



Parent Student Handbook 2026-2027

Jefferson Classical Academy of Colorado at Peyton

The mission of the Jefferson Classical Academy of Colorado at Peyton is to reach all students with an individualized, career-focused education in an interactive learning environment rooted in rigor and innovation. We are dedicated to academic excellence that empowers and prepares students for a world of opportunity, supported by connections to their community and partners around the state, preparing them for career success and enabling them to fulfill their promises.

Note: The school is established under Peyton School District's Multi-District Online approved by the Colorado State Board of Education. The school is authorized pursuant to Title 22 of the Colorado Revised Statutes. For more information about this matter, contact the school administration or the Colorado Department of Education. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future.

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I. INTRODUCTION

Welcome to Jefferson Classical Academy of Colorado at Peyton. This school handbook will clarify mutual expectations to ensure your student has a successful school year.

This Handbook was developed to answer many of the commonly asked questions you and your parents may have during the school year. Become familiar with the following information and keep the Handbook available for reference by you and your parents. When used herein, the term “parent” means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. Please contact the Head of School if you have any questions about this Handbook.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, the following regulations and guidelines have been outlined in this manual to help maintain a positive learning environment.

II. ADMISSION INFORMATION

As a statewide school, Jefferson Classical Academy of Colorado at Peyton will admit all students who reside in the state of Colorado and complete the admissions criteria. (Colorado State Statute CRS 22-30.7.105(5))

ADMISSION

(Peyton School District Board Policy JT)

Parents express the desire to have their child attend by:

- Completing and submitting the Registration Form;
- Providing the child's: (Colorado State Statute CRS 22-1-115, CRS 22-1-102, CRS 22-1-116, CRS 22-3.7.105(5), CRS 25-4-901, CRS 22-32-140).
 - Birth Certificate or other certification permitted by state law
 - Proof of Residency
 - Current Immunization Record

ENTRANCE AGE REQUIREMENT

- A child must be five (5) years of age on or before September 30th in the school year enrollment is being applied for kindergarten. (Colorado State Statute CRS 22-1-115)

Additional Documents Requested (Optional)

- Vision and Hearing
- Last Report Card, Unofficial Transcript
- IEP/504

IMMUNIZATION REQUIREMENTS

(Peyton School District Board Policy JLCB)

State of Colorado Immunization Requirements for School Attendance

All new students must submit a copy of their Immunization Records before enrollment. No student shall be permitted to remain in school if the student has not met the minimum immunization requirements established by the Colorado State Statute (CRS 25-4-901) and Peyton School District Board Policy JLCB.

Colorado law requires all students attending Colorado schools to be vaccinated against certain diseases unless they have a certificate of medical or nonmedical exemption on file. No student is permitted to attend or continue to attend

any school in this district without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by Colorado law:

- a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations;
- a certificate of medical exemption;
- a certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or
- a certificate of nonmedical exemption, which is defined by immunization exemption based upon a religious belief whose teachings are opposed to immunizations or a personal belief that is opposed to immunizations.

Upon enrolling the student, the school must notify the student's legal guardian that unless the school receives the student's certificate of immunization or written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the school will suspend the student until such time as the school receives the certificate of immunization or authorization.

NON-DISCRIMINATION POLICY

(Peyton School District Board Policy AC)

Jefferson Classical Academy of Colorado at Peyton is committed to providing a working and learning environment free from unlawful discrimination and harassment. Peyton School District is an equal opportunity educational institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in admission or access to, or treatment or employment in its educational programs or activities.

The school adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

Inquiries concerning the nondiscrimination policies: Bobby Howard, 18320 Main Street, Peyton, CO 80831, (719) 749-2330. Inquiries concerning Title VI, Section 504, and ADA may be referred to Charine Chase, 13885 Bradshaw Rd., Peyton, CO 80831, (719) 749- 0417 or to the Office of Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO 80204, (303) 844-2291.

CHANGE OF ADDRESS / PHONE NUMBER / CUSTODY

It is the parent's/responsibility to inform the school office of any change of address, phone number, or custody. For changes of address, new proof of residence will be required. For a change of custody, parents will be required to provide a copy of the custody order to the school.

The school will continue to serve students who experience homelessness during the school year. Please contact the school counselor for assistance.

III. STUDENT AND PARENT RESPONSIBILITIES

BEHAVIOR GUIDELINES

Jefferson Classical Academy of Colorado at Peyton expects positive behavior from all students, teachers, staff, and parents. Effective learning occurs with an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers should be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas fundamental to the school's discipline system. Students will be successful by:

- Knowing and obeying the rules,
- Accepting responsibility for their behavior, and
- Engaging in their learning daily.

The code below applies to students' conduct on school property, on live web conferencing, and while in control or custody of the school, regardless of whether on or off school premises or at a school-related activity, regardless of location. The types of conduct prohibited by this code are listed below.

CODE OF CONDUCT

To maximize learning for all students, the Jefferson Classical Academy of Colorado at Peyton will provide a virtual school environment that promotes appropriate behavior and minimizes disruptions. The school believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. All students are expected to have a clear and consistent understanding of the Student Code of Conduct and comply with all school policies and procedures.

The Code of Conduct requires students to:

- conform to reasonable standards of socially acceptable behavior;
- respect the person and property of others;
- respect the rights of others;
- preserve the degree of order necessary to the educational program in which they are engaged; and
- comply with the requests of school administrators, teachers, and staff.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Students are supported by Positive Behavior Intervention and Supports (PBIS), an approach to discipline that targets desired outcomes through teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The research-based PBIS model teaches positive behavior choices alongside and embedded within SEL lessons to ensure that students understand behavioral expectations. Once this is taught, student behavior is also seen as a form of communication, and teachers strive to see through the behavior to what the student might need and offer proactive support and guidance. Student Success Plans are crafted with the goal of both behavioral and academic success, and intervention strategies are tiered based on a multi-tiered level of support system.

CODE OF CONDUCT – STUDENTS IN 3RD GRADE AND HIGHER GRADE LEVELS

(Peyton School District Board Policy JICDA)

Following applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend an expulsion hearing for 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 event. 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. Causing or attempting to cause physical injury to another person except in self-defense.
4. Commission of any act which, if committed by an adult, would be robbery or assault defined by state law.
5. Violation of criminal law.
6. Violation of District or building regulations.

7. Violation of the District's policy on dangerous weapons in schools. Expulsion shall be mandatory for knowingly possessing a firearm in accordance with federal law. (Reference: GFSZA, codified at 18 U.S.C. § 922(q))
8. Violation of the District's alcohol use/drug abuse policy.
9. Violation of the District's smoking and use of tobacco policy.
10. Throwing objects outside of supervised school activities that can cause bodily injury or damage property.
11. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or visitors to the school.
12. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others to precipitate disruption of the school program or incite violence.
13. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act by force or threat of force.
14. Lying or giving false information, either verbally or in writing, to a school employee.
15. Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
16. Continued willful disobedience or open and persistent defiance of proper authority.
17. Behavior at a school-sponsored activity or off school property which is detrimental to the welfare, safety, or morals of other students or school personnel.
18. Repeated interference with the school's ability to provide educational opportunities to other students.

