



Prospect Academy

**Family Handbook  
2021-2022**

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# I) Introduction

## Letter from Prospect Academy

Welcome to the Prospect Academy (PA) Family! We consider it a privilege to partner with your family to provide excellent educational services to your student. We achieve success by using effective methods based on the science learning, including Applied Behavior Analysis (ABA), Precision Teaching, and Ability Grouping. Our vision is for PA to be the organization that removes barriers for all individuals with autism and other similar learning disabilities. We set high expectations and work tirelessly to help each individual reach their full potential. We value every student and believe that each deserves a quality education. PA uses quality data to make all decisions. Staff must be patient, kind and adhere to an analytic approach to improve the lives of the students we educate. We value our partnership with parents and believe they are the key to maximizing the success for each student.

We are looking forward to an exciting year and appreciate the trust you have demonstrated by placing your student at Prospect Academy. Thank you, and again, welcome to the family!

## Mission Statement

We provide a safe, calm, nurturing learning environment that promotes academic, social and emotional growth for all individuals with autism and other similar learning disabilities. We prepare students for a successful life from high school to college or career. Our education is inclusive, equitable and promotes a love of life- long learning.

## Vision

Our vision is that all students, regardless of diagnosis or disability category, will reach their full potential and become productive, engaged members of society. We know that students who learn differently may have additional barriers as they move through their school age years, and our goal is to partner with students to teach them how to overcome those barriers. Our focus is on the whole child, and our goals support that we care about many different aspects of human development as we intend to help raise responsible citizens who have choices for their future.

## Philosophy of Education

Our school is founded on the belief that all students, including those who learn differently, can reach their potential with the right programming and support. We aim to serve students who have diagnoses of autism, ADHD, dyslexia, or similar learning profiles. We believe that these diagnoses do not preclude students from engaging in college-track academics. Social-emotional learning and support is a cornerstone of our school and will be seamlessly integrated into everything we do.

Our academics are based on the philosophy and practices of Applied Behavior Analysis (ABA), which is the science of learning and behavior. Our instruction is positive, fast-paced, and laser-focused, as students will be grouped by ability rather than grade level. Many of our students may need to “catch up” to grade level standards, and ability grouping will help us do this as efficiently as possible. Students will engage in smart practice everyday on skills that will have the largest impact on their overall learning. We make daily instructional decisions using the superior measurement system of Precision Teaching, and students are taught how to chart and analyze their own data, increasing their ownership over their work and teaching goal-setting.

## History

The idea behind Prospect Academy (PA) began in 2018 with a group of parents whose children are on the autism spectrum. We felt our exceptional students were capable of great accomplishments if we could provide the appropriate learning environment. This group of parents joined with a team of educators whose passion was teaching students who learn differently and need additional supports. We consider it a privilege to partner with families to help each student reach their potential.

## School Accreditation

PA is a 501c3 non-profit organization operating in partnership with the Jefferson County School District. PA will issue diplomas, recognized by the Colorado Department of Education, colleges, and higher education learning institutions.

# II) Academic Programs

## 5-8 Grade Program

The Middle School programs use the science of behavior analysis, evidence-based curriculum, powerful instructional technologies, and Precision Teaching to generate academic growth for our students. Students are placed into similar-ability classes using available assessment, anecdotal, academic, and behavior data. Class size are small. Because student data is evaluated on a continual basis, class placement is very dynamic and is subject to change at any time.

Students’ academic programming follows Colorado State Academic Standards and includes English Language Arts, Math, Science, Social Studies, social-emotional learning, executive functioning skills, physical education and mindfulness, and electives. Elective options will be based on community input.

Parents can contact teachers and/or the Academic Director at any time for a more detailed description of their student’s current programming. Parents can contact the assessment/curriculum coordinator for more information about assessments, placements, and curriculum.

## High School Program

Students enrolled in our program take classes that best fit their current academic needs and abilities. High School students will engage in the four-year course sequence in order to meet all state of Colorado graduation requirements. If students enroll in our High School program with transcripts that don't align with our course sequence, we use our current course availability in conjunction with supplementary and online classes to customize a plan that allows them to meet graduation requirements. Students have the opportunity to extend their time in high school to accommodate the need for preparatory classes and/or job placements to further develop their skills before graduating. Teachers incorporate social and problem-solving skills into all classes in an effort to best prepare students for the world they will encounter after they leave PA.

