. Expulsion shall be mandatory for:
 - a. The sale of a drug or controlled substance as defined in C.R.S. 12-22-303.
 - b. The commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2.
 - c. The carrying, bringing, using, or possessing of a dangerous weapon without the authorization of the school or school district, except that if a student discovers that he or she has carried, brought, or is in possession of a dangerous weapon and the student notifies a teacher, administrator, or other authorized person in the school and, as soon as possible, delivers the dangerous weapon to that person, expulsion shall not be mandatory. As used in this paragraph, "dangerous weapon" means:

- i. A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
 - ii. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
 - iii. A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches.
 - iv. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
- 6. Repeated interference with a school's ability to provide educational opportunities to other students.
- 7. Failure to comply with the provisions of Part 9, Article 4, Title 15, C.R.S. (immunization requirements). Any suspension, expulsion, or denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.
- 8. Making a false accusation of criminal activity against a Tatonka Educational Services, or school employee to law enforcement or to the school.
- 9. Misuse of an electronic device such as a cell phone, pager, and/or personal digital assistant (PDA) on school grounds or on school vehicles, at school sponsored activities, and/or on field trips in a manner which constitutes an interference with school purposes or an educational function or that is profane, indecent, or obscene or constitutes an invasion of privacy.

According to C.R.S. 22-22-106(2), subject to the district's responsibilities under the Exceptional Children's Education Act (see policy JK-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

- 1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
- 2. Physical or mental disability or disease that is causing the attendance of the child suffering to be detrimental to the welfare of other students.

SUSPENSION/EXPULSION OF DISABLED STUDENTS

(File: JKD-2/JKE-2 and JKD-2-R/JKE-2-R)

Special education students are neither immune from a school disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students.

A special education student may be temporarily suspended from school if exclusion is warranted because of the student's disruptive activities and/or actions which present a physical danger to him, other students, school personnel, or school property.

A special education student whose behavior is determined to be a manifestation of his or her disability may not be expelled but shall have his individual education plan (IEP) reviewed by the appropriate IEP team. The team shall review the IEP for appropriateness of services and the need for a more restrictive or alternate placement.

A special education student whose behavior creates a threat of physical harm to him or other students may not be expelled if the actions creating the threat are a manifestation of his or her disability. However, the student shall be removed from the classroom to an appropriate alternative setting for a length of time which is consistent with federal law. Within 10 days, the school in which the student is enrolled shall arrange for a re-examination of the IEP to amend the plan as necessary to ensure that the needs of the student are addressed in a more appropriate manner or setting which is less disruptive to other students.

The special services director shall be consulted prior to consideration of expulsion of a special education student for misbehavior that is not related to his or her handicapping condition.

Procedure

Suspensions from the child's current placement must be for a definite period of time, not longer than 10 consecutive school days for any violations of school rules. Removals do not constitute a change of placement. After the child with a disability has been removed from his or her current placement for more than 10 days in the same school year, the building special education team must meet to determine the level of services the student may need; and a functional behavioral assessment and a behavior intervention plan must be established for that child by the IEP team.

Occasionally, the misconduct of a student with disabilities necessitates a brief change of placement to an interim alternative education setting (IAES). The IEP team determines if an IAES is appropriate for the student. The IAES must:

1. Allow the student to progress in the general curriculum.
2. Provide the student the necessary services and modifications to meet the goals set out in the IEP.
3. Include services and modifications to address the presence of and prevent the reoccurrence of the misconduct behavior.

A student with a disability may be placed in an IAES for a period of time consistent with their nondisabled peers but not more than a maximum of 45 days.

In the case where the student with a disability carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs, or solicits the sale of a controlled substance, the student would be suspended from school and considered for expulsion.

Immediately upon the decision that expulsion is to be pursued, the parent of the child must be notified and provided procedural safeguards. Within 10 days of the decision, a manifestation staffing review must be conducted. The IEP team and other qualified personnel are responsible for conducting the manifestation determination review.

If the IEP team determines that the misconduct is not a manifestation of the student's disability, the school can proceed with the expulsion; but the IEP team must tailor a free and appropriate public educational (FAPE) program during the suspension or expulsion.

If the misconduct is a manifestation of the disability, the discipline proceeding must stop; and the IEP team must review the IEP and adjust the programming according to the least restrictive environment (LRE) options.

CUSTODIAL AND NONCUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES – ALLOCATION OF PARENTAL RESPONSIBILITIES (File: KBBA and KBBA-R)

TPAAK presumes that the person who enrolls a student in school is the student's custodial parent. Unless the school has a copy of a court order that specifies otherwise, said custodial parent shall be the one whom the school holds responsible for the education and welfare of that child.

Parents shall have the right to receive information contained in school records pertaining to their minor child and to forbid or permit the disclosure of such information to others unless authorized by the custodial parent.

