



2026-2027

Monument Academy Student and Parent Handbook

Kindergarten through 12th Grade
A Public School of Excellence

1150 Village Ridge Point, Monument, CO 80132
719-481-1950

4303 Pinehurst Circle, Colorado Springs, CO 80908
719-431-8001
www.monumentacademy.net



Monument Academy

Dear Parents and Students,

It is our distinct honor to welcome you to the 2026-2027 school year at Monument Academy!

This year promises to be exciting and to offer many new opportunities to grow as a school and grow closer as a community.

This handbook is a comprehensive guide designed to support a successful and enriching year for students. It outlines essential information about school policies, rules, and protocols regarding how we intend to achieve excellence every day. It serves as a valuable resource to ensure a safe, respectful, and engaging environment to help our students flourish and learn. Therefore, we highly encourage you to read this handbook in its entirety.

This handbook is subject to interpretation and modification by the Monument Academy administration at any time. The policies in this handbook are intended to serve as a guide and summary and are not necessarily exhaustive of the school's policies, procedures, or practices. Monument Academy is subject to the policies of its authorizing school district as a public charter school, unless those policies are inapplicable or waived. If a parent is uncertain about the applicability of a district policy, they may contact Monument Academy to inquire. Thank you for choosing Monument Academy, and we look forward to partnering with you in educating your children.

Respectfully,

Mason Young

Secondary Principal

Jesse Davis

Elementary Principal

MONUMENT ACADEMY STUDENT AND PARENT HANDBOOK

The Monument Academy Student and Parent Handbook summarizes the policies, guidelines, and procedures that will help our school operate efficiently and safely while adhering to our school's community values. It is imperative to the Monument Academy Board of Directors, administration, teachers, and staff that our students learn in a safe, supportive environment. Please take time to familiarize yourself with this handbook and refer to it in the future when you have any questions.

Each student and parent/guardian is requested to sign the acknowledgment page confirming receipt of this Handbook and an opportunity to review it. The acknowledgment and the School, Student, and Parent Compact are not contracts, waivers of legal rights, or conditions of enrollment or continued attendance. Regardless of whether an acknowledgment is signed, students and parents remain responsible for complying with lawful School policies and procedures.

- 1. Please complete and sign the Parent/Student Letter of Agreement and School Compact found at the end of this document and return them to the front office of Monument Academy.***
- 2. Annual updates at Infinite Campus can substitute for the paper form.***

This handbook is not intended to be all-inclusive regarding disciplinary or policy variations. It should be noted that because specific offenses and/or incidents have not been addressed in this book, school officials have the right and duty to take the necessary actions to resolve problems and issues on an individual basis.

GOVERNANCE

Monument Academy (MA) was granted its charter from Lewis-Palmer School District #38 (D38) in 1995 and opened its doors in 1996. MA is governed by an independent Board of Directors (Board). Members of the Board are elected by the adult community of Monument Academy and serve a specified term. For further information regarding the qualifications of the Board of Directors, please refer to the Monument Academy Bylaws, Article III, Section 3.2(a).

NOTICE OF NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITY

Monument Academy does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, family composition, marital status, religion, ancestry, national origin, age, genetic information, need for special education services, or any other status protected by applicable federal, state, or local law in admission to, access to, treatment in, or employment in its programs and activities.

Reports or complaints of discrimination or harassment may be submitted to Monument Academy's Nondiscrimination Coordinator:

Collin Vinchattle

4303 Pinehurst Cir. Colorado Springs, CO 80908

cvinchattle@monumentacademy.net

719-431-8001

Title IX Notice

Monument Academy does not discriminate on the basis of sex and prohibits sex discrimination, including sexual harassment, in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Monument Academy's Title IX Coordinator is:

Collin Vinchattle

4303 Pinehurst Cir. Colorado Springs, CO 80908

cvinchattle@monumentacademy.net

719-431-8001

Inquiries regarding Title IX may be referred to Monument Academy's Title IX Coordinator, the United States Department of Education's Office for Civil Rights, or both. Monument Academy's Title IX policy and grievance procedures are available at [insert link]. Reports or formal complaints may be made in person, by mail, by email, or through [insert reporting link, if applicable].

Section 504 and ADA Notice

Monument Academy provides qualified students with disabilities equal access to its educational programs and activities and provides the supplementary aids, services, and accommodations required by Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act.

Questions, requests for evaluation or accommodation, and disability-related complaints may be directed to Monument Academy's Section 504/ADA Responsible Employee:

[Name and Title]

[Office Address]

[Email Address]

[Telephone Number]

Conduct potentially covered by more than one School policy will be evaluated under all applicable policies and legal requirements.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are eighteen years of age or older ("eligible students") certain rights with respect to the student's education records. These rights include:

1. Inspection and review. A parent or eligible student has the right to inspect and review the student's education records within forty-five days after Monument Academy receives a written request for access. The request should be submitted to the Principal or other designated School official and identify the records the parent or eligible student wishes to inspect. Monument Academy will arrange access and notify the parent or eligible student of the time and place where the records may be inspected.

2. Amendment of records. A parent or eligible student has the right to request amendment of an education record that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The written request must identify the portion of the record requested to be changed and explain why it should be changed. If Monument Academy declines to amend the record, it will notify the parent or eligible student of the decision and the right to a hearing. FERPA's amendment procedure may not be used to challenge the substance of a grade, disciplinary decision, placement decision, or other professional judgment that has been accurately recorded.
3. Consent to disclosure. A parent or eligible student has the right to provide written consent before Monument Academy discloses personally identifiable information from the student's education records, except to the extent FERPA authorizes disclosure without consent.

One exception permits disclosure to School officials with legitimate educational interests. A School official may include an administrator, supervisor, teacher, support staff member, health or medical staff member, Board member, contractor, consultant, volunteer, or other person performing an institutional service or function for which Monument Academy would otherwise use its own employees and who is under Monument Academy's direct control with respect to the use and maintenance of education-record information. A School official has a legitimate educational interest when the official needs to review an education record to fulfill the official's professional responsibilities for Monument Academy. Upon request, Monument Academy may also disclose education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled, when the disclosure relates to the student's enrollment or transfer.

4. Complaints. A parent or eligible student has the right to file a complaint concerning an alleged failure by Monument Academy to comply with FERPA. Complaints may be submitted to:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

Directory Information

FERPA permits Monument Academy to designate certain information that generally would not be considered harmful or an invasion of privacy if disclosed as "directory information." Monument Academy designates the following as directory information:

- Student's name;
- Photograph, video, or electronic image of the student participating in classroom, extracurricular, athletic, or School-sponsored activities;
- School-issued email address;
- Date and place of birth;
- Major field of study;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- Most recent school or educational institution attended; and
- A student identification number or other unique identifier, but only when the identifier cannot by itself be used to gain access to education records.

A parent or eligible student who does not want Monument Academy to disclose some or all designated directory information without prior written consent must notify the Principal in writing by September 1st. The request will apply to the applicable school year unless withdrawn in writing.

Military Recruiter and Institution of Higher Education Notice

Federal law requires secondary schools receiving federal education funds to provide, upon request, the name, address, and telephone listing of secondary-school students to military recruiters and institutions of higher education unless the parent or eligible student has requested that the information not be disclosed without prior written consent. A parent or eligible student wishing to restrict this disclosure must notify Monument Academy in writing by September 1st.

MISSION and VISION:

Monument Academy Mission

The mission of Monument Academy is to provide a challenging, content-rich, academic program offered within an engaging, caring, and positive learning environment. Established on a solid foundation of knowledge, Monument Academy emphasizes academic excellence, respect, responsibility, character, and exemplary citizenship.

Monument Academy Vision

Monument Academy exists to educate all students in the journey of becoming well-rounded, flourishing individuals. Passion and engagement permeate our school community and instill joy in life and learning. We value security, character, connections, growth, and excellence.

Security:

- We are vigilant about keeping our school community physically safe.
- We create a compassionate and supportive environment to protect emotional well-being.

Character:

- We model integrity, respect, and joy.
- We own the choices we make and the results that follow.

Connections:

- We build relationships so that all are valued and have a sense of belonging.
- We relate knowledge and skills to everyday life.
- We contribute to our local, national, and global communities.

Growth:

- We learn from the past, value the present, and equip for the future.
- We embrace mistakes and cultivate a risk-taking environment.
- We foster creativity, learning, and academic progress.

Excellence:

- We strive to do and be our best.
- We pursue wisdom, goodness, beauty, and truth.

SECTION 1: SCHOOL OPERATIONS

Office Hours

West Campus

Monday – Thursday 7:30 a.m. – 4:00 p.m.

Friday 7:30 a.m. – 1:00 p.m.

East Campus

Monday – Thursday 7:15 a.m. – 3:45 p.m.

Friday 7:15 a.m. – 12:45 p.m.

The school office is closed on designated days and holidays listed on the school calendar, as well as during weather-related school closures. Please refer to the Monument Academy website at www.monumentacademy.net for the current school year calendar. Announcements will also be made on ParentSquare for any unplanned or weather-related closures. Parents will need to subscribe to ParentSquare and download the app.

Monument Academy celebrates all official US Holidays, with some of those celebrations taking place during official school days and hours. The following Federal holidays are established by law (5 U.S.C. 6103):

- New Year's Day (January 1).
- Birthday of Martin Luther King, Jr. (Third Monday in January).
- Washington's Birthday (Third Monday in February).
- Memorial Day (Last Monday in May).
- Independence Day (July 4).
- Labor Day (First Monday in September).
- Columbus Day (Second Monday in October).
- Veterans Day (November 11).
- Thanksgiving Day (Fourth Thursday in November).
- Christmas Day (December 25).

Other holidays may be mentioned or discussed because they align with the Core Knowledge sequence, the high school curriculum, or because they are popular in the Monument community.

Contact Information

West Campus

Attendance Email: attendance-west@monumentacademy.net

Main Office: 719- 481-1950 ext. 0

East Campus

Attendance Email: attendance-east@monumentacademy.net

Main Office: 719- 431-8001

Fax: 719- 431-8008

Messages For Students

Messages and deliveries from parents are to be left at the office to respect the educational opportunity of all students and teachers. Messages for students must be called into the school office and should be for emergencies only. Parents are not allowed to call directly into the student's classroom to speak with their students. Students are not allowed to use cell phones during school hours. Messages received after 2:30 p.m. may not be delivered before the end of the school day. Phones are available for student use upon reasonable request to the teacher, administrator, or office staff.

SCHOOL HOURS

West Campus:

Monday – Thursday 8:05 a.m. – 3:15 p.m.

Friday 8:05 a.m. – 12:15 p.m.

Delayed Start School Hours
Monday through Thursday: 10:05 a.m. to 3:15 p.m.
Friday: CLOSED

East Campus:

Monday – Thursday 7:50 a.m. – 3:30 p.m.
Friday 7:50 a.m. – 12:30 p.m.

Delayed Start School Hours
Monday through Thursday: 9:50 a.m. to 3:30 p.m.
Friday: CLOSED

CARLINE HOURS

West Campus

Morning carpool drop-off: 7:30 a.m. – 8:05 a.m.
Afternoon carpool pick-up: 3:15 p.m. – 3:45 p.m.
Friday Afternoon: 12:15 p.m. – 12:45 p.m.
Half-day Kindergarten: 12:15 p.m. – 12:45 p.m.

East Campus

Morning carpool drop-off: 7:30 a.m. – 7:50 a.m.
Afternoon carpool pick-up: 3:30 p.m. – 3:50 p.m.
Friday Afternoon: 12:30 p.m. – 12:50 p.m.

CARLINE AND PARKING INFORMATION

General Guidelines

- Cell phones must not be used during carlines.
- The speed limit is 10 M.P.H.
- Right side only for loading and unloading.
- Change lanes only according to the carline map.
- Do not exit your vehicle during carline at any time.
- Please refrain from conferencing with MA staff during carline.
- Drivers may use no electronic devices during carline.
- All students are instructed to stay out of the drive lanes and parking lot and to watch for their car.
- No parking on the curbs during drop-off and pick-up times listed above.
- Always use crosswalks and wait for the stop sign when applicable.
- No parking in the vision center lot at the West Campus.

ATTENDANCE POLICY

We believe consistent attendance is paramount to a student's successful learning experience at Monument Academy. Whenever students miss a class, they also miss the opportunity to learn. Students and parents are asked to help us ensure regular and punctual school attendance.

Per the Colorado School Attendance Law (C.R.S. 22-33-104), every parent is obligated to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Daily attendance throughout the school day is essential for academic success. Students are expected to attend Monument Academy on each scheduled school day and for every class. Frequent absences negatively affect student performance, and students struggle to catch up on lost instructional time.

While Monument Academy provides an early dismissal option for families, this protocol includes flexibility for a limited number of students with short-term, specific reasons, such as athletic contests. **Any family seeking an early release on a regular, ongoing basis (more than once per week) must contact the building principal for pre-approval.**

Absence Reporting Procedures

- A student who is temporarily ill or injured. Parents should notify the school by emailing attendance-west@monumentacademy.net or calling 719-481-1950, ext. 0
- Pre-arranged absences need to be pre-approved. To pre-arrange an absence, email attendance-west@monumentacademy.net
- A student who is temporarily ill or injured. Parents should notify the school by emailing attendance-east@monumentacademy.net or call 719-431-8001, ext. 0
- Pre-arranged absences need to be pre-approved. To pre-arrange an absence, email attendance-east@monumentacademy.net
- Extended absences will be handled on an individual basis through communication by the administrative team.

Please call the office before the start of school to report absences. When your elementary student is absent, email the teacher to find out which assignments they will miss. For secondary students, check the Canvas pages for assignments. The principal must approve extended pre-arranged absences of four or more days by submitting a pre-arranged absence form five school days before the absence.

Early Dismissal

We encourage parents to make medical and other appointments outside school hours; however, we realize this is not always possible.

If your student is dismissed during school hours, a written note, email, or phone call is requested. Students are to come to the front office at the designated time, and parents must sign their student out with a valid ID.

If a student returns during the school day after being signed out, the student or parent must sign in at the front office. All secondary students must receive a hall pass from the front office and present it to their teacher to be allowed back to class.

Preadvanced Absence

When a parent anticipates that a student will be absent for four or more days, the absence must be approved by the principal or assistant principal at least five school days in advance to be considered an excused absence. If the principal or assistant principal does not approve the absence, it must be reported at least 5 school days in advance. In that case, it will be considered unexcused, and the absent days will be coded as unexcused in Infinite Campus. Homework may be given before a pre-arranged absence or during an illness at the discretion of the principal and teacher(s).

Please be advised that when students are not in class, they miss valuable instruction time that cannot be made up, often affecting homework completion. Generally, grades are impacted by extended absences. An extended absence that has not been pre-approved by the principal may be considered an unexcused absence for which no make-up work will be allowed.

McKinney-Vento Act – Students Experiencing Homelessness

The McKinney-Vento Act was enacted to address the numerous barriers homeless children face in obtaining an education. The Act ensures educational rights and protections for children and youth experiencing homelessness. Students may qualify for certain rights and protections under the federal McKinney-Vento Act if they lack a fixed, regular, and adequate nighttime residence, which include without limitation if a student lives in any of the following situations: In a shelter; In a motel or campground due to the lack of an alternative adequate accommodation; In a car, park, abandoned building, or bus or train station; Doubled up with other people due to loss of housing or economic hardship.

Eligible students have certain rights, including without limitation, the ability to enroll in school immediately, even if lacking documents usually required for enrollment; the ability to attend classes while the school gathers needed documents; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference and in their best interests and receive transportation to and from the school of origin, if requested.

If you believe you may be eligible, contact the D38 Director of Student Services at (719) 488- 4700 to find out what services and supports may be available.

Number of Absences

When a student has four (4) unexcused absences from school in one month or ten (10) unexcused absences during any academic school year, the student will be considered habitually truant. The student's parents/guardians will receive a letter with information about the student's attendance. A copy of the letter becomes a permanent part of the student's file. Extended illnesses may be mitigating circumstances and will be considered; however, after ten (10) absences, a doctor's note will be required to excuse an absence if a student continues to miss class due to illness. The school will develop a plan with the family to address chronic absenteeism.

Excused Absence

- A student who is temporarily ill or injured.
- A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder.
- A student pursuing a work-study program under the supervision of the school.
- A student attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
- A student who is suspended or expelled.
- Religious accommodations.
- A student absent due to therapy, medical, legal, or victim services related to an incident of harassment or discrimination, as defined by and in accordance with state law.
- If a student is in out-of-home placement (as defined in C.R.S. 22-32-138(1)(h)), absences for court appearances and participation in court-ordered activities will be excused. The student's assigned social worker must verify that the student's absence was for a court appearance or court-ordered activity.
- A student whose absence is approved in advance by the school principal.
- The school may require appropriate evidence (e.g., a doctor's note) regarding the above excused absences before approving them.