## High School Course Sequence

9<sup>th</sup> grade: ELA 9, Integrated Math 1 & TAPS, Biology, US Government & Geography, Physical Education

10<sup>th</sup> grade: ELA 10, Integrated Math 2 & TAPS, Earth Science & Environmental Science, Modern US History

11<sup>th</sup> grade: ELA 11, Integrated Math 3 & TAPS, Chemistry, World History, Life Skills

12<sup>th</sup> grade: ELA 12, Math 12-Pre-Calculus & TAPS, Physics, Economics & Personal Financial Literacy, Job Skills

We would like to create elective options with community input. Here are some that are currently being considered: Art, Music, Gaming & Technology, Cooking, Gardening, Design Thinking. We will also offer a foreign language, which we will choose with community input.

## High School Grade Placement

High school students are also classified by age, credit completion and performance level. Students must be in the 9<sup>th</sup> grade according to their IEP to be considered a high school student. Grade classifications are as follows:

- 9<sup>th</sup> Grade - successful completion of Grade 8
- 10<sup>th</sup> Grade – successful completion of 5.75 credits
- 11<sup>th</sup> Grade – successful completion of 11.5 credits
- 12<sup>th</sup> Grade – successful completion of 17.25 credits

Students' unofficial transcripts will be posted in Infinite Campus at the end of each grading period; students will be given an official high school transcript at the end of each academic year.

## Grades

Students in grades 5-6 will receive standards-based grading (a scale of 1-4). Standards-based grading allows teachers to really focus on student mastery of skills, rather than just completion of work. A “1” demonstrates that the students does not understand a concept or cannot demonstrate a skill; a “2” means the student is making progress towards mastery; and “3” reflects mastery of the target; and “4” is for students who exceed the learning target.

In grades 7-8, teachers will start using letter grades to prepare students for high school. However, at both the middle and high school level, students will always have opportunities to retake assessments or complete assignments until they reach mastery. At the middle school level, letter grades will be determined using the same scale used in high school described below.

Report cards will also include the latest percentage correct on CBMs in reading, writing, and math related to functional grade level and age-based grade level, an IEP progress report on IEP goals (if applicable), beginning of year WJ-IV measures and score report, and a short narrative (written in a positive manner) regarding student adaptive behavior skills, student executive functioning skills, and student social emotional skills that students have learned or are practicing. The final report card will include the end of year WJ-IV score report.

Students in grade 7-12 will receive grade cards at the end of every school quarter. Additionally, we provide targeted assessments to measure our teaching. We really focus on student growth A more appropriate measure might be to compare where your student was academically/socially when they entered PA and where they are at the end of each year.

Students will receive either a pass/fail grade or letter grade, depending on subject, student ability level, or IEP.

*Grading scale follows:*

A = 93 to 100%

A- = 90 to 92%

B+ = 87 to 89 %

B = 83 to 86%

B- = 80 to 82%

C+ = 77 to 79%

C = 73 to 76%

C- = 70 to 72%

D+ = 67 to 69%

D = 63 to 66%

D- = 60 to 62%

F = 59% or Below

## **Graduation from Prospect Academy**

The academic coursework that students complete at PA is aligned with the state standards approved by Colorado Department of Education (CDE). High school students at PA will be issued a diploma after they complete CDE requirements, including the core classes, electives, and the required state mandated testing.

Many of our students are not prepared to begin employment or college at age 18 or 19. Students are welcome to remain in the educational system longer in order to receive additional instruction in social skills, organization, daily living skills, and job skills. These transition services allow students a better opportunity to be successful if they choose to attend college or enter the work force following graduation from PA. Students who take an entrance exam can also experience college while still at PA, earning high school and college credit at the same time.

Transition programming is individualized to each student and is embedded into the school day. We work with parents, students, and support teams in the community to develop programming to specifically meet the needs of the student.

## **Gifted Students**

Students who are significantly ahead of their same aged peers academically will continue to be challenged in our Academic program. The core areas will be taught using DI-programs, but as students move through this curriculum, an enriched curriculum will be offered including traditional science and social studies.

## **Individualized Education Program**

Most students at PA, have an Individualized Education Program (IEP). Parents are allowed to request an IEP meeting at any time and need not wait for their anniversary date to make changes. Teachers at PA collect data on students to monitor the progress in reaching the goals/objectives listed on the IEP. Program directors and teacher coaches work with teachers continually to help them develop methods and strategies to make data collection accurate. PA teachers are also responsible for completing IEP progress reports each quarter throughout the school year. Six to eight weeks before your student's IEP expires, you, and your child's teacher, will receive notification from PA to begin preparation for the writing of a new IEP. Please share your ideas for goals with your student's teacher(s).