CODE OF CONDUCT – STUDENTS IN KINDERGARTEN THROUGH SECOND GRADE

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in one or more of the following activities:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.
3. Conduct that endangers the health or safety of others.

ATTENDANCE

(Peyton School District Board Policy JH, JT)

Regular attendance and punctuality are essential for success in School and necessary for success later in life. Each student at the school is responsible for attending all classes regularly, being on time, and engaging in instructional programs. Colorado state law requires that students adhere to the strict guidelines for public school participation. (Colorado Revised Statutes 22-33-104).

Each year the Board establishes the school attendance period by adopting a school calendar. Secondary students are required to be in attendance 1,056 hours and elementary students 968 hours during each school year.

Daily attendance is tracked via a combination of the following: offline time submissions submitted by Parents/Guardians, online activity reports automatically generated by the school Learning Management System when students work in courses or attend live sessions, participation in state and local assessments, contact with school staff, and other methods as dictated by the school.

- Students are expected to be engaged and actively participate in schoolwork daily. Students should be online, completing asynchronous lessons through the course dashboard and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or expected course progress, they will be referred to the engagement intervention program.

- Live session attendance is critical to student success in the online classroom. It is highly recommended that all students attend all live class offerings daily to interact with teachers and receive instruction and practice, especially when students are not receiving passing grades. These live sessions are recorded and available for students to view at any time.
- Students must show up for in-person state testing at designated locations on assigned days.
- Failure to log into the system and complete coursework each day and/or to show up for assigned testing constitutes an unexcused absence for the student.
- Students must attend school on all official school days, complete all assignments in a timely manner in accordance with stated class schedules, and attend live class sessions or view archived materials as directed.
- Students must contact her/his teacher(s) every week.
- Parents/Guardians may be directed to log offline hours and/or properly document the Student's offline work.
- Parents/Guardians must provide the school with written notes documenting why absences should be excused within 3 days of the absence date.
- Students who miss school are encouraged to review recordings of any live instructional sessions missed and to make up any daily asynchronous course assignments that were not completed during the absence.
- Students who fail to meet engagement requirements related to the completion of diagnostic assessments, state testing, live session participation, and completion of course assignments and assessments may be subject to discipline and/or interventions.

Pursuant to §22-30.7-105(2)(a), “a student who is participating in an online program shall be subject to compulsory school attendance and shall be deemed to comply with the compulsory attendance requirements through participation in the online program.” In Colorado pursuant to §22-33-107(3)(a) C.R.S., a child who is “habitually truant” shall be defined as a student of compulsory attendance age who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences during any school year. Based on the statutory definition of habitual truancy, it is possible that a student can become “habitually truant” within the period of one week. Students should log in daily and complete instructional items to avoid truancy.

The required attendance of students shall conform to the minimum standards prescribed by Colorado State Statute. In case of an absence from School:

- The parent must notify the school before the beginning of the school day from which his/her child will be absent.
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction between "excused" and "unexcused" absences is made to determine whether a student may have the opportunity to make up classwork and whether disciplinary action is in order.
- All documentation relating to absences must be provided to the school no later than two instructional days after the first day the student returns to school.
- Students who are habitually or excessively absent may be referred to interventions.

The following shall be considered **excused absences**:

- A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only that cannot be taken care of outside of school hours.
- A student who is absent for an extended period due to physical, mental, or emotional disability.
- A student who is pursuing a work-study program under the supervision of the school.
- A student who is attending any school-sponsored activity or activities of an educational nature with advanced approval of the administration.

The District may require suitable proof regarding the above exceptions, including written statements from medical sources.

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 or guardians of the student receiving an unexcused absence shall be notified orally or in writing by the District of the unexcused absence.

In accordance with law, the District may impose academic penalties which relate directly to classes missed while unexcused. The administration shall develop regulations to implement appropriate penalties. Students and parents or guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by the requirements imposed by the Board as conditions for granting any such exception.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is four (4) in a month or ten (10) during any calendar year or school year.

MAKE-UP WORK

Make-up work may be allowed for excused absences only. Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the administrator. It is the responsibility of the student to make up assignments permitted on the day that he/she returns to class. There shall be one day allowed for make-up work for each day of absence. Make-up work shall be allowed following an unexcused absence with the goal of providing the student with an opportunity to keep up with the class and an incentive to attend school. However, this work will receive only partial credit, which is the consequence of an unexcused absence. This work may receive full or partial credit, to the extent possible as determined by the administrator.

TRUANCY

(Peyton School District Board Policy JHB)

Attendance at school is key to achievement. Students are expected to attend school regularly and on time. Parents/guardians are encouraged to partner with the school to ensure attendance and timeliness. Parents/guardians are encouraged to make any doctor, dentist, etc., appointments for times other than school hours.

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator, the student shall be considered truant.

A "habitual truant" shall be defined as a student of compulsory attendance age who has four (4) unexcused absences from school or from class in any one month or ten (10) unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences.

To reduce the incidents of truancy, parents/guardians 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/guardians 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 will establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

When a student is declared "habitually truant", the school shall require a meeting between the student's parents or guardians and appropriate school personnel to review and evaluate the reasons for the student being "habitually

truant". Such meeting shall be held not later than ten (10) school days after the student's fourth unexcused absence in a month or tenth unexcused absence in a year.

REPORTING

The school shall report, as soon as practicable, to the Colorado Department of Education on attendance at required times and provide all necessary details. The attendance clerk will monitor individual unexcused absences and make every reasonable effort to notify the parents by phone, and, with the county superintendent and county board, provide a report at the close of each month showing the activities of the school attendance office and the status of attendance in the county at that time. The absences that are excluded by rules shall include but are not limited to excused student absences, students not in attendance due to disciplinary measures, and absent students for whom the attendance clerk has pursued judicial remedies to compel attendance to the extent of his or her authority. Student support interventions will be developed to encourage attendance. (CRS 22-33-107 (3)) The school will report all dropout data to the Colorado Department of Education.

SUSPENSION AND EXPULSION PROCEDURES

(Peyton School District Board Policy JT)

The school recognizes that exclusion from the educational program is a severe sanction, and that suspension and expulsion must follow due process mandates. Additionally, the school will comply with all state and federal laws pertaining to students with disabilities.

A student may be disciplined for violating the student code of conduct, even if the violation occurs on property not owned or controlled by the school, if the violation occurred during activities connected with the school or if the behavior is directed at a school official

Any student suspended or expelled under this policy will not be permitted to participate in any extracurricular activities.

PROCEDURE FOR SUSPENSION OF 10 DAYS OR LESS

(Peyton School District board policy JKD/JKE-E)

The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in that school for not more than five (5) school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than ten 10 school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law.

Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1 (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law.

The Board of Education delegates to the Superintendent of Schools the authority to suspend a student, in accordance with CRS 22-33-105 and 22-33-106.1(d), for an additional ten (10) school days plus up to and including and additional ten (10) days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed 25 school days.