Unexcused Absence

An absence not excused by the administration is unexcused. Each unexcused absence will be entered in the student's record. As directed by CO state law (C.R.S. 22-33-104), the maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is four in a month or ten during the school year. Schoolwork missed due to an unexcused absence will be subject to the late work policy.

Truancy

A student will be considered truant if they are absent without an excuse or leaves the school or classroom without permission from the teacher or administrator in charge. A "habitual truant" is a student of compulsory attendance age with four unexcused absences from school or class in any one month or ten unexcused absences during any school year.

Absences due to suspension or expulsion will not be counted in the total of unexcused absences.

When a student fails to report on a regularly scheduled school day and school personnel have not indicated that the student's parents are aware of the absence, school personnel will make a reasonable effort to notify the parents by telephone.

When a student is declared habitually truant, the school will require a meeting with the student's parents/guardians to review and evaluate the reasons for the student's absences.

The Colorado Department of Education (CDE) collects data on habitually truant students as part of its Safety and Discipline indicators, *Section 22-33-107.5, C.R.S.*

Tardy Policy

Tardiness is a form of absence that interferes with a student's and others' learning in the class. Because of its disruptive nature and its detrimental effect on the learning of the other students in the classroom, classroom teachers and the principal will directly address tardiness with individual students and parents as needed.

Students are expected to be in their seats when the bell rings at the start of each class. If they are not, teachers will issue a tardy. Habitual tardiness will result in consequences for the student.

Tardy Flag

Parents and carpool drivers are not expected to sign in or report their students if their students arrive less than 15 minutes late to their classrooms. Additionally, teachers will not mark students tardy during this period.

ATTENDANCE AND HIGH SCHOOL DRIVERS

If a student driver is late for school, the main office must receive an email or a call from a parent explaining the reason for the tardiness.

If a student needs to leave at any time during the school day, a parent must communicate with the main office before the student leaves, stating the time of departure, time of return, and reason for leaving. Failure to do this will result in an unexcused absence and may be considered skipping.

Hall Passes

If a secondary student is out of class during instructional time, they must have a blue pass signed by a teacher, dated, and indicating their destination. Students wishing to see a teacher before 7:30 a.m., during study hall, or lunch must have a blue pass provided in advance.

Student and Senior Class Parking

Students driving to school must sign and follow the student driver policies. Students in good standing and with a cumulative GPA of at least 2.0 qualify for driving privileges.

Proof of insurance and a copy of the student's driver's license must be on file in the office. Parking permits for on-campus parking are \$25 per year, with proceeds used to cover costs associated with student drivers, including maintaining the parking lot. A permit tag will be issued to the student, which must be displayed from the rear-view mirror of the student's vehicle when on campus.

Any violation of the contract will result in the revocation of parking privileges. Students who lose parking privileges will not be refunded the cost of their parking permit. The orange-painted parking spaces designate the area for student drivers. Parents are asked to refrain from parking in the student section.

Senior Class reserved parking spaces are located within the orange-painted student section and closest to the building. Reserved spaces are designated by a *Senior Parking* sign painted on the asphalt. Non-seniors are not permitted to park in the reserved section and may face disciplinary action and/or loss of driving privileges for violations.

Additional protocols:

1. Cars must be parked in the designated student spots. The car must be within a designated parking space.
2. Parking is *not* allowed in the fire lane in front of the school.
3. Students are not permitted to go in their cars during school hours.
4. Students are not to loiter in or around parked cars before or after school.
5. Careless driving will not be permitted (speeding, burning rubber, etc)
6. Students must always display parking permits while parked on school property.
7. No obscene or offensive material may be displayed from vehicles in the student parking lot.
8. Parking permits will be returned at the end of the school year. Students who lose their permits will be charged a \$10 replacement fee.

Closed Campus

Monument Academy has a closed campus. Once a student arrives on campus, they are not permitted to leave without a note from a parent or guardian. As noted above, the closed campus protocols prohibit students from accessing their vehicles during the school day.

Students not currently enrolled at Monument Academy are prohibited from being on campus during the school day without pre-approval from the building principal.

Late Student Pick-Up

All parents are expected to pick up their students 30 minutes after school ends. There is no supervision for students after these 30 minutes. Parents must pick up students on time. Students who are unattended after hours present a safety and neglect issue that may be referred to the Department of Human Services.

Walker Pass

Parents may allow their student(s) to walk off campus to their home. They must sign a walker permission form and submit it to the front office. Students will receive a “walker pass” to be kept in their backpacks. No student is permitted to leave campus without a parent/guardian unless they have a walker pass. This pass is only for use after dismissal.

DONATIONS, SCHOOL FEES, AND TUITION

Instructional Fees

Monument Academy has an annual mandatory instructional materials fee. This fee supports the following departments' supplies: technology, workbooks, art materials, fine arts supplies, testing and assessment materials, foreign language class supplies, and other learning materials.

Student fees are established or approved by the Board. They must be reasonably related to the actual cost of the consumable supplies, materials, services, or voluntary activities for which the fee is charged. Fees will be used for the designated purpose. Monument Academy will not require payment of a fee as a condition of enrollment or, except as authorized by law, as a condition of attendance in a required course, class, or instructional program. A current list of fees, the basis and purpose of each fee, and whether each fee is mandatory or voluntary will be made available upon request.

Full payment or the first monthly payment is expected before the start of school. Payments will be taken at the front desk, by mail, on the MA website, or through ParentSquare. To set up a payment plan, contact the business office at businessoffice@monumentacademy.net. Fees will be waived for families who qualify for the Free and Reduced-Price Lunch Program, homeless students, and students in foster care. Monument Academy may also waive a fee based on documented financial hardship or other need. To request a waiver or payment arrangement, contact the Business Office. Fee-waiver requests will be handled confidentially and without unnecessary embarrassment or public identification of the student.

MA Mandatory Student Fees

Kindergarten – 5 th Grade	\$200
6 th – 12 th Grade	\$310

Fees do not include field trips, athletics, or after-school activities.

Fee statements are available on Infinite Campus. Parents should check information regularly. Statements will not be mailed.

Failure to pay a fee may affect participation only in the voluntary activity or receipt of the optional item to which the particular fee relates, subject to applicable waivers, payment arrangements, disability-related requirements, and other applicable law.

School Supplies

A complete list of classroom and general supplies can be found on the school website. Students must bring supplies on meet-and-greet days. MA PTO uses an outside company for pre-ordered school supplies for all grades. Ordering takes place in April for the following school year, and kits are delivered directly to your student's classroom before the first day of school. Parents have the option to purchase supplies on their own as needed.

Athletic Fees

Monument Academy charges fees for sports. Fees are due after tryouts and before the first competition. A student may be restricted from participating in an optional athletic program for failure to pay the fee specifically associated with that program, subject to applicable fee waivers, payment arrangements, and other legal requirements. Please refer to the MA website at www.monumentacademy.net, under the Athletics tab, for a list of current athletic fees.

Extracurricular Fees

Some extracurricular activities may have associated fees. Fees will be communicated before events or activities.

Donations

Donations are tax-deductible. A statement showing contributions is available for printing through your Infinite Campus Parent Portal. This statement can be submitted for tax purposes. Any donations are appreciated.

Lost or Damaged Books or School Property Fees

Students will be charged a fee for lost or damaged books or school property, including Library books and technology.

Collections

At the end of the academic year, if a student's family has failed to pay in full all mandatory fees and any fines or charges owed to MA, the school may refer the debt to an outside collection agency, as allowed by statute, until such fees are paid. Monument Academy will not withhold a diploma, transcript, grades, or records required for enrollment in another school or institution of higher education because of an unpaid fee or fine or because School property has not been returned or replaced.

HEALTH OFFICE

Monument Academy employs a school nurse and health clerks to staff the health offices, which are open during school hours.

The objectives of the school health program are:

- To promote good health habits among students.
- To stimulate a sanitary and healthy environment in school.
- To ensure the health needs of students are addressed during the school day.
- Manage communicable disease outbreaks.
- Direct the immunization program.
- Develop and implement health care 504 plans.
- Serve as liaison among teachers, administrators, parents, and community health care providers.
- Provide for the care of acute health care needs, including emergencies.

A medical information form must be completed for each student at the beginning of each school year. This should be done during the online registration annual update. The purpose of this form is to ensure that MA staff are up to date on changes in the student's health plan.

Please inform the teacher and the school nurse if your student has a specific health need requiring attention or follow-up.

Students must have a teacher's pass to visit the health room. If the student does not check in with the nurse, health clerk, or main office, it will be an unexcused absence. If, after 20 minutes, the student has not recovered, parents/guardians will be called and asked to pick up the student.

The following measures are recommended to help prevent the spread of respiratory diseases:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing.

Allergies and Anaphylaxis

If a student has an allergy, the parent/guardian must notify the School nurse. Parents/guardians are responsible for informing Monument Academy of known, potentially life-threatening allergies, providing applicable health-care provider orders and action plans, and supplying prescribed emergency medication unless the student is authorized to self-carry the medication.

For each student diagnosed with a potentially life-threatening food allergy, the School nurse, or a School administrator in consultation with the nurse, will develop and implement an individualized student health plan as required by law. The plan will address appropriate avoidance measures, accommodations, emergency response, and communication with emergency medical services. If the student qualifies as a student with a disability, the student's IEP, Section 504 plan, or other applicable plan will control.

Designated School personnel will receive appropriate training on allergies and anaphylaxis. Monument Academy maintains stock epinephrine and may administer it in accordance with state law and School health protocols.

Medically Necessary Treatment in School Settings

Monument Academy follows its Board-approved policy and applicable law concerning access by a private health-care specialist to observe, collaborate with School personnel, or provide medically necessary treatment in the school setting. A parent or legal guardian may submit a written request, together with the applicable health care provider order or prescription. Monument Academy will follow its established process to determine whether and under what conditions the requested treatment may be provided, develop any required written plan, and provide written notice of the decision and applicable appeal rights.

Prescription Medications

The prescribing physician and the parent must complete a medication permission form and check in at the health office. This form must be signed by the physician and kept on file. Forms can be accessed on the Student Health tab on the school website.

Prescription medications must be brought to the health office by an adult in the original pharmacy-dispensed container. The bottle must include a label showing the student's name, the prescribing practitioner's name, the medication name, the time to be administered, the dosage, and the prescription date. Medication left at school after the last day of regular instruction will be disposed of in accordance with Colorado state guidelines.

The school nurse or a trained staff member will distribute the medicine as needed.

Over-the-Counter Medications

With a signed medication form, Over-the-counter (OTC) medications may be administered in the school setting. Forms can be accessed on the Student Health tab on the school website.

Medications will be administered according to manufacturer guidelines and established protocols listed in *Pediatric Protocols* by Bart Schmitt, M.D.

An adult must bring all OTC medications to the health office. Written physician authorization is required for any OTC medication, homeopathic, or herbal preparations.

Communicable Disease

MA follows the Colorado Department of Public Health and Environment Guidelines, "Infectious Disease in Child Care and School Settings." If your student has a communicable illness, notify the school nurse. For certain communicable diseases (strep, chickenpox, head lice, etc.), notices will be sent home to the parents of the affected grade to facilitate the control of infectious diseases.

A student who exhibits symptoms of a contagious disease should be kept at home. Please review the following guidelines to know when you should keep your student at home:

- **Diarrhea:** Keep your student home for 24-48 hours after the last episode of diarrhea unless diarrhea is determined to be caused by something other than illness.
- **Fever:** Keep your student home if their temperature is 100 degrees or higher. Students must be fever-free for at least 24 hours without the aid of fever-reducing medication before returning to school.
- **Strep Throat:** Your student may return to school if they are fever-free for 24 hours after antibiotic treatment begins.
- **Cold and Upper Respiratory Symptoms:** If your student is experiencing large amounts of yellow-green nasal discharge, ear pain, excessive coughing, or other similar symptoms, keep your student at home.
- **Vomiting:** Your student may return to school 24 hours after the last episode of vomiting without the aid of an antiemetic medication, and if they are fever-free. If your student vomits in the evening, please keep them home the next day. If vomiting is determined to have been caused by something other than illness, the student is free to return to school if they can engage in the learning environment.

After a prolonged illness or surgery, a doctor's statement authorizing the student's return to school may be requested or required before the student can return to school.

Injury +/-or Extreme Illness

Most injuries at school require minimal assistance administered in the school's health room.

The procedure below will be followed should your student suffer a serious injury or become extremely ill (vomiting, fever, etc.):

1. The parent will be contacted at home or work. If no answer, then;
2. Emergency contact will be notified. If no answer, then;
3. MA will contact Emergency Medical Services (911), and your student will be taken to the designated or nearest medical facility. Parents will be responsible for any medical costs involved.
4. Student(s) should be picked up within 30 minutes after parents are contacted.

When you receive the form to provide student emergency information, please be as specific as possible in recording contact information and emergency contacts who would be available to pick up your student if you cannot. Give any specific instructions regarding a serious medical emergency, i.e., hospitalization preferences. This information must be kept current. Please notify MA should you object to medical aid for your student.

Accidents

If a student is injured on campus or at a school-sponsored activity, the accident must be reported. This report may be made to the main office or the administrator in charge so that care may be given and parents notified. The student will receive care consistent with the severity of the injury. 911 will be called for any injury that appears serious or at the discretion of the staff member caring for the student.

Soiled Clothing or Toileting Accidents

Due to limited storage, spare uniforms are not provided to students. If your child soils their school uniform while at school, you will be notified to bring clean clothing for them. Parents are encouraged to keep a spare uniform in their child's backpack.

If a student has a bowel accident, a parent will be contacted and asked to assist the child if the child is unable to take care of the situation independently. If appropriate clothing is not available at School, the parent or guardian will be asked to bring appropriate clothing. Spare underwear is not provided.

First Aid

The school will not administer injury treatment, except for first aid, if trained staff are available and willing. First aid is immediate help provided by the best-qualified person in the event of injury or sudden illness. The School will make an effort to have at least one person with specialized first-aid training in each school building. First aid supplies shall be kept and properly maintained in each school.

In the event a student manifests serious or life-threatening symptoms and immediate medical assistance is required, school personnel will obtain emergency assistance by calling 911 and the student's parent/guardian. If a staff member is trained in CPR/AED and first aid, they may take immediate measures and provide appropriate interventions until first responders arrive.

Once first responders arrive, they will control any intervention and determination of care for the student. Pursuant to state law, any person who in good faith provides first aid or emergency care or assistance without compensation at the place of the emergency or accident shall not be liable for any civil damages for acts or omissions in good faith. State law also exempts certain health care providers who render emergency assistance in good faith and without compensation to persons injured in a competitive sports activity from civil liability.

Immunizations

A student may not attend School unless Monument Academy has received an up-to-date certificate of immunization, written authorization for public-health officials to administer required immunizations, or a valid medical or nonmedical exemption completed in accordance with applicable law. If a student's immunization record is not current and no valid exception applies, Monument Academy will provide the notice required by law. The student must then provide documentation of the next required immunization and a written plan for completing the required immunizations within the legally required period. Failure to begin, continue, or complete the plan may result in suspension or expulsion as authorized by law. Monument Academy will provide parents with the required annual information concerning immunizations, exemptions, and the School's immunization and exemption rates.

Vision and Hearing Screening

A qualified individual will test students' hearing and vision during the school year. The screening date will be communicated to families. Parents will be notified individually should a deficiency be found. Please inform the school if you have any religious or personal objections to this testing.

Service Animals

Individuals with disabilities may be accompanied by a service animal on School property and at School activities as required by the Americans with Disabilities Act and applicable state law. When the need for and work of the animal are not readily apparent, School personnel may ask only whether the animal is required because of a disability and what work or task the animal has been trained to perform. Monument Academy will not require documentation of the animal's training or inquire into the nature of the person's disability.

A service animal must remain under the control of its handler. Monument Academy may require the removal of a service animal only when the animal is out of control and the handler does not take effective action to control it, or when the animal is not housebroken. If an animal is removed, the individual will be provided an opportunity to participate in the program or activity without the animal. Monument Academy will assess a request involving a trained miniature horse as required by applicable law.

SAFETY AND SECURITY

Child Abuse

Notice to all parents/guardians of Monument Academy students: MA is obligated by federal, state, and local laws to inform parents/guardians of the following statutes concerning alleged child abuse and/or neglect:

County child-protection personnel or law-enforcement personnel may interview a student at School when authorized by law. Monument Academy will comply with applicable notice and confidentiality requirements and recognizes that the School may be prohibited from notifying a parent before an authorized interview.

