



BE
YOUR
BEST

**INDEPENDENCE ACADEMY
STUDENT/PARENT HANDBOOK**

2011/2012

ADDRESS:

PHONE NUMBER:

HANDBOOK EXPECTATIONS

This handbook is designed to familiarize students and families with an overview of Independence Academy and our values, rules, regulations, and policies. Please take the time to read it carefully.

It should be understood that the information in this handbook is the reference guide for the successful operation of our program and that students are directed to comply with the outlined expectations in this handbook.

We realize that this handbook is not inclusive of every school situation, but we hope that it clarifies most policies of the school and the school district.

If you do not understand or if you need further information about any of the contents, please contact us at your earliest convenience.

Our goal is to provide a positive and meaningful educational experience for all of the students of Independence Academy.

WELCOME

To Independence Academy Students and Parents/Guardians:

Welcome to Independence Academy! I am very happy to have you join our community. As the Director of Independence Academy, it is my personal mission to provide both the staff and students with the resources and support needed to provide a high quality education to your student. Our program provides a therapeutic environment with intensive academic and behavioral instruction to students with severe emotional and behavioral difficulties. Our hope is to see each student return successfully to their home school. You can depend on me to abide by the following core values throughout the school year:

- All students can learn. Student learning and growth, both academically and behaviorally will always be the foundation for my decisions.
- As educators we diligently serve the students, parents and surrounding community.
- As building leader, I will be visible and accessible. I will be open and honest with students and families, even when the conversations are difficult.
- Lastly, I will lead with the upmost integrity; the more transparent we are about our work, the better we understand what it takes to make progress. I will always be open to hearing more effective, efficient ways to do our difficult work.

Sincerely,

Katrina Fernandez
Director

Independence Academy Staff/Phone Numbers

All District Phone Numbers: 720-972 –

Staff Name	Title	Phone Number Ext.
Main Line		6560
Fax		6572
Katrina Fernandez	Director	6563
Heather Wilson	Health Aide	6562
Eric Fodness	Mental Health Provider	6564
Megan Vanhoutte	Mental Health Provider	6564
Leanne Greenquist	Affective Education Teacher	6565
Lori Clark	Science Teacher	6566
Brianne Shockey	Math Teacher	6567
Jo Bullock	Affective Education Teacher	6568
Joseph Encarnacao	Affective Education Teacher	6569
Brian Melnick	Language Arts Teacher	6570
Lyle Monzyk	Social Studies Teacher	6571
Leslie Bousfield	ParaEducator	
Rosemary Miller	ParaEducator	
Jen Enea	ParaEducator	
Elizabeth Keegan	ParaEducator	
JoAnn Thomas	ParaEducator	
Jarred Townley	ParaEducator	

BOARD OF EDUCATION

Mrs. Cynthia K. Dascher.....President

Mr. Mark D. Clark.....Vice President

Dr. Darwin J. Strickland.....Secretary

Dr. Frederick J. Schaefer.....Director

Ms. Heidi K. Williams.....Director



INDEPENDENCE ACADEMY

BE YOUR BEST!

MISSION

Independence Academy will provide an individualized, safe, supportive learning environment for youth with challenging behaviors. Our goal is to teach students the behavioral and academic skills necessary to be successful in their education and lifelong goals.

VISION

We are committed to teaching academic and behavioral skills in order to develop accountable, safe, respectful and positive individuals who are ready to transition to a traditional school setting.

VALUES – We believe in...

AccountaBility

- Teachers and students will show up everyday ready to teach and learn
- We believe in taking responsibility for our actions

SafEty

- Teachers and students will create an environment where all individuals feel safe
- We believe in respecting personal boundaries

ReSpeck

- Teachers and students will support and celebrate individual differences
- We believe in supporting positive choices with Positive Behavioral Interventions and Support

PosiTive Attitude

- We believe that all students can learn and progress

WE ARE INDEPENDENCE ACADEMY...

Independence Academy provides each student a safe, relevant and rigorous learning environment. We believe that students with behavioral challenges deserve a high quality education and are able to learn the interpersonal development skills necessary to be successful in their traditional school setting, their community, and their lifelong goals. Our staff is well equipped to serve students of diverse needs and backgrounds as well as students in special education. Each student who enters our school has the special opportunity for a new start and the appropriate programming to meet their academic, social, emotional, and physical needs. We work hard to form strong relationships with our students and families.

At Independence Academy, each student has the opportunity to “Be Their Best” every day. Our program focuses on four key expectations:

AccountaBility: Students will show up on a daily basis and be responsible for their actions. Students need to participate appropriately in class and follow staff directions.

SafEty: Students will keep their hands and feet to themselves and will use property appropriately.

ReSect: Students will use appropriate language and tone.

PosiTive Attitude: Students will try their best every day. Students will begin to develop and use new skills as well as develop a portfolio of learning.