The Board of Education delegates to the Superintendent of Schools the authority, in accordance with CRS 22-33-104, to deny admission to or expel for any period not extending beyond one year any student whom the Superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised

Statutes, shall determine does not qualify for admission to or continued attendance at the public school of the District. Such denial of admission or expulsion by the Superintendent shall be subject to appeal to the Board.

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 information shall be used by the Board of Education 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. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with this policy. Alternatively, the Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

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

When the term "parent/guardian" is used, it refers to the parent/guardian of students under 18 years of age; if the student is 18 years or older, it refers to the student. All references to parent/guardian are intended to also include legal custodian.

1. **Notice.** The principal, designee or the superintendent at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If it is 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/guardian.
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.

This information need not be set out formally but should sufficiently inform the student and parent/guardian 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 events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator 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 informal hearing.
5. **If the student's presence in school presents a danger.** Notice and 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 administrator delegated the authority to suspend will immediately notify the parent/guardian 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/guardian to meet with the administrator 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/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. **Readmittance.** No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator 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 schoolwork 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 full or partial academic credit to the extent possible for makeup work which is completed satisfactorily.

PROCEDURE FOR EXPULSION OR DENIAL OF ADMISSION

In the event the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures shall be followed:

1. **Notice.** Not less than 10 days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the district will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.
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/guardian 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 of admission or expulsion.
 - 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/guardian within 10 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.
 - e. As is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
 - f. A statement that failure to participate in such a hearing constitutes a waiver of further rights in the matter.
4. **Conduct of hearing.** A hearing may be requested by the parent/guardian. Such a hearing will be conducted by the superintendent. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. 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 the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings shall 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.

The superintendent will prepare specific factual findings and issue a written decision within five days after the hearing.

5. **Appeal.** Within 10 days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 days will result in a waiver of the right to appeal and the superintendent's decision will become final.

If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendations of the superintendent, the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the district and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record. The Board will make a final determination regarding the expulsion of the student and will inform the student and his parent/guardian of the right to judicial review.

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

If a student is expelled and is not receiving educational services through the district, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the Department of Human Services or sentenced through the juvenile justice system.

7. **Readmittance.** 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; and
 - c. the offense for which the student was expelled does not constitute a crime against property.

If the district 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 principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

PROCEDURE FOR CRIMES OF VIOLENCE OR UNLAWFUL SEXUAL BEHAVIOR

The following procedures will apply when the district receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
 - a. Whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of other students or school personnel.
 - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the district, the district may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to an online program authorized by state law, or a home-based education program, will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
4. If the student pleads guilty to the charge, is found guilty, or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy but shall remain confidential unless the information is otherwise available to the public by law.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Jefferson Classical Academy of Colorado at Peyton Code of Student Conduct shall apply to all children. Jefferson Classical Academy of Colorado at Peyton will ensure that the parents/guardians and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

SUSPENSIONS, EXPULSIONS, AND PROVISION OF SERVICES

Students with disabilities may be suspended for up to 10 school days in any given school year for violations of the student code of conduct. These 10 days need not be consecutive. During any such suspension, the student shall not receive educational services.

A disciplinary change of placement occurs when a student is removed for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern of removal under governing law. Upon the eleventh school day of suspension or removal when such suspension or removal does not result in a disciplinary change of placement, educational services shall be provided to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. School personnel, in consultation with at least one of the student's teachers, shall determine the educational services to be provided to the student during this period of suspension or removal.

When a student is expelled or subject to a removal that results in a disciplinary change of placement, educational services shall be provided as determined by the student's IEP team to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting his or her IEP goals.

Prior to expulsion or other disciplinary change in placement, the student's parents shall be notified of the decision to take such disciplinary action and of their procedural safeguards. This notification shall occur not later than the date on which such decision is made.

MANIFESTATION DETERMINATION

Within 10 school days from the date of the decision to take disciplinary action that will result in a disciplinary change of placement, relevant members of the student's IEP team, including the student's parents, shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents, to determine whether the student's behavior was a manifestation of the student's disability.

The team shall determine: (1) whether the student's conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; and (2) whether the student's conduct in question was the direct result of the school's failure to implement the student's IEP. If the answer to either of these two questions is "yes," the student's behavior shall be deemed to be a manifestation of the student's disability.

DISCIPLINARY ACTION FOR BEHAVIOR THAT IS NOT A MANIFESTATION

If the team determines that the student's behavior was not a manifestation of the student's disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. As stated above, the student shall receive educational services during the period of expulsion or other disciplinary change of placement.

Within a reasonable amount of time after determining that the student's behavior is not a manifestation of the student's disability, the student may receive, as appropriate, a functional behavioral assessment ("FBA"). In addition, a behavioral intervention plan ("BIP") may be developed for the student, as appropriate. If a BIP has already been developed, the BIP may be reviewed and modified, as appropriate.

DISCIPLINARY ACTION AND/OR ALTERNATIVE PLACEMENT FOR BEHAVIOR THAT IS A MANIFESTATION

If the team determines that the student's behavior is a manifestation of the student's disability, expulsion proceedings or other disciplinary change of placement will be discontinued. However, the student may be placed in an alternative setting for up to 45 school days as discussed below, or the student's placement may be changed for educational reasons as determined by the IEP team or as otherwise permitted by law.

Within a reasonable amount of time after determining that the student's behavior is a manifestation of the student's disability, the student's IEP team shall: (1) conduct an FBA of the student, unless an FBA has already been conducted; and (2) implement a BIP for the student. If a BIP has already been developed, the IEP team shall review it and modify it as necessary to address the student's behavior.

PLACEMENT IN AN ALTERNATIVE SETTING FOR 45 SCHOOL DAYS

School personnel may remove a student with disabilities to an interim alternative setting for not more than 45 school days without regard to the manifestation determination if:

1. the student carried a weapon to school or a school function;
2. the student possessed a weapon at school or a school function;
3. the student possessed or used illegal drugs at school or a school function;
4. the student sold or solicited the sale of a controlled substance at school or a school function;
5. the student inflicted serious bodily injury on another person while at school or at a school function; or
6. a hearing officer or court of appropriate jurisdiction so orders.

Such removal to an alternative setting is permissible even if the student's behavior is determined to be a manifestation of the student's disability. The students' IEP team shall determine the educational services to be provided to the student in the alternative setting.

STUDENTS NOT IDENTIFIED AS DISABLED

Students who have not been identified as disabled shall be subjected to the same disciplinary measures applied to students with disabilities if the district had "knowledge" of the student's disability before the behavior that precipitated the disciplinary action occurred.

The district is deemed to have knowledge of the student's disability if:

1. the student's parents have expressed concern in writing to district supervisory or administrative personnel, or the student's teacher, that the student needs special education and related services;
2. the student's parent has requested an evaluation; or
3. the student's teacher or other district personnel have expressed specific concerns about the student's pattern of behavior directly to the director of special education or other district supervisory personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed, the student shall remain in the district's determined educational placement, which can include suspension or expulsion.