Any Monument Academy employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or who has observed circumstances that would reasonably result in abuse or neglect, must make or cause a report directly to the appropriate county department of human or social services, local law-enforcement agency, or statewide child-abuse reporting system as soon as possible and no later than twenty-four hours after receiving the information giving rise to the suspicion.

An employee may also notify the School administration, but doing so does not satisfy or replace the employee's personal mandatory-reporting obligation and must not delay the required report. The reporting responsibility may not be transferred to a person who lacks firsthand knowledge of the information supporting the report. Monument Academy will not prevent, discourage, or unreasonably interfere with a good-faith report.

Crisis and Emergency Response Plan

The administration and staff of MA have taken significant steps to ensure the safety and well-being of all students while at school. MA has created a *School Crisis and Emergency Plan* in accordance with District 38. This plan considers various situations that could occur in our school or neighborhood, and plans have been created to address emergencies or crises.

The MA or District 38 parent notification system will contact parents via email and phone in the event of an emergency.

Additionally, it is essential to note the following:

- Avoid coming to the school until you have been instructed to do so. During a crisis in the neighborhood, you may not be able to enter the school building, especially if doing so would compromise student safety during a lockdown.
- DO NOT call the school directly during an emergency. Doing so ties up phone lines and prevents important inbound or outbound calls to or from emergency personnel.

Fire and Safety Drills

MA is required by state law to conduct emergency drills, including a mandatory evacuation drill at least once a month. Drills may be for evacuation, shelter-in-place, lockdown, or tornado shelter. They may be unannounced. Special education staff are the exception and can expect to receive advance notice on the day of a drill.

Gang Activities Prohibited

Pursuant to C.R.S. 22-32.109.1(2)(a)(F), Monument Academy is committed to keeping the School free from the harmful influence or effects of street gangs or similar organizations that advocate or promote illegal drugs, violence, or other criminal activity. The presence of any apparel, signs, symbols, activity, accessories, appearances, colors, or any other attribute that denotes membership in street gangs or that advocate or promote illegal activities are prohibited on school grounds, in school vehicles, and at school activities or sanctioned events.

Notification of Rights Under Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding conducting surveys, collecting and using information for marketing purposes, and specific physical exams. These include, but are not limited to, the right to:

Consent is required before students are required to submit to a survey that concerns one or more of the following 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 (ED)–

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
8. Income, other than as required by law, determines program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding.
2. Any non-emergency, 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; and
3. Activities involving collecting, disclosing, or using personal information collected from students for marketing, selling, or otherwise distributing the information to others. (This does not apply to collecting, disclosing, or using personal information collected from students to develop, evaluate, or provide educational products or services for, or to, students or academic institutions.)

Inspect, upon request, and before administration or use –

1. Protected information surveys of students and surveys created by a third party.
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional materials used as part of the educational curriculum.

These rights are transferred from the parents to a student who is 18 years old or an emancipated minor under state law.

Monument Academy develops and adopts policies, in consultation with parents, regarding these rights and arrangements 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. Monument Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Monument Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below, and will provide an opportunity for the parent to opt his or her child out of participation in the particular activity or survey. Monument Academy will notify parents at the beginning of the school year if Monument Academy 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, parents will be provided reasonable notification of the planned activities and surveys listed below and an opportunity to opt their child out of such activities and surveys. Parents will also have the opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or distribution.
- Administration of any protected-information survey that is not funded in whole or in part by the United States Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.
- Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Prohibition of Alcohol, Drugs, Tobacco, and Weapons

The unlawful or unauthorized use of drugs and other controlled or illegal substances (including marijuana), alcohol, tobacco products, or weapons on School grounds is detrimental to the health, welfare, and safety of all students and staff. It is a violation of the School's policies to possess, use, distribute, gift, purchase, exchange, sell, or be under the influence of drugs or other controlled or illegal substances (including marijuana), alcohol, tobacco, or weapons without authorization or unlawfully on school property, in school vehicles, or at a school-sponsored activity.

"Tobacco or nicotine products" include any product that contains nicotine or tobacco, or is derived from tobacco, and is intended to be ingested, inhaled, absorbed, or applied to the skin, including but not limited to cigarettes, cigars, electronic cigarettes or vaping devices, pipe tobacco, snuff, chewing tobacco, liquid nicotine, and e-liquids.

Monument Academy also prohibits look-alike tobacco or vaping products, caffeine pouches, and similar products under its Student Code of Conduct.

Weapons include a firearm; any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; fixed blade knife with a blade that exceeds three inches in length; a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or 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 but not limited to, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

Violating this policy will subject a student to appropriate disciplinary action, including expulsion. Situations in which a student seeks counseling, provides information to overcome substance abuse, or otherwise discloses substance use to seek help will be handled on an individual basis, depending upon the nature and particulars of the case.

Searches

School lockers, desks, and other storage areas are school property and remain under the school's control at all times. School property provided for students' use is subject to inspection, cleanouts, access for maintenance, and search at any time without prior notice, conducted without student consent and without the student present. Students shall assume full responsibility for the security of their lockers and/or other storage areas in accordance with administration-approved procedures. Students shall be responsible for whatever is contained in the desks and lockers assigned to them by the school. The principal or his designee may search a desk, locker, or any other storage area and its contents assigned to a specific student when the principal has reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

The principal or his designee may search the person of a student if the school official has reasonable suspicion that the student is in possession of contraband, meaning items, substances, or materials prohibited by school policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons, and incendiary devices. Reasonable suspicion should be based on observations or information provided by a reliable informant or source that causes the school official to believe that a search of a particular person, place, or thing could lead to the discovery of evidence of a violation of school policy or state laws.

The search of the student shall be reasonable in scope and generally limited to the student's pockets, any objects in the student's possession, such as a backpack, purse, or bag, and/or a "pat-down" of the exterior of the student's clothing. Searches of the person shall be conducted out of the presence of other students and as privately as possible. To the extent possible, at least one additional person of the same sex as the student being searched shall witness but not participate in the search.

Security Procedures

All parents and visitors must check in at the front office before entering the building. Upon entering the school, all visitors must provide a valid driver's license and will be issued a visitor's badge. If you volunteer, you must be familiar with the volunteer guidelines, and a signed parent code of conduct must be on file. For the safety of our students and staff, only authorized, badge-wearing personnel and visitors are allowed beyond the security door. All employees and visitors must enter and exit the school building through the main office doors during school hours.

Sale of Items by Students

To maintain a focused learning environment and ensure fairness for all students, the sale or exchange of items between students during the school day is not permitted unless it is part of a school-sponsored and pre-approved event. Examples of approved events include designated fundraisers, craft fairs, or other school-organized sales that have received prior administrative approval. Any unauthorized sales may result in confiscation of items and/or disciplinary action in accordance with school policies.

Recess and Playground Rules

All students benefit from recess and playground time. The following guidelines are used to maintain order.

Outdoor recess may be canceled or limited to indoors if one of the following conditions is present:

- Temperatures below 24 degrees with wind chill
- Weather conditions that make outdoor recess unsafe (i.e., ice, snow, rain, lightning, etc.)
- The school office will communicate altered recess conditions to teachers and assistants.

- Snow boots may be worn at recess, but appropriate shoes should be brought for classroom use. Please refer to the uniform guidelines.
- For safety reasons, access to the school building during recess is restricted. Only students who need to see the nurse can return inside.

Student Playground Rules

- Obey directions given by all playground supervisors.
- Stay within playground boundaries and away from off-limits areas.
- Use school equipment; do not bring toys and/or equipment from home.
- Respect other people's space. Keep your hands and feet to yourself. Pulling and tugging at clothing, fighting, wrestling, or tackling are prohibited.
- Be a good sport and courteous with your words and actions.

FOOD SERVICES

Lunch

Students who opt out of the federally funded hot lunch program are responsible for bringing lunch to school Monday through Thursday. Lunch periods are approximately 25 minutes long. District 38 provides the federal lunch program in MA. Orders are placed in the morning, Monday through Thursday. Lunch menus can be found on the school website.

Milk is included with every lunch and can also be purchased individually. Juice is available for milk allergy students, and a doctor's note is required for the school nurse. Students can acquire a negative lunch balance by purchasing seconds or beverages.

Free and Reduced Program

Students may qualify for free or reduced rates. For information and an application for the program, see the school or District 38 website. This application must be submitted yearly.

Snacks

Students are allowed to eat a snack depending on the time of the lunch break. If you desire, pack a separate, healthy snack for your students each day. Students may drink water from water bottles during the school day.

WEATHER RELATED CONCERNS

School Closures and Delays

Monument Academy may close unexpectedly or be canceled due to severe weather, power failure, heating/cooling problems, or other reasons. MA closures due to weather may follow D38 closures; however, Monument Academy reserves the right to make individual school-based decisions. This decision may vary from campus to campus.

The school calendar has additional hours built in to accommodate closures and late starts if the combined number of late starts and closures would put MA below the state-required total of student contact hours. If necessary, MA can initiate e-learning. The administration will communicate plans for e-learning days to staff, students, and parents.

If school is open and you feel it is too hazardous to send your student, keep your student home until it is safe to travel. Students will not be penalized for weather-related absences and will be allowed to make up any missed work in accordance with the excused absence policy. Please notify the school office using one of the methods outlined in the Attendance Policy.

Delayed Start

Monument Academy and/or D-38 may call for a delayed start in inclement weather. Communication will be sent via ParentSquare and posted on the Monument Academy website.

On Fridays, if D-38 calls for a delayed start, Monument Academy will cancel school. The administration may make exceptions at its discretion.

After-School Activities and Weather Delays

If there is a delayed start, all after-school activities will remain as scheduled unless announced otherwise. Students should look for potential updates from their coach or activity sponsor. After-school activity information will be communicated on the day of the event, and decisions will be made, weather permitting.

SECTION 2: ACADEMIC PROGRAM

We embrace a classical education philosophy and teach a body of organized knowledge using The *Core Knowledge Sequence for preschool through 8th grade and a college-preparatory* curriculum in high school. A college-level curriculum will be offered through Monument Academy's dual enrollment program with the University of Colorado. The purpose of our curriculum and instructional method is to develop knowledgeable and virtuous human beings who possess the abilities needed to flourish throughout their lives.

Instructional Philosophy – How We Teach

Monument Academy will implement Classical Instructional Philosophy throughout the school. This teaching method has proven successful in many schools in Colorado and across the United States. We believe that as our students progress through grades K-12, teaching methodologies should transition with the age of the students. The following summary of Classical Instructional Philosophy and the Grammar, Logic, and Rhetoric components is slightly adapted from the Ambrose School.

The Trivium (Grammar, Logic, and Rhetoric) is simply a means of describing the learning stages of children as they mature. Parents often recognize the stages their children pass through as they mature. The Trivium focuses on the educational method to develop a knowledgeable, thinking, and articulate student. As the name implies, there are three stages represented in the Trivium: Grammar, Logic, and Rhetoric.

Grammar – Grades K-5

During the Grammar phase, children are particularly adept at memorization. Young children learn songs and rhymes and recite facts with relative ease. Because young children are so eager to memorize that they will make up nonsensical playground rhymes, we challenge them by providing substantive material to memorize. Each subject has its own grammar. In science, children memorize facts about nature. In math, children memorize times tables. In Language Arts, teachers emphasize vocabulary and grammar. Throughout each year in Elementary School, children educated with a Classical Philosophy learn the factual foundation of each subject. Teachers are highly encouraged to use songs, chants, and rhymes to help children enjoy the learning experience.

Logic – Grades 6-8

The Logic phase involves ordering facts into organized statements and arguments. During the middle school years, children begin to think independently. They often develop a propensity for argument. Classical education instructs children in this phase to argue well, with facts and logic to support their ideas. Studying formal logic helps students understand the fundamentals of a good argument. Practice in making written and oral arguments helps to develop these skills further. Teachers encourage the use of critical thinking and analysis in each subject. Again, each subject has its own logic. In science, we use the development and testing of hypotheses. In math, we develop a student's ability to logically orient numbers through the more abstract concepts of algebra and trigonometry. In literature, students will debate the virtues and shortcomings of various characters and analyze the plot.

Rhetoric – Grades 9-12

Rhetoric is the art of communicating well. Once students have obtained a deep knowledge of facts (grammar) and developed the skills necessary to arrange those facts into arguments (logic), they must develop the skill of communicating those arguments to others (rhetoric). Classical education helps students develop their minds to think and articulate concepts to others. Writing papers, researching, and orating ideas are required in all subjects. The Academy believes in polishing these skills to create a well-rounded student who can communicate effectively. We leverage these skills through the senior requirement of a thesis defense.

While each component has a primary focus during a particular phase, all skills are developed at all levels. A second grader will develop certain skills in logic and rhetoric, while a high school student will still acquire extensive knowledge in specific subjects. Emphasis is simply placed on distinct phases during different ages.

CURRICULUM/ACADEMIC POLICIES CORE KNOWLEDGE

Our curriculum is built upon The Core Knowledge Sequence, a thoughtfully designed framework that imparts a comprehensive body of organized knowledge. We aim to nurture well-rounded individuals who possess a wealth of knowledge and embody virtues that enable them to thrive in all aspects of their lives. Equipping our students with the necessary abilities empowers them to flourish and succeed in their future endeavors.

The Core Knowledge Sequence is a body of organized content that defines what students should know in each grade, K-5, in Language Arts, History & Geography, Math, Science, Visual Arts, and Music. The idea behind Core Knowledge is simple and powerful: knowledge builds on knowledge. The more you know, the more you can learn. This insight, well established by cognitive science, has profound implications for teaching and learning. Nearly all of our most important goals for education—greater reading comprehension, the ability to think critically and solve problems, even higher test scores—are functions of the depth and breadth of our knowledge.

Core Knowledge sequence is available on our website at:
<https://www.monumentacademy.net/about-us/core-knowledge-map/>

Phonics

Monument Academy uses the Core Knowledge phonics program, which is tied directly to the Core Knowledge reading program, and our students have excelled dramatically.

Elementary Math

In grades K-5, we have adopted the highly acclaimed Saxon Math curriculum to enhance our students' mathematical proficiency.

Saxon Math is a comprehensive and research-based program known for its structured and incremental approach to learning mathematics. It provides a solid foundation in mathematical concepts and skills, ensuring a seamless progression from one grade level to the next. With Saxon Math, students engage in hands-on activities, problem-solving exercises, and frequent practice to reinforce their understanding and mastery of mathematical concepts.

Cursive First

Philosophy of Penmanship - [AP-MA](#)

Historically, our nation's children were taught cursive first in school. Today, reading and dyslexia experts are rediscovering that teaching Cursive First, before print or manuscript, improves long-term penmanship skills, helps children learn to read, virtually eliminates reversals, and enables children to read what others write (LITBTH Educational Services, 2009). This method of writing helps strengthen the child's reading skills. By joining letters together, cursive writing reinforces the blending of sounds within words.

By starting with cursive writing rather than manuscript printing, we help children develop good writing habits from the very beginning. This does not mean that habits acquired from manuscript printing need to be unlearned.

"Do not teach anything that has to be unlearned, and do not let a child develop a bad habit. Instruct the child to do it right from the beginning." Samuel Blumenfeld, The Blumenfeld Education Letter, September 1994.

Research has shown that students learn manuscript and print through reading. They will eventually pick up this form of writing on their own and easily transfer the needed skills to read more quickly, rather than combining the skills of writing and reading. These involve different motor and processing skills, and we believe they are better kept separate.

Monument Academy is dedicated to providing education that supports best practices for student achievement. It is for this reason we are embarking on the endeavor to teach cursive writing from the very beginning. We believe that it will help establish a more solid foundation for reading, writing, and math skills. We will use cursive writing from pre-kindergarten through the higher grades.

IEW

At our school, we use the Institute for Excellence in Writing (IEW) method to build strong, confident, and structured writers. Rather than asking elementary students to face a blank page with "write whatever you want," the IEW approach treats writing as a practical skill that can be broken down step-by-step.

Starting with a provided source text, students learn how to:

- **Extract Key Ideas:** Take notes using a "Key Word Outline" to identify core information.
- **Organize Structure:** Reconstruct paragraphs logically so their thoughts flow smoothly.
- **Style Their Writing:** Incorporate specific "dress-ups" (like strong verbs and descriptive adverbs) to make their sentences vivid and engaging.

Shurley Grammer

To build a rock-solid foundation in literacy, our elementary classrooms utilize the **Shurley English** method. Shurley Grammar takes the mystery out of language arts by turning grammar into an interactive, energetic, and logical experience rather than a series of dry worksheets.