Independence Academy staff, with student input, will monitor student’s behavior in these four areas on a daily basis. Students are required to carry a daily point sheet and present that point sheet to their teacher in each class. Points are rewarded at the end of each class period; this is a private discussion between the teacher and the student. Points will not be awarded at the end of the day, points are only given on a class-by-class basis. Points earned for the day will be used to track a student’s progress in our Level System. Upon entry to Independence Academy, a student will start on Level One. Level One students are provided with a weeklong orientation to our program. This provides students with a chance to learn about our program and our expectations; as well as gives staff a chance to get to know students in order to plan and prepare for their program at Independence Academy. As students acquire and demonstrate new academic and behavioral skills, they will progress through the Level System. When students reach Level Five a transition meeting is held to discuss the students’ next steps in their education. The Level System is clearly outlined in following pages.

We know that changing behavior takes more than just a strong, structured behavior management system. Students with challenging behavior have lagging skills in the areas of emotional regulation, cognitive flexibility, executive functioning, social skills, and language processing. Our program provides intensive instruction in affective skills development in order to address those lagging skills. We use a variety of research-based curriculum and techniques to identify what skills students need to learn and how we will teach students those skills. We provide numerous opportunities for students to practice and generalize those skills, and frequent, specific feedback and reinforcement when students use their new skills.

We also know that providing students with high, quality academic program is just as important as providing a strong affective program. Independence Academy provides courses in the four core areas: language arts, math, science and social studies. Our teachers use the Colorado Model Content Standards, District approved curriculum, and the District Teaching and Learning Cycle to plan and implement academic instruction. The TLC is a comprehensive and strategic structure to support educators in achieving High Quality Instruction, for Every Child, In Every Classroom, Every Day. The TLC has 2 critical components (Collaboration and Mission/Vision) and six phases (Study, Select, Plan, Implement, Analyze and Adjust) that serve to answer the following questions:

- What do we want educators to know and be able to do?
- What do we want students to know and be able to do?
- How will we effectively teach to ensure students learn?
- How will we know the students have learned?
- What do we do when students don't learn or reach proficiency before expectation?

IA staff believes that in order to provide your student with the highest quality of education, we must create a learning environment that has a balanced focus on students' understanding and application of new skills, academically and behaviorally. We believe that learning is more than learning new skills. It is the understanding of underlying concepts and principals that can be applied to new problems and in new situations, both in the academic and in the behavioral worlds. Our teaching staff will strive to teach big ideas and the understanding of problems and challenges, so that students can understand concepts at a deeper level.

Our staff will strive to create authentic assessments that focus on how, where and why students use new skills. We believe that in order to provide students with valid measures of their understanding, we must create assessments that promote generalization of skills necessary for success in life, as well as in school.

The staff at Independence Academy strives to make data-based instructional decisions on a regular basis. Upon entering IA, your student will be assessed in all areas (reading, writing, math, affective needs) in order to determine the most appropriate academic and behavioral programming placement. Throughout their time at IA, students will be assessed regularly to measure progress towards both their individual and standards-based goals. This progress will be reported to parents. If, at any time, there are questions about where your student is functioning both academically and/or behaviorally, please feel free to contact your student's service coordinator for details.

The TLC, in conjunction with your student's Individualized Education Plan, will drive out instruction to meet the needs of every student at Independence Academy.

COURSE OFFERINGS/SCHEDULE

-Each student will be provided with a course syllabus for each class-

Time:	Class:
8:30 – 9:00	Check-in/Homeroom
9:00 – 9:55	Class One
9:55 – 10:50	Class Two
10:50 – 11:45	Class Three
11:45 – 12:00	Lunch
12:00 – 12:55	Class Four
12:55 – 1:50	Class Five
1:50 – 2:45	Class Six
2:45 – 3:15	Homeroom

Courses:

Math

Middle School and High School Math courses will be offered in a blended instruction format. This means that students will receive the majority of their math instruction on-line through Compass Learning. This allows students to access math at their independent working level and to work at their own pace. The math teacher will be monitoring student's progress in their on-line courses as well as supporting students through intensive, individualized small group instruction.

Middle School Language Arts and High School English

These classes will be taught by a highly qualified language arts teacher and special education teacher. Instruction is delivered through the reading and writing workshop model. Students who have deficits in their reading and writing skills or are performing below grade level will receive intensive, individualized small group instruction.

Social Studies

The social studies focus for middle school students is Geography for the 2011/2012 school year. This course will follow the Geography State Standards and students will access the District approved curriculum. Instruction will be modified and differentiated based on students' needs.

High School students will have access to one semester of US History and one semester of US Government. Again, these courses follow state and district guidelines and are required for high school graduation.

Science

The science focus for middle school students is Life Science for the 2011/2012 school year. This course will follow State Standards and students will access the District approved curriculum and framework. Instruction will be modified and differentiated based on students' needs.

Applied Biology is the high school science course offered at Independence Academy. Again, this course follows state and district guidelines and is required for high school graduation.

Interpersonal Development

This course is designed to meet the individualized affective needs of each student. The majority of the instruction is whole group instruction with a lot of time set aside for role playing new skills. This course also provides students an opportunity to use group social skills in order to have informed discussions about the challenges that students face at school, at home or in their community.

Elective

This course offers a six-week rotation in the following areas: job skills, creative pursuits, life skills, technology, health and nutrition, community service. This course infuses a lot of movement and outside activity in order to provide students an alternative setting from the traditional classroom setting.