The district shall not be deemed to have knowledge that the student is a child with a disability if the parent has not allowed an evaluation of the student, or the student has been evaluated and it was determined that he or she is not a child with a disability, or the student was determined eligible for special education and related services, but the parent refused services.

VOLUNTARY WITHDRAWAL

Parents withdrawing students from School are asked to give the school at least one week's notice. The school requests that parents use the Withdrawal Form available in the parent portal to provide notification of the new school the student will be attending. This signed form gives official notice of the child's withdrawal. Records will not be released until a Release of Information form is completed by the legal parent or a subsequent school's request for records is received. In addition, all outstanding fees, academic records, or obligations must be met, including the return of all textbooks/electronics. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

IV. ACADEMICS

GRADES

Jefferson Classical Academy of Colorado at Peyton uses a standardized grading system, along with additional notations to indicate work in progress or incomplete assignments. Grades are intended to reflect the extent to which a student has demonstrated mastery of course content. Student grades are based on a combination

of assessments, assignments, projects, and participation. Specific weighting of these components may vary by course, and teachers will communicate grading expectations at the start of each course. Students and families are encouraged to contact the teacher with any questions or requests for clarification regarding grades.

Jefferson Classical Academy of Colorado at Peyton uses the following grading system in grades K-12 for all core and elective courses. A letter grade of D is considered a passing score.

GRADE SCALE	
Letter Grade	Percent Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59>

GRADING PERIODS

Families may monitor student progress at any time through the MyAMP Dashboard, which provides real-time access to grades and course performance. Official report cards are issued at the end of each semester and reflect final grades for that grading period.

PROMOTION, PLACEMENT, AND RETENTION

Students are expected to make adequate progress in mastering a complete year of curricular objectives by following a consistent and regular schedule of schooling. It is expected that students will be promoted to the next grade level at the end of an academic year based on adequate progress.

Promotion to the next grade (or level) is based on the following criteria:

- current level of achievement
- potential for success at the next level
- emotional, physical, and/or social maturity

READ ACT

Early literacy is a Colorado priority! Every child should read by the third grade. This is an elemental building block to receive quality education. It is so important that the state legislature put it into Colorado law and the Colorado Department of Education made it one of the department's four guiding goals. The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature in 2012, giving the state a guiding philosophy, structure, and resources to get children reading at grade level by the time they enter the fourth grade.

Research shows students must make the transition from learning to read to reading to learn by the end of the third grade to be successful in later grades. Each year, as grade-level demands increase, students who struggle to read can fall further behind. The Colorado READ Act works to ensure third-grade students master reading before they advance to fourth grade. The initiative focuses on early literacy programs, resources for both teachers and students, early screening, individualized reading plans for at school and at home, and assessments. As a last resort, the law allows retention to ensure that all students entering fourth grade can read to learn.

GRADUATION REQUIREMENTS

Only students who have met all school graduation requirements will be eligible to participate in graduation ceremonies and senior-related activities. Graduation requirements are outlined below.

PROFICIENCY DEMONSTRATION

COLLEGE AND CAREER READINESS

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines. Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English and math.

ENGLISH MEASURE	Cut Score/Criteria
Accuplacer assessment	Score of at least 62 on Reading Comprehension.
ACT assessment	Score of at least 18 on English.
ACT Compass assessment	Score of at least 79 on English.
ACT WorkKeys assessment that demonstrates English readiness	Score of at least Bronze level.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
SAT	Score of at least 430 on English.
Concurrent enrollment course that demonstrates English readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP).	Grade of at least a C- in approved course. As defined by the board's concurrent enrollment policy
Industry certificate that demonstrates academic and intellectual learning in the subject area of English.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

MATH MEASURE	Cut Score/Criteria
Accuplacer assessment	Score of at least 61 on Elementary Algebra
ACT assessment	Score of at least 19 on Math
ACT Compass assessment	Score of at least 63 on Math.
ACT WorkKeys assessment that demonstrates Math readiness	Score of at least Bronze level.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
SAT	Score of at least 460 on Math.
Concurrent enrollment course that demonstrates Math readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP).	Grade of at least a "C- in an approved course. As defined by the board's concurrent enrollment policy
Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.	Receipt of the industry certificate and approval by the district-designated team.

District capstone project that demonstrates academic and intellectual learning in the subject area of Math.	Completion of the district capstone project and approval by the district-designated team.
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EXCEPTIONS TO THE BOARD'S REQUIRED MEASURES AND CUT SCORES/CRITERIA

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

CREDITS

Students are required to earn a total of 52 high school credits to meet graduation requirements. Each semester-long course is awarded one credit. Students receiving special education services who successfully complete the requirements outlined in their Individualized Education Program (IEP) will be awarded a high school diploma.

English	8 credits
Mathematics	8 credits
Science	6 credits
Social Studies	6 credits
Fine Arts	2 credits
Physical Education	2 credits
Computers	2 credits
Academic Electives	6 credits
Electives	12 credits

COLORADO MEASURES OF ACADEMIC SUCCESS (CMAS)

In addition to obtaining the necessary credits outlined above, students will take the Colorado Measures of Academic Success (CMAS) as defined by the State Board of Education rules. The Colorado Measures of Academic Success (CMAS) assesses students in grades 3–8 and 11 on grade-level Colorado content standards in math, English Language Arts, science, and social studies. It is administered each year from March through May in all Colorado public schools.

COLORADO PSAT AND SAT

Colorado requires public school students to take the PSAT and SAT in high school. The testing schedule assigns the PSAT 8/9 to 9th graders, the PSAT 10 to 10th graders, and the SAT to 11th graders during the spring. These exams serve as the state's official assessments for English Language Arts and Math at no cost to students.

V. ENGAGEMENT

All students are expected to continuously engage in instructional programming to be successful at Jefferson Classical Academy of Colorado at Peyton. Daily course completion and live instructional session participation allow instructional staff insight into student development and academic support needs. Live sessions also allow students to participate in cooperative learning, ask questions, and demonstrate academic growth. Regular completion of diagnostic, summative, and formative assessments is essential for promoting student development and instrumental for implementing targeted instructional techniques.

Jefferson Classical Academy of Colorado at Peyton assesses student engagement levels via a combination of the following:

- Completion of course assignments
- Completion of local assessments

- Attendance in live instructional sessions
- Participation in state-mandated testing

ENGAGEMENT INTERVENTION PROGRAM PROTOCOL

Teachers and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine a student's engagement level. A four-tiered intervention system with increased support will be utilized.

SUPPORT LEVELS

Level 1: General school-wide prevention and programming, including onboarding, homeroom support, live instructional sessions, and student group activities.

Level 2: If a pattern of absenteeism or disengagement develops, the teacher will contact the parent/guardians to determine needs and work with the student and family.

Level 3: If the pattern continues, the teacher will notify administration concerning the absences, tardiness, and/or disengagement. Then, the student and parent will meet with the Student Success Coordinator, and the student will be placed on a student success plan. This plan includes specific steps, goals, and a timeframe for the student that will help him/her get back on track. This plan may require additional check-ins and/or individual/small group sessions.