Instead of just memorizing rules, students master the mechanics of English through several unique, proven tools:

- **Jingles and Chants:** Students use rhythm and rhyme to memorize the definitions and rules for the parts of speech, keeping engagement high.
- **The Question & Answer Flow:** Teachers guide students through a specific series of questions to analyze sentences. This helps students actively discover how words connect and function together.
- **Sentence Patterning:** Students learn exactly how sentences are built, which directly improves their reading comprehension and writing clarity.

By teaching students *why* language works the way it does, Shurley English gives them the concrete tools they need to become confident speakers, attentive readers, and highly skilled writers.

Character

We believe that before you can reach a child's mind, you must first capture their heart. Through the Capturing Kids' Hearts approach, we focus on building deeply meaningful connections among our students, teachers, and staff.

By intentionally creating a nurturing, safe, and inclusive environment, we ensure that every single child feels valued, heard, and supported. When students feel a true sense of belonging, they are empowered to thrive both academically and socially.

Specials Classes

We are dedicated to providing every student with a well-rounded and enriched educational experience. A comprehensive education goes beyond the core subjects, and therefore, all K-5 students can engage in a diverse curriculum that includes Spanish, Music, Art, and Physical Education instruction. These subjects are incorporated into their weekly schedules, allowing them to explore and develop skills in different areas.

HOMEWORK, GRADING, AND REPORT CARDS

Homework Policy

Monument Academy's homework expectations are designed to give students independent practice with concepts previously taught in the classroom. All elementary students are expected to read for at least 20 minutes every evening. Homework may be assigned on Fridays and over the weekend.

Late Assignments

Monument Academy expects that students will complete assignments given by the teaching staff and turn them in on time. The level of effort our students dedicate to their schoolwork is a strong indicator of character. These policies are designed to encourage consistently high work ethics and perseverance.

Teachers at Monument Academy have the discretion to adopt and enforce late policies for assignments in their classrooms. Communication regarding the policy specific to each grade level will be relayed directly through your child's teacher.

Progress Reports

Teachers will contact a parent or guardian if a student has a D or an F in any class at any time. Parents should access Infinite Campus throughout the year to view their child's grades and report cards. For more information on Infinite Campus, visit our website at www.monumentacademy.net

Report Cards

Monument Academy Elementary West Campus provides report cards in Infinite Campus quarterly for all students. Elementary parents should access IC throughout the year to view their child's grades.

There are four separate grading periods for elementary students. At the end of the first quarter, there will be a mandatory parent-teacher conference for elementary school parents. Monument Academy encourages both parents to attend these conferences. At the end of the third quarter, conferences will be scheduled at parents' request.

Core Knowledge & College Preparation – What We Teach

The *Core Knowledge Sequence* is a body of organized knowledge that defines the content students should know in each K-8 grade in Language Arts, History & Geography, Math, Science, Visual Arts, and Music. The idea behind *Core Knowledge* is simple and powerful: knowledge builds on knowledge. The more you know, the more you can learn. This insight, well established by cognitive science, has profound implications for teaching and learning. Nearly all of our most important educational goals- greater reading comprehension, the ability to think critically and solve problems, and even higher test scores—are a function of the depth and breadth of our knowledge. The Core Knowledge sequence is available on our website.

Monument Academy strives to create an environment that develops and models excellent character so our community can flourish and contribute to society. Character Education is an integral part of *The Classical Approach*, and MA includes character development as a vital part of our curriculum. Through lessons of Leadworthy's character education program, personal examples, experiences, mentors, examples in literature, and discipline opportunities during the day, students learn Empathy, Self-Direct, Teamwork, Responsibility, Respect, Kindness, Courage, Perseverance, and Integrity. Designated time will be provided for lessons that will create opportunities for skill acquisition, practical application, and reflection. You can find more information on the Leadworthy character education program, which is a program built by the Capturing Kids' Hearts program.

College Preparation

Monument Academy High School students can engage in rigorous coursework that will prepare them for their postsecondary experience.

Monument Academy offers a full menu of accelerated learning options that allow students to earn college credit while in high school. These on-campus options include Advanced Placement, Concurrent Enrollment, and Dual Enrollment courses offered through our partnership with Pikes Peak Community College and the University of Colorado.

Full details on the accelerated learning options in high school may be found in the Course Guide.

Electives Classes

Every student at MA benefits from an enriched education. Students meet these daily requirements through additional class options such as drama, art, band, strings, choir, and technology.

PEAKS PROGRAM

Monument Academy Middle School Peak Period

Monument Academy Middle School incorporates a Peak System to support students' academic and social needs. This system provides an opportunity to meet adolescents' needs for autonomy, competence, relationships, and fun, enabling them to thrive during their middle school years.

Mission

The MA Peak System is a student-organizational structure for the middle school designed to promote connections, support academic and character development, and increase student leadership opportunities.

Unique Outcomes for Monument Academy Middle School

1. Strong school-family spirit spanning sixth through eighth grade
2. Strong interpersonal relationship skills for each MA student.
3. Focused support for internalizing the MA character development.

MA's Peak Period is designed to provide all students with in-school academic enrichment opportunities that support and reinforce the school's mission.

MA's Peak Period offerings occur during the official school day (7:50 AM – 3:30 PM) and are not considered extracurricular activities.

During this period of the day, students will receive lessons in character education, leadership, and study skills. During Peak, assemblies will be held to recognize student achievement, focus on character traits, and promote school spirit.

All Peak Period classes offered at the MA middle school will also include: a. Extra-help sessions, where MA instructors are present to assist students in a specific subject matter. This may also include a study hall or scenarios that allow students to complete schoolwork under the instructor's supervision.

Club sessions are held during which specific student activities are conducted under the leadership and supervision of an MA instructor. Club sessions must be directly related to the curriculum taught at Monument Academy.

MA middle school students are divided into six separate grade-level groups called Peaks, which are an integral element of the Monument Academy Middle School program.

Peak Groups

Mt. Lincoln
Mt. Powell
Mt. Elbert
Mt. Herman
Mt. Wilson
Mt. Jackson

Each middle school Mountain Peak contains approximately 70 students and is overseen by three Peak Advisors. These Peaks remain together throughout the student's middle school experience.

Peak Assignments

The MA administration, with assistance from the Student Council Directors, places students in each Peak. Placements are made to balance talents, skills, and personalities in a way that best strengthens the positive characteristics and interpersonal strengths of each individual and group. Attention will be paid to such individual strengths as aptitude, confidence, athletic abilities, demonstrated leadership, and any other appropriate qualities of distinction.

Peak Activities

In alignment with the Peak System's mission statement, each Peak will develop its own traditions, customs, symbols, and crests. They will also participate in various team-building activities and group outings, and adopt a service project to accomplish as a Peak.

Each year, Peaks compete in various competitions. The goal is to promote healthy competition that boosts spirit and encourages student participation and interaction.

The Student Council will organize additional school-wide events, including social activities, competitions, guest lectures and assemblies, spirit rallies, and service projects.

Monument Academy Student Clubs and Organizations in the Secondary School

Monument Academy students are permitted to conduct meetings of approved student clubs or student organizations on school grounds during non-instructional time.

Such meetings must be supervised by a staff sponsor and organized, scheduled, and conducted in accordance with established protocols and policies.

Students or faculty interested in starting a club must complete a *Club Proposal Form* and provide any supporting information to the principal. The principal may consult the Monument Academy's Board of Directors to ensure that all club activities are feasible, given the school's available resources.

All clubs and student organizations (subsequently referred to collectively as student groups) must be related to the curriculum and approved by the MA administration prior to organizing and convening. Curriculum-related student groups serve as an extension of the regular school curriculum and bear a direct relationship to and alignment with the Colorado Academic Standards. Their function is to enhance the educational experience and supplement Monument Academy's course materials.

Reasons for student group disapproval, revocation, or dismissal of meetings include, but are not limited to, activity or intent that is unlawful, promotes or results in offensive speech or actions, causes or threatens to cause a disruption to the orderly operation and/or learning environment of the school, or adversely affects student or staff health, welfare, or safety.

All forms of hazing or other initiation activities that are likely to be degrading to a student or result in criticism of MA are prohibited.

All student groups meeting on the Monument Academy East campus shall be open to and limited to all students currently enrolled at MA. Student groups may establish academic qualifications for membership where related to the organization's purposes. Membership in groups must comply with MA's non-discrimination policy and be consistent with the school's mission, vision, and philosophy. Fraternities, sororities, and/or secret societies shall not receive recognition in any manner under this policy. Meeting attendance will be voluntary.

Additionally, nothing in these procedures shall be construed to limit the school's authority to protect the well-being of students and staff and to maintain discipline.

House System Overview

The MAHS House System is a student-organizational structure designed to manage MAHS students by establishing vertical divisions to achieve specific academic and student-life objectives. The system supplants the traditional horizontal groupings of school classes, ages, and grade levels by creating smaller, integrated communities of students within the school. The MAHS House System also provides a framework for student governance, allowing for the development of meaningful leadership opportunities.

House System Purpose

- To increase institutional and peer-to-peer support for each student.
- To ensure individual care for each student with at least two adults who will monitor and support the academic, social, moral, and behavioral growth of each MAHS student.
- To create more opportunities to build strong, healthy student relationships.
- To develop leadership skills in every student.

- To maintain relationships with MAHS graduates.

Organization

- MAHS students from all grades are divided into five separate groups called “Houses”.
- Two “House Deans” oversee each House.
- Each House is further divided into “Mentor Groups.”
- A House Dean oversees each Mentor Group. These groups remain together throughout the students’ high school experience.

Unique Outcomes for MAHS

- Enhanced school-family spirit spans the freshman through senior class divisions.
- More robust opportunities are available to all MAHS seniors to be trained as leaders through hands-on service and to gain meaningful, valuable leadership experience.
- More robust leadership opportunities for MAHS underclassmen.
- Stronger interpersonal relationship skills for each MAHS student.
- More focused support for internalizing MAHS's character development.

House System Terminology

House – A group of students, freshmen through seniors.

House Captains – Students in each House chosen by their housemates to lead, convene, and organize the House, representing it at all school-wide student-governance meetings.

House Dean – A faculty member chosen to oversee the effective development of a House.

House Director – The faculty member who directs the day-to-day operations of the House System.

Director of Alumni Relations – The alumnus or alumna director oversees all alumni connections and works directly with the administration and school captains each year to foster cohesiveness and plan reunions.

Lyceum – An assembly of the students run by the student leaders.

Mentor – A faculty member assigned to oversee the effective development of a Mentor Group.

Mentor Group – A multi-divisional group of students within each House (similar to “homerooms”).

School Captains – Seniors who the school has chosen to help lead all the Houses.

House Names – Created by students to identify each house

House Activities

Each House is expected to organize various House events, such as cookouts, service projects, team-building activities, outings (Putt-Putt, bowling, etc.), tournaments, etc. Additionally, each House will develop its traditions, customs, symbols, and crests, as well as historical awareness of the House’s name and its significance to MAHS history.

Each House is expected to organize various school-wide events such as social activities (dances, proms, etc.), competitions, guest lectures, spirit rallies, and service projects.

House Competitions

Each year, the Houses compete for the Concordia Cup. This award is given to the House that accumulates the most points across various competitions that emphasize academic, athletic, leadership, character, and school spirit excellence.

Each quarter, Houses earn points by placing the most students on the Honor Roll, achieving the best attendance, having the fewest school detentions, and achieving other extraordinary achievements. Students can also earn points by attending athletic events, house song competitions, and other incentive opportunities offered by the MAHS administration.

The Concordia Cup aims to promote healthy competition that boosts spirit and encourages student participation and interaction.

House Assignments

The administration places students into each House. Placements are made to balance talents, skills, and personalities in a way that best strengthens each house's positive characteristics, qualities, and interpersonal strengths. Attention will be paid to such individual strengths as aptitude, geography, confidence, athletic abilities, demonstrated leadership, and any other appropriate qualities of distinction. Siblings will be placed in the same House.

Monument Academy 8th-grade students will be assigned to Houses each year before commencing High School in April. MAHS students who do not attend MA will be assigned to a House upon enrollment at MAHS.

Alumni Relations

Each House works with the MAHS administration to maintain contact and long-term relationships with MAHS graduates. A graduate's House will be his or her primary point of contact for MAHS.

Websites and Social Media

Only approved, curriculum-related student organizations will be advertised and promoted using the Monument Academy websites or social media. Faculty sponsors of student groups may seek the building principal's approval to create social media accounts, provided the sponsor alone has permission to post to the account, not students. Students are prohibited from creating or developing social media accounts that use the Monument Academy name.

Only approved student organizations will be recognized, advertised, and promoted at school, including through posters, flyers, handouts, and school publications, including but not limited to yearbooks.

Guest speakers for student groups are permitted on a limited basis, with pre-approval from the building principal, contingent on the content of their speech aligning with the student group's approved purpose and MA's mission, vision, and philosophy. Persons not attending school at Monument Academy, parents, or any other non-school persons are otherwise prohibited from directing, conducting, controlling, or regularly attending the activities of a student group.

Student groups shall not engage in any activity that is contrary to compliance with board policies, proclamations, and resolutions.

HOMEWORK, GRADING, AND REPORT CARDS

Homework Policy

Monument Academy's homework expectations are designed to give students independent practice with concepts previously taught in the classroom. Students will experience homework designed not only to support their classroom learning but also to prepare them for the expectations of independent work in a typical school, with high confidence in their learning. Homework may be assigned on Fridays and over the weekend.

When a student has an excused absence, the student will be given two (2) school days for each day (1) of absence to submit the required work. Failure to meet these established timelines will initiate the late homework policy.

The teacher's grade book will be updated weekly to create a line of communication between the classroom and home on student progress. If there is a question about a student's grade, communicate with the teacher promptly after the grade has been posted. Eligibility checks will be conducted on Thursdays based on the information in the grade book.

Late Assignments

Monument Academy expects that students will complete assignments given by the teaching staff and turn them in on time. The level of effort our students dedicate to their schoolwork is a strong indicator of character. These policies are designed to encourage consistently high work ethics and perseverance.

Late assignments for MA middle school will be docked 10% of the total points for each school day, up to 5 days. Students will have an additional five school days to turn in an assignment with a maximum score of 50% of the total points of the assignment. After the 10-day period, the student will be given a score of zero unless the teacher's late work policy states otherwise.

Late assignments for MA high school will be docked 10% of the total points per school day for up to 5 days. After five days, the assignment will receive a score of zero. Teachers may offer limited exceptions to this policy based on their discretion and judgment.

For students taking college credit or AP courses, the consequences may be more significant, up to 20% per day for five days.

Grading Scale

Score	Min. Percent	Max. Percent
A+	98	100
A	92	97.9
A-	89.5	91.9
B+	87.5	89.4
B	82	87.4
B-	79.5	81.9
C+	77.5	79.4
C	72	77.4
C-	69.5	71.9
D+	67.5	69.4
D	62	67.4
D-	59.5	61.9
F	0	59.4

Progress Reports

Teachers will contact a parent or guardian if a student has a D or F in class. Parents should access Canvas and Infinite Campus sites throughout the year to view their students' grades and report cards. For more information on Infinite Campus and Canvas, visit our website at www.monumentacademy.net

Report Cards

MA provides report cards on a semester basis for all middle and high school students through Infinite Campus.

Cheating/Academic Dishonesty

Cheating on tests or assessments, copying work from others, copying work from AI, forging signatures, lying, or other acts of deception are unacceptable at MA. Teachers and the principal will confer with students and parents; consequences may include a "0" on the work, restitution, and/or suspension.

Religious Accommodation From Instructional Content

Monument Academy's curriculum is designed as a comprehensive educational program and ordinarily is not offered on an individualized or à-la-carte basis. A parent or guardian may nevertheless submit a request for a student to be excused from a specific lesson, topic, material, or activity that the parent or guardian believes substantially conflicts with the family's sincerely held religious beliefs.

When reasonably practicable, Monument Academy will strive to provide at least two weeks' advance notice of identified instructional content that is reasonably likely to create such a conflict. Notice may be provided through curriculum maps, course syllabi, parent communications, School portals, or newsletters.

A request must be submitted in writing to the Principal or designee, identify the specific content or activity, and state the religious basis for the request. Monument Academy will evaluate the request under applicable law and may provide an alternative assignment or activity. An approved religious accommodation will not result in an academic or disciplinary penalty, but it does not excuse a student from applicable academic, grading, promotion, or graduation requirements.

A request based solely on a nonreligious personal preference may be considered by the Principal as a discretionary accommodation, but is not guaranteed.