## **III) Related Services**

### **Speech and Language Pathology (SLP), Occupational Therapy**

PA will have a part-time speech and language pathologist and an occupational therapist on staff for therapy during the school day.

## **Counseling Services**

PA offers both individual and group counseling sessions provided by staff that are specifically trained in our philosophy. The licensed therapists utilize evidence-based strategies to teach skills such as emotional regulation, social skills, life skills and functioning, executive functioning and theory of mind, anxiety reduction, and relationship building.

## **Family Support**

PA will host weekly coffee & conversation meetings for parents to come together for discussion, support and community.

## **After School Programming**

PA will be partnering with TACT to offer after school enrichment programs on a limited basis. We will most likely partner with an organization that offers before and after-school childcare for our 5<sup>th</sup> -6<sup>th</sup> grade students.

# **IV) School Procedures**

## **Admission and Placement**

Prospect Academy admits students of any race, ethnicity, national origin, religion, gender, disability, age or ancestry to all its rights, privileges, programs and activities. Placement is determined by age and ability, 5-12 grades. Our specialty is serving students with diagnoses of autism spectrum disorder (ASD), ADHD, dyslexia, dyscalculia, dysgraphia, and similar learning profiles. Students with other diagnoses that would benefit from our programming are welcome. Generally, students will not be placed in a class with others who are more than three years older/younger.

## **School Hours**

Instruction hours are 8:30 a.m. - 3:00 p.m. Students are allowed into the building 30 minutes before classes begin, at 8:00 a.m. to 8:30 a.m. For after school hours, we will inform families of school clubs, after-school activity options, and after-school childcare.

## **Arrival**

No student should exit their transportation vehicle before 7:55 am. PA is not able to accept students until 7:55 am, therefore no students should be dropped off to wait in the school foyer. Students are not allowed to gather at the front door.

## **Dismissal**

For dismissal, parents will remain in their cars. Please be parked by 3:00 if picking up your student.

## **Early Departure**

If you need to pick up your child early, please call or send the front desk an email indicating the time your child will be leaving. Knowing ahead of time helps the teachers prepare your student for the change in their routine. It also assists the teacher to plan for the interruption and ensure that your student misses the least amount of instruction within the classroom. You will need to sign the student out in the office at the time of departure.

## **Authorized Pick-up**

Your student's safety is very important to us. Therefore, children will not be allowed to leave early with anyone other than those people listed on the Transportation Form for "authorized pick up" form that each family is required to complete prior to enrollment. Additional individuals may be added to this list by a legal guardian as needed. Upon their arrival at the center, these individuals will be required to present a driver's license, or other form of identification, before picking up the designated student. Staff may request at any time to see a person's ID if we are unfamiliar with the person picking up. Please understand this is for your student's safety.

## **Attendance Expectations**

Students are expected to attend every day. Students late to their classroom or frequently absent will have difficulty adapting to Prospect Academy's structure. Continuity in the learning process is seriously disrupted through a student's excessive absences and/or tardiness to school. Makeup work cannot be adequately substituted for classroom work. Students who have good attendance generally enjoy the highest level of academic success.

We understand that motivation to attend school can be a struggle for students with a history of struggling in the school environment. If your son/daughter resists attendance, we ask that you alert PA so that we can set up a reward system, supportive services, and/or intervention plan to encourage compliance. We want your student in attendance every day for the entire day.

## Absences

When a student is absent, a parent must contact the school by 9:00 a.m. to report the absence.

Missing too much school has long-term, negative effects, such as lower achievement and lower graduation rates. Attendance is one of the biggest indicators of school success. Students who attend school regularly are naturally exposed to more than those who are routinely absent. Furthermore, absences can quickly add up. A student who misses an average of twelve days a year from kindergarten through twelfth grade will miss 156 days of school, which nearly translates to an entire year. Because we are concerned about your child's safety and well-being, we ask that you notify the school by phone or email the morning the student is absent by 9:00 AM. Failure to do this will result in the student receiving an unexcused absence.

General Guidelines:

- Excused Absence:
  - Illness
  - Medical appointment
  - Personal illness
  - Death in the family
  - Observation of a religious holiday
  - College visitation
- Excused absences need to be reported absent the day of through phone or email.
- Unexcused absences: Parent or guardian does not inform PA.
- Excessive absences:
  - 10 days - A warning letter will be sent home.
  - 15 days - A letter will be sent home and parent/guardian meeting will be needed to set up an attendance plan.
  - 20 days - A letter will be sent home with request for another parent meeting to review attendance plan. A letter will also be sent to the district of residence notifying them of the attendance intervention plan.