Level 4: If the student fails to meet the agreed-upon criteria of the student success plan and/or fails to stay current on classroom assignments within an agreed-upon timeframe that is outlined in the student success plan, the student and parent will meet with the Head of School to discuss next steps regarding the student's placement in the virtual setting. Next steps may include rescinding the self-directed learner designation at the Jefferson Classical Academy of Colorado at Peyton, recommending a brick-and-mortar school, referring to the truancy office, and/or initiating a referral to the Department of Health and Welfare.

NOTE: Our intent is to address attendance and disengagement issues quickly, so the students will not fall behind and become discouraged.

COURSE ASSIGNMENTS AND ASSESSMENTS

It is critical for student success to complete course assignments and assessments regularly so teachers can monitor progress and ensure growth and mastery of state standards. Within each course, students should complete all items on the plan for the day and stay on track with assignment due dates as set by the teacher. Students who do not follow minimum expectations of course completion may be referred to the engagement intervention protocol.

LOCAL ASSESSMENTS

All new students will be assessed for learning readiness using a computer-adaptive, nationally normed test. The results from this initial assessment will assist teachers in developing a personalized plan for each student using Colorado Academic Standards.

Once a student is enrolled and has finalized his/her personalized plan, the student will participate in various performance assessments over time to monitor their progress and modify their academic program, keeping them on track for academic success. These assessments include:

- Short Cycle Assessments
- Course-level Assessments
- Computer-adaptive Nationally Normed Assessments: The assessments are taken three times per school year by all students. Baselines (incoming assessment) are established in the first month of the school year. Once a baseline has been established, performance is also measured in the winter and spring.

Students shall be allowed to complete assessments within a reasonable time, consistent with the administration of the assessment. The completion timelines will be communicated as each assessment is announced. Students are expected to complete all assessments administered. Students who do not follow minimum expectations may be referred to the engagement intervention protocol.

LIVE INSTRUCTION SESSIONS

Jefferson Classical Academy of Colorado at Peyton provides a structured learning environment that includes both independent coursework and scheduled live instruction. Students are expected to actively engage in their courses and remain on pace with assigned work and deadlines. Regular attendance and participation in live class sessions are strongly encouraged, as students who consistently attend tend to achieve higher levels of success. Live instruction is provided in core subjects—Math, English, Science, and Social Studies—as well as in elective courses, with a clear schedule communicated to students and families. While recordings of live sessions are available for review, they are not a substitute for real-time participation. Attending live sessions allows students to engage in discussion, receive immediate support, and collaborate with peers and teachers.

STATE-MANDATED TESTING

Colorado students are tested regularly by the state to assess their progress as they move through school. Students are required to attend all state testing.

The Colorado Measures of Academic Success (CMAS) are based on the Colorado Academic Standards and measure how well students have mastered grade-level expectations in math, English language arts, science, and social studies.

- Students in grades 3 through 8 take the grade level math assessment for their enrolled grade.
- Students in grades 3 through 8 take the grade level ELA assessment for their enrolled grade.
- o Colorado Spanish Language Arts (CSLA) is an accommodated version of the ELA assessment available to qualifying students in grades 3 and 4.
- Students in grades 5, 8, and 11 take the grade level science assessment for their enrolled grade.
- Students in grade 7 take the social studies assessment.

The Colorado Alternate (CoAlt) Assessments are academic, standards-based assessments designed specifically for eligible students with the most significant cognitive disabilities.

- Students in grades 3 through 11 take the grade level math assessment for their enrolled grade.
- Students in grades 3 through 11 take the grade level ELA assessment for their enrolled grade.
- Students in grades 5, 8, and 11 take the grade level science assessment for their enrolled grade.
- Students in grade 7 take the social studies assessment.

Ninth graders attending public schools in Colorado take the PSAT 8/9. Tenth graders take PSAT 10 and 11th graders take the SAT.

ACCESS assessments are secure, large-scale English language proficiency assessments given annually to Kindergarten through 12th graders who are identified as Multilingual learners (NEP or LEP). ACCESS results provide educators and parents with information about their child's English language proficiency level in the language domains of Listening, Speaking, Reading, and Writing.

*Information in the assessments may be subject to change based on changes from the Colorado Department of Education, the U.S Department of Education, and testing vendors.

MAKE-UP WORK

When an excused absence occurs, students are responsible for making up the assignments they miss. The teacher will assign make-up work and set a date for completion, which shall be the same number of days as the corresponding absence. Assignments not completed will result in failing grades.

In the event of a planned excused absence, the school must be provided with three or more days of advance notice for teachers to provide class assignments. Students must return completed assignments within two days of returning to school.

It is strongly suggested that absences do not occur during state testing week(s).

UNDERSTANDING THE COLORADO MULTI-TIERED SYSTEM OF SUPPORTS (COMTSS)

Response to Intervention is a prevention-based framework of team-driven, data-based problem solving for improving student outcomes.

Universal Tier: At the universal level, all students receive high-quality reading instruction as part of the core curriculum. Teachers use evidence-based instructional strategies, such as explicit reading instruction, vocabulary development, and reading comprehension strategies, to support students' reading skills.

Targeted Tier: In the targeted tier, students who require additional support in reading beyond the universal level are identified through regular assessments and screenings. These students receive supplemental interventions, which are more intensive and targeted to their specific needs. These interventions may include small-group instruction, personalized reading plans, or specialized programs designed to address reading difficulties.

Intensive Tier: The intensive tier provides highly individualized and intensive interventions for students who continue to struggle with reading despite the targeted interventions. These students may receive one-on-one instruction, intensive interventions focused on specific reading skills, or access to specialized reading professionals, such as reading specialists or interventionists.

Administrative Tier: All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines the course of action.

Components of the COMTSS provide the foundation for creating a sustainable system of support.

1. Team-driven shared leadership
2. Data-based problem solving and decision making
3. Family, school, and community partnering
4. Comprehensive Screening and Assessment System
5. Layered continuum of support

PARENT / TEACHER CONFERENCES

Formal parent-teacher conferences are conducted at least once a year. Conference dates are specified in the school calendar. Conference schedules will be issued through the school office but arranged by each student's teacher. Once a conference date and time have been arranged, parents should contact the student's teacher if a change is necessary. Parents may request conferences throughout the year.

Parent-teacher conferences are a focal point in student evaluation and reporting to the parents. This two-way avenue for parents and teachers may be initiated by either party as needed.

ORIENTATION

Orientation will be held during August and January. Parents will be notified of the exact dates and are encouraged to attend. The sessions will be offered through our online platform.

VI. SCHOOL OPERATIONS

FIELD TRIPS

Jefferson Classical Academy of Colorado at Peyton teachers arrange a variety of special gatherings for students and families throughout the year. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults they specify, are responsible for supervising children during an outing. Siblings and friends are welcome to attend as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signature (by parent/guardian) and completed Liability Release Agreement.