Retention and Promotion

MA's Retention Policy may be found on the website. Academic success is a priority, and the MA supports students when they struggle academically. Eighth-grade students who have failed one or more classes throughout the 8th-grade academic year, despite extended support and counseling/academic contracts, may be excluded from continuation activities and ceremonies at the principal's discretion. Depending on the number of courses failed or left incomplete, students may not be allowed to progress to the next grade level. This applies only to elementary and middle school grades. Information about credit recovery opportunities will be available to high school students who are credit-deficient or off track for graduation.

If, within 45 days before the end of a school year in which a student's fourth-grade year occurs, the student is identified as having a significant reading deficiency, Monument Academy will provide the student's parent with the written notice required by the Colorado READ Act. The parent, teacher, and appropriate School personnel will meet to consider retention as an intervention strategy and determine whether the student can maintain adequate academic progress at the next grade level, subject to the exceptions and procedures established by law and the School's Administrative Unit.

Field Trips

Field Trips are an important component of the MA curriculum. Curriculum-related field trips are considered a required, not optional, activity for students. While enjoyable and a tremendous learning experience for students, field trips take a lot of time to organize. Parent cooperation is expected and appreciated when permission forms are returned and payment is made on the specified deadlines. Classroom teachers will notify parents in advance of any costs associated with the field trip. All students must have their parents' approval to participate in the field trip. Classroom field trip fees will be waived for students who qualify for the free or reduced program. Scholarships may be available for overnight school-sponsored trips. Fees for required curriculum-related field trips will also be waived for students experiencing homelessness, students in foster care, and students with a documented financial hardship. To request a waiver, contact the business office.

Students may be required to use school-provided buses for field trips, both to the destination and back to campus. Should a parent wish to provide transportation for their own student, they must request an early dismissal after morning attendance and sign the student back into the building upon the student's return to school.

Because a curriculum-related field trip is instructional, a student may be excluded only when lawful and reasonably necessary for safety or orderly operation and consistent with the student's IEP, Section 504 plan, and other applicable law. If a student is excluded from a curriculum-related field trip, Monument Academy will provide reasonably equivalent alternative instruction. Discipline-based exclusion from an optional extracurricular activity remains subject to the Student Code of Conduct.

Non-Participation

If the student has not submitted a signed permission slip to the teacher by the specified deadline, they will not be permitted to participate in the field trip.

Chaperones

Chaperones will focus on course objectives and student supervision during field trips. We request that parent chaperones arrange care for younger siblings. Chaperones on overnight trips will be subject to background checks conducted by the CBI. Overnight chaperones will be assigned to the same sex housing of students.

Dress Code on Field Trips

School uniforms and/or a school-approved dress code is required attire for field trips unless otherwise specified. If a student is unable to attend a field trip and has submitted payment, refunds will be considered on a case-by-case basis. Please note that many venues have a non-refundable payment policy, which may prevent MA from issuing refunds. No refund will be given if a student is suspended from school during a scheduled field trip.

SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

Special Education

As required by applicable federal and state laws, the School is committed to providing appropriate educational opportunities to students with disabilities. If a parent believes that their child may have a disability that qualifies for special education services, they are encouraged to contact the School in writing, confirm that the School has received the request, and request an evaluation for special education services.

Any student identified as qualifying for special education services pursuant to the Individuals with Disabilities Education Improvement Act (the IDEA) until age 21, if the student has not been awarded a regular high school diploma and has not graduated from high school, has the right to a free and appropriate public education. Eligible students with disabilities shall be provided individualized programs that offer a Free and Appropriate Public Education, as determined by the student's Individualized Education Program (IEP) team.

English Language Learners

In accordance with applicable state and federal laws, the School is committed to providing educational opportunities to those students with limited English proficiency. The School will provide appropriate, research-based language instructional programs for all identified English language learners in accordance with applicable laws and regulations.

The School will identify students as English language learners by administering a home language survey and using the state-approved English language proficiency assessment. Identified students shall be assessed annually to determine their proficiency in English. The School will certify to the Colorado Department of Education each year those students identified as English language learners and provide additional information as required to comply with applicable law.

The School will also comply with all applicable laws and regulations to ensure meaningful communication with parents who are limited English proficient, including providing interpretation or translation services as necessary.

ASSESSMENTS/TESTING

PSAT / SAT Standardized Testing (High School)

The PSAT/SAT test series measures student performance in reading, writing, language, and math. The SAT can also serve as a college exam. While some colleges are now test-optional and do not require an entrance exam, strong scores on the SAT can assist students in acquiring many grants and scholarships. To learn more about the College Board and the SAT suite of tests, please visit satsuite.collegeboard.org.

NWEA

Monument Academy Middle School schedules the Northwest Evaluation Association (NWEA) testing three times a year for all K-8 students. NWEA testing evaluates a student's growth within the school year. These computer-based, multiple-choice assessments include math, reading, language usage, and science. To learn more about NWEA testing, please contact the school, your student's teacher, or visit the website at www.nwea.org. We strongly encourage parents to allow their students to participate in NWEA assessments.

CMAS

The CMAS testing window is March through May. State law requires that CMAS Mathematics and English/Language Arts assessments be administered to all students in grades 3- 8. Additionally, 5th-, 8th-, and 11th-grade students are assessed in science.

COGAT

The CogAT, or Cognitive Abilities Test, is given to 3rd- and 6th-graders in the fall each year. It helps fulfill a state requirement to screen students who may qualify for Advanced Learning Plans (ALPs). CogAT is an achievement assessment that measures a student's learned reasoning and problem-solving abilities in verbal, quantitative, and nonverbal cognitive domains.

DIBELS

Starting in Kindergarten and continuing through 5th grade, students will take the DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) at the beginning, middle, and end of the school year. The test measures attainment of reading proficiency skills at each grade level.

Accommodations

Administrative considerations and accessibility features may be used to the extent permitted by the applicable testing rules. State-assessment accommodations are available only when properly documented and permitted through a student's IEP, Section 504 plan, or multilingual learner plan. MTSS participation or ordinary classroom supports, standing alone, do not automatically qualify a student for a state-assessment accommodation.

Refusals to Test

A parent or guardian may excuse a student from one or more state assessments by providing written notice to the School or completing the School's opt-out form. The parent or guardian will not be required to state a reason. A request may apply to all or specified state assessments administered during the school year and is valid for one school year. This process applies only to state assessments administered pursuant to C.R.S. § 22-7-1006.3 and does not apply to School or classroom assessments.

Monument Academy will not impose a negative consequence on a student who is excused from a state assessment, prohibit the student from participating in School activities, or impose an unreasonable burden intended to encourage or discourage participation in the assessment. Please see "Section 5: Forms" for further information. MA policy ISA-MA outlines the procedures.

SECTION 3: CORE BELIEFS AND BEHAVIOR EXPECTATIONS

CORE BELIEFS

Every student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation will be unique.

Consequences of misbehavior provide the greatest learning value when matched to the unique student and situation. Students' odds of learning from their mistakes increase dramatically when they recognize reasonable connections between their behaviors and the resulting consequences.

MA staff is dedicated to a set of core beliefs that guide student discipline. These core beliefs guide our efforts to individualize disciplinary procedures and help students see clear connections between their behavior and the consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to the MA staff if we operate in ways that appear inconsistent with these core beliefs.

Every attempt should be made to maintain the dignity of both adults and students.

Students should be guided and expected to solve the problems they create without making problems for anyone else.

Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

Students should be able to tell their side of the story (during a due process hearing) when consequences seem unfair.

There should be a logical connection between student misconduct and the resulting intervention or consequence. The following expectations support the orderly operation of the School and the educational process and are designed to:

- Maintain an orderly school operation.
- Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
- Help students develop skills and behaviors necessary for healthy social interactions, both present and future.
- Help students learn how their decisions affect the quality of their lives and others' lives.
- Help students develop responsibility and character.

Monument Academy uses proportionate disciplinary interventions and consequences, including in-school suspension where appropriate, designed to reduce unnecessary expulsions, out-of-school suspensions, and referrals to law enforcement. When appropriate, the School may use prevention, intervention, restorative practices, peer mediation, counseling, or other approaches to address student misconduct.

Monument Academy will not require an alleged victim to participate in restorative justice or peer mediation when the alleged conduct involves unlawful sexual behavior, domestic violence, stalking, or violation of a protection order.

BEHAVIOR EXPECTATIONS AND CONSEQUENCES

Detention

Student discipline protocols for Monument Academy middle and high schools include the option of assigning a student to *after-school detention (ASD) or lunch detention (LD)*

The purpose of detention is to reflect on and process choices so the student can make better choices in the future.

If a student's behavior results in a detention, the parent will be contacted by a teacher or administrator to select an agreed-upon detention date. Detention will preferably be held that day, but it must be scheduled no later than 1 week after the incident (no detentions on Friday). As part of detention, students may be assigned restitution when appropriate. In instances where a student's actions result in damage, disruption, or other remediable impact, the student shall be required to restore, repair, or otherwise remedy the situation to the extent reasonably possible. The purpose of restitution is to promote accountability, reinforce appropriate decision-making, and deter the recurrence of behaviors that result in disciplinary consequences.

Students assigned to ASD must report to the front office no later than five minutes after school ends, where they will be instructed on the detention room location. Students assigned lunch detention will report to the front office at the beginning of their scheduled lunch time.

Suspension

Suspension is reserved for serious offenses or habitually disruptive behavior and may exclude the student from school and extracurricular activities during the suspension. Students may also be excluded from attending school social events. Grounds for suspension include, but are not limited to:

- Behavior on School property or at a School activity that is detrimental to the welfare or safety of students or School personnel. Off-campus conduct may constitute grounds for suspension or expulsion only when Monument Academy establishes the direct and substantial nexus to the School or the imminent threat or risk of physical harm required by applicable law.

- Willful disobedience or open defiance of proper authority.
- Willful destruction or defacing of school property.
- Serious violations in school or on school property, including but not limited to carrying, bringing, using, or possessing a deadly weapon (as defined in *C.R.S. 18-1-901(3)(e)*);
- Possession, use, or distribution of alcohol, or possession of drug paraphernalia, or other drugs or controlled substances, or the representation of any substance as a drug for sale or use.
- The sale of a drug or controlled substance (*C.R.S. 12-22-303*).
- The commission of an act that, if committed by an adult, would be charged as robbery (*C.R.S. Part 3, Article 4, Title 18*) or assault (*C.R.S. Part 2, Article 3, Title 18*). This behavior may result in suspension or expulsion consistent with applicable law, due process, and consideration of the legally required individualized factors.
- Student offenses against teachers or other school employees (*C.R.S. 22-32-109(1)(x)(I) AND (II)*).
- Interference with the school's ability to provide educational opportunities to other students.
- Declaration as a habitually disruptive student.

The principal, or an administrator designated in writing by the principal, is delegated the authority to suspend a student for not more than five school days on the following grounds:

- Continued willful disobedience or open and persistent defiance of proper authority;
- Willful destruction or defacing of school property;
- Behavior on or off school property that is detrimental to the welfare or safety of other pupils or of school personnel, including behavior that creates a threat of physical harm to the child or to other children.
- Repeated interference with a school's ability to provide educational opportunities to other students.

Or not more than ten school days on the following grounds:

- Committing one of the following offenses on school grounds, in a school vehicle, or at a school activity or sanctioned event: Possession of a dangerous weapon without the authorization of the school or the school district; The use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5), C.R.S.; or The commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., other than the commission of an act that would be third degree assault under section 18-3-204, C.R.S.
 - A "dangerous weapon" is defined as a firearm, as defined in section 18-1-901(3)(h), C.R.S.; Any pellet gun, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; A fixed blade knife with a blade that exceeds three inches in length; A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or 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.
- Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
- Declaration as a habitually disruptive student, when and if expulsion is pursued.
- Making an intentionally false accusation of criminal activity against an employee of an educational entity to law enforcement authorities, school district officials, or personnel, or both.

A student may be suspended on any of the grounds stated above, or in C.R.S. 22-33-106, for not more than another ten school days. The School's principal may extend the suspension by an additional ten school days if necessary to present the matter at the next meeting of the board of directors, but the total period of any suspension must not exceed twenty-five school days.

As an alternative to suspension, the School may consider allowing the student to remain in school by having the student's parent agree, with the consent of the student's teachers, to attend class with the student for a period of time specified by the School. If the parent fails to attend class with the student, the student will be suspended in accordance with this policy.

A student suspended for a period of ten days or less will receive an opportunity to be heard (i.e. tell his/her side of the story) to the principal or the principal's designee prior to the student's removal from school, unless an emergency requires immediate removal from school, in which case the opportunity to be heard will follow as soon after the student's removal as practicable. Any student suspended for more than ten days will be given the opportunity to request a review of the suspension by the principal, unless an expulsion recommendation is pending, in which case the student will have an opportunity to be heard at a formal expulsion hearing.

Parent Contact for Suspension

If a student is suspended, the School will immediately notify the student's parent of the suspension, the grounds for the suspension, the period of the suspension, and the time and place for the parent to meet with the School to review the suspension.

Effect of a Suspension

Upon suspension, the student will be required to leave the school building and the school grounds immediately, following the parents' and the school's determination of the best way to transfer custody of the student to the parent or an authorized designee of the parent. The student will not be readmitted until a meeting between the parent and the School has taken place, or until, at the School's discretion, the parent has substantially agreed to review the suspension with the School. If the School cannot contact the parent or the parent repeatedly fails to appear for scheduled meetings, the School may readmit the student. The readmission meeting between the School and the parent will address whether a remedial discipline plan is needed for the student to prevent future disciplinary action.

The School will make every reasonable effort to meet with the student's parent, guardian, or legal custodian during suspension. It will not extend the suspension because the school failed to do so.

Make-Up Work for Suspended Students

To provide an opportunity for the student to reintegrate into the educational program of the School and to help prevent students from dropping out of school because of an inability to reintegrate into the educational program following the period of suspension, the School will provide an opportunity for a student to make up school work during the period of suspension for full or partial academic credit, as determined by the School, to the extent possible.

Behavior Contract/In-School Suspension

If a student consistently demonstrates disruptive behavior, a Behavior Contract or In-School Suspension may be implemented to the extent permitted by state law.

Habitually Disruptive Students

A “habitually disruptive student” means a student who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. The student and the parent must be notified in writing for each disruption counted toward declaring the student habitually disruptive, and the student and parent must be notified in writing and by telephone or other means at the home or the parent's place of employment of the definition of “habitually disruptive student”.

Expulsion

A student may be expelled from the School on any of the grounds stated in state law, which include:

- Continued willful disobedience or open and persistent defiance of proper authority;
- Willful destruction or defacing of school property;
- Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the child or other children.
- Repeated interference with a school’s ability to provide educational opportunities to other students.
- Committing one of the following offenses on school grounds, in a school vehicle, or at a school activity or sanctioned event: Possession of a dangerous weapon without the authorization of the school or the school district; The use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5), C.R.S.; or The commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., other than the commission of an act that would be third degree assault under section 18-3-204, C.R.S., if committed by an adult.
 - A “dangerous weapon” is defined as a firearm, as defined in section 18-1- 901(3)(h), C.R.S.; Any pellet gun, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; A fixed-blade knife with a blade that exceeds three inches in length; A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or 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.
- 6. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
- 7. Declaration as a habitually disruptive student.
- 8. Making an intentionally false accusation of criminal activity against an employee of an educational entity to law enforcement authorities, school district officials, or personnel, or both.

A student denied admission pursuant to C.R.S. 22-33-105 and 106 will be afforded the same rights and process, to the extent required by law, as students expelled under this policy.

Notice of Expulsion

If the School administration, after notifying and consulting with the District administrator responsible for student discipline, decides to proceed with a recommendation for expulsion, the student’s parent/guardian will be provided notice of the recommended action, including the grounds for expulsion and details of any allegations, and a request for a hearing. The notice will inform the student or the student’s parent/guardian of the student’s due process rights and information about the hearing.

Prior to the Expulsion Hearing

The School will prepare any necessary evidence to prove that the student committed the infractions that form the grounds for expulsion, and will provide all records that the School intends to use as supporting evidence for expulsion to the student or the student's parent at least two business days during which school is in session prior to the expulsion hearing. Upon discovery of a record not previously provided, the School must immediately provide the record to the student or the student's parent.

Expulsion Hearing

A hearing officer will conduct the hearing. The hearing officer may be either the Executive Director of the School or an individual designated by the Executive Director. The hearing officer must be impartial and free of any conflict of interest. The hearing officer cannot have been involved in the investigation of the alleged misconduct. The School must ensure that any person acting as a hearing officer receives training to serve impartially, including avoiding prejudgment of the facts and conflicts of interest. Beginning January 1, 2025, a hearing officer must have completed an initial 5-hour training and annual training in the topics required by CDE and CRS 22-33-106.

