

**T.R. Paul Academy of Arts and Knowledge  
aka Northern Colorado Academy of Arts and Knowledge  
4800 Wheaton Drive, Fort Collins, CO 80525**

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Board Meeting Agenda for Wednesday, September 13, 2017 at 4pm  
4800 Wheaton Drive, Fort Collins, CO 80525  
Room 100B  
Conference Line: 712-432-6100 pin 558-47941

I. OPENING SECTION

- A. Call to Order
- B. Board Members in attendance: Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( )  
Walser ( )
- C. Approval of Agenda  
Motion by: \_\_\_\_\_ Seconded by:  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

II. AUDIENCE COMMENTS

III. REPORTS

- A. Secretary's Report  
Motion to approve minutes from July 12, July 20, August 9 and August 31 meetings.  
Motion by: \_\_\_\_\_ Seconded by:  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

B. Executive Summary (Montoya & Keigan)

C. TES Corporate Report

- a. FY17 Controller Report (Tina Wallace)  
Motion to approve Assurances for Financial Accreditation  
Motion by: \_\_\_\_\_ Seconded by:  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )
- b. Vice President Quarterly Report (Joseph Hattrick)

IV. NEW BUSINESS

A. Board Members

- Motion to accept resignation of Sherri Nyberg as board member.  
Motion by: \_\_\_\_\_ Seconded by:  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

Motion to appoint Dorothy Shapland, EdD as board member.  
Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

B. TPAAK Assessment Policy

Motion to approve TPAAK Assessment Policy.

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

C. Student Technology Use Policy

Motion to approve TPAAK Internet Safety Policy

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

D. Fingerprint/Background Check Policy

Motion to approve Fingerprint/Background Check Policy

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

E. Student and Parent Handbook

Motion to approve Student and Parent Handbook

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

F. Special Education Memorandum of Understanding

Motion to approve MOU between TPAAK and CSI regarding the provision and funding of special education services.

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Walser ( )

III. OLD BUSINESS

A. Vision/Mission Change

B. Service Provider Options

C. Crossroads Lease

D. Board Meeting Reschedule

IV. BOARD MEETING

A. Agenda Items

a. Board Self-Evaluation

b. Revised Budget Review

c. Increase of Kinder Tuition Proposal

d. School Leader Evaluation Plan

e. Name Change for 18-19

V. CLOSING SECTION

A. Motion to Adjourn

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

**Executive Summary 9.13.2017**

**Enrollment**

We are currently sitting .68 FTE below our budgeted FTE. These numbers include the additional 3.5 FTE from our seven homeschool students. We continue to have weekly tours and inquiries and hope to meet our enrollment goal by Oct Count. Kinder is completely full with a waitlist of four, two of which are siblings of currently enrolled students. In addition, our preliminary budget projected 32 full day students. Out of the 41 full day students, three do not pay tuition, so we have additional \$13,500 in revenue from tuition. Third and fourth grade continue to be our smallest classes, however the majority of tours we are seeing are for the upper grades.

	Actual Final Enrollment	Budget: Submitted Projections
1/2 K	3	8
Full K	41	32
1st	36	39
2nd	42	42
3rd	34	28
4th	30	33
5th	38	40
<b>Total</b>	<b>224</b>	<b>222</b>
<b>FTE</b>	<b>202.02</b>	<b>202.7</b>
Homeschool (in total)	7	
Kinder Wait List Total:	4	

**2017 School Performance Framework**

The CDE released our preliminary SPF report two weeks ago, earning us a Performance rating by .2%. Last year we were in Improvement. Once again, our achievement points are high, earning us 77% of the possible points, while growth continues to be low, only earning us 37.5% of the possible points. We can celebrate that our FRL students and Minority students earned major points in academic achievement, and we received a Meets or Exceeds rating in all portions of academic achievement. We earned an Approaching rating for overall academic growth, and Does Not Meet for math growth. There is a strong possibility that our CARS rating will be in Improvement even though the SPF report has us in Performance. The CARS report will come out late in the fall, and also considers the performance in geographic area and trends across years, which could bump our rating down. Per our renewal requirements for the automatic two-year extension, we need to maintain an Improvement rating for this year and achieve a Performance rating in 2018-19.

**CMAS Achievement Results**

Academic achievement on the state test remains strong, particularly in ELA. As a school 58% of our students Met or Exceeded expectations with a mean scale score of 750. Of the 93 students who tested, eight of them were five or less points away from meeting expectations. With the action plan we have to address student growth (see below), these students, and hopefully many others, will move into the Met category.

School	ELA	3rd Grade	ELA	4th Grade	ELA	5th Grade	ELA
Exceeded	2%	Exceeded	0%	Exceeded	3%	Exceeded	0%
Met	56%	Met	62%	Met	66%	Met	40%
Approached	26%	Approached	17%	Approached	26%	Approached	37%
Partially Met	9%	Partially Met	10%	Partially Met	3%	Partially Met	13%
Did Not Meet	7%	Did Not Meet	10%	Did Not Meet	3%	Did Not Meet	10%
		Mean SS	748	Mean SS	757	Mean SS	742

Math achievement was not as strong as ELA on the state test. 42% of students Met or Exceeded expectations with a mean scale score of 745. Eleven students were five or less points away from

meeting expectations. 3<sup>rd</sup> grade had the highest performance of the three grades with 47% Met/Exceeded.

School	Math	3 <sup>rd</sup> Grade	Math	4 <sup>th</sup> Grade	Math	5 <sup>th</sup> Grade	Math
Exceeded	5%	Exceeded	10%	Exceeded	0%	Exceeded	7%
Met	37%	Met	47%	Met	47%	Met	17%
Approached	34%	Approached	33%	Approached	29%	Approached	40%
Partially Met	16%	Partially Met	7%	Partially Met	18%	Partially Met	23%
Did Not Meet	8%	Did Not Meet	3%	Did Not Meet	6%	Did Not Meet	13%
Mean SS	745	Mean SS	758	Mean SS	745	Mean SS	733

School	Test					
2016-2017	ELA03	ELA04	ELA05	MAT03	MAT04	MAT05
T.R. Paul Academy of Arts & Knowledge	62	69	40	55	44	23

The trend of 5<sup>th</sup> grade performance being lower than other grades unfortunately continues 40% or less students meeting expectations in both subject areas. Both 5<sup>th</sup> grade teachers will be participating in additional professional development in their respective subject areas, and will continue to be held accountable for weekly lesson plans standards-based learning targets, assessment strategies, and differentiation for all learners.

As math continues to be an area of improvement school-wide, all teachers received professional Singapore math training at the beginning of the year, and will receive a refresher training mid-year. We are also working with our Singapore trainer on a coaching model for the curriculum that will include additional observations, demo lessons, and debrief meetings, specifically for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers.

### CMAS Growth Results

As mentioned with the SPF report, the academic growth of our students must be addressed, particularly in math. It is important to note that even if students are high achievers, like many of our students are, they can still have either low growth or high growth. When calculating growth percentiles, achievement does not factor in. We fall into the quadrant of “high achievement, low growth” as a school. Also note that the 50<sup>th</sup> percentile can be thought of as one year’s growth, and that our students are compared with other students across the state with a similar growth history.

One area of celebration is our growth in ELA. Last year we had a median growth percentile of 33.5 (well below a year’s worth of growth) but this year it is in the 46<sup>th</sup> percentile, almost at the average amount of growth. 4<sup>th</sup> grade improved from 43 to 50 percentile, and 5<sup>th</sup> grade from 17 to 36.5 percentile. Across the board, while we are just out of range of the 50<sup>th</sup> percentile, our subgroups improved their growth percentile in ELA. Students who were below benchmark last year increased their growth median percentile by over 20 points.

Math cannot boast the same improvements, with only 5<sup>th</sup> grade increasing their median growth percentile. In nearly all categories our growth remained stagnant or decreased. As this is not a new trend, that will be a big factor in our CARS rating.

Our new literacy curriculum is far more rigorous than what has been used in the past and makes students think more critically about what they are reading by way of performance tasks and assessments. Frequent checks that the curriculum is being effectively taught will be implemented

Some of the same strategies mentioned above to improve achievement in math will also help with growth. Additionally, Mrs. Montoya, Ms. Hutchinson, and Mr. Franko are looking into math intervention programs similar to what we use for reading (Lexia). The MAP testing that we're implementing this year will also help target holes students may have in their learning, and teachers can then use the progress monitoring tool to monitor growth and attainment of standards.

General expectations set this year for teachers that will also help address achievement and growth include required lesson plan components, instructional reviews, and the revamped evaluation system.

### **Goals for the Year**

As we are tightening up many policies, procedures, and expectations this year, we felt it important to practice effective goal setting. Teachers are in the process of meeting with Mrs. Montoya to set at least one individual and team goal. These goals will be included in and reviewed during their instructional reviews. Additionally, the admin team has set three main goals for the year and shared these with the parent community last week:

#### **Goal #1: Clear and consistent communication**

Based on parent input over the last year, it was clear that communication with our school community was not up to par. To achieve this goal, we plan to diligently update important information that affects our families via our (new and improved!) website, Facebook, Bloomz, Dragon Mail, and phone calls when necessary. We will make sure our messages are timely and accurate so that you have adequate time to plan your schedule. Any changes made to previous communication will be sent out as soon as possible via multiple platforms. Emails, social media messages, and phone calls will be returned within 24 hours during the school week, even if it's simply to say, "I received your message and am working on getting you an answer."

We have also set high expectations for our staff regarding how and when they're communicating with families. Classroom newsletters are sent out weekly via email and/or hard copy. Email, Bloomz, and phone messages will be returned within 24 hours during the school week. Teachers will also communicate when they see a significant change in a student's behavior or academic performance, as well as when disciplinary action has been taken. Most importantly, our staff will not just be communicating with you about worrisome issues like slipping grades or behavior issues; they will absolutely be letting you know about student successes and milestones in the classroom.

#### **Goals #2: Best practice for safety and security procedures**

As you have probably noticed, we are handling security procedures a bit differently this year, and again, we very much appreciate your patience as we get this new system running smoothly. Our number one job at school, for all staff members, is to keep our students safe. Because of this, we felt there were some areas of security that needed reviewed and updated. We are now requiring adults entering the building during school hours (8:10am - 3:20 pm) to sign in for a

visitor badge and leave a photo ID with the front office. Regular volunteers will need to perform a background check. Forms to authorize the background check can be picked up at the front office.

Additionally, anyone picking up a student after school, whether on the playground or driver valet, must be on the pickup list and present an ID a staff member until we are familiar with all the new faces. To inquire about or update your child's pickup list, you can call the front office at 970-226-2800 or email [sosgood@tpaak.org](mailto:sosgood@tpaak.org).

We have already had meetings with each class about our four emergency procedures: Secure the Perimeter, Lockdown, Shelter, and Evacuate. We will regularly practice these simulating different scenarios throughout the school year. Today we held our first fire drill and were able to evacuate and account for all students in record time! We were fortunate in our previous building to rarely have to utilize these procedures for real-life events, but we understand the importance of preparing for all situations.

### **Goal #3: Student academic growth**

Academic achievement has always been a strong point of our school, but showing adequate growth from year to year is a high priority area of improvement. While adopting new curriculum can be a positive step towards fostering academic growth, it is important that 1) teachers are properly and continually trained on the new curriculum; and 2) steps are taken to ensure that teachers are effectively implementing the curriculum in their classrooms.

This year, appropriate training and professional development for our teachers is vital, particularly in the area of implementing new curriculum. Teachers received a full day of training during pre-service for both the new EngageNY literacy curriculum, and for the Singapore math curriculum that was adopted last year. Additionally, they will attend another day of training for each subject during our November and January professional development days. We are also sending new teachers to additional Singapore math training during the school year.

Expectations have been set for teachers regarding essential components of lesson plans, including the Colorado Academic Standards, student-friendly learning objectives, how they will know if the students meet the objectives, and how they will make sure they are reaching each student where they are in their learning. While teachers can still plan their lessons in a way that works best for them, it is important that there is some standardization across the school.

Over the next month, Mrs. Keigan and Mrs. Montoya are focusing on two goals each related to their respective jobs. These goals will include clear action plans with timelines and will be presented to the board at the October meeting, with the hope that the board will conduct a leader evaluation with these goals in mind. John Brendza, a consultant with CSI, has shared several evaluation templates, and has also spoken with Mrs. Montoya and Mrs. Keigan about different ways to structure the goals and action plans. He is more than willing to speak with board members about the leader evaluation process.

## **Parent Orientation**

We did not know what to expect with our Parent Orientation Night on September 7, but we had a healthy turnout, with particular high interest in the 5<sup>th</sup> grade Eco Week meeting, New Parent Orientation, and Gift/Talented Parent Session. There was a high level of interest in PTO involvement, and new parents did not have confounding concerns or questions.

## **Marketing**

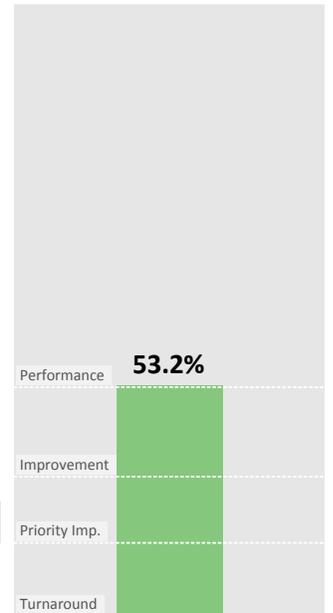
We have seen increased inquiries to the school and have gotten new enrollments from word of mouth, search engines and Facebook. The new website went live around the start of the school year. Since we have received a lot of positive parent feedback during the last month, we are also sending out a campaign asking for reviews on Facebook, GreatSchools and Google.