The school recognizes that students attending Jefferson Classical Academy of Colorado at Peyton gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

VII. HEALTH AND SAFETY

The school provides a safe and clean environment and takes precautions to protect students and staff.

MEDICATION ADMINISTRATION

(Peyton School District board policy JLCD, JICH)

The administration of medication to students during the school day is the responsibility of the parents.

Student possession, use, distribution, sale, or being under the influence of medication inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

TECHNOLOGY AND INTERNET SAFETY

The use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety, or security of the technology resources or the safety of the user.

The parent and student agree:

- To abide by all school policies relating to the use of technology.
- To release all school employees from any and all claims of any nature arising from the use or inability to

- use the technology.
- That the use of technology is a privilege.
- That use of technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the student may have his/her privileges revoked, or other disciplinary actions may be taken against him/her for actions or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to software or hardware;
- Placing unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors, or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without the consent of the school;
- Violating the conditions of federal and Colorado laws dealing with student's and employee's rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use any account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student is solely responsible for the use of his/her accounts, passwords, and/or access privileges and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for any and all costs; and
- Violation of the Student Use of the Internet and Electronic Communications Policy is also a violation of the school Code of Conduct and may result in other disciplinary action other than those specifically set forth above, including but not limited to suspension or expulsion.

ACCEPTABLE USE OF TECHNOLOGY

(Peyton School District Board Policy JS, EDC)

All students and parents must be aware of and understand their responsibilities when accessing and using school technology and resources. The Jefferson Classical Academy of Colorado at Peyton instructional computing

resources include any computer, software, or transmission system that is owned, operated, or leased by the Jefferson Classical Academy of Colorado at Peyton.

Any activity not listed here that constitutes a violation of local, state, or federal laws is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in the removal of your access to the school's instructional computing resources, which could result in your inability to complete learning activities.

ACCOUNTABILITY

Posting anonymous messages is not permitted unless expressly authorized by the online course teacher. Impersonating another person is also strictly prohibited. Use only your own username and password, and do not share these with anyone.

In addition:

- Do not interfere with other users' ability to access the Jefferson Classical Academy of Colorado at Peyton's AMP system or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activities that are associated with your username and password.
- Change your password(s) frequently, at least once per semester or course.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non- Jefferson Classical Academy of Colorado at Peyton commercial activities, non- Jefferson Classical Academy of Colorado at Peyton product advertising, or political lobbying on a Jefferson Classical Academy of Colorado at Peyton -owned or leased instructional computing resource.
- Do not use the Jefferson Classical Academy of Colorado at Peyton instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software that is not specifically required and approved for your assignments on the Jefferson Classical Academy of Colorado at Peyton's instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Jefferson Classical Academy of Colorado at Peyton server.

STUDENT INTERNET SAFETY

Do not reveal personal information about yourself or other people. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the Jefferson Classical Academy of Colorado at Peyton. Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the Jefferson Classical Academy of Colorado at Peyton.

NETIQUETTE

At the Jefferson Classical Academy of Colorado at Peyton, parents and students are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. Students are expected to refrain from using profanity and derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Any responses should be focused on the questions or issues being discussed, not on the individuals involved. Criticism should be constructive, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect other people's privacy. Don't broadcast online discussions; never reveal other people's e-mail addresses.

USE OF COPYRIGHTED MATERIALS

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to the course(s).

Students shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets, or other protections using the Jefferson Classical Academy of Colorado at Peyton computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected. Source Citation Many courses require written work in which students will need to cite sources. Any direct quotations from instructional materials can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and the page number. When citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

The Jefferson Classical Academy of Colorado at Peyton reserves the right to review any material transmitted using school instructional computing resources or posted to a school instructional computing resource to determine the appropriateness of such material. The Jefferson Classical Academy of Colorado at Peyton may review this material at any time, with or without notice. E-mail transmitted via school instructional computing resources is not private and may be monitored.

HARASSMENT, INTIMIDATION, BULLYING

(Peyton School District Board Policy AC)

Harassment, intimidation, or bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include counseling, suspension, or expulsion from school. However, the school's commitment to addressing harassment, intimidation, and bullying involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty, or school personnel.

It is imperative that harassment, intimidation, and bullying be identified only when the specific elements of the definition are met because the designation of the conduct of such behavior carries its special statutory obligations. Any misconduct by one student against another student or staff, whether appropriately defined as harassment, intimidation, or bullying, will result in appropriate disciplinary consequences for the perpetrator.

Prohibited behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior with malicious intent

Bullying means any verbal or written expression or physical act or gesture, or a pattern that is intended to cause distress upon one or more students in the school, on the school grounds, in school vehicles, at a designated school bus stop, or at school activities or sanctioned events." [CRS 22-32-109.1 (2) (a) (X). Bullying includes, but is not limited to, harassment of a sexual nature, pushing and shoving, name calling, taking another's belongings, belittling another, spreading rumors about another, or conspiring to socially isolate another.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations with malicious intent of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false. Unsubstantiated reports are not automatically considered false accusations.

Reporting Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately

report it to a school administrator, counselor, or teacher. Reporting may be made anonymously by either the bullied student, or a student or staff witness to bullying. Such anonymous reporting shall be investigated to the extent possible. However, it is understood that anonymous reporting may hinder the investigation process.

All such reporting and investigation shall be kept confidential, however, and only those students and staff necessary to the investigation, along with parents/guardians of affected students, shall be provided with information. Information provided will only be as much as is required to effectively investigate.

Investigating and responding As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the district.

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

CYBER BULLYING

Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another student or staff member in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. This includes the use of any technology to send or post inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, and videos to social network sites or website posting (including blogs), which has the effect of:

- Physically, emotionally or mentally harming a student or staff member; or
- Placing another student or staff member in reasonable fear of physical, emotional, or mental harm; or
- Placing a student or staff member in reasonable fear of damage or loss of personal property; or
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities; or
- Persuading or coercing through threats to reveal secrets or embarrassing information with or without the intent of sharing the information with others; or
- Creates an intimidating or hostile environment that substantially interferes with a staff member's ability to conduct their educational duties.

The school may discipline Cyberbullying conducted off school premises when it materially and substantially interferes with the educational process.

PROHIBITED GANG ACTIVITY

(Peyton School District Board Policy JICF)

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event, whether at the school or outside of the school facility and on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

DRUG-FREE SCHOOL

(Peyton School District Board Policy JICH)

Peyton School District 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. To accomplish this goal, a cooperative effort must be made among the schools, parents, community and its agencies. It shall be a violation of Board policy 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.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution. Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

WEAPON-FREE SCHOOL

(Peyton School District Board Policy JICI)

Carrying, bringing, using, or possessing a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity. As used in this policy, "dangerous weapon" means:

- a. A firearm, whether loaded or unloaded.
- b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that exceeds three inches in length.
- d. A spring-loaded knife or a pocketknife with a blade exceeding three and one-half inches in length.
- e. Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, bludgeon, nun chucks, brass knuckles, or artificial knuckles of any kind.