At the hearing, the School has the burden of proving by a preponderance of the evidence (i.e., "more likely than not") that the student did what is alleged and violated section 22-33-106 and the School's code of conduct. The hearing officer will determine how the hearing will proceed and how evidence will be introduced, but at a minimum, the student and/or student's parent must have the opportunity to present evidence, challenge any evidence of the School, call/question witnesses, and otherwise be afforded a reasonable opportunity to be heard and defend the student against the allegations.

If the proposed date and time for the hearing do not work for the student and/or the student's parent or guardian, the School will, within reason, attempt to reschedule the hearing. If the student and parent or guardian receive proper notice but do not attend, the hearing may proceed in their absence. Failure to attend does not eliminate any appeal or judicial-review right otherwise provided by law.

Expulsion Fact-Finding and Recommendation Report

If the Executive Director acts as a hearing officer to conduct the expulsion hearing then the Executive Director shall create a report with findings of fact and recommendations, including specific findings regarding consideration of : (a) The age of the student; (b) The disciplinary history of the student; (c) Whether the student has a disability; (d) The seriousness of the violation committed by the student; (e) Whether the violation committed by the student threatened the safety of any student or staff member; and (f) Whether a lesser intervention would adequately address the violation committed by the student.

If a designee acting as a hearing officer conducts the expulsion hearing, the designee shall, within 2 business days, forward findings of fact and recommendations to the Executive Director at the conclusion of the expulsion hearing, including specific findings regarding the factors (a) through (f) set forth above.

Executive Director's Expulsion Decision

Upon reviewing the fact-finding and recommendations report, the Executive Director shall, within 5 business days after the hearing, render a written opinion that imposes or refrains from imposing expulsion as a disciplinary sanction and that the duration of any expulsion is not to exceed one year. In making a decision, the Executive Director will consider whether alternative remedies are appropriate and whether excluding the student from school is necessary to preserve the learning environment, and the student must not be expelled unless this is considered.

The Executive Director or other authorized decision-maker will issue a written decision to the student and the student's parent or guardian. The Executive Director shall report on each case acted upon at the next meeting of the board of directors, in executive session, briefly describing the circumstances and the reasons for the Executive Director's decision.

Expulsion Appeal

A student who is expelled as a result of this process has ten business days after the decision of the Executive Director is rendered to appeal the decision to the School's board of directors. The appeal before the board of directors must, at a minimum, include a review of the facts presented and determined at the hearing, arguments regarding the decision, and questions for clarification from the board of directors. The School's board of directors must act upon the appeal and notify the family and the District of its decision in writing within five days following its receipt of the appeal. If the board of directors upholds the Executive Director's determination to expel a student, the student is entitled to a court review of the decision, pursuant to state law.

Alternative Education for Expelled Students

When a student is expelled, the School will provide any required educational services required by federal law for students with disabilities and appropriate alternative educational services required by C.R.S. 22-33-203. The student's parent is responsible for ensuring the student continues to receive an education during the expulsion period.

Options for Students Charged with Certain Crimes

If a petition is filed in juvenile court that alleges that a student who is at least twelve years of age but under eighteen years of age has committed an offense that would constitute unlawful sexual behavior, as defined in C.R.S. 16-22-102(9), or a crime of violence, as defined in CRS 18-1.3- 406, if committed by an adult or whenever charges filed in district court allege that a student has committed such an offense, basic identification information concerning the student should be provided to the School. Upon receipt of such information, the board of directors (in executive session) or its designee shall determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or of school personnel in the School 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. If a determination is made that the student should not be educated in the school, the School may proceed with suspension or expulsion in accordance with this policy.

Alternatively, the board of directors or its designee may determine that it will wait until the conclusion of the juvenile criminal proceedings to consider the expulsion matter, in which case it shall be the responsibility of the School to provide the student with an appropriate alternate education program, including but not limited to an online program or online school, or a home based education program during the period pending the resolution of the juvenile criminal proceedings.

A student enrolled in an alternative education program or a home-based education program will not be allowed to return to the School until the charge has been resolved. If the student pleads guilty, is found guilty, or is adjudicated a delinquent juvenile, the School may proceed to expel the student. A student's time in an alternative education program will not be considered a period of expulsion.

Students with Disabilities

If the student facing potential suspension or expulsion is a student with disabilities, the School will follow applicable laws regarding the suspension or expulsion.

Before the student with disabilities is suspended for 10 or more days (singularly or cumulatively during the school year if for the same conduct) or expelled, the School will conduct a manifestation determination review to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or if the conduct in question was the direct result of the School's failure to implement the IEP; or the relevant standard under Section 504.

Student Statements

Except as provided in this policy, a School employee will not use in an expulsion hearing a student's statement concerning an act alleged to have been committed by the student regarding:

1. Possession of a dangerous weapon without the authorization of the school or the school district; The use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5), C.R.S.; or The commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., other than the commission of an act that would be third degree assault under section 18-3-204, C.R.S., if committed by an adult.

a. A “dangerous weapon” is defined as a firearm, as defined in section 18-1-901(3)(h), C.R.S.; Any pellet gun, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; A fixed blade knife with a blade that exceeds three inches in length; A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or 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.

A statement may be used in the expulsion hearing only if it is signed by the student and a parent present when the student signs the statement, or if a reasonable attempt was made to contact the parent to have the parent present when the student signed the statement. The school will be deemed to have made a reasonable attempt to contact the parent if the school calls each phone number the parent provides to the school and each phone number the student provides for the parent.

Further, the student and his or her parent may expressly waive the requirement that the parent be present when the student signs a statement or admission. This express waiver must be in writing and obtained only after full advisement of the student and his or her parent of the student’s rights, prior to the student signing the statement or admission.

The requirements of this policy do not apply if the student makes any deliberate misrepresentations affecting the applicability or requirements of this policy and a school official, acting in good faith and in reasonable reliance on such deliberate misrepresentation, obtains a signed statement or admission of the student that does not comply with the requirements of this policy.

Nothing in this policy will prevent or interfere with a fact-finding or information-gathering investigation by a school or school employee.

Disciplinary Removal from Classrooms

Pursuant to C.R.S. 22-32-109.1(2)(a)(B), the School may remove a student from the classroom, vehicle, or activity when the student causes a disruption or otherwise violates the School’s code of conduct on school grounds, in a school vehicle, or at a school activity or sanctioned event.

Upon the third such removal from a teacher's class, the disruptive student may be removed from the teacher's class for the remainder of the term of the class, except that a disruptive student shall not be removed from a teacher's class for the remainder of the term of the class unless the School has first developed and implemented a behavior plan for the student. A behavior plan may be created after the first such removal from class and must be produced after the second removal. If a student is removed from class, the teacher or the school principal will contact the student's parent or legal guardian to request that the student attend a student-teacher conference regarding the removal. Any removal of a student with disabilities must be in compliance with applicable federal and state laws.

Student Harassment and Discrimination Policy

In an effort to fulfill the School’s role of providing a safe learning environment for students by responding to reports of harassment or discrimination, preventing the recurrence of harassment or discrimination, and remedying the effects of harassment or discrimination, Monument Academy adopts the following Policy in compliance with C.R.S. 22-1-143.

Definitions

For purposes of this student harassment policy only, the following definitions apply:

“Advisor” means a person selected by a party, of the party’s own choosing, to provide support and advocacy during the process, including, but not limited to, a parent, legal guardian, or attorney.

“Contractor” means a person who has direct contact with or supervision over students pursuant to a contract with the School.

“Complainant” means a person subject to this policy who files a report of alleged misconduct or discrimination pursuant to this policy.

“Employee” means any employee of the School, including teachers, teacher aides, bus drivers, cafeteria workers, custodial staff, athletic staff, administrative and clerical staff, school medical staff, security staff, and contractors.

“Harassment or discrimination” means to engage in, or the act of engaging in, any unwelcome physical or verbal conduct or any written, pictorial, or visual communication by a student or employee that is directed at a student or group of students because of that student's or group's membership in, or perceived membership in, a protected class based on disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, pregnancy, parental status, religion, age, national origin, or ancestry, which conduct or communication is objectively offensive to a reasonable individual who is a member of the same protected class. The knowing or intentional use of a name other than a student’s chosen name, meaning the name a student requests through the non-legal name change process to reflect the student’s gender identity, is harassment or discrimination. Conduct or communication need not be severe or pervasive to constitute harassment or discrimination, and it constitutes harassment or discrimination if:

- Submission to the conduct or communication is explicitly or implicitly made a term or condition of the individual's access to an educational service, opportunity, or benefit;
- Submission to, objection to, or rejection of the conduct or communication is used or explicitly or implicitly threatened to be used as a basis for educational decisions affecting the individual; or
- The conduct or communication has the purpose or effect of unreasonably interfering with the individual's access to their educational service, opportunity, or benefit, or creating an intimidating, hostile, or offensive educational environment.

Petty slights, minor annoyances, and lack of good manners do not constitute harassment or discrimination unless the slights, annoyances, or lack of manners, when taken in combination and under the circumstances, meet the standard set forth herein.

Whether conduct constitutes harassment or discrimination is judged under the totality of the circumstances, which may include, but is not limited to:

- The frequency of the conduct or communication, recognizing that a single incident may rise to the level of harassment or discrimination;
- The number of individuals engaged in the conduct or communication;
- The type or nature of the conduct or communication;
- The duration of the conduct or communication;
- The location where the conduct or communication occurred;
- Whether the conduct or communication is threatening;
- Whether any power differential exists between the individual alleged to have engaged in harassment or discrimination and the individual alleging the harassment or discrimination;
- Any use of epithets, slurs, or other conduct or communication that is humiliating or degrading;
- Whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class, or
- Whether the conduct includes an act of physical violence.

“Policy” means this policy.

“Respondent” means the individual who has been reported to be the perpetrator of alleged harassment or discrimination.

“Title IX” means Title IX of the federal “Education Amendments of 1972”, 20 U.S.C. secs. 1681 et seq., as amended.

Reports of Harassment or Discrimination

Any individual who believes that they or someone else has been a victim of, or a witness to, harassment or discrimination as defined in this Policy is encouraged to report their concern to the Coordinator.

All school employees must report to the Coordinator any harassment or discrimination of which they or someone else has allegedly been a victim, even if not witnessed first-hand by the employee. Other members of the community are encouraged to report any concerns to the Coordinator. Anyone, even if they are not the individual who experienced the harassment or discrimination, can make a Report to the Coordinator.

A concern or report may be submitted to the Coordinator in any format. However, it is encouraged to utilize e-mail or hard copy transmission to ensure a better record of the report's content or concern can be more readily maintained. The Coordinator will take and maintain notes from any verbal reports.

It must be noted that an employee making a report of concerns for purposes of this Policy is separate and distinct from an employee's mandatory reporting obligations under state law when an employee reasonably suspects a child has been subjected to child abuse and/or neglect. Mandatory reporting of child abuse and/or neglect must be made directly to appropriate law enforcement and/or local child protection agencies, and reporting to the Coordinator does not satisfy this requirement.

The School will accept formal reports of harassment or discrimination in writing, in person, by phone, e-mail, or online.

Reports of harassment must be submitted to the following individual:

Collin Vinchattle
Executive Director
cvinchattle@monumentacademy.net
719-431-8001

The School or a School employee shall not rely solely on a criminal investigation by a law enforcement agency in lieu of promptly and effectively responding to a report of harassment or discrimination.

Investigations of Reports of Harassment

All reports, determined by the Coordinator to constitute harassment or discrimination as defined in this Policy, received by the School will be investigated by the Coordinator or a designee in a fair, impartial, and prompt manner. The Coordinator will conduct, or assign a designee to conduct, the investigation and make findings. As appropriate, more than one individual may be assigned to conduct the investigation and/or make findings. The Coordinator or designee(s) must not have a conflict of interest concerning the investigation in order to conduct the investigation and make findings.

The investigation and any findings or decisions resulting therefrom will be completed in a manner that ensures the following:

1. Each party will have a fair and impartial opportunity to be interviewed, present evidence, or provide information for consideration by the Coordinator or designee conducting the investigation.

2. The School will make a good faith effort to complete an investigation and make any findings within sixty days after the report, without infringing upon the rights enshrined in federal and state law of the complainant or the respondent; except that the School may extend the sixty day deadline for up to thirty additional days for good cause, determined in the discretion of the School, with prior written notice to the complainant and to the respondent of the delay and the reason for the delay. The School may also extend the deadline at the request of a law enforcement agency.
3. The findings must use a preponderance of the evidence evidentiary standard, meaning it is more likely than not that the allegations occurred or did not occur, to substantiate any allegations of harassment or discrimination.
4. All questions related to the investigation must be directed to the individual conducting the investigation or the individual's designee, and the individual or designee conducting the investigation must consider any evidence of patterns of misconduct as relevant evidence.
5. Both the complainant and the respondent must have the same opportunity to have an advisor or other person present during any part of the investigative process.
6. The Coordinator or a designee will provide written updates about the status of an investigation or proceeding to the parties and the parties' parents or legal guardians at each stage of the investigation or proceeding, but at least every fifteen business days.
7. The School will provide concurrent notification to the parties of the investigation outcome and any findings.

Remedial Action

At the conclusion of an investigation, if the findings are that the allegations are substantiated, then the School will take appropriate remedial action, including, without limitation, taking reasonable steps to ensure the harassment or discrimination does not recur, providing supportive measures and accommodations for the complainant, and implementing discipline against the respondent in accordance with the School's disciplinary policies. A complaint that is unsubstantiated must not serve as a basis for discipline, dismissal, termination, or any employment reference or licensing action unless the conduct establishes a pattern of the same or similar behavior.

Retaliation Prohibited

Retaliation against an individual who makes a report or participates in an investigation into a report made pursuant to this Policy is prohibited. Charges against a student for code of conduct violations related to the incident, made for the purpose of punishing a student for making a report or otherwise interfering with any right or privilege secured by this Policy, constitute retaliation.

The School shall not use a student report of harassment or discrimination, whether verbal or in writing, or information revealed in any investigation or disciplinary proceedings of the report, as the basis for, or a consideration in, investigating or exacting any disciplinary response for a school violation by the reporting student or complainant related to the reported incident for any of the following: Engaging in reasonable self-defense against the respondent, consensual sexual activity, drug use, alcohol use, late arrival, truancy, unauthorized access to facilities, talking publicly about the reported harassment or discrimination, or expressing a trauma symptom; except that nothing in this section prohibits the School from disciplining a student who knowingly makes a false report of harassment or discrimination, or disciplining a student when necessary to ensure the safety of any student or employee. A finding of no harassment or discrimination does not itself constitute a false report.

Supportive Measures

The School will offer accommodations and supportive measures to a student experiencing harassment or discrimination, designed to protect the student's safety and to preserve and restore the student's equal access to education. Accommodations and supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, extra time for homework or tests, the opportunity to resubmit homework or retake a test, remedying an impacted grade, excused absences, the chance for home instruction, modifications to class schedules, and restrictions on contact between the parties to a report of harassment or discrimination. The School will not require a formal report or finding of harassment or discrimination before providing supportive measures.

The School will grant an excused absence to a student who has experienced harassment or discrimination for any time the student is out of school because of a therapy, medical, legal, or victim services appointment related to the harassment or discrimination. Students may contact the Coordinator to request accommodations or supportive measures. Additional accommodations may be available to students with disabilities to address disability-related limitations. The School will also provide supportive measures required pursuant to Title IX and may provide any other supportive measures as soon as it receives a report of harassment or discrimination.

Notices

The School will post notices in multiple places, written in simple and age-appropriate language, describing how and to whom a student can report harassment or discrimination to the School. The notices must be conspicuously posted in easily accessible and well-lit places customarily frequented by students and employees.

The School will prominently display this Policy on the home page of its website; annually distribute the Policy through electronic means to parents and legal guardians of students enrolled at the School and separately from any other document to students enrolled in sixth through twelfth grade; provide a physical copy of the Policy to each incoming student and the parent or legal guardian of each incoming student, upon request; and annually distribute the Policy to employees.

A copy of this Policy distributed to a student, parent, legal guardian, or employee, whether a physical or electronic copy, must be available in English and, upon request, in Spanish. The policy posted on the website must also be in English, and the School may also post it in Spanish.

Records Retention

The School shall retain the records of a harassment or discrimination report for seven years. The record of a report includes any accommodations or supportive measures taken in response to a report or formal complaint of harassment or discrimination, as well as documentation of the basis for the School's action and response.