## Expectations of Conduct

PA expects all students and staff adhere to the following conduct code while in attendance:

- No student/staff will possess or use alcohol or illegal drugs or come to school/work impaired by any substance.
- No student/staff will cause continuous disruption to normal school operations through the use of violence.
- A student/staff will not maliciously damage PA or private property.
- No student/staff will maliciously cause physical injury to others at PA.
- All students/staff members will demonstrate respect for others.

- No students/staff will possess any weapon, dangerous instrument or object that is capable of harming another person.
- Students/staff members shall respect the personal ownership rights of others.
- No student/staff shall threaten another with the purpose of obtaining anything of value.
- Students/staff will not engage in cheating.
- Students/staff will not commit any act not listed that constitutes a violation of law.
- Students/staff shall not use obscene or vulgar language or gestures.
- Students/staff will abide by attendance laws of the State of Colorado.
- Students/staff shall arrive at the properly scheduled time.
- No student/staff shall possess any substance containing tobacco.
- Students/staff shall not engage in public displays of affection.
- No student/staff will participate in gambling at PA.
- Students/staff will refrain from going to prohibited Internet sites.
- No student/staff will possess fire starting devices such as lighters and matches.
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All violations of the Code of Conduct will be handled on an individual basis. Appropriate consequences to the individual student will be based on that student's ability level, behavior plan and history, and seriousness of the conduct violation.

## **Dress Code/Clothing**

Students are encouraged to wear comfortable clothing that can be played in without fear of damage. Shorts may be worn if they are modest. Swimwear, hats, and sleepwear are discouraged. Clothing should be neat, clean, and modest. No clothing should distract from the educational process, including those items associated with alcoholic beverages, tobacco, drugs, illegal activities, or obscenities. No articles of clothing are allowed at PA that contain profane or sex-related words or pictures. We ask that all students bring an extra set of clothing to be stored here to access in the event clothes are ripped or soiled. Please place in a plastic bag with student's name on the outside and give to the homeroom teacher.

## **Community Based Instruction (CBI)/Field Trips**

Prospect Academy will schedule field trips in the community. Teachers will send home notes describing the trip ahead of time and request parent permission to participate. Fees charged to participants may offset the cost of some of these field trips. A child is never excluded from participating based on financial reasons.

## **Personal Property**

PA is not responsible for items brought from home that are lost, damaged or stolen. This includes ALL electronic items including student's communication devices and tablets. We do maintain a Lost & Found which is located in the front lobby. Any unclaimed items will be

donated after each quarter. We strongly advise the marking of belongings with your student's name or initials.

## Lost and Found

Please mark your student's outerwear with the student's name. A lost and found is maintained in the receptionist area. Parents are encouraged to check frequently for lost items. Unclaimed items will be used within PA until the end of the school year, at which time they will be donated to charity.

## Birthday Celebrations

We are excited to share in your student's excitement for a birthday celebration, and will acknowledge it in class with a greeting or appropriate well-wishes. Please do not send in birthday treats, following Jeffco District Policy.

## Lunch & Snacks

Prospect Academy knows that nutrition is an essential foundation for learning, so a food program with healthy yet palatable choices will be available to all students. As such Prospect Academy is using the Revolution Foods program. (<https://www.revolutionfoods.com/our-partnerships/>). Many children on the autism spectrum have food sensitivities, thus we are opting for Revolution Foods as they offer many high quality, gluten free, and vegetarian options. The price for breakfast will be \$2.10 and the price for lunch is \$3.30.

For some students, food costs will be covered by the federal Free and Reduced Price Breakfast and Lunch (FRL) Program.

Students may bring their own lunch and snacks into the building if they are nut free.

## Pets on School Grounds

For the safety of all Prospect Academy students and staff pets are not to be brought onto the school property.

## Technology

PA is committed to helping students learn the skills they need to succeed in a world filled with technology. Our network allows secure access to the Internet for students who want to use their own personal devices (laptops, netbooks, tablets, etc.) during the school day for classroom activities. Bring Your Own Device (BYOD) fosters student ownership of learning, extends learning for students from home to classroom, provides easier access to online instructional material, and supplements school equipment. Devices are only to be used when necessary with teacher permission. Cell phones/smart phones are not to be used during the day and are to be turned into the office each morning and picked up each afternoon.