The School, unless informed otherwise, assumes that there are no restrictions regarding either parent's right to be kept informed of the student's school progress and activities.

If restrictions are made relative to the rights of either parent, the custodial parent or the parent to whom parental responsibility for school matters has been allocated shall be requested to submit a certified copy of the court order which curtails specific rights of the other parent.

Unless there are specific court-imposed restrictions, either parent, upon request, shall be given access to all of the student's educational records including, but not limited to the student's cumulative file and the student's special education file, if applicable. The student shall not be permitted to visit with or be released to anyone without the approval of the custodial parent or the parent to whom parental responsibility for school matters has been allocated by a court order. However, if neither parent has been granted custody or allocated parental responsibility for school matters by a court order and the custodial parent cites emergency circumstances, access to a student by the other parent may be limited on a temporary basis for a reasonable period of time to allow a custodial parent an opportunity to obtain a court order.

Procedure

The following procedures have been developed for situations involving the allocation of parental responsibilities (custody), visitation, and release of records of a child enrolled at TPAAK:

1. The school registrar will maintain records easily accessible to school administration indicating those students whose parents are divorced or legally separated and have special custody arrangements. Upon receiving the appropriate information, the school will make every attempt to comply with special custody terms.
2. Students will not be released to unauthorized individuals.

Children of Divorced/Separated Parents

1. Both natural parents have the right to view the child's school records and receive school progress reports unless otherwise documented through a court order.
2. TPAAK will presume that both parents have equal access to a child when that student is registered in school unless one parent provides the school with a court order indicating otherwise.
3. A copy of the court order governing a divorce, separation, or delineation of parental rights will be provided by the custodial parent or the parent to whom parental responsibility for school matters has been allocated and kept in the student's cumulative record as a temporary record if situation warrants.
4. If the school is aware that the student's parents are divorced or separated and a parent refuses to provide a copy of the court order to the school, the principal will be advised; and a statement of the refusal will be noted, including the date and situation. This statement will be filed in the student's cumulative record. The school will provide full access to both parents in this case.
5. A student will not be denied admission to school on the basis of refusing the request for documentation of a divorce, separation, or delineation of parental rights unless student residency is at issue.
6. In some instances, two opposing court orders may be presented to the school. In such event, the most current order will govern.
7. Joint allocation of parental responsibility or joint custody stipulations in a divorce decree will be read carefully in order to understand the rights and privileges allowed each parent. The school will review such a decree for residency and visitation rights purposes. Students may be allowed by such a decree to attend two schools on a rotation basis corresponding to custody arrangements.
8. The student shall not be permitted to visit with or be released to anyone without the approval of the custodial parent or the parent to whom parental responsibility for school matters has been allocated by a court order. However, if neither parent has been granted custody or allocated

parental responsibility for school matters by a court order and the custodial parent cites emergency circumstances, access to a student by the other parent may be limited on a temporary basis for a reasonable period of time to allow a custodial parent an opportunity to obtain a court order.

9. If a school official becomes aware of emergency circumstances, the appropriate law enforcement agency will be contacted. If a school official is in doubt about the validity of a request or documentation presented, the school official will contact appropriate officials. The school official should request positive identification of any individual making a request for release or visitation of a student.
10. If a parent making an unauthorized request for release or visitation refuses to leave the school premises at the principal's request, the principal will contact the appropriate law enforcement agency.
11. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the superintendent.

STUDENT USE OF THE INTERNET (File: IS)

The Internet, a global computer network referred to as the World Wide Web, and electronic communications (e-mail, chat rooms, and other forms of electronic communication) have vast potential to support curriculum and student learning. TPAAK believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and home computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

TPAAK believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the school. However, the Internet and electronic communications are fluid environments in which students may access materials and information from many sources including some that may be harmful to students.

TPAAK acknowledges that while it is impossible to predict with certainty what information students might locate or come into contact with, it desires to take all reasonable steps to protect students from accessing material and information that is obscene, child pornography, or otherwise harmful to minors, as defined by the school. Students shall take responsibility for their own use of school computers and computer systems to avoid contact with material or information that may be harmful to minors.

Internet Blocking or Filtering

Services/products that block or filter material and information that is or contains offensive language, sex/pornography, racism, drugs, or violence, as defined by TPAAK, shall be installed on all school computers having Internet or electronic communications access. Students shall report access to material and information that is or contains offensive language, sex/ pornography, racism, drugs, or violence, or is otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No Expectation of Privacy

TPAAK computers and computer systems are owned by TPAAK and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The school reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice, all usage of TPAAK computers and computer systems, including all Internet and

electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems shall remain the property of TPAAK.