## Plan Type Official plan type based on: 1-Year SPF report

**Performance Plan: Low Participation**

**53.2 / 100**

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.



### Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	76.8%	30.7 / 40	Meets
Academic Growth	37.5%	22.5 / 60	Approaching

The plan type presented above is based on the total percent of framework points earned out of points eligible:

### Assurance

	Rating
Accountability Participation Rate	Meets 95%

**Performance:** at or above 53.0%

**Improvement:** at or above 42.0%-below 53.0%

### Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	100	94	94.0%	6	100.0%	Meets 95%
Math	100	94	94.0%	6	100.0%	Meets 95%
Science	34	29	85.3%	4	96.7%	Meets 95%

**Priority Improvement:** at or above 34.0%-below 42.0%

**Turnaround:** below 34.0%

**Insufficient Data:** No reportable data or only PWR data

### Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	76.8%	30.7 / 40	Meets	53.2%	Performance
	Academic Growth	37.5%	22.5 / 60	Approaching		

(\*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(\*\*) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	93	94.0%	750.5	76	12 / 16	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	16	94.1%	755.4	84	1.5 / 2	Meets
	Minority Students	22	95.7%	756.7	86	2 / 2	Exceeds
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	93	94.0%	745.6	74	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	16	94.1%	757.9	92	2 / 2	Exceeds
	Minority Students	22	95.7%	747.4	78	1.5 / 2	Meets
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
	CMAS - Science	All Students	29	85.3%	626.3	67	12 / 16
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
<b>TOTAL</b>		*	*	*	*	43 / 56	Meets

## ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	59	46.0	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	58	24.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
<b>TOTAL</b>		*	*	12 / 32	Approaching

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\*) Not Applicable; (-) No Reportable Data

## Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
	• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
	• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25	
	Students Previously Identified for a READ Plan (bonus point)		2 bonus points				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)						
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
	• at or above 65	Exceeds	16	8	2.0	1.00	-
	• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
	• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
	• below 35	Does Not Meet	4	2	0.5	0.25	-
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	• at or above 559.1	Exceeds	2.0				
	• at or above 509.2 but below 559.1	Meets	1.5				
	• at or above 462.3 but below 509.2	Approaching	1.0				
	• below 462.3	Does Not Meet	0.5				
	Mean CO SAT Math scale score was**:						
	• at or above 543.4	Exceeds	2.0				
	• at or above 491.7 but below 543.4	Meets	1.5				
	• at or above 446.5 but below 491.7	Approaching	1.0				
	• below 446.5	Does Not Meet	0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	• at or below 0.5%	Exceeds	4				
	• at or below 2.0% but above 0.5%	Meets	3				
	• at or below 5.0% but above 2.0%	Approaching	2				
	• above 5.0%	Does Not Meet	1				
	Matriculation Rate (of all schools in 2016):						
	• at or above the 73.1%	Exceeds	2.0				
	• at or above 59.3% but below 73.1%	Meets	1.5				
	• at or above 41.4% but below 59.3%	Approaching	1.0				
	• below 41.1%	Does Not Meet	0.5				
Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students	Each Disaggregated Group				
• at or above 95.0%	Exceeds	4	1.00				
• at or above 85.0% but below 95.0%	Meets	3	0.75				
• at or above 75.0% but below 85.0%	Approaching	2	0.50				
• below 75.0%	Does Not Meet	1	0.25				

### Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.\*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

### Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
• at or above 62.5% but below 87.5%	Meets	
• at or above 37.5% but below 62.5%	Approaching	
• below 37.5%	Does Not Meet	

### Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

### Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
56.0%	53.0%	Accredited (District) or Performance Plan (School)	
44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)	
34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)	
25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)	

\* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

\*\* 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

# SCHOOL CMAS GROWTH REPORT | 0657: T.R. PAUL ACADEMY OF ARTS & KNOWLEDGE | 8001: CHARTER SCHO.

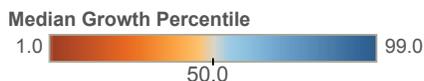


Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in-between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing students' Colorado Measures of Academic Success (CMAS) scores in English Language Arts and Math over consecutive years. A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments. School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile. Median Growth Percentiles (MGP) are calculated for the whole school, by grade, and by different student groups. Higher median growth percentiles indicate higher growth rates for the typical students in those groups. Please note that growth rates are independent of achievement levels (students at all achievement levels are just as likely to have high growth as low growth). As a point of reference, the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly.

Missing data in the table reflect fewer than 20 students in the group; their data is not shown in the table (the cells are blank) to ensure data privacy and appropriate interpretation of results. For additional definitions and information go to: [www.cde.state.co.us/accountability/coloradogrowthmodel](http://www.cde.state.co.us/accountability/coloradogrowthmodel)

		ENGLISH LANGUAGE ARTS						MATH					
		School		District		State		School		District		State	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
<b>ALL STUDENTS</b>	All Students	33.5	46.0	50.0	46.0	50.0	50.0	25.0	24.0	47.0	40.0	50.0	50.0
<b>GRADE LEVEL</b>	04	43.0	50.0	51.0	46.0	50.0	50.0	22.0	15.5	48.0	43.0	50.0	50.0
	05	17.0	36.5	49.0	46.0	50.0	50.0	31.0	34.0	44.0	39.0	50.0	50.0
<b>ENGLISH LEARNERS</b>	English Learners (NEP, LEP, FEP)			48.0	49.0	49.0	50.0			48.0	42.0	47.0	49.0
	Non-English Learners	34.0	46.0	51.0	45.0	50.0	50.0	25.0	24.0	46.0	40.0	51.0	50.0
<b>FREE AND REDUCED LUNCH (FRL)</b>	FRL Eligible			51.0	46.0	47.0	47.0			46.5	40.0	46.0	46.0
	Non-FRL	34.0	46.0	50.0	46.0	53.0	53.0	27.0	26.5	47.0	40.0	53.0	53.0
<b>GENDER</b>	Female	26.0	44.5	52.0	49.0	54.0	53.0	26.5	29.0	46.0	38.5	51.0	49.0
	Male	41.5	48.0	48.0	44.0	46.0	47.0	23.5	24.0	47.0	43.0	49.0	51.0
<b>GIFTED</b>	Gifted and Talented			52.0	59.5	61.0	62.0			56.0	50.0	60.0	60.0
	Non-Gifted and Talented	34.0	46.0	50.0	46.0	49.0	49.0	25.0	22.5	45.5	40.0	49.0	49.0
<b>INDIVIDUALIZED EDUCATION PLAN (IE..)</b>	On IEP			44.0	30.0	36.0	38.0			48.5	38.5	41.0	42.0
	Non-IEP	33.0	47.0	51.0	47.0	52.0	51.0	24.0	24.0	47.0	40.5	51.0	51.0
<b>MIGRANT</b>	Migrant					45.0	45.0					42.0	48.0
	Non-Migrant	33.5	46.0	50.0	46.0	50.0	50.0	25.0	24.0	46.0	40.0	50.0	50.0
<b>MINORITY</b>	Minority			49.0	45.5	48.0	48.0			46.0	40.0	47.0	48.0
	Non-Minority	33.5	45.0	52.0	47.0	51.0	52.0	26.0	24.0	47.0	41.0	52.0	52.0
<b>PERFORMANCE LEVEL</b>	At or Above Benchmark	26.0	43.0	44.0	43.0	50.0	50.0	21.0	21.0	45.0	38.5	50.0	50.0
	Below Benchmark	35.5	56.0	53.0	50.0	50.0	50.0	29.0	24.0	48.0	43.0	50.0	50.0
<b>RACE/ETHNICITY</b>	American Indian or Alaska Native					47.0	43.5					45.0	41.0
	Asian			63.0	48.0	59.0	58.0			65.5	45.0	60.0	59.0
	Black			39.0	42.0	48.0	47.0			30.0	27.0	45.0	44.0
	Hispanic			48.0	45.0	47.0	47.0			46.0	42.0	46.0	47.0
	White	33.5	45.0	52.0	47.0	51.0	52.0	26.0	24.0	47.0	41.0	52.0	52.0
	Hawaiian/Pacific Islander					52.0	50.0					58.0	51.0
	Two or More Races			52.0	50.5	52.0	52.0			36.0	35.0	51.0	50.0



T.R. Paul Academy of Arts and Knowledge

Controller's Report  
Year Ending  
June 30, 2017

This is the first formal Controller's Report in this summary format. Future reports will be provide at the Board Meeting held 45 days or more after the end of the quarter in the Quarterly Board Reports.

The school has Unrestricted Fund Equity of \$ 200,199.59 and Restricted Fund Equity (TABOR) of \$ 47,700.

Revenue – Highlights

- Full-Day Kindergarten Fee was \$ 4,848 over the \$ 72,000 budget. The school had an excellent credit collection and the demand was higher than anticipated.
- Before/After care was \$ 215 above budget.
- Fundraising revenue is net of expenditures so while below budget still a positive contribution to cash. The general fundraising added \$ 10,978 to the budget.
- Library fundraising was \$ 10,666. \$2,331 remains to be spent on the library from those funds.
- Facility Rentals only added \$168. This was well below the projected budget of \$5,000.
- Total State Grant Revenue was \$ 10,345 over the budget of \$ 80,769. This was due to additional funds from Capital Construction, Gifted and Talented, Read Act, and At-Risk Funding.
- Food Service ended with assistance from the general fund in the amount of \$3,368, which was less than budget amount of \$4,316.
- While total Revenue was below projections; the school had budgeted revenues of \$ 1,646,832 and our actual revenues were \$ 1,639,668, the difference was off by less than 1% (0.43%).

Expenditure – Highlights

- Due to the early departure of the Executive Director, the school saved \$10,094 on salary.
- The school was able to return 2 scheduled furlough days to the staff.
- The largest savings (\$21,295) in expenses was in the Other Purchased Services where we spent \$54,441 out of a budget of \$75,736. This includes items like paying for travel associated with staff development, postage, printing, workers comp and unemployment. We have adjusted this down slightly in the FY18 budget.
- Supplies were over budget by \$10,867. Of this, \$2,319.31 was for the unbudgeted moving and storage costs to the new location and the \$8,335 spend on the library (Library funds were raised specifically for this expenditure, it just wasn't budgeted).

#### Balance Sheet – Highlights

- TPAAK continues to maintain cash on hand in the low \$300,000.
- At this time, all outstanding Intergovernmental funds have been received.
- Accounts Payable is in the low \$ 30,000, which is reasonable given the schools size and bills are paid as agreed.

#### Discussions –

- YTD Net Income Data Graph

**NORTHERN COLORADO ACADEMY OF  
ARTS AND KNOWLEDGE**

FINANCIAL STATEMENTS  
With Independent Auditors' Report

For the Year Ended June 30, 2017

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
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**JUNE 30, 2017**

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## **INDEPENDENT AUDITORS' REPORT**

To the Board of Directors  
Northern Colorado Academy of Arts & Knowledge

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Northern Colorado Academy of Arts & Knowledge, as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Northern Colorado Academy of Arts & Knowledge, as of June 30, 2017, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## ***Other-Matters***

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Northern Colorado Academy of Arts & Knowledge's financial statements as a whole. The other supplemental information is presented for purposes of additional analysis and is not a required part of the financial statements. The other supplemental information is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Colorado Springs, Colorado  
August 25, 2017

Northern Colorado Academy of Arts & Knowledge dba Ted Paul Academy of Arts and Knowledge is a K-5 Public Charter School located in Fort Collins, Colorado that began operations in the fall of 2006. This Management's Discussion and Analysis, a requirement of GASB 34, is intended to be the Northern Colorado Academy of Arts & Knowledge administration's discussion and analysis of the financial results for the fiscal year ended June 30, 2017.

## **OVERVIEW OF THE FINANCIAL STATEMENTS**

U.S. generally accepted accounting principles (GAAP) according to GASB 34 requires the reporting of two types of financial statements: Government-wide Financial Statements and Governmental Fund Financial Statements.

### **Fund Financial Statements:**

The governmental fund level statements are reported on a modified accrual basis. Only those assets that are "measurable" and "currently available" are reported. Liabilities are recognized to the extent they are normally expected to be paid with current financial resources.

Governmental activities including the Academy's major instruction and instructional support activities are reported in the General Fund. While governmental activities consist of functions that are mostly funded by intergovernmental revenues, business type activities consist of functions that are intended to recover all or most of their costs through user fees and charges. The Academy includes the T.R. Paul Academy Foundation as a business type component unit in its fund financial statements as the debt service requirements of the facility financing arrangement is designed to be funded by lease payments from the Academy.

In the governmental fund financial statements, capital assets purchased are reported as expenditures in the year of acquisition. No asset is reported on the balance sheet. The issuance of debt is recorded as a financial resource. The current year's payments of principal and interest on long-term obligations are recorded as expenditures. Future year's debt obligations are not recorded on the balance sheet.

### **Government-wide Financial Statements:**

The Government-wide financial statements are maintained using the "full accrual" basis. They report all of the Academy's assets and liabilities, both current and long term, regardless if they are "currently available" or not. For example, capital assets and long-term obligations of the Academy are reported in the Statement of Net Position of the Government-wide financial statements.