ARRIVAL OF STUDENTS

Students should arrive no earlier than 8:30 am. No student should be in the building unless staff has given permission. Students will be allowed in the building starting at 8:30. ParaEducators will greet students at our entrance and direct students to the cafeteria. ParaEducators will be located in the cafeteria ready to take lunch orders, search students, and direct students to their homeroom.

If a student is late to school, that student must enter through the main front doors of the building. The student will check-in with the office manager and be directed to Independence Academy. For early departure during the day, the parent must check the student out through the office signing the check in/out sheet.

DISMISSAL OF STUDENTS

Upon dismissal, students are required to go directly home. If the student takes district transportation, students are expected to go home on the bus unless they have parent permission to go home an alternative way. Students are escorted to the bus by their homeroom teacher. Teachers will wait with their students until all students are gone. If a parent fails to pick up a student or if a student misses their bus, the teacher must bring the student to the office and help that student contact the parent.

If a student refuses to go home, please notify the director or the mental health staff.

CHECK-IN

School starts promptly at 8:30. All students need to be dropped off on the North side building entrance. Students will be greeted by Independence Academy staff and directed to the lunch room. In the lunch room, students will check-in individually with Independence Academy staff. During check-in students will request hot lunch if needed. On a daily basis, students' personal belongings will be searched by staff. Students will be also be searched by showing their pockets to staff and will be "wanded" by a metal detector.

Search and Seizure (Supt. Policy 5130)

Superintendent Policy 5130 authorizes district officials to conduct a search when on school grounds, in a vehicle owned, leased or otherwise used by the district or school, or at a school activity, when there is a reasonable suspicion that the search will result in the discovery of "contraband," which includes all substances or materials prohibited by district/school policy or state law including, but not limited to, drugs, drug paraphernalia, alcoholic beverages, guns, knives, weapons, incendiary devices, and dangerous items. Under conditions specified in policy, automobiles parked on or being operated on school property or at a school activity may also be subject to search by school officials.

When possible, an involved student shall be informed of the reason for a search, and the official conducting the search shall attempt to secure the student's consent to the search. The scope of a search must be no more intrusive than is reasonably necessary under the circumstances.

HOMEROOM

Each student will be assigned to a homeroom. Homeroom serves a variety of purposes. First and foremost, homeroom functions as a "home base" for your student. During morning homeroom, students are able to prepare for the school day by checking in with their teacher, getting their point sheet, and setting a goal for the day. During afternoon homeroom, students are able to debrief and process their day with their teacher, calculate their points and prepare for home.

The homeroom teacher also serves as the primary point of contact for your family. The homeroom teacher will set up an individualized communication system between school and home. The homeroom teacher is responsible for tracking your student's progress in our level system and notifying the family of any concerns the school might have. Also, if the student and family have questions and/or concerns about the program the homeroom teacher is your first point of contact. If your student is in special education the homeroom teacher will be the service coordinator for any IEP related meetings and/or questions.

BREAKFAST/LUNCH

Breakfast will be provided to all students during morning homeroom.

A well-balanced lunch is served everyday in our lunch room. Students may purchase lunch or bring lunch from home. You can pay for your child's lunch on a daily, weekly, or monthly basis on line. Lunch prices will be provided during intake and students are provided with monthly menus from their homeroom teacher. An application for free and reduced lunch is also included in the intake packet.

If your student forgets his/her lunch or is unable to bring lunch for whatever reason, Independence Academy will provide your student with lunch. However, if this becomes a habit (more than 3 times per quarter), your student's homeroom teacher will make a phone call home to work on a solution with the student and family.

Students are NOT allowed to sell their food to other students. Students may share food with staff approval.

INDEPENDENCE ACADEMY IS A CLOSED CAMPUS

STUDENTS ARE REQUIRED TO CHECK OUT WITH THEIR HOMEROOM TEACHER AND IN THE MAIN OFFICE IF LEAVING DURING SCHOOL HOURS. IF A STUDENT LEAVES DURING SCHOOL HOURS WITHOUT PERMISSION, STAFF WILL NOTIFY PARENTS/GUARDIANS AND POSSIBLY CONTACT LAW ENFORCEMENT

ATTENDANCE

Regular attendance at Independence Academy is critical to academic and behavioral success. Students who are not in class will not succeed. It is expected that all students attend school unless there is an illness or family emergency. The office manager needs to be contacted at 720-972-6561 by 8:00 a.m. on the morning of the absence.

Student Attendance (Supt. Policy 5020)

Superintendent Policy 5020 provides specific guidelines regarding student attendance. The policy describes acceptable reasons for absences, makeup work procedures and potential sanctions for poor attendance. Colorado law (22-33-104 C.R.S.) regarding compulsory attendance requires students to attend school from the age of 6 until their 17th birthday. Please be aware that the district partners closely with local juvenile courts to intervene in the cases of students whose poor attendance constitutes “habitual truancy”, defined by Colorado law as having four (4) or more unexcused absences in a month or ten (10) or more unexcused absences during any calendar year period.