Unauthorized and Unacceptable Uses

Students shall use TPAAK computers and computer systems in a responsible, efficient, ethical, and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of TPAAK computers and computers systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following:

No student shall access, create, transmit, retransmit or forward material or information:

- That promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- That is not related to TPAAK education objectives
- That contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex, or excretion
- That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability, or handicap
- For personal profit, financial gain, advertising, commercial transaction, or political purposes
- That plagiarizes the work of another without express consent
- That uses inappropriate or profane language likely to be offensive to others in the school community
- That is knowingly false or could be construed as intending to purposely damage another person's reputation
- In violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- That contains personal information about themselves or others, including information protected by confidentiality laws
- Using another individual's Internet or electronic communications account without written permission from that individual
- That impersonates another or transmits through an anonymous remailer.
- That accesses fee services without specific permission from the system administrator

Security

Security on TPAAK computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited. Students shall not:

1. Use another person's password or any other identifier.
2. Gain or attempt to gain unauthorized access to district computers or computers systems.
3. Read, alter, delete, copy, or attempt to do so, electronic communications of other system users.

Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic devices communications.

Safety

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or TPAAK-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized Software

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

Assigning Student Projects and Monitoring Student Use

TPAAK will make every effort to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications. Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools.

Student Use is a Privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in school disciplinary action and/or legal action. The school may deny, revoke, or suspend access to technology or close accounts at any time.

Signatures Required

TPAAK requires students and parents to acknowledge that they have read and discussed this document. TPAAK students and parents are required to sign and turn in to the office the attached TPAAK Handbook and Self-Discipline Guide Parent and Student Acknowledgement and Agreement form.

Please feel free to ask any questions you may have concerning this guide. The space at the bottom of the Parent and Student Acknowledgement form is provided for that purpose. Please include an email address or phone number so we may contact you.

Copies of this handbook shall be made available to any member of the public upon request.

T.R. Paul Academy

Parent and Student Handbook Acknowledgement and Agreement

Yes, we have read and discussed the TPAAK handbook. We agree to uphold these policies and do our best to follow the guidance they provide.

Please print name and relationship to student(s):

Name _____ Relationship _____

Name _____ Relationship _____

(Please note that additional adults may sign and date on the back if needed)

Parent(s)/Guardian(s) Signature:

_____ Date ____/____/____

_____ Date ____/____/____

Please print student(s) name:

Name _____

Name _____

Name _____

Name _____

(Please note that additional students may sign and date on the back if needed)

Student(s) Signature Date ____/____/____

Questions (optional)-

RESOLUTION 002
CONCERNING THE POSTING OF NOTICE FOR BOARD MEETINGS

WHEREAS, Northern Colorado Academy of Arts and Knowledge, d/b/a TR Paul Academy of Arts & Knowledge, a Colorado nonprofit corporation ("TPAAK"), has been granted a contract ("Charter") from the Colorado Charter School Institute ("Authorizer") to organize and operate a public charter school under the laws of the State of Colorado ("Code");

WHEREAS, the formation of public policy is public business and may not be conducted in secret under the Colorado Open Meetings Law: 24-6-401 et seq.;

NOW THEREFORE BE IT RESOLVED by the TPAK Board of Directors approves that all notice of board meetings will be posted at least 24 hours in advance of all meetings in the window of Room 101A in the front entrance of 4512 McMurry Ave, Fort Collins, CO 80525. approves the Amended and Restated Provider Service Agreement with TES for the period beginning on July 1, 2016, and ending on June 30, 2017.

Adopted this 10th day of August, 2016.

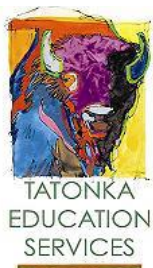
TR Paul Academy of Arts & Knowledge

By: _____
Chair, Board of Directors

I certify that the foregoing Resolution 002 was adopted by the TPAK Board of Directors at a regular Board meeting upon notice as required by law on June 30, 2016 by [unanimous voice vote] [a rollcall vote of Aye ___, Nay ___, and Abstention ___.]

By: _____
Secretary, Board of Directors

August 8, 2016



Tatonka Education Services

Tuition Policy Update Recommendation Form

To: TR Paul Academy of Arts & Knowledge Board of Directors

From: TPAAK Administration

Date: 8/10/2016

Existing Policy: TPAAK Kindergarten Tuition Policy

Details of Policy: Outlines tuition charges for full day kindergarten at \$2250/year

Proposed new policy: Waive tuition for homeless families as determined by the provisions under the McKinney-Vento Act

Effective Date: 8/17/2016

Reason for Recommendation of policy change:

The TPAAK Administration believes that by providing a waiver for the tuition of full day kindergarten to homeless families that qualify under the McKinney-Vento Act, we can provide educational stability for homeless students.

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition: Children and youth sharing housing due to loss of housing, economic hardship or a similar reason.

This information is collected during the enrollment process.

Board comments or instructions:

Board Approval: _____

Date: _____