Northern Colorado Academy of Art & Knowledge  
Management's Discussion and Analysis  
For Fiscal Year Ended June 30, 2017

**Net Position Summary**

	Governmental Activities		Business-type Activities		Totals	
	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>
<b>Assets</b>						
Current assets	\$386,890	\$389,606	\$0	\$0	\$386,890	\$389,606
Other assets	0	0	\$0	\$0	0	0
Capital assets	303,194	272,205	0	0	303,194	272,205
Less: accumulated depreciation	<u>(204,139)</u>	<u>(180,895)</u>	<u>0</u>	<u>0</u>	<u>(204,139)</u>	<u>(180,895)</u>
Capital assets, net book value	99,055	91,310	0	0	99,055	91,310
Total assets	<u>\$485,945</u>	<u>\$480,916</u>	<u>\$0</u>	<u>\$0</u>	<u>\$485,945</u>	<u>\$480,916</u>
<b>Liabilities</b>						
Current liabilities	\$137,088	\$141,706	\$0	\$0	\$137,088	\$141,706
Long-term liabilities	60,000	50,000	0	0	60,000	50,000
Total liabilities	<u>\$197,088</u>	<u>\$191,706</u>	<u>\$0</u>	<u>\$0</u>	<u>\$197,088</u>	<u>\$191,706</u>
<b>Net position</b>						
Net investment (deficit) in capital assets	\$99,055	\$91,310	\$0	\$0	\$99,055	\$91,310
Restricted	55,700	47,700	0	0	55,700	47,700
Unrestricted	<u>134,102</u>	<u>150,200</u>	<u>0</u>	<u>0</u>	<u>134,102</u>	<u>150,200</u>
Total net position	<u>\$288,857</u>	<u>\$289,210</u>	<u>\$0</u>	<u>\$0</u>	<u>\$288,857</u>	<u>\$289,210</u>

Northern Colorado Academy of Art & Knowledge  
Management's Discussion and Analysis  
For Fiscal Year Ended June 30, 2017

**FINANCIAL ANALYSIS OF THE ACADEMY'S ACTIVITIES**

The Academy's net position improved materially for both the year ending June 30, 2017 and the year ending June 30, 2016. For 2016, the net position improved by \$ 353. In 2016, the net position also improved by \$216,341.

**Results of Operations:**

For the fiscal year ended June 30, 2016 and 2017, the Academy wide results of operations were:

	Governmental Activities				Business-type Activities				Total			
	2016		2017		2016		2017		2016		2017	
	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total
<b>General revenue:</b>												
State and District aid- all sources	\$1,652,363	85.66%	\$1,425,130	86.39%	0.00%	0.00%	\$1,652,363	74.13%	\$1,425,130	86.39%		
Other	7,405	0.38%	7,366	0.45%	300,009	100.00%	0	0.00%	307,414	13.79%	7,366	0.45%
<b>Total general revenue</b>	<b>1,659,768</b>	<b>86.04%</b>	<b>1,432,496</b>	<b>86.84%</b>	<b>300,009</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1,959,777</b>	<b>87.92%</b>	<b>1,432,496</b>	<b>86.84%</b>
<b>Program revenue:</b>												
Charges for services	143,173	7.42%	102,565	6.22%	0.00%	0.00%	143,173	6.42%	102,565	6.22%		
Operating grants - federal and state	126,026	6.53%	114,607	6.95%	0.00%	0.00%	126,026	5.65%	114,607	6.95%		
<b>Total program revenue</b>	<b>269,199</b>	<b>13.96%</b>	<b>217,172</b>	<b>13.16%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>269,199</b>	<b>12.08%</b>	<b>217,172</b>	<b>13.16%</b>
<b>Total revenue</b>	<b>1,928,967</b>	<b>100.00%</b>	<b>1,649,668</b>	<b>100.00%</b>	<b>300,009</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>2,228,976</b>	<b>100.00%</b>	<b>1,649,668</b>	<b>100.00%</b>
<b>Expenses:</b>												
Instruction and instructional services	819,065	45.52%	755,913	45.83%	0.00%	0.00%	819,065	40.70%	755,913	45.83%		
Support services	912,243	50.70%	862,890	52.32%	0.00%	0.00%	912,243	45.33%	862,890	52.32%		
Interest on long-term debt	0	0.00%	0	0.00%	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
Food Service	62,024		30,512	1.85%								
Building Corporation	5,975	0.33%	0	0.00%	213,328	100.00%	0	0.00%	219,303	10.90%	0	0.00%
<b>Total expenses</b>	<b>1,799,307</b>	<b>100.00%</b>	<b>1,649,315</b>	<b>100.00%</b>	<b>213,328</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>2,012,635</b>	<b>100.00%</b>	<b>1,649,315</b>	<b>100.00%</b>
<b>Transfers:</b>												
Interfund Transfers	2,619		0		(2,619)		0					
<b>Increase (decrease) in net position</b>	<b>\$132,279</b>		<b>\$353</b>		<b>\$84,062</b>		<b>\$0</b>		<b>\$216,341</b>		<b>\$353</b>	

**A. Per Pupil Revenue (PPR)**

The Academy's PPR funding is determined by the following variables:

Per Pupil Funding: Annually, the State and the District set the per pupil funding based on a base funding amount as adjusted by a number of factors including a cost-of-living factor and an At-Risk demographics factor. The Northern Colorado Academy of Arts & Knowledge PPOR was \$ 6,940 per student for the 2015-16 school year and \$ 7,042 for the 2016-17 school year.

Student Enrollment: The Academy’s student enrollment for the fall count of the 2015-16 was 254 students as compared 211 students for the fall of 2016-17. To calculate total state aid to be provided by the District funded PPR, enrollment is multiplied by the Academy’s per pupil funding. It should be noted that Kindergarten students are only funded at 58% of the pupil allocation. The funded full time equivalent (FTE) student count after adjusting out .42 FTE for each kindergarten student was 229.6 students for 2015-16 and 194.62 for 2016-17.

**B. Major Fund Budgetary Highlights**

**General Fund Operations**

The Academy’s only major governmental type fund is the General Fund. Expenditures and other financing uses from General Fund operations exceeded revenues and other financing sources by \$1,902 for the fiscal year ended June 30, 2017. Some budgetary highlights are as follows:

**Final Budget vs. Actual**

<u>Fiscal Year</u>	<u>Final Budget</u>	<u>Final Actual</u>
Revenues and Other Financing Sources		
2015-2016	1,963,624	1,918,965
2016-2017	1,642,516	1,639,668
Expenditures and Other Financing Sources		
2015-2016	2,126,598	1,779,151
2016-2017	1,705,018	1,641,570

**Original vs. Final Budget**

As a matter of practice, the Academy amends its budget periodically as needed during the school year. For the fiscal year 2016-17, the budget was amended in October 2016 and January 2017. The January 2017 budget amendment was the final budget for the fiscal year. The Academy Board does not budget for expenditures covered by grants or the grant revenue until an award allocation is received. The General Fund does not budget for debt financed capital outlays, if applicable, in the original budget.

**Changes from Original to Final General Budget**

Northern Colorado Academy of Art & Knowledge  
Management's Discussion and Analysis  
For Fiscal Year Ended June 30, 2017

**Revenues and Other Financing Sources**

Total Revenues Original Budget	\$1,983,728
Total Revenues Final Budget	<u>1,642,516</u>
Decrease in Budgeted Revenues	<u><u>\$341,212</u></u>

The Academy's final general fund revenues were less than the final budget by \$2,848 a variance of 0.17%.

The following are the significant changes in revenues from the original budget:

Certain funding levels were adjusted from preliminary estimates to actual amounts announced by the Colorado Department of Education.

The final budget student FTE count was reduced by 36 students.

**Expenditures and Other Financing Sources:**

The Academy's budget for expenditures changed as follows during the year:

Total Expenditures Original Budget	\$1,968,126
Total Expenditures Final Budget	<u>1,705,018</u>
Decrease in Budgeted Expenditures	<u><u>\$263,108</u></u>

The Academy's actual expenditures were less than final budget by \$ 63,448 a variance of 3.72%. These variances were primarily a result of the school board debating the pros and cons of employing their own employees, instead of their service provider employing everyone in the 2016 – 17 school year.

The following was the most significant change in expenditures from the original budget:

Leasing space for the school instead of owing the building.

## CAPITAL ASSETS AND DEBT ADMINISTRATION

### A. Capital Assets

The Academy's net investment in capital assets is \$91,310. This can be summarized as follows:

### B.

	Beginning Balance	Additions	Disposals	Ending Balance
Depreciable capital assets	303,194	1,911	(32,900)	272,205
Less: Accumulated depreciation	<u>(204,139)</u>	<u>(9,656)</u>	<u>32,900</u>	<u>(180,895)</u>
Net investments in capital assets	<u>\$99,055</u>	<u>(\$7,745)</u>	<u>\$0</u>	<u>\$91,310</u>

For more information on capital assets, refer to Note 4 in the basic financial statements.

### C. Depreciation Expense

GASB 34 requires governmental entities to maintain a record of annual depreciation expense and accumulated depreciation. The net increase in accumulated depreciation expense is a reduction in net position in the governmental-wide financial statements. Depreciation is not recognized in the governmental fund financial statements and has been noted as a reconciling item in the Academy's financial statements.

Depreciation expense is recorded on a straight-line basis over the estimated useful lives of assets. In accordance with U.S. generally accepted accounting principles (GAAP), depreciation expense is recorded based on the original cost of the asset, less an estimated salvage value.

### D. Debt, Principal Payments

During the 2015-16 the Academy has negotiated an agreement with Tatonka Education Services, Inc. over the outstanding debt left over from their prior management company. On June 30,

Northern Colorado Academy of Art & Knowledge  
 Management’s Discussion and Analysis  
 For Fiscal Year Ended June 30, 2017

2017, \$ 10,000 was forgiven. A summary of long-term debt service activities is a follows.

	Balance 6/30/2016	Additions	Reductions	Balance 6/30/2017
Tatonka Loan	<u>\$60,000</u>	<u>          </u>	<u>\$10,000</u>	<u>\$50,000</u>
Total	<u><u>\$60,000</u></u>	<u><u>\$0</u></u>	<u><u>\$10,000</u></u>	<u><u>\$50,000</u></u>

E.

**ECONOMIC FACTORS AND NEXT’S YEAR BUDGET**

The Preliminary Budget for 2017-18 Fiscal Year was adopted by the Board of Directors in June 2017. Few definite factors were known as the budget was being drafted, and others were unknown and needed to be projected with management’s best estimates based on feedback from the State, the District and the community. Some key factors and estimates used in the 2017-18 preliminary budget process include:

- The Academy’s PPR funding had been estimated to be \$ 7,279 per pupil;
- Enrollment projections of 220 students in grades K-5 with a funded FTE of 203;
- Teaching staff, at maximum, would provide one teacher for every 25 students;
- Benefit costs would be based on group coverage rates through same providers the Academy used in FY 2016-17.

**CONTACTING THE ACADEMY’S MANAGEMENT**

This financial report is designed to provide our citizens and taxpayers with a general overview of the Academy’s finances. If you have questions about this report or need additional information, contact the Administration Office, Northern Colorado Academy of Arts & Knowledge, 4800 Wheaton Dr., Fort Collins, Colorado.

## **BASIC FINANCIAL STATEMENTS**

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2017**

	<b>Governmental Activities</b>
<b>ASSETS</b>	
Cash and cash equivalents	\$ 338,983
Accounts receivable	25,304
Receivable from agency fund	6,278
Prepaid expenses	19,041
Capital assets, net of accumulated depreciation	91,310
Total assets	480,916
<b>LIABILITIES</b>	
Accounts payable and current liabilities	40,004
Accrued salaries and benefits	90,003
Unearned revenues	11,699
Long-term liabilities	
Due within one year	
Loan payable	50,000
Total liabilities	191,706
<b>NET POSITION</b>	
Investment in capital assets	91,310
Restricted for Tabor	47,700
Unrestricted	150,200
Total net position	\$ 289,210

The accompanying notes are an integral part of these financial statements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2017**

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>			<u>Net (Expense)</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Capital Grants and Contributions</u>	<u>Revenue and Changes in Net Position</u>
					<u>Total</u>
Governmental activities:					
Instruction	755,913	\$ 94,346	\$ 82,054	\$ -	\$ (579,513)
Supporting services					
Pupil services	118,188	-	-	-	(118,188)
Instructional staff	27,205	-	-	-	(27,205)
General administration	133,968	-	-	-	(133,968)
School administration	211,895	-	-	-	(211,895)
Business services	24,105	-	-	-	(24,105)
Operation and maintenance	281,594	-	-	54,032	(227,562)
Central support services	54,512	-	-	-	(54,512)
Community Services	11,423	-	-	-	(11,423)
Food service operations	30,512	8,219	32,553	-	10,260
Total governmental activities	<u>1,649,315</u>	<u>102,565</u>	<u>114,607</u>	<u>54,032</u>	<u>(1,378,111)</u>
General revenues:					
Per pupil revenue					1,371,098
Earnings on investments					141
Other revenues					7,225
Total general revenues					<u>1,378,464</u>
Change in net position					353
Net position - beginning					<u>288,857</u>
Net position - ending					<u>\$ 289,210</u>

The accompanying notes are an integral part of these financial statements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE  
BALANCE SHEET  
GENERAL FUND  
JUNE 30, 2017**