If a student’s pattern or volume of absences are adversely affecting his/her academic success, the following can occur:

1. Parent and student meet with the director and service coordinator to develop an attendance contract.
2. If the attendance contract is violated the student could be referred to the Truancy Reduction program and then Adams County Court.
3. In extreme cases, social services may be contacted concerning educational neglect.

MAKEUP WORK

Students are responsible for any class work missed due to any absence. It is the student’s responsibility to request the required makeup work from the teachers. It is the student’s responsibility to turn in their work in a timely manner. Providing work for extended absences will be reviewed on an individual basis.

HOMEWORK

As students progress through the Level System, students will be assigned and expected to complete homework. Teachers understand that homework should be a time to practice and reinforce what has already been covered in class. Each course syllabus will outline the homework that is required for each course. We also know that students who are below grade level in reading, only improve is they are spending extended

time in text. Because of this we highly encourage families to set aside reading time for their student every night.

GRADING

We know that students can show proficiency towards a standard in a variety of ways, and we are committed to providing students a variety of ways to show what they know and are able to do. Teachers use a variety of assessment techniques to determine students' grades. These techniques include, but are not limited to quizzes, tests, projects, professional observation, independence study, daily work production, self-assessment, reflection, journaling, portfolios, and review of goals/objective accomplished. We encourage students to participate and engage in each of their classes – this can be monitored through their daily point sheets. Their grade for a course reflects a student's mastery of a standard within the content area. Independence Academy uses a 50 grading point scale.

ASSESSMENT

The District administers a variety of assessments to measure student learning and improve curriculum and instruction. These common assessments include:

Assessment for learning occurs during teaching and learning and focuses on ongoing improvement. Teacher check student understanding through in-class work, homework, quizzes, etc. These assessments are on-going, so teacher can modify lessons to make sure that students are learning. Students receive feedback on an ongoing basis about how well they are doing, where they are in their learning and where they are going. *Assessment of learning* gathers information about how well students have mastered what they should know at their grade level. The CSAP is this kind of test. This state-mandated testing programs measures what students have already learned and provides accountability to parents and the community. Below is the assessment calendar for the 2011/2012 school year.

Date	Assessment
9/1/2011 – 9/16/2011	District Writing Assessment all grades
9/13/2011	8 th grade EXPLORE test
10/3/2011 – 10/28/2011	MAP testing all grades – reading and math
11/2/2011	9 th grade EXPLORE test 10 th grade PLAN test
1/3/2012 – 1/31/2012	CELA Proficiency Test
1/31/2012 – 2/17/2012	MAP testing all grades – reading and math
3/19/2012 – 3/23/2012	TCAP (formerly known as CSAP)
4/2/2012 – 4/6/2012	TCAP Makeup
4/24/2012	ACT – 11 th graders
5/2/2012 – 5/14/2012	District Writing Assessment all grades
5/7/2012 – 5/25/2012	MAP testing all grades – reading and math

REPORT CARDS/MID-TERM PROGRESS REPORTS

Students and parents are given notification of academic progress throughout the school year. Report cards are mailed home approximately two week following the completion of each quarter or trimester. IEP progress reports are also mailed home at the same time. Individual class progress reports are updated weekly in Infinite Campus. It is the student's responsibility to be aware of academic progress, attendance, and missing assignments on a regular basis. It has been demonstrated that successful students have regular interaction and dialogue with their parents about school progress. We encourage parents and students to work together to include this important component for success. Students must be passing ALL of their classes in order to hold a transition meeting.

INDEPENDENCE ACADEMY: STUDENT CONDUCT, RULES AND DISCIPLINE

Student Conduct, Discipline and Due Process (Supt. Policy 5000)

Students are expected to be familiar and comply with all expectations identified Superintendent Policy 5000, Student Conduct, Discipline and Due Process. The policy provides information regarding district procedures for suspension (short and long term), expulsion and denial of admission. Student conduct policies are available to all parents and students on the District's website or by request through the administrative office at each school.

Board Policy directs that student discipline methods be clear, timely and consistently applied. Students should receive information about school discipline expectations within the first four weeks of each school year. Students who arrive after the first month of school should receive information individually or in small groups as soon as possible following enrollment.

STUDENTS MUST WEAR ID BADGES WHILE IN THE BUILDING DURING SCHOOL HOURS

Students will NOT be allowed in class without an ID. If a student loses his/her ID they will need to purchase a replacement ID and lanyard for \$5.00.

Identification (I.D.) Badges (Supt. Policy 5060)

All middle and high school students are required to wear a photo identification badge on lanyards approved by the school. Each school has campus-based policies to address replacement of lost ID's and lanyards, as well as issues of non-compliance with the policy. Repeat violators of a schools' ID policy may be subject to discipline sanctions including suspension out of school.

STUDENT DRESS CODE

Student Dress Code (Supt. Policy 5060)

In order to promote a safe environment that focuses on education and minimizes distractions students are expected to abide by the following general guidelines as identified in Superintendent Policy 5060.

1. Shirts must be fitted and long enough to naturally touch the top of the lower garment and/or be tucked in;
2. shirts must cover the shoulders;
3. all attire should be sized to fit without exposing undergarments, buttocks, stomachs or cleavage;
4. shorts and skirts must be fingertip length when arms are resting at sides;
5. shoes/sandals must be worn at all times.