FIREARM FACSIMILES

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or school district is prohibited. Students who violate this policy provision may be subject to disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. A student's failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal's decision to deny or permit a student to carry, bring, use, or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

RECORDKEEPING

The district 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.

REFERRAL TO LAW ENFORCEMENT

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the school district to law enforcement.

VIII. SCHOOL RECORDS

(Peyton School District Board Policy JRA-JRC, JRCA)

The school takes student records and their confidentiality very seriously and has a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon a properly authorized request from that school or from a signed release by the parent or as otherwise required by law.

“Student education records” are those records that relate directly to a student. Student education records may contain, but not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

“Student personally identifiable information” or “student PII” means information that, alone or in combination, personally identifies an individual student or the student’s parent or family, and that is collected, maintained, generated, or inferred by the district, either directly or through a school service, or by a school service contract provider or school service on-demand provider.

“Security breach” means the unauthorized disclosure of student education records or student PII by a third party.

CURRENT INFORMATION

To ensure student records are up-to-date, parents must inform the school of address, telephone, and legal custody changes as they occur during the school year.

REQUEST FOR RECORDS

The school will request student records from the previous school(s) upon completion of enrollment. Pursuant to the Colorado code, the requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

STUDENT DIRECTORY INFORMATION

(Peyton School District Board Policy JFA/JRC)

The school district may disclose directory information without the written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7, the following Monday if September 7 is a Saturday or Sunday, or within 7 days of enrollment if the student enrolls after September 7.

Directory information which may be released may include the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Student telephone numbers and addresses will not be disclosed pursuant to Colorado law.

AUDIO-VISUAL INFORMATION

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic and behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channels, school-sponsored web pages, marketing materials, and other publications. Highlighting the achievements and celebrating student successes in school is an integral part of the reporting responsibility to the community. The school will, however, respect parents' wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student's name, picture, or work product for presentations or other uses.

RELEASE OF STUDENT RECORDS

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to the release of records. In compliance with FERPA, parents have the right to inspect and request corrections to student records. Parents are required to submit their request to inspect student records in writing to the administrator to allow him/her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental inspection only under the direct supervision of the administrator or his/her designee. The school must comply with the parent's request for inspection within forty-five (45) days.

Parents have the right to request corrections to student records. Requests for corrections must be submitted in writing to the administrator in a letter that includes the basis for such correction. Parents have the right to respond to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect. Release or inspection of student records will be handled in accordance with the Student Records Policy.

Parents have the right to file a complaint with the Colorado Department of Education if they think that the school or the school district their student previously attended is not complying with the federal laws or regulations regarding student records.

NON-CUSTODIAL PARENT RECORD REQUEST

The school will only give access to or release records to parents who have a legal right to the records of their children. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;

- Parent conferences and lab observations.

Only the custodial parent can access Due Process when the child is classified as handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

DATA RETENTION AND DESTRUCTION

The district shall retain and destroy student education records in accordance with applicable law and Board policy.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

(Peyton School District Board Policy JLDAC-E)

Description of Intent

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken to ensure student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sufficient-sized sub-groupings so that the participants' anonymity is safeguarded.

RIGHTS AFFORDED BY THE PPRA

The PPRA affords parents of minors certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

The right to provide consent before students are required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:

- political affiliations or beliefs of the student or student's parent
- mental or psychological problems of the student or student's family
- sexual behavior or attitudes
- illegal, antisocial, self-incriminating, or demeaning behavior
- critical appraisals of others with whom respondents have close family relationships
- legally recognized privileged relationships, such as with lawyers, doctors, or clergy
- religious practices, affiliations, or beliefs of the student or parent/
- income, other than as required by law to determine program eligibility

The right to receive notice and an opportunity to opt a student out of the following:

- any other Protected Information Survey, regardless of funding
- any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
- activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

The right to inspection, upon request and before administration or use, of the following:

- Protected Information Surveys of students

- instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- instructional material used as part of the educational curriculum

NOTIFICATION PROCEDURES

The school will work to develop and adopt policies regarding these rights in consultation with the parents. The school will also work to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parents of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available methods, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will notify parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided with reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parents will also be provided with an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

REPORTING A VIOLATION

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

IX. SPECIAL POPULATIONS AND AT-RISK STUDENTS

The Student Services team empowers students to overcome academic, social, emotional, mental health, or other challenges to ensure students are successful in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. Student Services team members and teachers work together with families to provide the wrap-around support needed to ensure students are motivated and stay on track for graduation. Blocks of time for remediation and enrichment will be deliberately added into the daily and weekly schedule.

Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA) who is between the ages of three and 21 and who has not been awarded a regular high school diploma and graduated from high school has the right to a free appropriate public education. These eligible students with disabilities shall be provided individualized programs appropriate to meet their educational needs as determined by the student's Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) team.

A student identified as a child with disabilities under IDEIA shall become eligible for special education and related services on his or her third birthday. A student reaching age 21 after the beginning of an academic year shall have the right to complete the semester in which his or her 21st birthday occurs or attend until he or she graduates, whichever comes first. In such a case, the child is not entitled to extended school year services during the summer following the current academic year.

Students with disabilities are required by federal law to be included in state and district-wide assessments with appropriate accommodations where necessary. Any IEP developed for a student with disabilities shall specify whether the student shall achieve the district's academic standards or whether the student shall achieve individualized standards, which would indicate the student has met the requirements of his or her IEP.

GIFTED STUDENTS

Gifted and high-ability students will thrive at Jefferson Classical Academy of Colorado at Peyton . These learners will be provided the most appropriate curriculum, pacing, and teaching approaches from day one through the placement process. Teachers will work closely with the parent/guardian and the ACCEL curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work at their own pace without the restraints of traditional school classroom pacing.

The Board of Education is dedicated to providing comprehensive programming for identifying and educating gifted students. Gifted students are those students between the ages of four (4) and twenty-one (21) whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow to their level of potential.

To the extent resources are available for this purpose, the superintendent or designee shall develop and implement programming designed to meet the particular educational needs of gifted students that:

- encourages acceleration and enrichment beyond the basic curriculum,
- offers a differentiated curriculum that includes higher cognitive concepts and processes,
- uses instructional strategies that accommodate the learning styles of the gifted,
- fosters the individual growth of each student,
- supports students in the attainment of state and district academic content standards,
- assists students with pre-collegiate and/or pre-advanced placement programs, and
- provides guidance support systems, including identifying post-secondary options.

The programming shall include early identification of gifted students who are at least 8 years of age. The programming shall also include ongoing professional development of staff who administer, supervise, or teach in such programs. The programs will be regularly evaluated.

ENGLISH LANGUAGE LEARNERS

The Jefferson Classical Academy of Colorado at Peyton will meet the needs of English Language Learners as required by State and Federal law by increasing the English language proficiency and academic language proficiency in the content-area subject matter. In keeping with the intention of the state of Colorado to offer educational opportunities to those children whose dominant language is other than English, the school shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through 12 in accordance with the requirements of state and federal statutes, Colorado State Board of Education rules and the Colorado Department of Education guidance.