**ASSETS**

Cash and cash equivalents	\$	338,983
Accounts receivable		25,304
Receivable from agency fund		6,278
Prepaid expenses		19,041
		19,041
Total assets	\$	389,606

**LIABILITIES**

Accounts payable and other current liabilities	\$	40,004
Accrued salaries and benefits		90,003
Unearned revenue		11,699
		11,699
Total liabilities		141,706

**FUND BALANCES**

Nonspendable		19,041
Restricted for TABOR		47,700
Unassigned		181,159
		181,159
Total fund balances		247,900

Total liabilities and fund balances	\$	389,606
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The accompanying notes are an integral part of these financial statements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE  
RECONCILIATION OF THE GENERAL FUND BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
JUNE 30, 2017**

Amounts reported for governmental activities in the Statement of Net Position are different because:

Total fund balances - general fund	\$ 247,900
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the funds, but are reported in the governmental activities of the Statement of Net Position.	91,310
Long term liabilities, including loans payable, are not due and payable in the current period and are not included in the fund financial statement, but are included in the governmental activities of the Statement of Net Position.	<u>(50,000)</u>
Net position of governmental activities in the statement of net position	<u><u>\$ 289,210</u></u>

The accompanying notes are an integral part of these financial statements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE**  
**GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2017**

**REVENUES**

Local sources	\$ 127,149
State sources	1,462,772
Federal sources	49,747
	1,639,668
Total revenues	1,639,668

**EXPENDITURES**

Instruction	746,256
Pupil services	118,188
Instructional staff	27,205
General administration	133,968
School administration	213,806
Business services	24,105
Operation and maintenance	281,594
Central support services	54,512
Community services	1,164
Food service operations	40,772
	1,641,570
Total expenditures	1,641,570
Net change in fund balance	(1,902)

Fund balance - beginning	249,802
Fund balance - ending	\$ 247,900

The accompanying notes are an integral part of these financial statements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCE  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2017**

Amounts reported for governmental activities in the statement of activities are different because:

Net change in fund balance - general fund:	\$	(1,902)
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Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.		(7,745)
--	--	---------

The issuance of long-term debt (e.g. bonds, loans) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of the governmental funds. Neither transaction, however, has any effect on net position. Likewise, debt forgiveness increases net position but provides no current financial resources in the governmental funds. This amount is the net effect of these differences in the treatment of long-term debt.		10,000
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Change in net position of governmental activities	\$	353
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The accompanying notes are an integral part of these financial statements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**STATEMENT OF FIDUCIARY NET POSITION**  
**AGENCY FUND**  
**JUNE 30, 2017**

	<u>Student Activities</u>
<b>ASSETS</b>	
Cash	\$ 23,238
Total assets	<u>23,238</u>
<b>LIABILITIES</b>	
Due to student organizations	16,960
Payable to general fund	<u>6,278</u>
Total liabilities	<u>\$ 23,238</u>

The accompanying notes are an integral part of these financial statements.

## **NOTES TO FINANCIAL STATEMENTS**

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Northern Colorado Academy of Arts & Knowledge d/b/a T.R. Paul Academy of Arts and Knowledge (the “School”) was organized pursuant to the Colorado Charter Schools Act to form and operate a charter school. In 2006, the School entered into a contract with the Colorado Charter School Institute (the “Institute”) to authorize the School’s charter. The current contract expires on June 30, 2021.

The financial statements of Northern Colorado Academy of Arts & Knowledge have been prepared in conformity with accounting principles generally accepted in the United States of America, as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

*A. REPORTING ENTITY*

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on, the School.

Based upon the application of these criteria, there are no organizations that should be included in the School’s reporting entity.

*B. BASIS OF PRESENTATION – GOVERNMENT-WIDE FINANCIAL STATEMENTS*

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds. Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements.

The government-wide financial statements (i.e. the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the government. *Governmental activities* are normally supported by per pupil revenue and intergovernmental revenues. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

The fund financial statements provide information about the government’s funds, including its fiduciary funds. Separate statements for each fund category – governmental and fiduciary – are presented. A fund is an independent fiscal accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds maintained is consistent with legal and managerial requirements.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*C. BASIS OF PRESENTATION – FUND FINANCIAL STATEMENTS*

The emphasis of fund financial statements is on major funds. The School reports the following major fund:

The *General Fund* is the government's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

Additionally, the School reports the following fund type:

*Fiduciary Funds* account for assets held by the government in a trustee capacity or as an agent on behalf of others. The School has one fiduciary fund:

The *Agency Fund* is custodial in nature and does not present results of operations or a measurement focus. Agency funds are accounted for using the accrual basis of accounting. This fund is used to account for assets that the government holds for others in an agency capacity.

During the course of operations, the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

*D. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING*

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as revenue in the fiscal year in which all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures and claims and judgments are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*D. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING (CONTINUED)*

Intergovernmental revenues and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants recognize revenue when the qualifying expenditures have been incurred and all other grant requirements have been met, and the amount is received during the period or within the availability period of this revenue source (within 60 days of year end). All other revenue items are considered to be measurable and available only when cash is received by the government.

The agency fund has no measurement focus but utilizes the *accrual basis of accounting* for reporting its assets and liabilities.

*E. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/FUND BALANCE*

*Cash and cash equivalents*

Cash and cash equivalents include cash on hand and in the bank and short-term investments with original maturities of three months or less from the date of acquisition. Investments are reported at fair value.

*Receivables*

All receivables are reported at their gross value and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

*Prepaid expenses*

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

*Capital assets*

Capital assets, which include furniture and equipment, are reported in the government-wide financial statements and the proprietary fund in the fund financial statements. All purchased capital assets are valued at cost where historical records are available and at an estimated historical cost where no historical records exist. The capitalization level for equipment is \$1,500. Donated capital assets are valued at their estimated fair market value on the date received. Major outlays for capital assets and improvements are capitalized as projects are constructed.

The costs of normal maintenance and repairs that do not add to the value of the asset, or materially extend asset lives, are not capitalized. Improvements are capitalized and are depreciated over the remaining useful lives of the related capital assets or remaining period of the lease, as applicable.

Interest incurred during the construction phase of capital assets of enterprise funds is included as part of the capitalized value of the assets constructed.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*E. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/FUND BALANCE (CONTINUED)*

*Capital assets (continued)*

Capital assets of the government are depreciated using the straight-line method over the following estimated useful lives:

Furniture and equipment	3 to 20 years
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*Deferred outflows/inflows of resources*

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

*Unearned Revenues*

Unearned revenues could include grants received before the eligibility requirements specified by the provider have been met. They also could include fees received for future period services.

*Long-term liabilities*

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, governmental fund types recognize premiums and discounts, as well as issuance costs, during the current period. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

*Net position flow assumption*

The School may fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted—net position and unrestricted—net position in the government-wide financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted—net position to have been depleted before unrestricted—net position is applied.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*E. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/FUND BALANCE (CONTINUED)*

*Fund balance classification*

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications available to be used in the governmental fund financial statements are as follows:

**Nonspendable** – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact.

**Restricted** – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation.

**Committed** – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action that was used when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

**Assigned** – This classification includes amounts that are constrained by the School’s intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Directors or through the Board of Directors delegating this responsibility to management through the budgetary process. This classification also includes the remaining positive fund balance for any governmental funds except for the General Fund.

**Unassigned** – This classification includes the residual fund balance for the General Fund. The unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

*F. REVENUES AND EXPENDITURES/EXPENSES*

*Program revenues*

Amounts reported as *program revenues* include 1) charges to customers for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as *general revenues* rather than as programs revenues. Likewise, general revenues include all state equalization.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*G. ESTIMATES*

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**NOTE 2 - STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY**

*A. BUDGET INFORMATION*

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all funds. All annual appropriations lapse at fiscal year end. The operating budget includes proposed expenditures and the means of financing them for the upcoming year, along with estimates for the current year and actual data for the preceding year.

Budgets are required by Colorado State Statute for all funds. During April, management submits to the Board of Directors a proposed budget for all funds for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. Public hearings are conducted by the Board of Directors to obtain taxpayer comments. Prior to June 30, the budget is adopted by formal resolution.

Formal budgetary integration is employed as a management control device during the year for the Governmental funds. The appropriated budget is prepared by fund. The legal level of control is the fund level.

Expenditures may not legally exceed appropriations at the fund level. Revisions that alter the total expenditures of any fund must be approved by the Board of Directors.

Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances and reserves as established by the Board of Directors. Variances between budget and actual result from the non-expenditure of reserves, nonoccurrence of anticipated events, and normal operating variances. The Board of Directors may authorize supplemental appropriations during the year. For budgetary management purposes, funds are appropriated for capital outlays.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 3 – DEPOSITS AND INVESTMENTS**

*Cash deposits with financial institutions*

*Custodial credit risk—deposits.* Custodial credit risk is the risk that, in the event of a bank failure, the School’s deposits might not be recovered. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The carrying amount of the School’s deposits at June 30, 2017 was \$338,983 and the bank balances were \$338,783. Of the bank balances, the total balance was covered by federal deposit insurance. The collateral is pooled and held in trust for all uninsured deposits as a group.

*Investments*

Credit Risk

The School is authorized by Colorado statutes to invest in the following:

- ◆ Obligations of the United States and certain U.S. government agencies’ securities;
- ◆ Certain international agencies’ securities;
- ◆ General obligation and revenue bonds of U.S. local government entities;
- ◆ Bankers’ acceptances of certain banks;
- ◆ Certain commercial paper;
- ◆ Local government investment pools;
- ◆ Written repurchase agreements collateralized by certain authorized securities;
- ◆ Certain money market fund;
- ◆ Guaranteed investment contracts.

State law limits investments to those described above. The School does not have an investment policy that would further limit its investment choices.

At June 30, 2017 the School had no investments.

Deposits are reported in the financial statements as follows:

Cash	\$ 338,983
Agency fund cash	<u>23,238</u>
Total	<u>\$ 362,221</u>

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 4 - CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2017 was as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
<i>Governmental Activities</i>				
Depreciable assets:				
Furniture and equipment	\$ 303,194	\$ 1,911	\$ (32,900)	\$ 272,205
Less accumulated depreciation for:				
Furniture and equipment	<u>(204,139)</u>	<u>(9,656)</u>	<u>32,900</u>	<u>(180,895)</u>
<i>Governmental activities capital assets, net</i>	<u>\$ 99,055</u>	<u>\$ (7,745)</u>	<u>\$ -</u>	<u>\$ 91,310</u>

Depreciation expense was charged to functions/programs as follows:

<i>Governmental activities</i>	
Instruction	<u>\$ 9,656</u>

**NOTE 5 – LONG-TERM LIABILITIES**

*Tatonka Loan*

On December 22, 2015 the School entered into the management agreement with Tatonka Education Services, Inc (TES). A loan modification agreement was executed to modify the outstanding \$70,000 debt that remained from the forgiveness of debt from the prior management company, Mosaica Education, Inc. \$10,000 was deducted from the outstanding principal on June 30, 2016. An additional principal sum of \$10,000 was deducted from the outstanding principal on June 30, 2017. The loan outstanding as of June 30, 2017 is \$50,000.

Long-term liability activity for the year ended June 30, 2017 was as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
<u>Governmental activities:</u>					
Tatonka loan	<u>60,000</u>	<u>-</u>	<u>10,000</u>	<u>50,000</u>	<u>50,000</u>
Total governmental	<u>\$ 60,000</u>	<u>\$ -</u>	<u>\$ 10,000</u>	<u>\$ 50,000</u>	<u>\$ 50,000</u>

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 6 – OPERATING LEASES**

On December 17, 2014 the School entered into a lease for copiers which qualifies as an operating lease. The term of the lease is 60 months. The lease requires payments of \$1,085 per month. The rental expense for the year ended June 30, 2017 was \$13,020.

On December 1, 2015 the School entered into a lease agreement with Colorado Springs Early Colleges to lease the building located at 4512 McMurry Ave., Fort Collins, Colorado. The lease requires payments of \$11,582 per month and renews annually. The lease expense for the year ended June 30, 2017 was \$167,315.

**NOTE 7 – MANAGEMENT AGREEMENT**

On December 22, 2015 the School entered into the management agreement with Tatonka Education Services, Inc. (“TES”). The Agreement expired on June 30, 2017. The teachers and staff are employees of TES. Under the terms of the agreement, the School is required to pay TES an annual fee for services performed. The administrative fees earned by TES for the year ended June 30, 2017 were \$96,000.

**NOTE 8 - RISK MANAGEMENT**

The School is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The School carries commercial insurance for these risks of loss, including worker’s compensation and employee health and accident insurance. Settled claims resulting from these risks have not exceeded commercial insurance coverage during the last year.

**NOTE 9 – CONCENTRATION OF RISK**

The School is funded directly by Colorado Charter School Institute (CSI) based on the Institute’s per pupil funding. For the fiscal year ended June 30, 2017, this funding along with pass-through grant funding accounted for approximately 92% of the School’s revenues.

**NOTE 10 - COMMITMENTS AND CONTINGENCIES**

*GRANTS*

The School has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursement to grantor agencies for expenditures disallowed under terms of the grant. However, in the opinion of the School, any such adjustments will not have a material adverse affect on the financial position of the School.

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 11 – COMPLIANCE**

The School has complied with the requirements of the Financial Policies and Procedures Handbook for the 2017 audit period as required by Colorado Statute CRS 22-44-204(3).