The following items or clothing are specifically prohibited:

1. Spaghetti straps, tank tops and halter tops;
2. transparent/mesh clothing;

3. make-up that makes a student unidentifiable;
4. exposed undergarments;
5. pajamas and house slippers;
6. shirts with revealing necklines or armholes;
7. shirts hanging longer than the fingertips when arms are fully extended;
8. sunglasses (prohibited indoors);
9. gloves (prohibited indoors);
10. hairnets, bandanas, and du-rags;
11. caps, athletic headbands and armbands (prohibited indoors except when the wearer is participating in a sporting event);
12. clothing or accessories that promote drugs, alcohol or tobacco either by brand or message;
13. clothing or accessories with sexually suggestive language or messages;
14. clothing or accessories that promote violence, criminal activity, intimidation or intolerance of others (based on religion, ethnicity, gender or lifestyle);
15. clothing or accessories that could readily be used as a weapon or might otherwise injure the wearer, including items with spikes or loose hanging chains;
16. attire, accessories or manners of grooming indicative of affiliation with a gang, secret society or disruptive group as defined in Superintendent Policy 5080. This includes, but is not limited to clothing, gang-related colors or numbers, bandanas, sports logos/apparel, make-up, hats, emblems, trademarks, badges, insignia, logos, belt buckles, colored shoe strings, and jewelry;
17. trench coats and other like jackets capable of concealing weapons;
18. clothing or accessories affiliated with Insane Clown Posse, including all items related to the band's record label "Psychopathic Records" and other groups it sponsors in addition to Insane Clown Posse, including but not limited to Twiztid, Blaze, Boonox, Psychopathic Rydaz and Dark Lotus: and
19. all professional athletic team attire.

Dress guidelines for special events or school-sponsored purposes, including but not limited to dances, extra-curricular activities, and fundraisers shall be at the discretion of school administration based upon the nature of the particular event. Students may avoid the risk of being asked to leave or change clothing at an event by having attire approved in advance by an administrator.

Except when other contributing policy violations or safety concerns exist, the typical progression of intervention for dress code violations is:

1st Offense – warning and education about the policy and the student being provided an opportunity to correct the violation.

2nd/3rd Offense – parent phone call and change of clothing to stay at school (shirt inside out, wear another shirt, cover up etc.)

4th Offense – Problem solving conference with Director and homeroom teacher

5th Offense - sanctions up to one (1) day out-of-school suspension and requirement that parent and student review and sign a statement indicating their understanding of the "Student Dress Code" policy.

GANG AFFILIATION AT SCHOOL

Gangs, Secret Societies and Disruptive Groups (Supt. Policy 5080)

School districts are required by Colorado law to adopt policies regarding gang-related activities in school. Superintendent Policy 5080 defines a gang, secret society or disruptive group as a group of three or more individuals, whether formal or informal, sharing a common name, interest, bond, confederation, alliance, initiation practice, network, conspiracy, or activity characterized by criminal or delinquent conduct, whose members individually or collectively engage in or have engaged in a pattern of such activity. Wearing, displaying or possessing items that signify identification with disruptive groups is prohibited on school campuses, at all school-sponsored activities, on all school transportation, and at all school bus stops. Any evidence reasonably demonstrating the existence of or membership in any disruptive group shall be admissible in any disciplinary action or proceeding brought by the District.

Examples of prohibited items, behaviors or actions which may be indicative of gang, secret society or disruptive group affiliation include but are not limited to:

1. Colors / Numbers – A common color or number used to represent affiliation with the disruptive group. Colors and numbers may be represented through, but not limited to, clothing, bandanas, nail polish, sports logos/apparel, make-up, or other items that display a “color” or number on a person or possession.
2. Signs – Verbal or Physical – Statements, gestures, signals, or signs flashed by individuals either to members of their own disruptive group as communication or identification, or intended as taunts or challenges to others.
3. Graffiti – A drawing, symbol, phrase, cryptic writing, code, icon, logo, or written word used to express opinions, membership in a disruptive group or gang, about other groups or gangs, or direct challenges to others.
4. Apparel / Jewelry – Hats, bandanas, emblems, trademarks, badges, insignias, logos, belts, belt buckles, colored shoe strings, jewelry or other clothing that identify the individual with the disruptive group and/or that carries meaning for the disruptive group.
5. Manner of Grooming – Tattoos, hairstyles, and other unifying marks (i.e. manner of shaving, piercings) indicative of affiliation with or that carries meaning for a disruptive group.
6. Recruitment – Action to knowingly solicit, to invite, recruit, encourage, coerce, or otherwise cause another to actively participate in or become a member of a disruptive group. Furthermore, recruitment also includes the use of force, threat, or intimidation directed at any person, or by the infliction of bodily injury upon any person, thereby preventing the individual from leaving a disruptive group.