The Internet and related electronic instructional resources are used in schools to support student learning. By acknowledging access to this handbook, students and parents/guardians also are acknowledging understanding of the following policies:

<https://go.boarddocs.com/co/jeffco/Board.nsf/goto?open&id=9BFPLN62AEFB>  
<https://go.boarddocs.com/co/jeffco/Board.nsf/goto?open&id=8AEUHH7C22EE>

## **Parent/Teacher Communication**

PA encourages open communication with parents. We appreciate your feedback and want to hear both your concerns and victories. We appreciate it when parents come to us first regarding concerns rather than other parents, Facebook, or other social media outlets. Knowing everyone's perspective in a situation provides information to make informed opinions.

Sometimes to protect the confidentiality of other families, PA is unable to fully disclose circumstances that would help other parties understand a situation fully. When there is a concern, we ask you to relay it directly to your student's teacher(s). Please note during instruction time (8:00am-3:00pm), teachers are unable to talk to parents, but they are generally able to respond within 48 hours.

Student/Parent/Teacher Conferences are scheduled once per year in the winter so that parents remain informed of their child's progress. All IEP meetings are scheduled once per year in the fall. Additional conferences are scheduled at the parents' request whenever deemed necessary.

## **Parent Involvement**

Parents are an integral part of Prospect Academy. Your child's self-image, behavior, and motivation to succeed depend on everyone working together. We hope all parents will find a means of contributing to the success of PA.

## **Confidentiality**

PA will not disclose a student's records to persons other than the parent unless the parent directs PA to release those records to a third party with a Release of Information form. Parents need to list on the Release of Information from all persons who they may want to observe their student at PA during a school year. Auditors of the Department of Health and Human Services, the Department of Education, and the company-approved CPA firm will be allowed to see student records to the extent necessary.

# V) Health and Safety Policies

## Immunizations

Parents must supply PA with a certificate of immunization from a licensed physician, an authorized representative of the Colorado Department of Public Health and Environment (CDPHE), or local health department stating that the student has received immunizations against communicable diseases as specified by Colorado Revised Statutes (C.R.S. 25-4-902). Please note there are a number of exceptions to these provisions that are contained in the statute. Student immunization information may be accessed through the Colorado Immunization System in accordance with Colorado Department of Public Health and Environment and district protocols. Parents may present a written statement or ask for the Refusal to Vaccinate Form objecting to such immunization for reasons of conscience, including religious convictions. This statement must be on file in the student's record. A physician may certify in writing as well that such immunization against any disease is medically contraindicated. For additional information, please visit the CDPHE website: <https://www.colorado.gov/cdphe>

## Tobacco/Drugs/Alcohol/Weapons

Prospect Academy is committed to promoting the general health, welfare, and well-being of our school community. Consequently, no student shall be permitted to use, be under the influence of, possess, distribute, gift, purchase, exchange, or sell any tobacco product, alcohol, marijuana, or illegal drug while on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched by Jeffco Public Schools or one of its schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. As used in this policy, "illegal drugs" are all substances defined under either federal statutes as "drugs" or "controlled substances," or state statutes as a controlled substance including marijuana or marijuana concentrate as well as counterfeit or synthetic illegal drugs and substances falsely represented as being drugs. As used in this policy, "drugs" also are legal and illegal drugs not properly possessed under state or federal law. An exception to this policy will be made for the administration of medical marijuana in accordance with state law and district policy. Compliance with the standards of conduct set forth in this policy and its accompanying regulations are mandatory for all students. A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution. All students, parents/guardians, and community members are expected to be aware of the prohibited conduct addressed in district policy and comply with the prohibitions. Failure to comply may result in student discipline up to and including expulsion; or parent/guardian or community member trespass from district property. "School property" means all property owned, leased, rented, or otherwise used or contracted for by a school. This includes, but is not limited to: all buildings used for instruction, administration, support services, maintenance, or storage; the grounds surrounding those buildings if the school is authorized to exercise dominion and control over the grounds; and all vehicles used by the school for transporting students, workers, visitors, or other persons. "Tobacco product" means any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of an individual. "Tobacco product" does not include any product that has been

approved by the appropriate federal agency as a tobacco use cessation product. However, due to the wide range of nicotine levels available in tobacco cessation products, the school may request a written document from a medical provider, for anyone under the age of 18, detailing dosage recommendation for tobacco cessation product use. "Use" means the lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any other tobacco substance.

The possession and/or use of a weapon by a student is detrimental to the welfare and safety of students and school personnel within the district. Carrying, bringing, using, or possessing a weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity without the authorization of the school or the school district is prohibited.

## **Search and Seizure**

Search of a student and his/ her possessions may be conducted at any time the student is under the care of PA, if there is reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others. All searches may be conducted with or without the student's consent. Anything that is found in the course of a search that may be a violation of school rules or law may be taken, held, or turned over to the police. PA reserves the right to retain confiscated items.