Confidentiality of Reports of Harassment

A report of harassment or discrimination received by the School is confidential, and employees shall keep information learned during an investigation of harassment or discrimination confidential to the extent practicable. Nothing in this Policy prevents employees from reporting known or suspected child abuse or neglect as required pursuant to state mandatory reporting laws or reporting any other criminal activity to law enforcement. Nothing in this Policy prohibits the School or School employees from providing records to law enforcement, the Department of Human Services, or a district attorney for the investigation or prosecution of any crime. A complaint that is unsubstantiated is confidential and not subject to disclosure pursuant to the "Colorado Open Records Act," part 2 of article 72 of title 24,

Required Training

Beginning no later than December 31, 2025, the School will provide training to all employees about harassment and discrimination. Each new employee of the School must complete training upon hiring and at least every three years thereafter, except that an employee must complete training when transferring from a position working with elementary school-aged students to a position working with secondary school-aged students, or transferring from a position working with secondary school-aged students to a position working with elementary school-aged students. The training must be provided during the employee's normal working hours. Training provided on or after August 1, 2025, must be consistent with the best practices developed by CDE or be the training developed by CDE, as required by state law.

The training must include, at a minimum, instruction on the following:

- Recognizing harassment or discrimination, including indicators of grooming and child sexual abuse, and distinguishing harassment and discrimination from bullying;
- The appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee;
- Reporting harassment or discrimination to the School, and if the employee has direct supervision of students, the instruction must be specific based on whether the employee is supervising elementary school-aged students or secondary school-aged students, and include the following:
- The School's procedure for responding to allegations of harassment or discrimination; the difference between the School's harassment or discrimination policy adopted pursuant to this section; obligations required by federal law in Title IX; section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 701 et seq.; Title VI of the federal "Civil Rights Act of 1964", 42 U.S.C. sec. 2000d et seq.; and Title VII of the federal "Civil Rights Act of 1964", 42 U.S.C. sec. 2000e et seq.; and mandatory reporting requirements in state law;
- Best practices for avoiding victim-blaming; the effect of trauma on victims of harassment or discrimination; communicating with victims sensitively, compassionately, and in a gender-inclusive and culturally responsive manner; and the impact of harassment or discrimination on students with disabilities
- Supportive measures available to students include effective academic, mental health, and safety accommodations for students who report harassment or discrimination.

Federal Laws

This Policy does not authorize the School or a School employee to violate any federal law, regulation, or guideline, including Title IX; section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 701 et seq.; and Title VI of the federal "Civil Rights Act of 1964", 42 U.S.C. sec. 2000d et seq., in carrying out the duties described in this section. If this section conflicts with Title IX, Section 504 of the federal "Rehabilitation Act of 1973", or Title VI of the federal "Civil Rights Act of 1964", the applicable federal law prevails.

If a person files a complaint alleging conduct or communication governed by federal law and this section, both federal law and this section apply, and the School shall concurrently evaluate the complaint pursuant to federal law and the procedures and policies required by this Policy.

Additional Resources

National Domestic Violence Hotline: 1-800-799-7233

National Sexual Assault Hotline: 1-800-656-4673

Safe House Denver Hotline: (303) 318-9989

Bullying

Monument Academy supports a secure and positive school climate conducive to teaching and learning free from threats, harassment, and any form of bullying. This policy aims to promote consistency of approach and help create a climate in which all forms of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on School property, School vehicles, school-sponsored events or activities, or off school property when such conduct has a sufficient nexus to or causes a substantial disruption at school, on school vehicles, or any school-sponsored events or activities. Prohibited Behaviors include bullying, retaliation against those reporting bullying and/or other behaviors prohibited by this policy, or knowingly making false accusations of bullying behavior.

Definitions

Bullying means the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including, but not limited to a student's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, the need for special education services, weight, height, or body size; whether such characteristic(s) is actual or perceived.

Retaliation means an act or communication intended to retaliate against an individual who reports an act of bullying. It 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 of bullying are statements or allegations made knowingly by an individual or group with the purpose of causing harm to another individual and that are false.

Prevention and Intervention

Monument Academy's comprehensive program to address bullying at all school levels will be consistently applied to all students and staff. This program will be designed to accomplish the following goals:

- To send a clear message to students, staff, families, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
- To train school staff on an annual basis in taking proactive steps to prevent bullying, including but not limited to training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.
- To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
- To initiate efforts to change the behavior of students engaged in bullying behaviors through reteaching on acceptable behavior, discussions, counseling, and appropriate negative consequences.
- To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment across settings.
- To support bullying targets through a layered continuum of support that includes, but is not limited to, individual and peer counseling.
- To help develop peer support networks, social skills, and confidence for all students.
- To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships among staff and students, and among students.
- Designate a team at each school to advise the school administration on the severity and frequency of bullying.

- To include students in developing, creating, and delivering bullying prevention efforts that are developmentally appropriate.
- To provide character-building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning and information on recognizing and preventing bullying behaviors.

Reporting and Investigation

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. The school

The staff member must report the incident to the proper administrator for investigation and remediation. Monument Academy will immediately intervene and investigate in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy.

Remediation

A student who engages in any act of bullying, retaliation, or other behaviors prohibited by this policy 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 the bullying behavior will be considered when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related School policies and procedures. Students targeted by bullying will be provided with reasonable and appropriate support to ensure they can safely continue to access their education. When such bullying behavior constitutes unlawful discrimination or harassment, they also have additional rights and protections under School policies and procedures regarding unlawful discrimination and harassment.

Bullying of Students with Disabilities

If bullying of a student is based on a student's disability, Monument Academy will take immediate and appropriate action to address the bullying. If it is determined that the bullying has created a hostile environment—i.e., the conduct was sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the services, activities, or opportunities offered by a school—the school will take prompt and effective steps reasonably calculated to end the bullying, eliminate the hostile environment, prevent it from recurring, and, as appropriate, remedy its effects. If the student has an IEP, as part of a school's appropriate response to bullying on any basis, the school will, as necessary, convene the IEP team to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP is no longer designed to provide a meaningful educational benefit. If the IEP is no longer designed to provide a meaningful educational benefit to the student, the IEP team must determine the extent to which additional or different IDEA FAPE services are needed to address the student's individualized needs and then revise the IEP accordingly.

Violence

Fighting or other physically, mentally, or sexually abusive acts will not be tolerated at MA or on District 38 property. Students are strongly encouraged to report abusive, aggressive, or inappropriate actions to staff members. Suspension may be imposed for antagonistic, aggressive, or other unacceptable behavior, including play-fighting, harassment, or participation in potentially dangerous activities or irresponsible acts that threaten the well-being of oneself or others. Civil authorities will be notified when appropriate.

Harassment

MA does not tolerate harassment. Harassing behavior and MA's protocols for addressing harassment are covered on page 3 of the handbook.

Public Displays of Affection

Students will refrain from displays of affection while at school or attending school events. Students who act inappropriately will face disciplinary action.

Physical Intervention, Restraint, and Seclusion

Monument Academy follows District-38 policy JKA– Use of Physical Intervention and Restraint. Restraint or seclusion may be used only as permitted by law in an emergency involving a serious, probable, and imminent threat of bodily harm to the student or another person, after less restrictive alternatives have been determined ineffective or inappropriate. Any intervention must use the least restrictive method reasonably available and only the minimum force and time necessary to address the emergency.

Restraint and seclusion may not be used as punishment, discipline, retaliation, coercion, a convenience, or in response to noncompliance. Property destruction alone does not justify restraint or seclusion unless the destruction creates the imminent bodily-harm threat required by law.

Only appropriately trained personnel may use restraint or seclusion, except when an immediate and unforeseen emergency requires intervention to protect a person from imminent bodily harm. Chemical restraint, mechanical restraint, prone restraint, and other prohibited forms of restraint will not be used except to the extent a narrow statutory exclusion or exception applies.

Monument Academy will continuously monitor a student subjected to restraint or seclusion and will document, review, report, and provide notice of every use as required by law and School policy.

A parent, guardian, student, or other individual may submit a complaint concerning restraint or seclusion pursuant to Monument Academy's complaint procedure under District policy JKA. Information about additional complaint rights with the Colorado Department of Education is available in the same policy or from the school administration.

Non-Legal Name Change Request

Reference Monument Academy's Board of Directors Policy [JRN-MA](#).

Monument Academy respects parental authority in their children's lives and education. No legal action will be taken without the permission of all legal/formal guardians.

FERPA Compliance

This policy shall always be interpreted and implemented in a manner consistent with the Family Educational Privacy Act ("FERPA"). Any name changes on official school records shall only be effected in accordance with the School's policies regarding official/legal name changes.

CLASSROOM POLICIES AND GUIDELINES

Classroom Passes

Students will use a classroom pass when traveling outside of the classroom during class time. A teacher may not keep a student beyond the end of a classroom period without the permission of the next period teacher. If a teacher causes a student to be delayed in getting to the next class, that teacher should write the student a pass to excuse the tardiness.

Teachers may allow only one student to leave their room during class. If a student is gone for an excessive amount of time, teachers will notify the office, and the administration will assist in locating the student.

Gum and Food in Classrooms

Students are not allowed to have food in the classrooms unless approved by the teacher, and they are not allowed to have gum.

Lockers

Every student is assigned a locker at the beginning of the school year. Student lockers are school property and remain under the school's control at all times. School authorities may conduct periodic general inspections of lockers for any reason at any time without notice, student consent, or a search warrant.

Students are expected to use their lockers to store backpacks, binders, and textbooks during the day, carrying only what is necessary for class. Backpacks are not permitted in classrooms.

Lockers should be kept neat and organized. Papers, books, clothing, or other items may not hang out of the lockers. Students may only use their assigned lockers during the day. Students are encouraged not to bring expensive items to school, especially those unrelated to learning. Students are allowed to use a personal lock on their lockers. The school may cut the lock at the student's expense if access to the locker is needed.

Lost and Found

Students' belongings should be marked with their names. Contact the front office to locate lost or missing items. Lost items not claimed by the end of each quarter will be donated to a local charity.

Movies, Documentaries, and Other Media

Movies (et al.) that are strictly educational in nature may be shown with prior approval of the administration. MA believes that an appropriate use is to use movie clips lasting 5 minutes or less, followed by an engaging discussion. The use of full-length movies should be kept to a minimum. If a movie with a rating other than "G" is shown, teachers must obtain prior administrative approval and signed permission slips from parents/guardians before students may view the movie. Notifications and requests for permission will be made at least five school days in advance. Notifications will include:

- movie name and MPAA rating,
- Rationale for showing the movie
- Administrative signature

If parental permission is not granted, students will be provided alternative educational activities.

EXTRACURRICULAR ACTIVITIES

Athletics

The administration and faculty at Monument Academy believe that students' education and the full development of their talents cannot occur solely in the classroom but extend to include participation in activities and athletics. Through various extracurricular activities, students can become well-rounded members of the school community and learn the values of leadership, self-sacrifice, fair competition, teamwork, and self-confidence. Fee payments are required for athletics participation.

Please refer to the Athletic Handbook for more information. The handbook and related forms are available on our website at www.monumentacademy.net under the Athletics tab.

Fine Arts and Performances

Students will be involved in afternoon and evening performances and art shows as part of the authentic assessment of our visual and performing arts classes. Families and friends are encouraged to support the students and their efforts by attending scheduled art shows and music performances. Proper, courteous concert etiquette is expected of all students and audience members. Student performers should arrive on time and be in appropriate attire. Times, attire, and event details will be communicated to parents via the fine arts teachers and published on the school calendar. Fee payments are required for fine arts participation.

Eligibility

All extracurricular activities with public performances or competitions are subject to the Colorado High School Activities Association (CHSAA) academic eligibility guidelines. Students cannot fail any classes in order to participate in games or performances. If a student receives an F, he or she may practice but not play in games. Eligibility is determined weekly on Thursday and takes effect the following day. If a student becomes ineligible, he or she remains ineligible until the next eligibility period.

Homeschool Participation

Homeschooled students within District 38 boundaries can participate in all MA extracurricular activities. Separate registration paperwork is required through our registrar, and participation fees will apply. All students must try out for sports teams according to the coach's schedule and are not guaranteed a spot. Please contact the school registrar at registrar@monumentacademy.net.

SCHEDULE CHANGES

A first-semester schedule change may only occur during the first seven days of the school year. A second-semester schedule change may only occur during the last seven days of the first semester. The teacher of the dropped class must sign a "schedule change request" form, along with the teacher of the added class and the parent/guardian, with final approval from the administration. Requests will be granted on a case-by-case basis. The administration will do everything possible to accommodate requests made within the add/drop window; however, schedules will be determined by the academic setting that best supports student success. If there is a conflict, the MA administration reserves the right to decline the request. No requests will be submitted after the two deadlines have been fulfilled.

TECHNOLOGY INFORMATION

Infinite Campus (IC)

Infinite Campus is an online tool available to parents and students. It allows users to check attendance records, fees, grades, report cards, transcripts, immunization records, and contact information. IC may be accessed from the "Quick Links" side of the MA website at www.monumentacademy.net, under the *IC Parent Portal*.

Canvas

Canvas is the student's learning management system. The *Canvas* login link can be found on the "Quick Links" side of the MA website at www.monumentacademy.net, under *Canvas Student Login*. Students and parents should regularly access their *Canvas* accounts to check on assignments, grades, and class information for each course. Password and account questions may be directed to [the main office, which will forward them to the technology services](#).

Cell Phone/Electronic Device Policy

Monument Academy's Board-adopted Student Communication Device Policy governs student possession and use of cell phones, smart watches, and other communication devices, including applicable health, safety, disability, and emergency exceptions.

The MA administration and faculty understand that personal electronic devices are a part of life. In an effort to accommodate students and parents, the staff will allow students to bring their personal electronic devices on campus as long as they agree to the terms found on the MA website, www.monumentacademy.net, *Parent Info > Handbook and Forms > Electronic Device User Agreement*. Parents and students must review and agree to the terms of the online form before the student brings the device on campus.

All students' electronic devices must be turned off during the school day and secured in their backpacks. Students may only utilize their devices for messages before and after school; during school hours is not allowed. Personal electronic devices that cause a distraction during the school day are subject to confiscation, and parents will be asked to retrieve them. MA is not responsible for lost, stolen, misplaced, or damaged valuables that students bring to school.

Students may use office phones with permission from a teacher, administrator, or office staff member. Phones are not available for personal use, and calls must be limited to two minutes.

Photo Policy

Parents should take pictures of their students only in the building or at school-related functions and should not post pictures of other people's children on social media sites. There can be no expectation of privacy at any MA public activity, such as sporting events, class parties, or concerts.

Class videos/presentations can be created for end-of-year parties and award ceremonies. The video creator must check photo waivers in the office to ensure that students without a waiver are not included in the presentation. Presentations should only be shown at the respective party/ceremony and not shared with others unless permission slips are obtained from each parent of each student included. Copyright-free music must be used if the video is shared.

Technology User Agreement

Internet, local area network, and wide area network access are available to students, teachers, and employees of MA through the Office of Information Technology. Our goal in providing these services to students and staff is to support a rigorous and rich curriculum by facilitating access to information, resource sharing, innovation, and communication. We are pleased to provide these services to MA and believe they offer an ever-growing access to enhanced information resources for students, faculty, and employees. Please refer to www.monumentacademy.net, *Community > Tech Agreements > Technology user agreement* for the [current agreement](#).

UNIFORM POLICY

The Monument Academy Board of Directors has adopted an official uniform policy for MA students (*Policy JICAE-MA; JICAM-MA; 1501HS*). MA believes a safe and disciplined learning environment is an important aspect of a rigorous school. Our uniform policy is intended to promote respect for the learning process, build school identity and community spirit, and create a safe and orderly school climate.

Apparel Selection

Parents who choose to shop from a non-preferred vendor are responsible for choosing items that match the styles, fabrics, and colors of preferred vendor items. If there are questions or doubts about an item, please bring it to the office for review and approval before allowing a student to wear it. Please be sure to keep receipts and tags until approval has been granted.

Spirit Wear

Spirit wear may be purchased through the PTO or athletics department and worn on Fridays only. The school website has information and links for ordering spirit wear.

Logos on Clothing

School-approved logos may be added to polo shirts, Oxford shirts, and sweaters by special order through a preferred vendor. Go to the store's website for pricing and ordering information.

Brand-specific logos must not be visible on uniform polo shirts. To personalize uniform items locally, please contact the marketing department at kkuhlmann@monumentacademy.net to obtain logo specifications and artwork files.

Enforcement

Parents are primarily responsible for ensuring their students are dressed appropriately to prevent valuable class time and learning from being lost due to uniform infractions.