Action up to and including expulsion from school may be considered for any single violation of this policy depending upon the nature of the offense, the severity of the situation, and the student’s discipline

history. Unless the student has a prior discipline history, or unless other policy violations or safety concerns exist, the typical progression of consequences for violations of this policy are:

1. 1st Offense – warning and education about the policy, school based sanctions including suspension up to three (3) days out of school, and a requirement that student and parent review and sign a statement indicating their understanding of this policy.
2. 2nd Offense – a minimum of three (3) days out-of-school suspension and a required parent meeting as a condition of re-entry for the purpose of reviewing this policy and the consequences of future violations.
3. 3rd or Subsequent Offenses – up to a 10-day out-of-school suspension and potential expulsion from school.
4. All violations of this policy which involve violence, threats of violence, or an immediate risk to the safety of students or staff shall result in suspension out-of-school for a minimum of three (3) days.

CELL PHONE AND OTHER PERSONAL ELECTRONICS

Unless a cell phone and/or personal electronic privilege has been earned through the Level System, students are NOT allowed to have cell phones and/or any other personal electronic devices on them during school. These items may be checked in during morning check-in, locked up for the day, and returned at the end of the day. Independence Academy encourages students and families to leave these items at home.

Responsible actions in regard to property is expected. Theft of these items will not be investigated by Independence Academy. Students bring these items to school at their own risk.

Student Use of Cell Phone and Other Personal Electronic Devices (Supt. Policy 5030)

Superintendent Policy 5030 permits the use of electronic devices for personal, recreational, communication or instructional purposes under specific conditions. Violations of this policy may result in disciplinary sanctions up to and including expulsion from school, depending upon the severity of the violation.

In academic settings (classroom, library, labs, etc) electronic devices must be in the “off” or “silent” position at all times and stored out of sight except when utilized, as permitted by the instructor, as assistive technology, or as part of a student’s individual education program as determined by school administration or the teacher. Teachers may impose even further restrictions at their discretion in their class.

In non-academic settings, including at school activities or on school transportation, such devices may be used in “silent mode” provided the use of such device, as determined by the supervising staff member or bus driver, in no way disrupts, poses a safety concern or otherwise violates Superintendent Policy 5000, Student Code of Conduct.

Electronic devices may not be used in a manner which is potentially unsafe, illegal or otherwise might violate the Student Code of Conduct. Prohibited uses include but are not limited to creating video or audio recordings, or taking or sending photographs of students or staff without permission of the student(s) or staff member(s). Such devices may not be used for academic dishonesty or cheating. Such devices may not be used in any

manner that disrupts the academic environment, or otherwise disrupts school activities or functions. Students may not depart a class to activate or operate such devices.

The typical progression of consequences for violations as described in the policy includes:

1st/2nd offense - The device should be confiscated and the parent should be notified. The device may be released to the student after the student reviews and signs the policy.

3rd offense - The device should be confiscated and the parent should be notified. The device may be released only to the parent after the parent reviews and signs the policy.

4th or more – Such offenses are considered disruptive behavior and should result in a minimum of one day of suspension to be served in or out of school at the discretion of administration. Subsequent violations may result in increasing suspensions of up to three (3) days. Under all circumstances students shall be personally and solely responsible for the security of their cell phones and personal electronic devices. Adams 12 Five Star Schools shall not assume responsibility for theft, loss, or damage of any such device and will not be responsible for investigation of such incidents.

If unique circumstances exist warranting the need for a student to use a cell phone or personal electronic device, on a temporary basis, outside the guidelines of Superintendent Policy 5030, such requests should be submitted to the Principal in writing. The Principal's decision regarding such requests will be final.

DISCIPLINARY GUIDELINES

Students are reminded that Independence Academy provides them with the opportunity for a new start and the chance to change their behavior to become successful. We provide students with numerous chances to change their behavior and make a better choice when they break school rules. Every mistake provides a student with a chance to learn by correcting their behavior and implementing a new skill. Students and families are expected to work with the staff at Independence Academy to collaboratively solve any concerns that arise. Independence Academy strives to keep students at school and prefers to impose alternatives to suspensions when expectations are not met. Alternatives to suspensions are, but not limited to:

- Teacher/Student Problem Solving Conference
- Director/Student Problem Solving Conference
- Staff/Student/Parent Problem Solving Conference
- Staff directed taking space
- Loss of points
- Level Freeze
- Level Drop
- Brief removal from class
- Community service during lunch, Friday Fun, or afterschool
- In-School Suspension

Classroom Removal of Disruptive Students by a Teacher (Supt. Policy 5015)

To the extent authorized by Colorado law, a classroom teacher has the authority to remove a student who disrupts the educational environment of the classroom for the remainder of that class. Upon a third such removal from class, teachers are given authority to remove the student from class for the remainder of the term, so long as such removal is consistent with federal and state law, and with due process and intervention procedures established in Superintendent Policy 5015.

When flagrant infractions of school board policies, building rules, and/or classroom expectations occur, the following will be followed. These infractions may result in immediate suspension from school. They may all lead to recommendation for expulsion. These infractions include:

- Fighting
- Substance abuse
- Weapons
- Violation of Safe School Policy (gang affiliation)

For flagrant, habitual incidents, the following procedures will be followed

- A Functional Behavior Analysis (FBA) will be conducted by the IEP team and a Behavior Intervention Plan (BIP) will be implemented.
- Students may be placed on the District Remedial Discipline Plan which may result in a district hearing to consider expulsion.