## **Fire and Tornado Drills**

PA complies with all fire and tornado safety laws and will conduct these drills in accordance with state law. Specific instructions on how to proceed during fire and tornado drills will be provided and practiced by students with their teachers. Tornado drills will be conducted during the tornado season using the procedures prescribed by the State of Colorado. School safety drills will take place at regular intervals in the school and are important safety precautions. An alarm will sound for fire drills only. Let your student's teacher know if your child needs preparation for the fire drill siren.

## **Lockdown Drills**

Lockdown drills will take place at regular intervals and are an important safety precaution. We know that these can cause anxiety in students and adults, and will do our best to prepare accordingly. When the announcement is made for a lockdown, students, teachers, visitors and all other people in the building are to report to the nearest classroom, shut and lock the door if possible, remain quiet and hidden from view until an administrator or police officer enters your room and escorts you to safety. As in any other emergency, staff and students are to follow the directions of PA officials.

## **Closures Related to Weather**

Prospect Academy will follow Jefferson County School District's decisions on school delays and closures.

## Sick Policy

Any student who has a fever of 100 degrees or higher, two or more episodes of vomiting/diarrhea, or has serious signs and/or symptoms of a possible communicable disease, will be sent home. Please keep students with a known or suspected communicable disease home until they are symptom-free or have had 24 hours of treatment. Students who are injured, ill, or seem to need extended observation for injury or illness will be sent home for possible medical evaluation. Only the names of parents/guardians or friends/family listed on the emergency form will be permitted to pick up or release a child from school because of illness or injury. Parents must come into the building to sign their child out. If a child appears to have a life-threatening or serious illness/injury, the emergency squad will be called. Every effort will be made to notify parents/guardians of this necessity, so all phone numbers and health care information on file with the office must be kept current. Parents are responsible for informing PA each year of their child's specific health problems, especially life-threatening allergies. If a child requires an EpiPen or other medication, the parent is responsible for providing PA with the medication and a signed parent and doctor's statement directing how and when the medication is to be administered.

Please contact the school office if your child has received confirmation of a communicable contagious illness. If a specific diagnosis is made, e.g. strep throat, conjunctivitis, etc. please let Prospect Academy know so other families can be alerted with our Communicable Disease Letter. Any child who has had a contagious illness must have a note from the doctor indicating it's safe to return before he or she can be admitted back into their classroom.

A student who has any of the following symptoms should not attend school. Please review the following chart of illnesses:

- a fever of 100 degrees or greater
- an undiagnosed rash • an earache or draining ear
- persistent or severe headache • known communicable disease • pink eye
- diarrhea or vomiting
- severe sore throat
- persistent or severe cough

## Regulation for the Administration of Prescription Medications

Prospect Academy is willing to work with parents and physicians in administering medication to a child. If your child requires the dispensation of medication during school hours, we will abide by state licensing requirements for administering medications (see below). The physician and a parent will need to sign a form to allow staff to dispense medication. All medication must be brought to the office by the parents in the original containers, not pill minders or plastic bags. Medication will be stored in a locked container/cabinet at PA. We will follow all Jeffco rules and regulations regarding administration of prescription medications.

## Non-prescribed (Over-the-Counter) Medications

Parents may authorize the school to administer a non-prescribed (over-the-counter) medication using the required form, available at the front desk. A physician does not have to authorize such medication unless the dosage exceeds the manufacturer's recommended dose on the package.

## Behavior Support Policy

PA's Behavior Support Policy is based on current research practices, industry standards, and review of governing agencies' policies. The purpose of behavior support is to promote the growth, development, and independence of individuals and prompt the individual's choice in daily decision making, emphasizing self-management and individual responsibility for his/her behavior. PA staff use the principles of behavior analysis to decrease a student's behavior(s) of concern, while teaching appropriate replacement behaviors formally and informally.

PA implements a Multi-Tiered Systems of Support (MTSS) model, which is standard practice in the field of education. MTSS establishes tiers of intervention to help support students' success both academically and behaviorally. PA trains all teachers to implement a Universal Classroom Management System, a Tier 1 intervention. This system is utilized in all PA programs, but may be modified to meet the students' needs in various classrooms and programs.