Brief, visual uniform checks are conducted at the beginning of each day; during the first period, students and teachers will continue to look for uniform violations throughout the day. If students receive multiple uniform-issue notifications, parents will receive communication from classroom teachers and/or the principal and assistant principal.

Waiver

If a uniform waiver is necessary due to injury, health, or other reasons, please contact the administration with your concerns.

Friday Dress

Students in grades K-7 will have a “Friday Dress” day each Friday. Students may wear MA spirit wear tops and denim bottoms. Spirit wear can be purchased through PTO. Casual clothing must always be in good repair. Students who are not in compliance with the “Friday Dress” day guidelines may be held in the office until a parent/guardian brings in suitable clothing. Students should remember that “Friday Dress” days are a privilege, not a right, and could be eliminated if casual dress choices become an issue.

Free Dress

The first Friday of each month is a “Free Dress” day for all students, and every Friday is a “Free Dress” day for 8th-grade students. The guidelines for allowable clothing on a “Free Dress” day are described on the last page of the grade-specific guidelines. Casual clothing should always be in good repair. Students who are not in compliance with the “Free Dress” day guidelines may be held in the office until a parent/guardian brings in suitable clothing. Students should remember that “Free Dress” days are a privilege, not a right, and could be eliminated if casual dress choices become an issue.

DRESS CODE POLICY (HIGH SCHOOL)

The Monument Academy Board of Directors has adopted an official dress code policy for MA high school students (*Policy 1501HS*). MA believes a safe and disciplined learning environment is an important aspect of a rigorous school. Our dress code policy is intended to promote respect for the learning process, build school identity and community spirit, and create a safe and orderly school climate.

CROWN Act

In compliance with the Colorado Crown Act, any references in any handbooks or policies of the School or practices related to prohibiting discrimination on the basis of an individual’s race shall include a person’s hair texture, hair type, hair length, or a protective hairstyle that is commonly or historically associated with race. Specifically, without limitation, hairstyles such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps can be worn.

Waiver

If a uniform waiver is necessary due to injury, health, or other reasons, please contact the school office with your concerns. A student or parent seeking a modification or accommodation to the uniform requirements due to disability, health condition, injury, or sincerely held religious belief should contact the school administration. Monument Academy will evaluate the request under applicable law.

SECTION 4: PARENT RESPONSIBILITIES AND COMMUNICATION

Academic Help

Good academic behavior is the responsibility of the individual student, and it is vital that parents support the school in promoting, developing, and maintaining it.

Change of Information

Please use the IC Parent Portal to update/change contact information, including phone numbers, address, email, and emergency contacts.

Conflict Resolution

Any formal complaints must follow the steps and forms outlined in the *MA Student/Family Conflict Resolution Policy*, maintained by the Monument Academy Board of Directors and available on the school website (*Policy KE-MA and form KE-MA-E(1)*).

Withdrawal Procedures

If a family chooses to leave the school for any reason, a withdrawal form will be available at the front desk. The form must be submitted to the registrar. All outstanding obligations to MA are expected to be fulfilled prior to the student's last day.

Parent Partnership

MA is committed to creating a strong family-school partnership.

The Monument Academy Board is composed of parents at MA. Board meetings are scheduled on the second Thursday of every month, and agendas and minutes are posted on the website.

The School Accountability Advisory Committee is an advisory body made up of parents and community members that makes recommendations to the Monument Academy School Board regarding academics, budgets, and safety. These recommendations are based on the interpretations of various internal and external data. The committee also advises the principals in developing the Unified Improvement Plan (UIP).

Teachers, principals, and board members serve on MA's Curriculum Committee. Parents are encouraged to meet with their child's teacher when questions concerning the curriculum arise.

Parents may choose to serve in the Parent-Teacher Organization (PTO). The PTO has worked in concert with the administration, teachers, and staff to enhance every aspect of the school. The PTO plans multiple fundraisers throughout the year, including spirit-wear sales, restaurant nights, and other activities. The PTO also supports teachers in the classrooms, celebrates staff during Teacher Appreciation Week, and hosts staff appreciation luncheons.

MA requests that our parents volunteer 16 hours per family per semester (32 hours per school year). Hours spent outside school (shopping, making something for an event, helping with teacher projects, etc.) count toward total hours. Please keep track of your time and submit totals in the fall and spring through the recommended program on the MA website. We want the opportunity to recognize our outstanding volunteers! Thank you for donating your time and talents to our MA community.

Volunteer Guidelines

All volunteers must read and sign a Confidentiality Notification and Agreement form at the front office prior to volunteering. A copy of this agreement is included in Appendix A. All volunteers are required to observe our strict confidentiality policy. No student actions, grades, etc., will be discussed with anyone except appropriate staff members.

All volunteers working at or representing MA are considered primary role models and should observe all MA rules of dress and behavior to a high standard. A volunteer's actions and attitudes should always reflect the school's philosophy of respect for and responsibility toward students and staff. All parents/volunteers must sign in at the front office when entering or leaving the school.

Parents may volunteer or visit the school at any time; however, please give teachers prior notice if possible. If teachers have no volunteer tasks for the day, other school duties will be offered. If, for any reason, a volunteer cannot fulfill a commitment, the school must be notified as far in advance as possible.

Volunteers working with students must have background checks completed before volunteering, separate from the supervision or oversight of MA employees. MA staff will notify the front office so the necessary paperwork/approvals may be processed prior to volunteering. Please contact the school office for further information.

Siblings and friends are not permitted in the classroom unless approval has been obtained from the administration and/or teachers. Children who are not MA students are considered visitors and must be accompanied by a parent or responsible adult at all times.

Parents who are at school for a teacher meeting or any other reason when school is not in session must keep their children with them at all times or provide suitable supervision.

Visitors in the Classroom

The privilege to observe a student's instructional program during classroom time resides solely with a student's parent, legal guardian, or foster parent. It does not extend to grandparents, other interested close relatives, or caregivers. A parent may only visit a classroom when their student is present. Parents may not use their cell phones at any time in the classroom. This includes making/taking voice calls, videos, or pictures. All parents wanting to observe a classroom must sign and submit the Classroom Visitation Policy form available at the front office prior to their observation date. A copy of this agreement is included in Appendix B.

Healthy Communication

Effective communication between home and school is important for student success! MA is committed to practicing and encouraging good communication with our learning community.

There will be times when we need to share critical thoughts. At these times, if our purpose and how we phrase our words are considered first, sharing honest and direct feedback can be very positive and powerful and build trust. Speaking with good purpose is the cornerstone of healthy relationships. This fosters a positive emotional environment where people are happier, more productive, and more likely to succeed. It is essential that, as educators and parents, we model these excellent communication skills.

We recommend that parents encourage their students to consult the teacher if there is an issue in the classroom. Parents can email or schedule an appointment with a teacher. If no resolution is found, an administrator will provide communication support. All grievances will be handled as mentioned before in the conflict resolution portion of the handbook.

Collin Vinchattle (Executive Director): cvinchattle@monumentacademy.net

MA Board of Directors: MABoard@monumentacademy.net

Communication Channels

Communication between parents and teachers is paramount to students' success. Parents should communicate with their student's teacher via Parent Square, email, or phone and can expect a response within two business days. Teachers are available to meet with parents by appointment only. Parents are asked not to speak with a teacher about their student's progress at impromptu times during school (drop-off/pick-up, volunteering, or other activities). Information regarding another student's progress or behavior is strictly confidential and will not be shared.

All communication between MA parents and teachers/staff should be civil and respectful. If the administration deems any communication inappropriate and/or threatening, the school reserves the right to request that communications be redirected or restricted accordingly. This may include limiting physical and/or electronic access to school staff.

Please be mindful and sensitive to the daily email volume teachers receive and avoid monopolizing a teacher's time.

In disciplinary matters, MA values partnership with parents in communicating and resolving student misbehavior and resultant discipline. MA staff will look for opportunities to communicate emergent behavioral issues to parents and partner with families to resolve issues before they result in detention or suspension. If a student earns an out-of-school suspension, an administrator will contact parents that day.

CUSTODY NOTIFICATION

Monument Academy will follow current court orders and applicable law concerning parenting time, student pickup, access to the student, and educational decision-making. A parent seeking enforcement of an order must provide the School with a complete and current certified copy. Unless a court order or applicable law limits a parent's rights, Monument Academy recognizes the parent's rights under FERPA and other applicable law.

By law, only parents or legal guardians have access to their student's information. If anyone other than a parent or legal guardian requests student information, they must provide a copy of court documents, a power of attorney, or other legal documentation demonstrating they are authorized to access and/or make educational decisions for that student. The school must have a copy of the legal document on file.

PERMANENT SCHOOL RECORDS

Parents may view their student's permanent record at any time. The record must be reviewed in the presence of office staff or administration.

Parents may request copies of all or part of their student's records, including report cards, official transcripts, records, standardized test results, or any other school document. A \$ 1.00-per-page fee is charged, payable in advance. Please give the office staff 48 hours' notice.

If a student transfers to another school, the registrar will transfer the records at MA's expense. All outstanding fees are expected to be paid prior to withdrawal and records transfer.

STUDENT DATA SECURITY AND PRIVACY POLICY

Monument Academy adheres to its student data security and privacy policy, which is available on the school website.

SECTION 5: FORMS

The following forms must be signed by parents and students during the school year. Most forms can be found on the school website under Parent Info.

[PARENT/STUDENT LETTER OF AGREEMENT](#)

Parents and students should sign and return this form.

[ELECTRONIC DEVICE USAGE AGREEMENT](#)

Parents of students who carry a cell phone on campus must sign and return this form.

[DANCE CONTRACT](#)

Students and their parents are required to return a signed dance contract before the first dance. Forms are distributed to students during class in the weeks prior to the first dance. Only one dance contract is needed for the year.

[TECHNOLOGY USER AGREEMENT](#)

The Technology User Agreement outlines MA's technology services and the acceptable usage of those services. It also includes the "Permission to Publish Student Work/Picture."

SECTION 6: APPENDICES

APPENDIX A: Volunteer Confidentiality Notification and Agreement



Monument Academy

1150 Village Ridge Pt. Monument, CO 80132

4303 Pinehurst Circle, Colorado Springs, CO 80908

Volunteer Services Agreement

Thank you for agreeing to volunteer your services at Monument Academy. Please affirm your acceptance of the terms of your agreement to volunteer, as stated below, with your signature.

1. I agree to volunteer: (Please check which applies)

Supervised _____ (Supervised = assisting in the office or classroom)

Unsupervised _____ (Unsupervised = working alone with student(s))

2. If "Unsupervised," I consent to MA conducting a background check and understand that, based on the results, I may be ineligible to volunteer. If necessary, because I will be unsupervised with students, I agree to be fingerprinted by a law enforcement agency before volunteering begins.
3. I agree that volunteering in this activity is an act of donating my labor and possibly the use of my personal vehicle, freely. I agree to perform assigned tasks in a responsible manner. I understand that volunteering for MA is not an exchange for any consideration, such as pay, academic credit, fringe benefits, the promise of future employment, or the promotion of my personal/professional ventures.
4. I agree to assume the risks of personal property damage, injury, illness, or death associated with participation in this activity and release MA, its employees, agents, representatives, and other volunteers from any and all liability that may arise. I agree that the terms hereof shall serve as an assumption of risk and release for any heirs, estates, executors, administrators, assignees, and all family members.
5. I understand workers' compensation laws will not cover me in connection with this volunteer activity.
6. I understand that, as a volunteer, I will not be an employee. MA and I both hold the right to end our volunteer relationship at any time, for any reason, with or without advanced notice.
7. I understand that the work I perform and any intellectual property I may create in my MA activities belong to the MA, and I have no ownership rights.
8. I agree to abide by all applicable MA policies and not disclose confidential information concerning students, their guardians, employees, unpublished documents, or other confidential information I may learn during my volunteer service.

Volunteer Name (Print)

Phone Number

Volunteer Signature

Date

APPENDIX B: Classroom Visitation Policy



Monument Academy

CLASSROOM VISITATION EXPECTATIONS

Observation of Instructional Program by Parents

Who May Visit: The privilege to observe a student's instructional program during classroom time is reserved solely for a student's parent, legal guardian, or foster parent and does **not** extend to grandparents, other interested close relatives, or caregivers. A parent may only visit the classroom when their student is present.

Purpose: The purpose of this observation is to allow the parent a more complete picture of the instructional methods and curriculum of Monument Academy. Another valid purpose of the visit is for the parent to observe their child's behavior to better support the teacher's efforts to create a positive and structured classroom environment. The parents are not in the classroom to evaluate the teacher's performance, which is the responsibility of the administration. In addition, the visiting parent is not in the classroom to assess or evaluate the behavior or conduct of students other than their own child.

Scheduling: Visits will be requested by filling out the form below. Approvals will be for a time and date that are convenient to both the parent and the teacher. The parent observation date will be within a reasonable timeframe following the initial request. A request for a specific date may be made no less than 48 hours in advance. (See the form below.)

Frequency and Duration: For security reasons and to minimize interruptions and distractions during valuable classroom time, parent classroom observations are limited to two visits per month per related student, with a maximum duration of 15 minutes per visit. If additional parental observation is needed, additional visits may be scheduled through the Principal.

Parental Conduct During Classroom Visitation: A parent may enter and exit the classroom once during each visit. A parent will remain at the back of the classroom and may not interact with students or the teacher unless the teacher initiates contact. Unnecessary noise and/or movement must be kept to a minimum.

The classroom teacher may direct a parent to leave the room if the parent's presence or conduct interferes with the instructional program. Parents must leave the classroom if directed to do so. Any concerns or complaints may be addressed directly to the classroom teacher after regular school hours or to the Principal.

Parents may not use personal cell phones or other electronic devices in the classroom to videotape or photograph teachers, staff, students, or any materials unless it is an approved classroom activity or event.

A parent may not bring other siblings into the classroom during their visit.

Violation of Classroom Visitation Rules: The teacher may resolve a breach of classroom visitation rules by privately counseling the offending parent. If this form of correction is not effective, the Principal may, as necessary, temporarily preclude a parent from visiting his/her student's classroom during regular school hours.

If the Principal denies or materially restricts a requested classroom visit, the parent or guardian may appeal the decision in writing to the Executive Director. The Executive Director will promptly review the circumstances, and the Executive Director's decision will be final.

Classroom Visitation Exceptions: During the school year, special events are scheduled, which may lead many parents to want to visit the classroom. These exception days are, but not limited to, Core Knowledge Days, Class Parties, Grandparents Day, etc., and do not require scheduled visitation.

☐ I am requesting a classroom visit:

My Student's Name: _____

Classroom Teacher's Name: _____

Date: _____ Time: _____

Purpose of Visit: _____

☐ I have read and understand the CLASSROOM VISITATION POLICY.

Name (please print)

Signature

Date



Monument Academy

MONUMENT ACADEMY

EXTENDED (4+ days) EXCUSED ABSENCE

MAKE-UP WORK AGREEMENT – Middle and High School

Student Name: _____ **Date of Absences:** _____

The parent and student agree to the following terms for make-up work during the excused absence.

- Requests for extended (4+ days) excused absences must be submitted to the principal at least five school days before the absence. If the request is deemed unexcused, make-up work will not be allowed.
- The student will be given 2 days for each 1 day of absence to submit the required work. Failure to meet these established timelines will initiate the late homework policy. Access to assignments on Canvas will help the student complete work on time without feeling overwhelmed.
- Parents and students understand that an extended absence often affects grades due to changes in routine, instructional delivery methods, and work completion habits.

Subject:	Teacher Initials	Teacher comments
Math		
English		
Science		
History		
Elective:		
Elective:		
Elective:		

Reason for Absence: _____

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

STUDENT/PARENT LETTER OF AGREEMENT

The Monument Academy Student and Parent Handbook is available electronically and upon request. By signing below, the student and parent or guardian acknowledge receipt of, and an opportunity to review, the Handbook, and understand that lawful School policies and procedures apply to students and families.

This acknowledgment and the School, Student, and Parent Compact are not contracts, waivers of legal rights, or conditions of enrollment or continued attendance. A refusal or failure to sign does not prevent Monument Academy from lawfully applying its policies.

Questions concerning the Handbook may be directed to the Principal or Executive Director.

Student(s): *Each student enrolled should sign their name.*

Student Signature _____ Grade _____ Date _____

Student Signature _____ Grade _____ Date _____

Student Signature _____ Grade _____ Date _____

Student Signature _____ Grade _____ Date _____

Student Signature _____ Grade _____ Date _____

Parent(s): *At least one parent or guardian signature is requested.*

Signature _____ Date _____

Name (please print) _____

Signature _____ Date _____

Name (please print) _____