When a student is upset and is posing a threat to his/her safety as well as the safety of staff members, Independence Academy will use restraint and/or seclusion in order to establish safety. All staff members are trained in de-escalation and restraint through the Crisis Prevention Institute. If staff is unable to restrain the student safely, law enforcement will be notified. Parents/Guardians will be notified if this occurs and a re-entry meeting held with the student.

Physical Restraint/Seclusion (Supt. Policy 5150)

Superintendent Policy 5150 permits district personnel, acting within the scope of employment, to use and apply restraint or force as is reasonable and necessary to restrain or prevent a student from threatening physical injury to self or others; to obtain possession of weapons or other dangerous objects; for the purpose of self-defense; for the protection of persons or student safety.

Law enforcement will act according to their agency guidelines regarding restraint or force when safety is at issue.

Corporal Punishment (Supt. Policy 5140)

Superintendent Policy 5140 prohibits the use of corporal punishment by any staff member. Corporal punishment is defined as spanking or physically handling a student in any way to purposefully inflict punishment. Permission to administer corporal punishment shall not be sought nor accepted from any parent, guardian, or school official.

PARENT/GUARDIAN CONCERNS

Again, Independence Academy strives to work as a team with students and their families. Changing behavior can be difficult and frustrating not only to students but to their families as well. We welcome input from families and always welcome feedback if there are concerns. If you have a concern please immediately contact your student's homeroom teacher and/or the director to set up a meeting. We will do our best to work together in order to prepare your student for success.

Visitors to Schools (Supt. Policy 1200)

Parents and visitors are welcome in district schools or facilities. For the safety of students, staff and visitors, Superintendent Policy 1200, Visitors to Schools, provides guidelines regarding school visits. Visitors should report to the school office or building reception area and follow all check-in procedures upon arrival. Building visit procedures typically include presenting identification, signing a visitor log, wearing a visitor identification card, and / or being accompanied by a staff member. In some schools scanning software exists to verify that there are no individual criminal concerns that might jeopardize school safety. Classroom visits by parents or guardians should be requested and approved by the principal prior to the visit to avoid disruption of the learning environment.

Visitors who fail to abide by district and school guidelines for visitors may be requested to leave school property and may be subject to future restrictions regarding school visits as explained in Superintendent Policy 1210, Public Conduct on School Property. Law enforcement or district security staff may also be contacted.

ADDITIONAL INFORMATION

Student Use of Computers, the Internet and Electronic Communications (Supt. Policy 5035)

Superintendent Policy 5035 establishes guidelines for allowable use of the internet and other electronic media by students at school or on school equipment. Students are expected to take responsibility for their own use of District computers and computer systems, and should understand that the District may monitor, inspect, copy or review all computer use or access to computer systems including electronic mail, messages or other documents generated from District computers. Students should also understand that they may lose the privilege of accessing the internet or using District computer systems for violating appropriate use expectations. Violations of computer use expectations may also result in disciplinary sanctions from school including suspension or expulsion for extreme or repeat violations, and may be referred for legal action as warranted

Examples of prohibited types of electronic information includes but is not limited to accessing, creating or passing information that promotes violence, is pornographic or profane, is intended to bully or harass, or is used to cheat. The policy further prohibits a range of security-related violations including attempts to gain unauthorized entry into networks or to change district data records. The policy also addresses allowable student-generated content on school websites.

Student Drug, Alcohol and Controlled Substance Offenses (Supt. Policy 5040)

School districts are required by law to adopt policies regarding use, possession and/or sale of drugs or other controlled substances in school, on school grounds, in school vehicles at school activities or while waiting to board or depart the bus.

Students may not knowingly use, be under the influence of, possess, bring, sell, solicit the sale of, transfer, distribute or supply a drug, controlled substance or drug paraphernalia. Controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids.

Schools and law enforcement officials are trained and have the equipment to administer field sobriety tests. If a parent(s) disagrees with the determination of school or law enforcement officials that the student is under the influence of a controlled substance, the parent may seek an assessment that indicates toxicity levels within 24 hours of the incident at their own expense by a provider approved by the District. Self-admission by the student suspected of being under the influence of a controlled substance without a valid prescription constitutes sufficient evidence to proceed with disciplinary action.

Students are subject to disciplinary action up to and including suspension and expulsion for any single policy violation. Alternatives to suspension and expulsion may be offered by the school as appropriate depending on the circumstances of the violation. The sale of a controlled substance mandates expulsion by law and as such students who sale a controlled substance are not eligible for alternative to expulsion consideration.

School officials are instructed to notify law enforcement regarding suspected violations of this policy and to cooperate with any investigation that may result.

Student Tobacco Possession and Use (Supt. Policy 5050)

Superintendent Policy 5050 prohibits the use of all form of tobacco products on school property for students under 18 years of age, and prohibits possession of all tobacco products for students 17 or younger. Sanctions for violation of the policy increase in severity for repeat violations and may result in extended suspensions in extreme cases as identified in the policy. Tobacco products are defined as any form of tobacco that may be ingested by chewing, smoking or other means.