Each classroom has Behavior Support Specialist (BSS) assigned to assist with classroom and individual student behavior support. For the students with behaviors of concern unresponsive to the Tier 1 interventions, the BSS may do any of the following as part of standard procedures:

- Begin taking baseline data on behaviors of concern
- Observe a student
- Conduct informal assessment procedures
- Assist the teacher in developing some additional interventions to manage undesired classroom behaviors

The BSS and teacher coach or Academic Director will use the information gathered to develop some Tier 2 interventions. These interventions could be, but are not limited to:

- Minor changes to the established classroom management system
- Building in additional reinforcement
- Establishing a break procedure for a student
- Establishing additional group contingencies
- Staff will track data on the use of these interventions in the hopes that more intensive interventions will not need to be developed.

If the student should not respond to Tier 1 and 2 interventions, the Academic Director or Teacher coach, in conjunction with the BSS, will begin developing a Tier 3 intervention. Tier 3 interventions are the most intensive and individualized interventions. To develop a

Tier 3 intervention, the BSS will contact the parent or guardian to discuss the behavior of concern, any Tier 2 interventions developed and discuss the need for more formalized assessment due to need for greater support. The BSS will obtain written consent from the parent or guardian to begin the formal assessment process. Following the completion of the FBA, The BSS will develop a Behavior Intervention Plan (BIP) based on the results. The BIP will include:

- Clear behavioral definitions
- A summary of the FBA and baseline data
- Preventative/antecedent strategies
- Goal behaviors
- Reinforcer system
- Reactive strategies
- If necessary, a crisis intervention plan.

The goal is always to have parental/guardian involvement in the development of behavior intervention plans. Parent or guardian will be encouraged to participate in the process based on their comfort level. Prior to any Behavior Intervention Plan being implemented, the plan will be reviewed with the student's parent(s)/guardian by the BSS and provided the opportunity to ask questions. Parent or guardian will be asked to sign the plan agreeing to its implementation.

Crisis interventions are used when all universal and specially designed interventions have not been effective in preventing a student's behavior of concern, which could cause harm to the student, other students, or staff. The use of crisis interventions is not seen as therapeutic or as a form of punishment. They are used solely to maintain the safety of all individuals involved in a crisis. Once criterion for calm has been met, the intervention will be terminated and only re-implemented if the individual should re-escalate and pose a threat to others or their own safety. The two crisis interventions used at PA are physical interventions & calming rooms.

All staff are trained in Behavior Support curriculum and are able to implement physical interventions safely and as designed. PA has a comprehensive training program focused on preventing and managing crisis events. All staff demonstrate competency in the use of physical interventions and pass a written test; staff complete 6 hours of continuing education related to crisis intervention annually to maintain certification.

## VI) Transportation

Students may be eligible for transportation depending on their IEP plan.

Parents are responsible for making the transportation arrangements for their student to attend PA. We are happy to communicate with professional transportation services as needed or to help arrange carpool information should you grant us permission. All parents need to complete the transportation form within the enrollment packet so that we know who has permission to transport your child and who to contact if there are issues related to the transportation of your student.

Please be aware if your student has a BOC (behavior of concern) during dismissal and is unable to use the transportation service the parent/guardian will be notified immediately to come pick up their student. The student will be supervised by our behavior support staff until they are picked up.

## VII) Harassment, Intimidation and Bullying

### Prohibitions

Prospect Academy is committed to each student's academic, social, and emotional growth within a caring, responsible and safe environment that is free of discrimination, violence and bullying. Our school works to ensure that all students have the opportunity to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

Harassment, intimidation and bullying toward a student, whether by other students or staff, can substantially interfere with a student's ability to grow academically, socially or emotionally. It is therefore the policy of Prospect Academy that any form of harassment, intimidation or bullying of any student on school property, school sponsored transportation (e.g., Community Based Instruction), or at school sponsored events, including harassment, intimidation or bullying by an electronic act, is expressly forbidden. Students who are found to have engaged in such behavior are subject to disciplinary action, which may include remaining at home until an aide can be hired to ensure the safety of everyone involved. Any harassment, intimidation or bullying should be immediately reported to the teacher. The teacher will then immediately report the incident to the academic or executive director.

### Definitions of Terms

1. 1) Harassment, intimidation, or bullying means either of the following:
  1. a) An intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward other particular student more than once and the behavior both:
    1. i) Causes mental or physical harm to the other student; and
    2. ii) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or
  2. b) Violence within a dating relationship.
2. 2) Harassment, intimidation or bullying also means electronically transmitted acts (Internet, cell phones, personal digital assistants (PDA) for wireless handheld device that a student has exhibited toward another particular student more than once and the behavior both:

- a) Causes mental or physical harm to the other student/school personnel; and
- b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

A school-sponsored activity shall mean any activity conducted on or off school property (including school sponsored transportation) that is sponsored, recognized or authorized by Prospect Academy.