**NOTE 12 - AMENDMENT TO COLORADO CONSTITUTION**

Colorado voters passed an amendment to the State Constitution, Article X, Section 20, which has several limitations, including revenue raising, spending abilities and other specific requirements of state and local governments.

The amendment requires emergency reserves be established. These reserves must be at least 3% of fiscal year spending. The School is not allowed to use the emergency reserves to compensate for economic conditions, revenue shortfalls or salary and benefit increases. At June 30, 2017 there is a \$47,700 reservation of fund balance in the General Fund for the amendment.

The Amendment is complex and subject to judicial interpretation. The School believes it is in compliance with the requirements of the amendment. However, the School has made certain interpretations of the amendment's language in order to determine its compliance.

**NOTE 13 – SUBSEQUENT EVENTS**

On July 3, 2017, the School entered into a new management agreement with TES. The term is for one year, through June 30, 2018. The agreement may be renewed for an additional period of one to five years. Under the terms of the Agreement, the School pays a monthly fee of \$8,000. Management fees increase if the student count exceeds 250 students.

The School moved to 4800 Wheaton Drive, Ft. Collins, Colorado and signed a new operating lease.

**REQUIRED SUPPLEMENTARY INFORMATION**

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**BUDGET AND ACTUAL**  
**GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	Variance with Final Budget - Positive (Negative)
	<u>Original</u>	<u>Final</u>		<u>(Negative)</u>
<b>REVENUES</b>				
Local sources:				
Other local sources	\$ 223,447	\$ 140,878	\$ 127,008	\$ (13,870)
Interest on investments	110	155	141	(14)
Total local sources	<u>223,557</u>	<u>141,033</u>	<u>127,149</u>	<u>(13,884)</u>
State sources:				
State equalization	1,597,597	1,370,475	1,371,098	623
Capital construction grant	57,550	48,655	54,032	5,377
Other state sources	42,811	32,614	37,642	5,028
Total state sources	<u>1,697,958</u>	<u>1,451,744</u>	<u>1,462,772</u>	<u>11,028</u>
Federal sources				
Other federal sources	62,213	49,739	49,747	8
Total federal sources	<u>62,213</u>	<u>49,739</u>	<u>49,747</u>	<u>8</u>
Total revenues	<u>1,983,728</u>	<u>1,642,516</u>	<u>1,639,668</u>	<u>(2,848)</u>
<b>EXPENDITURES</b>				
Instruction	892,543	738,219	746,256	(8,037)
Pupil services	85,323	125,361	118,188	7,173
Instructional staff	19,998	16,461	27,205	(10,744)
General administration	175,904	156,014	133,968	22,046
School administration	240,175	236,381	213,806	22,575
Business services	27,260	28,920	24,105	4,815
Operation and maintenance	378,868	282,559	281,594	965
Central support services	61,541	63,018	54,512	8,506
Food services operations	63,571	45,142	40,772	4,370
Community services	-	-	1,164	(1,164)
Appropriated reserves	22,943	12,943	-	12,943
Total expenditures	<u>1,968,126</u>	<u>1,705,018</u>	<u>1,641,570</u>	<u>63,448</u>
Net change in fund balances	15,602	(62,502)	(1,902)	60,600
Fund balance - beginning	128,382	249,802	249,802	-
Fund balance - ending	<u>\$ 143,984</u>	<u>\$ 187,300</u>	<u>\$ 247,900</u>	<u>\$ 60,600</u>

See the accompanying Independent Auditors' Report.

## **OTHER SUPPLEMENTAL INFORMATION**

**NORTHERN COLORADO ACADEMY OF ARTS AND KNOWLEDGE**  
**SCHEDULE OF CHANGES IN FIDUCIARY ASSETS AND LIABILITIES**  
**AGENCY FUND**  
**FOR THE YEAR ENDED JUNE 30, 2017**

	Balance June 30, 2016	Additions	Deletions	Balance June 30, 2017
<b>ASSETS</b>				
Cash	\$ 16,058	\$ 19,334	\$ 12,154	\$ 23,238
Receivable from General Fund	13,705	-	13,705	-
Total assets	<u>\$ 29,763</u>	<u>\$ 19,334</u>	<u>\$ 25,859</u>	<u>\$ 23,238</u>
<b>LIABILITIES</b>				
Payable to student organizations	\$ 29,763	\$ 13,056	\$ 25,859	\$ 16,960
Payable to general fund	-	6,278	-	6,278
Total liabilities	<u>\$ 29,763</u>	<u>\$ 19,334</u>	<u>\$ 25,859</u>	<u>\$ 23,238</u>

See the accompanying Independent Auditors' Report.

CHARTER FORM AFA2017  
Assurances for Financial Accreditation

Fiscal Year 2016-17  
8001: T.R. Paul (Northern Co) Academy  
Of Arts & Knowledge

**Overview**

Pursuant to [C.R.S. 22-30.5-112\(7\)](#), a charter school is required to comply with all of the state financial and budget rules, regulations, and financial reporting requirements with which the chartering school district is required to comply. This form may be used to provide assurances related to those requirements. This form may be required by an authorizer when an authorizer does not provide assurances for the charter school(s) within the authorizer’s FORM AFA2016 or to support compliance monitoring by the authorizer.

**Completion and submission**

1. Open header and select the charter school from drop down. Schools are ordered by authorizer numeric code then by school name.
2. Select the appropriate response for each assurance. **Note:** Select “N/A” when item is not applicable.
3. Complete an Attachment A for each “No” response.
4. Scan to PDF the completed and signed CHARTER FORM AFA2016 with, if applicable, an Attachment A for each “No” response.
5. Forms executed by a charter school should be submitted to the authorizer. Forms executed by an authorizer should be submitted to CDE with the following items as PDF files via email attachments to: [schoolfinance@cde.state.co.us](mailto:schoolfinance@cde.state.co.us)
  - FORM AFA2016 for the authorizer
  - Audited financial statements for year ended June 30, 2017 (including audit reports for charter schools, if applicable)
  - Grant Revenue Reconciliation Report with responses for all differences in column 9
  - Finance December Error Detail Report - Rollup with confirmation or responses for all warning edits

**SECTION 1 – Assurances for Article 44 Budget Policy and Procedures required pursuant to C.R.S. 22-11-206(4)(a)(I)**

Ref.	Description	Statute	Assurance	Response
44-1	Ongoing deficit	<a href="#">C.R.S. 22-44-102(7.3)</a>	Each governmental fund reported positive or zero unassigned fund balance and each proprietary fund reported positive or zero unrestricted net position.	Yes
44-2	Detail of budget	<a href="#">C.R.S. 22-44-105 (1)(c)</a>	The budget for fiscal year 2016-17 itemizes expenditures by fund and by pupil.	Yes
44-3	TABOR	<a href="#">C.R.S. 22-44-105(1)(c.5)</a>	The three percent emergency reserve required by TABOR has been properly reported.	Yes



**COLORADO**  
Department of Education  
School Finance and  
Operations Division

CHARTER FORM AFA2017  
Assurances for Financial Accreditation

Fiscal Year 2016-17  
8001: T.R. Paul (Northern Co) Academy  
Of Arts & Knowledge

44-4	Uniform summary sheet	<a href="#">C.R.S. 22-44-105(1)(d.5)</a>	The budget for fiscal year 2016-17 includes a uniform summary sheet for each fund.	Yes
44-5	Use of beginning fund equity	<a href="#">C.R.S. 22-44-105(1.5)(a)&amp;(c)</a>	For budgets that include the use of beginning fund equity, a resolution was adopted by the board specifically authorizing this use.	Yes
44-6	Budgetary reserves	<a href="#">C.R.S. 22-44-106(2)</a>	Non-appropriated operating reserves plus any non-appropriated beginning fund balance was less than 15% of total general fund budgeted expenditures.	Yes
44-7	Appropriation resolution	<a href="#">C.R.S. 22-44-107</a>	The board adopted an appropriation resolution for the amounts of the adopted budget.	Yes
44-8	Preparation of budget	<a href="#">C.R.S. 22-44-108(1)(c)</a>	A proposed budget for fiscal year 2016-17 was submitted to the board by May 31, 2016.	Yes
44-9	Notice of proposed budget	<a href="#">C.R.S. 22-44-109</a>	Notice was made in accordance with law that the proposed budget is available for public inspection.	Yes
44-10	Adoption of budget	<a href="#">C.R.S. 22-44-110(4)</a>	The budget for fiscal year 2016-17 was adopted by the board by June 30, 2017.	Yes
44-11	Supplemental budget	<a href="#">C.R.S. 22-44-110(5)</a>	Modifications to the budget after January 31, 2016 were made through adoption of a supplemental budget by the board.	N/A
44-12	Interfund borrowing	<a href="#">C.R.S. 22-44-113(1)</a>	Interfund borrowings were repaid within 3 months of the fiscal year end.	Yes
44-13	Spending in excess of appropriations	<a href="#">C.R.S. 22-44-115(1)</a>	Spending did not exceed amounts appropriated for each fund.	Yes
44-14	Use of handbook and chart of accounts	<a href="#">C.R.S. 22-44-204(3)</a>	The financial policies and procedures handbook and chart of accounts were used for budget development, maintaining financial records, and periodic presentation of financial information to the board.	Yes
44-15	Financial transparency	<a href="#">C.R.S. 22-44-304</a>	Information required by the Public School Financial Transparency Act was made available on-line in a downloadable format. <b>Note:</b> Check the organization's website to ensure all required documents are posted and current.	Yes



**COLORADO**  
Department of Education  
School Finance and  
Operations Division

**SECTION 2 - Assurances for Article 45 Accounting and Reporting required pursuant to C.R.S. 22-11-206(4)(a)(II)**

Ref.	Description	Statute	Assurance	Response
45-1	Enterprise fund accounting	<a href="#">C.R.S. 22-45-102(1)(a)</a>	The full accrual basis of accounting was used for budgeting and accounting for enterprise funds.	Yes
45-2	Generally Accepted Accounting Principles	<a href="#">C.R.S. 22-45-102(1)(a)</a>	Financial records are kept in accordance with generally accepted principles of governmental accounting.	Yes
45-3	Board review of financial condition	<a href="#">C.R.S. 22-45-102(1)(a) &amp; (b)</a>	The board required the preparation of financial reports that included at a minimum the information required by state law. The board used these reports to review the financial condition of the entity at least quarterly during the fiscal year.	Yes
45-4	Financial records	<a href="#">C.R.S. 22-45-102(2)</a>	All financial records are maintained at the principal administrative offices and general ledger accounts are posted and reconciled at least monthly.	Yes



CHARTER FORM AFA2017  
Assurances for Financial Accreditation

Fiscal Year 2016-17  
8001: T.R. Paul (Northern Co) Academy  
Of Arts & Knowledge

**SECTION 3 - Certification of assurances**

I certify, to the best of my knowledge and belief, that the assurances provided in Sections 1 and 2 are true and correct. I further certify that all information provided with Attachment A(s), if applicable, is true and correct.

Chief Financial Officer/Business Manager (signature)

(printed name)

Shannon Keigan

Date: 9/8/2017

Principal/Executive Director (signature)

(printed name)

Jami Montoya

Date: 9/8/2017

I certify that the board has reviewed the assurances and approve the related responses.

President of the Board (signature)

(printed name)

Samuel Kornfeld

Date: 9/10/2017



**COLORADO**  
Department of Education  
School Finance and  
Operations Division



# T.R. Paul Academy of Arts and Knowledge

*Creating an environment in which all students can reach their full potential*

4800 Wheaton Dr Fort Collins, CO 80525 Phone (970) 226-2800 Fax (970) 226-2806

## **TR Paul Academy of Arts & Knowledge Assessment Policy**

TR Paul Academy of Arts & Knowledge recognizes that state and federal law requires its students to take the CMAS (English language arts, math, science and social studies) standardized assessments in grades third through fifth. Accordingly, TPAAK shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the school to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and, the school's assessment calendar. This policy and its accompanying regulation represent the school's processes to address these requirements.

TPAAK will utilize paper and pencil test for CMAS ELA, math, science, and social studies assessments in grades third, fourth, and fifth.. The current technological capacity and resources of TPAAK are not compatible with the computerized format at this time. Should this situation change in favor of moving to the computerized format after this year, this policy will be updated accordingly.

Also included are the Colorado Alternate Assessment (CoAlt) which covers ELA, math, science, and social studies . This is administered to students with significant cognitive disabilities who are instructed and assessed on alternate achievement standards. A student's IEP team makes the determination if a cadet qualifies for the alternate assessment following criteria provided by the Colorado Department of Education Exceptional Services Unit via the eligibility worksheet. For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

In accordance with state law and this policy's accompanying regulation, the school shall develop an assessment calendar and related information for parents/guardians on an annual basis to inform them about the state and school assessments that the school plans to administer during the school year. This information shall also be posted on the school's website. At a minimum, the school assessment calendar shall include:

- An estimate of the testing hours required on each testing day;
- Whether the assessment is required by federal and/or state law or was selected by the school;
- The purpose of the assessment;
- The manner in which the assessment results will be used by the school and by the Colorado Department of Education (if applicable).



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TPAAK will strongly encourage families to participate in all school assessments as part of school-wide expectations. A parent/guardian who wishes to exempt his or her child from CMAS assessment may request that his or her child be exempt from participating in one or more state assessments and by following these guidelines:

- The request for exemption must be submitted in writing to the Director of Teaching & Learning. The request forms are available at the front office.
- The parent/guardian will not be required to state the reason for asking for the exemption unless they wish to.
- The request for exemption may apply to all or specific state assessments administered to the student during the school year.
- A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.
- Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the school may plan accordingly.