The school shall identify students as English language learners using the state-approved assessment for English language proficiency. Identified students shall be assessed annually to determine their level of proficiency in the English language.

X. CHILD FIND

Jefferson Classical Academy of Colorado at Peyton will develop and implement written policies and various procedures to ensure the location, identification, and evaluation of students in need of special education and related services. Accordingly, the Jefferson Classical Academy of Colorado at Peyton will utilize a variety of community outreach procedures available primarily online to reach families across the state who suspect their child may be eligible for special education services. These procedures may include social media outreach, postings on the Jefferson Classical Academy of Colorado at Peyton website, site-based postings, and outreach to community organizations, home-school populations, and private school populations throughout the state. School administration will ensure that all staff is appropriately trained in these policies and procedures and that they receive appropriate support. School administration and other school staff will also ensure that parents/guardians are aware of the process for determining if a student is eligible for special education and how to initiate and participate in the process. Jefferson Classical Academy of Colorado at Peyton follows the Colorado State Guidelines for Child Find.

ASSISTIVE TECHNOLOGY (AT)

Assistive Technology is any sort of device that helps those with disabilities have equal access to the curriculum. These tools might include recording devices, closed captioning, personal listening devices, and special keyboards. Suppose the IEP Team determines that a student needs any assistive technology devices or services. In that case, Jefferson Classical Academy of Colorado at Peyton will provide, at no extra cost to the family, the necessary AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other ATs as specified in the students' IEP.

Transition, The IEP team, will develop a transition plan that will be in effect by the end of 9th grade or becomes 15 years of age, whichever comes first, or earlier if the IEP team determines it appropriate. The transition plan will prepare the student to move from school to post-school activities, including post-secondary education, vocational education, or adult education, independent or supported employment, and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting.

XI. COMPLAINT PROCEDURE

The Jefferson Classical Academy of Colorado at Peyton is committed to fostering and achieving student/ family satisfaction. The Jefferson Classical Academy of Colorado at Peyton does not discriminate based on disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. The school strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Jefferson Classical Academy of Colorado at Peyton has designated several staff members as coordinators of non-discrimination and anti-harassment. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassing laws. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School will respond within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of

School contact information is in the school handbook and is listed in the Help section of the school's AMP learning system.

Step 2: If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Peyton School District Superintendent.

XII. NON-DISCRIMINATION AND TITLE IX/ SECTION 504 NOTICE

The school does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services in its programs and activities. Pursuant to Peyton School District board policy, Title IX of the Education Amendments of 1972, and Colorado Civil Rights Division.

All employees shall report to the Title IX coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The school is committed to a learning environment that is free from sexual harassment. It is a violation of policy for any member of the school staff to harass students or for students to harass other students through conduct or communications (verbal, written, social media, or other electronic means) of a sexual nature or to retaliate against anyone who reports sexual harassment or participates in a harassment investigation.

Sexual harassment defined

Sexual harassment prohibited by Title IX means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the district conditions the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). Pursuant to state law, "harassment" means creating a hostile environment based on an individual's sex.

Reporting, investigation, and sanctions

Students should report all incidents of sexual harassment to a teacher, counselor, or administrator in their school building and file a complaint through the school's complaint process addressing sex-based discrimination. All reports and indications from students, district employees, and third parties must be forwarded to the school's Title IX Coordinator.

The school will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual harassment. All matters involving sexual harassment reports must remain confidential to the extent possible. Doing so follows applicable law and policy and does not preclude the school from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sexual harassment will not reflect the individual's academic or employment status, affect grades, or impact team or activity participation.

The school will take appropriate corrective action to make the harassed student whole by restoring lost educational opportunities; preventing harassment from recurring; or preventing retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

All students and employees will receive periodic training related to recognizing and preventing sexual harassment. Employees must receive additional periodic training related to handling reports of sexual harassment. Training materials are available to the public on the school's website.

Retaliation Prohibited

The district prohibits retaliation. It is a violation of this policy to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Charging an individual with a code of conduct violation for making a materially false statement in bad faith during a grievance proceeding under this part does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. HOMELESS POLICY

(Peyton School District Board Policy JFABD_R)

The school provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. Accordingly, the school will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The school shall fully comply with McKinney-Vento Homeless Assistance Act and Peyton School District Board policies.

The liaison appointed by the superintendent shall work to identify homeless children and facilitate each homeless child's access to and success in school. By October 1 of each year, the liaison shall report the number of homeless students enrolled in the school district to the Colorado Department of Education.

The primary functions of the liaison shall be to mediate disputes concerning school enrollment, assist in making transportation arrangements, assist in requesting the students' records, provide information and give referrals on services and opportunities, and assist any homeless child who is not in custody of a parent or guardian with enrollment decisions.

Enrollment

A homeless student is deemed to reside and may enroll and attend school in: the district where the child is presently located, or the district in which the student attended school previous to becoming homeless.

Enrollment shall be immediate even if the student lacks records routinely required prior to enrollment. The school shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible the district shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the district shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed outside the district during the school year, the student shall no longer be considered homeless and may only continue enrollment in the district for the remainder of the school year. Tuition Students defined in state and federal law as homeless children shall be admitted without payment of tuition.

Notice of determination and appeal

A student who has never attended school in this district becomes homeless, The superintendent (or designee) shall deliver to the student a written notice of the district's determination and of the right to appeal and provide a copy to the liaison. If the superintendent or designee determines that the homeless student shall attend a school other than

the student's previous school or a school other than the one requested by the student's parent or guardian, the superintendent or designee shall also provide written explanation regarding that decision to the parent/guardian and provide a copy to the liaison.

Enrollment disputes

If an enrollment dispute arises between the student's custodial parent/guardian (or the student not in custody of a parent/guardian) and the district, the student shall be immediately enrolled in the school selected by the parent/guardian or student until the dispute is resolved.

The parent/guardian (or student, if applicable) may appeal an enrollment determination made by this district to the district's homeless student liaison within five (5) working days after receiving the written determination and notice of right-to-appeal.

The liaison shall issue a written decision on the dispute within five (5) working days of the receipt of the appeal and hand deliver a written decision and notice of right-to-appeal to the Board of Education to the parent/guardian (or student, if applicable).

Within five (5) working days of delivery of the liaison's decision and right-to-appeal notice, the parent/guardian (or student, if applicable) may appeal the decision to the Board of Education.

The Board shall issue a written decision on the dispute within five (5) working days of the receipt of the appeal and deliver the written decision and notice of right-to appeal to the State Coordinator for the Education of Homeless Children and Youths to the parents/guardian (or student, if applicable). The decision of the State Coordinator shall be final.

Note: The law does not specify a local appeals process beyond an appeal to the liaison. However, we feel it is appropriate that the matter go before the Board of Education prior to an appeal to the State Coordinator. The Board may wish to hear such appeals directly or assign a hearing officer or appeals panel for this purpose. The Board has discretion as to what timeline is appropriate for the local appeals process.