## Types of Conduct

Harassment, intimidation or bullying can include many different behaviors, including over intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include:

1. 1) Physical violence and/or attacks;
2. 2) Threats, taunts and intimidation through words and/or gestures;
3. 3) Extortion, damage or stealing of money and/or possession;
4. 4) Exclusion from the peer group or spreading rumors; and
5. 5) Repetitive and hostile behavior with the intent to harm others through use of information and communication technologies and other web-based/online sites (also known as "cyber bullying), such as the following:
  1. a) Posting slurs on websites where students congregate or on web logs (personal online journals or diaries);
  2. b) Sending abusive or threatening instant messages;
  3. c) Using camera phones to take embarrassing photographs of students and posting them online;
  4. d) Using websites to circulate gossip and rumors to other students;
  5. e) Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.
- 6.

## How students, parents and guardians may report prohibited incidents

### 1) Formal complaints

Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written report shall be specific, including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed to the program director, and promptly

forwarded to the senior director for review and action in accordance with the procedures for teachers and other school staff.

## **2) Informal complaints**

Students, parents or guardians and school personnel may make formal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives the informal complaint shall promptly document the complaint in writing, including the above information. The written report by the school staff member and/or administrator shall be promptly forwarded to the director of the program and senior director for review and action in accordance with the procedures for teachers and other school staff.

## **3) Anonymous complaints**

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the course of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

## **4) False complaints**

Students are prohibited from deliberately making false reports of harassment, intimidation or bullying, and will be subject to appropriate behavioral management.

## **Procedures for teachers and other school staff**

Teachers and other school staff, who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the director of the program of the event observed, and shall promptly file a written incident report concerning the events witnessed. A copy of the report will be submitted to the senior director.

Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation and bullying shall promptly notify the director of the program. The director of the program will notify the senior director of such report(s).

1. 1) If the report is a formal, written complaint, such complaints shall be forwarded promptly (no later than the next school day) to the program director. The director of the program will notify the senior director of such report(s).
2. 2) If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint that shall be promptly forwarded (no later than the next school

day) to the program director. The director of the program will notify the senior director of such report(s).

In addressing both formal and informal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students to help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”

## **Procedures for administrators**

**Investigating:** The program director and senior director shall be promptly notified of a formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the program director and principal, all such complaints shall be investigated promptly. Parents or guardians will be notified in writing of any complaint involving their student. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include:

1. Findings of facts;
2. A determination of whether the acts of harassment, intimidation or bullying were verified;
3. If prohibited acts are verified, a recommendation for intervention, including disciplinary action; and
4. If appropriate, written witness statement shall be attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of the complaint shall be limited as is appropriate in view of anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

## **Notification of parent or guardian**

This policy requires that parents or guardians be notified in writing of any complaint involving their student following an investigation by a school administrator. If after an investigation, acts of harassment, intimidation and bullying by a specific student are verified, the senior director shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against each student, a description of such discipline shall be included in the notification. If after an investigation, acts of harassment, intimidation and bullying by a specific student are verified, the senior director shall notify in writing the parent or guardian of the victim of that finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.

## VIII) School Calendar

Prospect Academy will follow the Jefferson County School System Calendar with modifications. We will have days off for IEP meetings, as well as teacher work days. We will start school one week earlier than district schools and end school about 1 week later. A proposed school calendar is included.

### 2021/22 Academic Calendar

July 2021							August 2021							September 2021							October 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7				1	2	3	4					1	2	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

  

November 2021							December 2021							January 2022							February 2022						
Su	M	Tu	W	Th	Fr	Sa	Su	M	Tu	W	Th	Fr	Sa	Su	M	Tu	W	Th	Fr	Sa	Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
														30	31												

  

March 2022							April 2022							May 2022							June 2022						
Su	M	Tu	W	Th	Fr	Sa	Su	M	Tu	W	Th	Fr	Sa	Su	M	Tu	W	Th	Fr	Sa	Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

**Green:** First day of school: August 3<sup>rd</sup> (3 days earlier than Jeffco); Last day of school: June 3<sup>rd</sup> (5 days after Jeffco).  
**Purple:** Holidays – no school  
**Yellow:** Non-student contact days – PD/planning for teachers. October days will be IEP meeting prep.  
**Blue:** School Breaks  
**Pink:** Pre-Service Teacher Training

Student contact days: 177 days  
 Teacher workdays: 177 + 10 PD days during school year + 18 pre-service days + 1 post-service day. = 206 days