In accordance with state law, the school shall not impose a negative consequence upon a cadet whose parent/guardian has requested an exemption from a state assessment. This policy's exemption process shall apply only to state assessments and shall not apply to school or classroom assessments and will be reviewed annually by our School Accountability Committee (SAC).



# T.R. Paul Academy of Arts and Knowledge

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## **TR Paul Academy of Arts & Knowledge Policy for Student Use of Technology**

Student use of School technology is a privilege, not a right, and is only authorized for education-related purposes. Student use of School information technology shall be in accordance with this policy, in accordance with governing law and in accordance with other relevant School policies and regulations. Students acknowledge the terms and conditions of technology use each year by signing the Parent/Student Handbook.

Student authorization to use School information technology may be suspended at any time it is in the School's or student's best interest to do so, as determined by the School in its sole discretion. The School reserves the right to set and revise limits on student network bandwidth usage and e-mail and file storage on school computers. Student authorization to use School information technology shall be terminated when the student ceases to be enrolled in TPAAK. As used in this policy, "School information technology" includes School computers, personal communication devices ("PCDs"), e-mail and Internet access. As used in this policy, the term "computer" includes all School computers, computer systems and networks, computer hardware and associated peripheral equipment, and software purchased, licensed or developed by the School. As used in this policy, "personal communication device" or "PCD" includes all School tablets, cameras, audio/video recorders, audio/video players, and other hand-held electronic communication, computing and data storage devices.

### **NO EXPECTATION OF PRIVACY**

Because all student communications and all related documents, data, software and other information stored on School computers and/or PCDs are authorized only for education-related purposes as part of the School's instructional program, students shall have no expectation of privacy with respect to their use of School information technology and Internet access. The School reserves the right at any time and without notice to monitor such use and to inspect, copy, review, segregate, store and/or remove any or all communications, documents, data, software and other information related to such use.

### **COMPUTER AND PCD SECURITY**

Student passwords for logging on to School computers, and for accessing School computers, e-mail and the Internet through other means, shall be carefully guarded to ensure that they are used only by authorized persons. Students shall not disclose their passwords to anyone besides their parent/guardian, shall not allow another person to gain access to School computers, e-mail or the Internet through the use of their passwords unless expressly authorized by a School technology coordinator or School technology support personnel, and shall not use another person's password to gain access to School computers, e-mail or the Internet unless expressly authorized by a School technology coordinator or School technology support personnel. The Director shall prescribe requirements for password complexity and for the period of time a password may remain in effect



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before needing to be changed. Students shall not leave unattended any computer or PCD without first closing all applications through which the School's confidential student and/or personnel information may be accessed, and shall not leave a School laptop computer, PCD or other portable technology for which they are responsible where it can be taken or used without authorization. Students shall password protect their PCDs.

## **STUDENT SAFETY**

Students shall not disclose their names or other personally identifiable information such as photographs, home addresses or telephone numbers in connection with their individual use of the Internet through School computers and/or PCDs. Students shall not disclose information that might allow another person to locate them in connection with their individual use of the Internet through School computers and/or PCDs, and shall not arrange face-to-face meetings with persons individually met on the Internet via e-mail or through other electronic communications.

## **INTERNET**

Technology protection measures that block or filter Internet material that is obscene, child pornography or otherwise harmful to minors, as provided by law, shall be utilized on all School computers and PCDs through which students may gain Internet access. School employees responsible for classes, programs or activities involving student Internet access shall instruct the students, prior to allowing such access, regarding Internet safety and appropriate online behavior. School employees responsible for classes, programs or activities involving student Internet access shall also assist the students to develop skills to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to search, evaluate and use information appropriate to their educational goals. The School may monitor students' online activity to verify that they are safely and appropriately using the Internet. Despite these protections, it is possible that a student might encounter inappropriate material through Internet access using the School's computers, PCDs and/or network. If this occurs, the student shall immediately back out of the site and notify a responsible School employee.

## **HARDWARE, PERIPHERALS, SOFTWARE AND PROGRAMS**

Students shall not hook up or otherwise attach any hardware or peripheral equipment to a School computer or PCD unless expressly authorized by a School technology coordinator or School technology support personnel. Students shall not directly or indirectly modify or circumvent the operating condition set by the information technology department on any School computer or PCD unless expressly authorized by a School technology coordinator or School technology support personnel.



# T.R. Paul Academy of Arts and Knowledge

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## **PROHIBITED USES**

Students shall not use School information technology to generate, send, receive or store communications, documents, data, software or other information that:

- contains sexually oriented content or pornography, in either written or picture form, that may be reasonably perceived as having the purpose or effect of stimulating erotic feelings or appealing to prurient interests;
- directs profanity, obscenities or vulgar language toward another person or classification of persons;
- promotes violence or advocates unlawful acts;
- concerns the purchase or manufacture of weapons, controlled substances, or items that it is not lawful to acquire and/or own;
- harasses, bullies, threatens or promotes violence against another person or classification of persons;
- concerns the purchase or sale of goods and/or services, or any transaction or advertising related to the student's personal interests or profit;
- constitutes plagiarism;
- defames another person or classification of persons;
- violates another person's confidentiality rights, or discloses information regarding which another person has a reasonable expectation of privacy;
- involves impersonation or electronic transmission through an anonymous remailer;
- involves unauthorized access to School computers, computer files, e-mail accounts, e-mail files, or Internet sites;
- involves unauthorized use or downloading of software, files or data;
- violates federal, state or local law, including but not limited to criminal law and trademark, copyright or patent law;
- violates School policy or regulation;
- interferes with the normal operation or use of School computers, e-mail or Internet access, or otherwise disrupts School operations;
- interferes with the School's ability to provide educational opportunities to students.

## **CONSEQUENCES FOR POLICY VIOLATION**

Students found to be in violation of this policy shall be subject to consequences that may include the suspension or revocation of use privileges, detention, and suspension or expulsion from school.



# T.R. Paul Academy of Arts and Knowledge

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## **Fingerprinting and Background Checks Policy for TR Paul Academy of Arts & Knowledge Employees & Volunteers**

By law, background checks and fingerprint based criminal history checks are completed all employees. (**C.R.S. 22-30.5-511.5**). Per our charter contract, independent contractors and outside companies that place employees in the school must also complete the required background checks and provide evidence of the checks to the school. All offers of employment are contingent upon the successful completion and review of their criminal history and background check.

The guidelines for whether an employee can be hired in light of certain convictions that show up on their criminal history is established by statute. An employee or applicant for employment is disqualified from employment if the results of the fingerprint-based criminal history record check discloses a conviction for any of the offenses described in **C.R.S. 22-32-109.8**

Volunteers who regularly volunteer at the school (as defined by at least once per week) will undergo a background check through the Internet Criminal History Check System. Chaperones are drivers for field trips are also required to undergo a background check. The school also requires evident of insurance and the driver's licensure prior to being approved for student transportation. The same offenses the disqualify an employee or applicant for employment also disqualify a volunteer from volunteering within the school.

The school adheres to the reporting requirements set forth in **C.R.S. 22-30.5-110.5** and the results of each background check are kept in the employee's confidential personnel file. Results of volunteer background checks are kept in individual confidential files.

### **Process for Employees or Applicants**

1. TPAAK has an account with the Colorado Bureau of Investigation as a charter school employer.
2. Employee or applicant goes to a qualified local law enforcement agency (police department or sheriff's office).
3. Employee and law enforcement official complete the fingerprint card in **BLACK** ink. The fingerprint card is provided by the law enforcement agency. The fingerprint card must have information for each of the corresponding fields:
  - a. Name, Date of Birth, Place of Birth, Sex, Race, Height, Weight, Eyes, Hair (Please use 3 letters abbreviations for eyes and hair – Ex: Brown = Bro, Blue = Blu)
  - b. OCA – CONJ0308
  - c. Employer and Address – Name of facility requesting the CHRI search including the complete mailing address.
  - d. Reason Fingerprinted – Charter School Applicants CRS 22-30.5-110.7
4. The completed card is then sent to the Colorado Bureau of Investigation for processing.

# T.R. Paul Academy of Arts and Knowledge

## Student Handbook



### ***Vision***

*Provide an environment that allows every student to reach their full potential*

### ***Mission***

*Within a supportive school community, TPAAK offers a robust arts program that complements core academics, fosters critical thinking skills and creates confident, creative individuals with the freedom to reach their full potential.*

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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)  
4800 Wheaton Drive, Fort Collins CO 80525  
Phone: 970-226-2800  
Website: [www.TPAAK.org](http://www.TPAAK.org)

Director of Teaching & Learning  
Mrs. Jami Montoya  
[jmontoya@tpaak.org](mailto:jmontoya@tpaak.org)

Director of Business & Operations  
Mrs. Shannon Keigan  
[skeigan@tpaak.org](mailto:skeigan@tpaak.org)

Office Manager  
Mrs. Jada Kankel  
[jkankel@tpaak.org](mailto:jkankel@tpaak.org)

TPAAK Board  
[tpaakboard@tpaak.org](mailto:tpaakboard@tpaak.org)

Champions Before and After School Program  
[www.discoverchampions.com](http://www.discoverchampions.com)

Michael's of Denver Catering  
303-866-3299  
[www.mykidslunch.com](http://www.mykidslunch.com)

Charter School Institute  
303-866-3299  
[csi\\_info@csi.state.co.us](mailto:csi_info@csi.state.co.us)

## **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 4800 Wheaton Drive, 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](http://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 kitchen 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](http://www.tpaak.org)) regularly for updated information – including school calendar, events calendar, emergencies, school closings, etc.
  - Read TPAAK Dragon Mail updates
  - Read class weekly newsletters and teacher emails
  - Review Friday folders
  - Join your class on Bloomz
  - 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. Director of Teaching & Learning or Director of Business & Operations
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 Directors 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. Parents who volunteer on a regular basis, work one-on-one or alone with students, or drive for field trips must be background checked through CBI. Inquiry with the front office for the appropriate forms.

## **GENERAL OFFICE POLICIES**

### **Telephone:**

Telephones in the offices 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 hallways 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, Facebook page, local television and radio stations, and emergency Dragon Mail (email) and notification on the Bloomz 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 administration will determine whether student tardiness or absence will be excused. Any determination by the administration 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 ensure 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.

### **Bloomz**

Bloomz is an app used school wide to disseminate information, request volunteers, communicate directly with parents and sign up for Parent/Teacher Conferences.

### **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. Students will enter through the playground entrance for breakfast.

### **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 PTO, 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 jean days
- Leggings may not be worn as pants

#### **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, or leggings.**

### **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
- Leggings are meant to be worn as an under garment

### **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.

**Directors or delegated authority has final discretion regarding appropriateness of appearance.**

Any family having difficulty finding/affording appropriate attire may contact PTO 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 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 **WESTERN (Front)** side of the building at the concrete drop-off pad (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.

### **STUDENT DROP OFF**

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

- a. Cars enter from Wheaton and take immediate right to enter drop off lane and follow the lane until the last possible lane (Lane 4 on map). A TPAAK staff member will be directing traffic at this point.
- b. Drop off takes place **ONLY** along the front side of the building – at the cone designated spot (drop-off/pick-up on map)– **NOT** at front entrance.
- c. A teacher will be present to escort your child from your vehicle to the sidewalk where they will walk alongside the side of the building until they enter the playground.
- d. Pull all the way forward and wait for a teacher to help lead your student from your vehicle
- e. 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.**
- f. After your student has exited the car, turn left at Lane 2. A staff member at the end of Lane 2 will assist in directing traffic to exit the parking lot.
- g. Drop off for TPAAK begins at 8:00 am and concludes at 8:10 am
- h. If no teacher is visible at drop off, **DO NOT** drop off your child! Park in the TPAAK parking and escort to the Front Door and sign them in at the front desk.

#### **2. DROP-OFF – PARENTAL ESCORT**

- a. If **NOT** using the Express Drop off lanes, park on the north side of Lane 1(marked Parental Escort Parking) and walk child to the playground using the walking path between 8:00 and 8:10am.
- b. Do not cross over the parking lot until you reach the crosswalk behind the cones that block traffic.
- c. 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.
- d. **DO NOT** park on the south side of Lane 1. This is staff parking only.
- e. When exiting, drive back to the exit using Lane 1 and pay attention to the TPAAK faculty member directing traffic to exit onto Wheaton.
- f. **DO NOT** park anywhere in Lanes 2,3 or 4. TPAAK parents are only permitted to park along the north side of Lane 1.

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

### **1. PICK-UP THROUGH EXPRESS LANE**

- a. Cars enter from Wheaton and take immediate right to enter drop off lane and follow the lane until the last possible lane (Lane 4 on map). A TPAAK staff member will be directing traffic at this point.
- b. Pick up takes place **ONLY** along the front side of the building – at the cone designated spot (drop-off/pick-up on map)– **NOT** at front entrance.
- c. A teacher will be present to escort your child to your vehicle from the sidewalk.
- d. Pull all the way forward and wait for a teacher to help lead your student to your vehicle–  
**REMAIN IN CAR**
- e. If child is not ready, you may be asked to pull forward and re-enter at the back of the line so we can keep the right lane moving.
- f. If major buckling is needed, please exit the Express Lane and pull to the side of Wheaton so we can keep traffic moving.
- g. Students will not be released until 3:20
- h. Any child not picked up by 3:30 will be considered a tardy pick up (see below).
- i. 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.

### **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 3:30 will be considered a tardy pick up (see below).
- e. Use crosswalks and the walking path to model safe citizenship for students
- f. Parent parking is along the north side of Lane 1. **DO NOT PARK** in Lanes 2, 3 or 4.

### **3. INSIDE PICK-UP**

- a. Applies only to Parental Escort Children during inclement weather at discretion of the administration.
- b. Sign posted on front door of school and on marquee sign at entrance.
- 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. Any child not picked up by 3:30pm will be brought directly to the Champions after-school program and their fees will be applied
- c. If not picked up by 3:30pm parents/emergency pickup contacts will be called
- d. At 4:20pm if parent/guardian/representative has not contacted the school to make arrangements, the front office will call 911 and / or Child Protective Services
- e. TPAAK provided supervision after 3:30pm will be billed to parents at the rate double Champions.

## ACADEMICS

### **Our Curriculum:**

**Vision Statement:** Provide an environment that allows every student to reach their full potential.

**Mission Statement:** Within a supportive school community, TPAAK offers a robust arts program that complements core academics, fosters critical thinking skills and creates confident, creative individuals with the freedom to reach their full potential.

*We will accomplish our mission by:*

- Providing a safe and engaged school community that allows students to take risks in their learning, and treats each student as unique individuals and gives them opportunities to let their creativity flourish.
- Offering a world-class education through a standards-based core curriculum that integrates the fine arts and exposes students to diverse cultures, with a balance of technology, character development and enrichment opportunities.

### **Belief Statement**

*At TPAAK, we believe a great TPAAK teacher and staff member is proudly devoted to welcoming and accepting all students through creative collaborations. A great TPAAK teacher is passionate and sounds kind, respectful, creative, and knowledgeable. The community of TPAAK teachers and staff members promotes safety, happiness, and creativity.*

### **Literacy at TPAAK**

Reading and writing are taught to our students through the EngageNY curriculum. Reading and writing are also integrated throughout the day in all subject areas, and teachers give students time to dive into books to cultivate a true love for literacy. Handwriting is also taught in all grade levels through the Handwriting Without Tears curriculum.

### **Math at TPAAK**

Singapore Math instruction is delivered through the Primary Mathematics curriculum. With this curriculum, our students learn and master fewer mathematical concepts at greater detail with a three-step learning process: concrete, pictorial, and abstract. Through this, they're becoming creative thinkers who are preparing to be real-world problem solvers.

### **Social Studies at TPAAK**

Whether studying the Ancient Greeks or Mesopotamia, TPAAK students learn about character, ethics, empathy, and self-esteem through our Paragon curriculum. They step into the shoes of these great historical figures through active projects, skits, musical performances, and distinctive artistic expression. The social studies and sciences of all the great world civilizations are taught in this interdisciplinary, project-based, and multi-cultural curriculum.

Because the Paragon curriculum lends itself to expression in the fine arts, students are given the opportunity to present their learning to the community each quarter on Paragon Night. Families and the community are invited to school to enjoy an evening of stage performances by several grade levels, and the opportunity to take in mini performances in the classrooms. Students show off their learning of world cultures through music, dance, drama, visual arts, and the sciences.

### **Science at TPAAK**

Through the Next Generation Science Standards, students engage in hands on activities and experiments based on the scientific method. Intermediate students are able to present their understanding and critical thinking in the spring at the Science Fair.

### **Art at TPAAK**

All students benefit from the arts, especially students needing more concrete, visual, and kinesthetic experiences for successful learning. At TPAAK, the integrated fine arts and visual arts program strengthens learning transfer. The arts at TPAAK are not only about producing tangible artifacts, but also skill development and problem solving. TPAAK adheres to the proposition that arts integration produces better readers, better writers, and better speakers.

### **Music at TPAAK**

Music, like literacy, allows students to experiment with rhythm, words, tempo, and melody. Musical notation and reading the meaning in the music dovetails strongly into moving from text to meaning in literacy. It is the conviction at TPAAK that music produces – besides the gifts of music itself – strong readers, writers, and presenters. During the enrichment block, students can choose to be members of the TPAAK band, orchestra, or the Dragon Scales choir. In addition to many performances at the school, the band has marched in the Windsor Harvest Festival and St. Patrick’s Day Parade, and Dragon Scales has performed at Eagles hockey games.

### **Wellness at TPAAK**

Research shows that physical activity stimulates the brain and improves academic performance. TPAAK students engage in 90 minutes of physical education and wellness per week, in addition to 40+ minutes of recess per day. Through our wellness program, *students* are not only getting physically fit, but are also learning how to take care of themselves *by making* healthy choices. Students have the opportunity to enjoy all that the Northern Colorado outdoors and *mountains* have to offer, with planned field trips like hiking Devil’s Backbone or snowshoeing in Rocky Mountain National Park.

### **Enrichment**

All students get to choose enrichment activities during our enrichment block at the end of the day. Enrichment choices range from the fine arts, math, science, and any other creative topic our teachers can dream of. During this

time, some students participate in the Dragon Scales choir, band, or orchestra. Additional offerings might include, but are not limited to, drama, typing, Lego Robotics, Spanish, French, MakerSpace, crochet, gardening, cooking, and many others.

### **Special Education Program**

With a focus on inclusion, our Special Education program continues to follow TPAAK's vision of each student as a unique individual. The program takes into consideration the academic supports needed for every child to meet their specialized goals across all core academic subjects and works to foster enthusiastic and self-confident learners. The Special Education program at TPAAK also concentrates heavily on the social and emotional needs of special education students and ensures that every student feels comfortable in, and out of, their classroom environment.

### **English Learners:**

Students who come from homes in which English is not the primary language, dual-language homes, or students who have recently immigrated to the United States are assessed within the first 30 days at school to determine their English Language proficiency level. This assessment then provides teachers and parents with information about what English Language skills the student may need more instruction in. TPAAK then provides specialized, small-group instruction to these English Language Learners. The instruction is aimed at helping the student to access content knowledge, while also working to increase their English language skills. TPAAK's English Language program follows the World-Class Instruction Design and Assessment (WIDA) standards that the Colorado Board of Education has adopted as the Colorado English Language Proficiency (CELP) standards.

### **Gifted/Talented Program**

All students in second grade are screened each year for the Gifted/Talented Program through the use of a non-verbal test. Students new to TPAAK in grades 3-5 are also screened. A score that approaches the 90<sup>th</sup> percentile will result in a referral for further testing. Parents, teachers, and students may also make referrals for testing.

Our teachers are also trained in recognizing traits of gifted children, as well as accommodating the needs of these children. GT services may be delivered in the classroom by the homeroom teacher or as a pull-out with a small group of GT students, whichever best meets their needs. Through an advanced learning plan (ALP), teachers and staff can assess gifted student growth and social-emotional development. ALPs are reviewed yearly and may be revised at any time.

**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 Director of Teaching & Learning. 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 Director of Teaching & Learning 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 classwork 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 three trimesters. Each trimester is approximately thirteen 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.

In third through fifth grade, a letter grading system is used:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

In kindergarten through second grade, a standards based report card is given:

- 4 = Exceeds grade level standard
- 3 = Demonstrates proficiency
- 2 = Needs additional support to meet standard
- 1 = Insufficient progress with standard

**Report Cards/Progress Reports:**

- Report cards will be printed and distributed at the end of each trimester
- 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 trimester ends. In those 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 trimester exams, as determined by the student’s teacher and the Director of Teaching & Learning. 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 trimester. Parent/Teacher conferences may serve as the progress report for designated trimesters.
- 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. Recognizing the unique developmental needs of each student, the most appropriate educational setting will be determined to best meet the student’s academic needs.

**Promotion and Retention Policy Statement:**

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.
3. Other areas like stamina or social development are no grade level appropriate.

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 Tutoring
- 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 a student-by-student basis based on academic results and other factors mentioned above.. The Director of Teaching & Learning, along with the input of the student’s teacher(so) and Strategic Planning 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 trimester, 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 trimester 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 administration and leadership 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, tardy students should walk to class independently, and 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 trancies 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 administration 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

## **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, 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
- Parents of children in a classroom which has a communicable disease/condition reported will be notified, at the discretion of the administration, 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.

## Parent Right to Know

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

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

Please contact Shannon Keigan at [skeigan@tpaak.org](mailto:skeigan@tpaak.org) if you would like to receive any of this 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.

## **CODE OF CONDUCT (File: JICDA)**

The Directors 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 Policy**

TPAAK believes that all students have a right to a safe and healthy school environment. TPAAK has an obligation to promote mutual respect, tolerance, and acceptance.

TPAAK will not tolerate behavior that infringes on the safety of any student. As used in this policy, “bullying” is any unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

TPAAK expects students and/or staff to immediately report incidents of bullying to the Directors or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur at TPAAK, the TPAAK administration will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

TPAAK will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Directors or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact Directors.. TPAAK prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the Student and Parent Handbook.
- TPAAK will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- TPAAK staff or authorized volunteers who witness acts of bullying shall take immediate steps to intervene when safe to do so. Steps for intervention are outlined in the teacher handbook. Staff witnessing or experiencing bullying are required to report the incident.
- The Directors shall ensure that all reports and other information involving student bullying are promptly and thoroughly investigated during the biweekly Strategic Planning Team meetings,, and that appropriate action is taken.

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 Directors or 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.

#### 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](http://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 unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. 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: JIH)**

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 uncoerced 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 Directors 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 Directors 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: JKD-E/JKE-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 Directors 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: JS)**

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 of Arts and Knowledge**

**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) \_\_\_\_\_

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**Memorandum of Understanding By and Between  
the Colorado Charter School Institute and T.R. Paul Academy of Arts & Knowledge Charter  
School Regarding the Provision and Funding of Special Education Services**

*Whereas*, T.R. Paul Academy of Arts & Knowledge Charter School (the “Charter School”) is a public charter school which is authorized by, and whose charter application was approved by, the Colorado Charter School Institute (“CSI”); and

*Whereas*, the Charter School is required, under applicable law—including the Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the Exceptional Children’s Educational Act, C.R.S. § 22-20-101, et seq.; the Elementary and Secondary Education Act, 20 U.S.C. § 6301, et seq.; and the Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.—as well as the terms of the Charter Contract in place between the Charter School and CSI, any other applicable state policies, and various CSI policies, to provide special education services to its students as required by those respective authorities; and

*Whereas*, under C.R.S. §§ 22-20-106(b) and 22-30.5-503(3), CSI serves as the Local Educational Agency and Administrative Unit for the charter schools that it authorizes, and whereas the Charter School is, with regard to special education and other matters, a school within that LEA; and

*Whereas*, the Charter School and CSI wish to further describe their respective duties and obligations regarding the provision and funding of special education services at the Charter School through this memorandum of understanding,

NOW, THEREFORE, THE PARTIES DO AGREE AND COVENANT AS FOLLOWS:

**1. Definitions**

“**Charter Contract**” means the contract entered into and between the Charter School and CSI, as the Charter School’s authorizer, pursuant to Article 30.5 of Title 22 of the Colorado Revised Statutes.

“**Charter School**” means the signatory identified in the “Whereas” clauses of this MOU.

“**CSI**” means the signatory identified in the “Whereas” clauses of this MOU.

“**CSI Special Education Manual**” means the monograph titled *CSI Special Education Manual*, published by CSI and made available to its charter schools, as it may be amended from time to time, or its replacement.

“**Handbook**” means the monograph titled *Special Education Onboarding Handbook: A Guide for New CSI Schools and Staff*, published by CSI and made available to its charter schools, as it may be amended from time to time, or its replacement.

“**FAPE**” means Free Appropriate Public Education, as defined in 20 U.S.C. § 1401.

“**IDEA**” means the Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq.

“**IEP**” means an Individualized Education Program, as defined in 20 U.S.C. § 1401 and 20 U.S.C. § 1414.

“**LEA**” means Local Education Agency.

“**LRE**” means Least Restrictive Environment, as that term is used in 20 U.S.C. § 1412.

“**MOU**” means this Memorandum of Understanding between the Parties.

“**Parties**” means, collectively, CSI and the Charter School.

“**Program Plan**” means the special education program plan submitted to and approved by CSI at the inception of the Charter School, together with any subsequent modifications made in accordance with CSI’s policy for approving such modifications.

“**Section 504**” means Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

## **2: Charter School and CSI Special Education Responsibilities**

CSI and the Charter School agree to the following general duties and obligations.

### **2(a): The Charter School shall:**

- (1) Adhere to the applicable provisions of the IDEA; Section 504; the Americans with Disabilities Act; applicable Colorado special education laws and regulations; CSI policies, procedures, and requirements, as they may be amended from time to time; and the terms of the school’s Charter Contract;
- (2) Assure that its students with disabilities are accorded a FAPE, including assuring special education and related services as part of the regular school day in the LRE appropriate for their needs;
- (3) Ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment on the basis of his or her special education status;
- (4) Comply with the applicable requirements and mandates of the U.S. Department of Education, its Office for Civil Rights, and the U.S. Department of Justice;

- (5) Implement the special education Program Plan submitted to and approved by CSI at the inception of the school or as subsequently modified in accordance with CSI's policy for approving such modifications;
- (6) Follow and implement the procedures laid out in the *CSI Special Education Manual*;
- (7) Not establish nor carry out any support services, policies or practices that conflict with the Program Plan or the *CSI Special Education Manual*;
- (8) Be solely responsible for implementing, providing, and subsidizing those specialized instructional and related services required pursuant to student IEPs, as well as the services, modifications, or accommodations required by a student's Section 504 Plan;
- (9) Employ or contract with all requisite special education personnel, including a Special Education Coordinator whose duties and obligations are described more specifically in paragraph 2(c)(5);
- (10) Assign special education support staff as necessary to meet student needs, which staff shall be appropriately licensed in accordance with Colorado law;
- (11) Bear all costs associated the special education-related personnel described in the preceding two paragraphs, above;
- (12) Develop, maintain, and review assessments and IEPs in any format required by CSI, in accordance with federal law, state laws, and the Charter Contract;
- (13) Track attendance for each student, to be reported and certified according to applicable state law and regulation;
- (14) Participate in the state quality assurance process for special education (*e.g.*, verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan, as further described in the *CSI Special Education Manual*); and
- (15) Participate in any mandatory special education training offered or provided by CSI.

**2(b): CSI shall:**

- (1) Allocate state and federal special education funding to the Charter School in accordance with CSI's established practice—consistent with C.R.S. § 22-30.5-513.5 and other applicable law—including establishing a baseline allocation,

deducting CSI's administrative costs, and dividing that number by the total number of eligible students;

- (2) Identify all schools in its portfolio of authorized charter schools by Performance Tiers I, II, or III, according to the CSI "Student Services Screener," or other established scoring tool utilized by CSI, using a primary screener and (for some schools) a subsequent secondary screener;
- (3) Offer, to the Charter School, Tier I foundational supports in the form of professional development and technical assistance trainings; and, if the Charter School becomes identified as a Tier II or Tier III school, offer to the Charter School additional interventions and supports targeted to address identified areas of need, including but not limited to: on site school quality reviews, school improvement and prioritization planning, and targeted staff and leadership professional development;
- (4) Provide the applicable tier of support until the Charter School has demonstrated necessary progress related to the outcomes of its special education students;
- (5) CSI may retain commensurate state and federal funds for the purpose of providing the tiered support described in the two preceding paragraphs. A written agreement specifying the services to be provided and their cost may be executed, if needed, which agreement shall constitute an amendment to the Charter Contract.
- (6) Provide information to the Charter School regarding CSI's special education decisions, policies, and procedures to the same extent as they are provided to other schools within CSI; and
- (7) Make available to Charter School staff such training opportunities or information regarding special education as are made available to other school site staff.

**2(c): Oversight.** CSI and the Charter School agree to the following terms of supervision, support, and enforcement.

- (1) CSI will periodically meet with the Charter School's special education staff or coordinator in order to familiarize itself with the Charter School's special education program and to communicate any pertinent information, guidance, or directives to the Charter School.
- (2) On an ongoing basis, CSI will assess the performance of the Charter School with regard to special education. If—in CSI's sole discretion—CSI finds the Charter School's performance with regard to special education to be deficient, CSI may take remedial steps. Such steps may include, but will not be limited to, increasing CSI's level of oversight of the Charter School.

- (3) Should CSI determine that any remedial steps are necessary, in accordance with the school's Charter Contract and CSI policy, CSI will oversee implementation of these steps.
- (4) In instances where CSI takes on responsibility for tasks that would otherwise be carried out by the Charter School under this MOU, CSI may retain commensurate funds. Such circumstances are expected to be highly unusual. A written agreement specifying the services to be provided and their cost will be executed, which agreement shall constitute an amendment to the Charter Contract, at the time of any such unusual intervention.
- (5) The Special Education Coordinator of the Charter School, mandated above by paragraph 2(a)(9), shall attend to all school-level administrative, compliance, and programmatic tasks with regard to special education, and shall be primarily responsible for ensuring (1) that the special education program of the Charter School is effectively and lawfully carried out and (2) that the needs of students with disabilities and at risk for disabilities are met. The Charter School shall develop and consistently implement a process to ensure that all of its special education personnel or contracted personnel are appropriately credentialed and licensed. The Charter School may rely on its discretion to determine whether or not to look to and contract with outside entities, such as consultants or local districts, for the provision of any mandated special education or related services.
- (6) CSI reserves the right to jointly direct with the Charter School the development and/or modification of any IEP for special education students enrolled at the Charter School. CSI's Director of Special Education or designee shall maintain the same administrative authority, pursuant C.R.S. § 22-20-106 and regulations thereunder, as in all other CSI schools.
- (7) Upon request by CSI, the Charter School shall provide all requested or appropriate documentation to demonstrate the licensure status of Charter School personnel and contractors providing special education or related services, including documentation of the training received by said personnel and contractors, as well as documentation of the steps taken by the Charter School to comply with applicable credentialing requirements. The Charter School shall promptly provide CSI with documentation that updates this information during the course of the school year, to the extent that the Charter School has changes in its personnel, contractors, or training.
- (8) The Charter School shall adopt and utilize a viable student plan management system for maintaining copies of assessments and IEP materials. Upon request, the Charter School will provide this information to CSI for its review.

- (9) The Charter School will also submit to CSI all required reports—including but not limited to the reports identified in the *Handbook*—in a timely manner, allowing a reasonable time for response, as necessary to comply with federal and applicable state law requirements.
- (10) The Charter School is responsible for the appropriate management of its special education budgets, personnel, programs, and services in accordance with state and federal law, which includes the requirement that special education funding received be used only for allowable special education purposes. CSI reserves the right to audit the use of special education funds provided to the Charter School to ensure compliance with program and fiscal requirements.

### **3: Specific Duties and Obligations**

CSI and the Charter School agree to the following specific duties and obligations, which supplement but do not supplant the foregoing general duties and obligations.

#### **3(a): Admission and Transferring of Students**

- (1) Every student who is admitted or transferred with an IEP or Section 504 plan from his or her previous school shall be placed directly into a program that meets the requirements of such IEP or Section 504 plan—and the Charter School shall provide the special education and related services required by the IEP or Section 504 plan—unless and until the IEP or Section 504 plan is changed.
- (2) To the extent an IEP or Section 504 Plan needs to be changed in order to be implemented by the Charter School, the IEP or Section 504 team will meet promptly to consider such changes as required by applicable law.

#### **3(b): Assessments**

- (1) The referral process shall include team meetings (1) to review prior interventions, accommodations, and modifications and (2) to recommend further interventions, accommodations, and modifications as appropriate. The referral process shall be supported by documented interventions such as the Multi-Tiered Systems of Support model approach, using data to identify student strengths and weaknesses or as otherwise appropriate so long as the approach is consistent with state and federal law.
- (2) Upon observation, review of accumulated data, and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.
- (3) Upon referral for an assessment, the Charter School will convene a meeting to review and discuss the request to agree or deny the request for assessment, in light

of student records, acquired data, and student performance. If the Charter School determines that assessment for special education eligibility is not warranted, then prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School determines that there are suspected disabilities, then the Charter School must develop an assessment plan, utilizing CSI's assessment process as outlined in the CSI Special Education Model, within the 15-day timeline. The assessment plan shall describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments shall be conducted, within legal timelines, after receiving the parents' written consent.

- (4) For each student assessed, the Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines, to discuss assessment results, determine eligibility, and (if eligible) specify special education instruction and services. The IEP team convened at the Charter School will make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the school, and exit from special education.

**3(c): Alternative Placements**

- (1) In the unusual event that, after a student is enrolled in the Charter School, the IEP team of the Charter School determines that the Charter School cannot provide a FAPE in the Charter School, as the LRE appropriate to the student, the Charter School shall contact CSI to discuss placement and service alternatives.
- (2) The IEP team convened at the Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the Charter School.

**3(d): Least Restrictive Environment ("LRE")**

- (1) The Charter School will support the education of students with disabilities, including students with moderate to severe disabilities, in the LRE appropriate to their needs, increasing as appropriate the interactions of students with disabilities with non-disabled students.
- (2) The Charter School's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**3(e): Staffing Requirements**

- (1) The Charter School shall ensure that the teachers and other persons who provide services to students with disabilities are knowledgeable of the content of students' IEPs.
- (2) The Charter School shall provide planned staff development activities and participate in available and mandatory CSI trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.
- (3) The Charter School shall maintain responsibility for monitoring progress towards IEP goals for students with disabilities. The Charter School shall assess and develop individual transition plans to help students with disabilities transition to adult living in accordance with CSI policies and procedures.

**3(f): Student Discipline**

- (1) The Charter School will ensure that it complies with state and federal laws, including the IDEA, regarding discipline of students with disabilities.
- (2) The Charter School shall include positive behavioral interventions in its discipline procedures.
- (3) The Charter School will consult with CSI, for any special education student, (1) prior to convening a manifestation determination, (2) prior to recommending expulsion, and (3) prior to the eleventh day of cumulative suspension.
- (4) The Charter School will collect data on to the number of special education students suspended or expelled, distinguishing between in-school and out-of-school suspensions. The Charter School will report this data to CSI annually.

**3(g): Procedural Safeguards and Due Process Hearings**

- (1) If CSI determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations, CSI may:  
(1) invoke dispute resolution provisions set out in the charter application, Program Plan, or Charter Contract; (2) initiate due process hearings; and/or (3) utilize other procedures applicable to the Charter School.
- (2) The Charter School may initiate dispute resolution provisions under the Charter Contract or as provided by law.

- (3) CSI and the Charter School shall work together in a good faith attempt to resolve disputes at an early stage (such as through informal settlement or mediation).
- (4) During due process proceedings and any other legal proceedings or actions involving special education, the Charter School will be responsible for its own representation. If the Charter School retains legal representation for a due process proceeding or other legal proceeding or action, the Charter School will be responsible for the cost of such representation.
- (5) The Charter School shall be responsible for satisfying any award by a due process hearing officer, a court, or a settlement, if such award is based on any allegation that the Charter School failed to fulfill its duties under state and federal special education laws and regulations. This obligation may include, without limitation, any award of (i) prospective special education and related services, (ii) compensatory education, (iii) reimbursement, and/or (iv) parents' attorneys' fees and costs. This obligation may be based on, without limitation, allegations concerning (i) identifying students with disabilities, (ii) assessing students, (iii) conducting IEP team meetings, (iv) developing appropriate IEPs, and/or (v) implementing IEPs. Through insurance, reserve funds, or other reasonable means, the Charter School shall assure that appropriate funds are available to meet such obligations.
- (6) CSI shall be responsible for satisfying an obligation, as described in the preceding paragraph, only when the award is based on any allegation that CSI failed to fulfill its own, independent and non-derivative duties under state and federal special education laws and regulations.

**3(h): Complaints**

- (1) In the event of a complaint involving a student with an IEP or Section 504 Plan, the Charter School shall inform the CSI Director of Special Education and shall follow (i) all State and Federal rules, and (ii) all CSI-approved grievance procedures.
- (2) CSI shall investigate, cooperate with, and respond to all formal special education complaints CSI receives pertaining to the Charter School. CSI shall inform the school in writing of the complaint in accordance with the Charter Contract or prior to any CSI investigation, whichever comes first.
- (3) The Charter School shall cooperate with CSI in any such investigations and shall provide CSI with any and all documentation required to respond to complaints within the timelines imposed by the investigating agency. The Charter School will be solely responsible for any and all costs resulting from, arising out of, or

associated with the investigation and implementation of appropriate remedies in a manner consistent with paragraphs 3(g)(5) and 3(g)(6) above.

**3(i): Local Educational Agency (“LEA”) for Special Education**

- (1) As the LEA and administrative unit for the charter schools it approves and oversees, CSI will determine the policies and procedures necessary to ensure that the protections of special education law extend to all public school students at CSI schools.
- (2) CSI will track all schools using the CSI Student Services Screener (or its replacement). CSI may monitor the Charter School’s compliance and may direct such changes as necessary to comply with federal or state law or policies, or CSI policies or procedures, concerning the Charter School’s: referral processes; evaluations; reevaluations; eligibility determinations; placement decisions; and development and implementation of IEPs.
- (3) In the event of any disagreement between the Charter School and CSI with regard to the duties of the Charter School under this MOU, CSI’s reasonable interpretation of those duties and its good faith assessment of the sufficiency of the Charter School’s actions in carrying them out shall be binding.

**4: Miscellaneous Provisions**

**4(a): Notices**

All notices or the provision of written information shall be given via U.S. mail to the following contacts, unless the Parties expressly agree to a substitute method on a case-by-case basis:

CSI:

Colorado Charter School Institute  
Logan Tower, 1580 Logan St # 210  
Denver, CO 80203

Charter School:

T.R. Paul Academy of Arts & Knowledge  
4800 Wheaton Drive  
Fort Collins, CO 80525

**4(b): Modifications**

With the exception of changes to CSI policies and procedures regarding special education, the provisions of this MOU may be modified, supplemented, or terminated only through written agreement of the Parties.

**4(c): Integration/Incorporation**

This MOU is hereby incorporated by this reference into the Charter Contract and shall, to the extent necessary to carry out the terms and conditions of the MOU, supersede any conflicting provisions in the Charter Contract.

**4(d): Term**

This MOU is effective upon execution and expires August 1st, 2018.

**Signatures:**

\_\_\_\_\_  
T.R. Paul Academy of Arts & Knowledge Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
T.R. Paul Academy of Arts & Knowledge School Leader

\_\_\_\_\_  
Date

*Terry Coy Lewis*

September 5<sup>th</sup>, 2017

\_\_\_\_\_  
Charter School Institute Executive Director

\_\_\_\_\_  
Date