Students who are trying to overcome tobacco addiction are encouraged to visit with their school counselor about resources that may be available to help them stop using tobacco.

Bullying Prevention/Intervention (Supt. Policy 5110)

Superintendent Policy 5110 addresses the negative impact that bullying has on student health, welfare and safety and on the learning environment. Bullying, as defined by state law, is any written or verbal

expression, or physical act or gesture, or a pattern thereof, intended to cause distress upon one or more students.

Bullying based upon a student's race, gender, religion or creed, national origin, sexual orientation, or disability may actually constitute harassment. Harassment is specifically prohibited by Superintendent Policy 8400 (Nondiscrimination/Harassment), a summary of which may be found elsewhere in this book.

All administrators, teachers, classified staff, parents and students shall take all reasonable steps to prevent and / or address bullying.

1. Students who have been bullied should report the situation to an administrator or teacher.
2. Students who witness bullying should report it to a staff member.
3. School staff who witness bullying should take action to stop the bullying and to report the situation for appropriate administrative intervention.
4. School administrators should promptly investigate and respond to bullying reports.

Students who bully others will be subject to disciplinary action as described in Superintendent Policy 5000, Student Code of Conduct. In addition to discipline sanctions, schools may implement intervention strategies as appropriate.

Off-Campus Behavior (Supt. Policy 5120)

Behavior which takes place on or off campus may result in discipline sanctions up to and including expulsion from school when such behavior was or is likely to be detrimental to the welfare or safety of other students or of school personnel, including behavior that creates a threat of physical harm to the student or other students. Such misconduct may include, but is not limited to, any of the behavior violations identified in Superintendent Policy 5000, Student Code of Conduct.

In determining whether off-campus misconduct is or is likely to be detrimental to the welfare or safety of students or school personnel, the administrator shall consider, among other relevant factors: the extent to which other District students were involved in or present during the off-campus misconduct; the proximity to school and the school day; and the known or predicted negative impact or effect the misconduct had or is likely to have on the school environment. The existence of criminal charges and/or a criminal adjudication in relation to off-campus behavior may also be considered in determining whether the misconduct warrants school sanctions.

COMMONLY REQUESTED INFORMATION

Video and Audio Monitoring (Supt. Policy 3520)

Superintendent Policy 3520, Video and Audio Monitoring, allows video surveillance to be utilized in schools, on school property, and on transportation provided by the district. Many cameras are equipped with audio recording

capabilities as well. Such monitoring may assist in deterring misbehavior and may provide evidence to be presented in student discipline hearings, court proceedings, and similar venues. Recordings may be used in student discipline investigations and as evidence in school discipline matters including suspension or expulsion cases. Recordings may also be used to prosecute crimes against property, students or staff.

Recordings will be made available as appropriate to school administration and law enforcement, or as otherwise may be required for disclosure by subpoena.

Students will not be notified when a recording device has been installed or is being utilized in a specific vehicle or building. Students should proceed with the assumption that their conduct and comments in public places (e.g., school hallways, buses, athletic facilities, etc.) may be recorded by video and audio devices.

Parents or guardians who wish to view a videotape or listen to a recording may submit a written request to the Director of Security Services for tapes concerning district facilities and property. Written requests may be made to the Director of Transportation concerning district buses and vehicles. Superintendent Policy 3520 identifies circumstances under which requests may be granted or denied.

Transportation (Supt. Policy 3600)

Bus service will be available for elementary students that live more than one and one-quarter miles from school, middle school students who live more than two miles from school, and high school students that live more than two and one half miles from school. Students who ride buses may be expected to walk up to the same distance as walk in students as described above to the nearest bus stop. Students are encouraged to arrive at the bus stop at least five minutes before the scheduled pickup time.

Students who ride the bus one or more times within a month will be assessed a \$10.00 monthly fee, with a \$20.00 per month maximum per household. The fees will be assessed to the youngest active student in the family even if he/she does not ride a bus. Students who are enrolled in the National School Free & Reduced Price Lunch program must submit a copy of their letter of eligibility to transportation to be eligible for fee waiver. Students eligible for transportation as a related service within their IEP will also have their fees waived.

All students who ride the bus to or from school are required to have a bus pass card at all times. There is no charge for the initial bus pass card. If your student loses their bus pass card, they must get a replacement to continue to ride the bus. Replacement cards are \$5.00.

District bus drivers are well trained in working with students toward providing a positive riding atmosphere. Passengers are expected to show respect for others including fellow passengers, drivers, sponsors, motorists, residents and

property owners. A point infraction system is utilized to document and intervene in response to behavior issues. Students may temporarily or permanently lose the privilege of riding the bus for extreme or reoccurring behavior infractions. Discipline consequences including suspension or expulsion from school may also be warranted depending on the severity and nature of the situation. The transportation point infraction system can be found on the district website and in Superintendent Policy 3600, Student Transportation. For more information on school transportation call 720-972-4300.

Students' Right to Expression (Supt. Policies 5650, 5670, 6260)

Superintendent Policies 5650 and 5670 acknowledge students' right to dissent peacefully, including the right of legal protest through proper channels, provided such dissent does not interfere with the educational process or result in harm to persons or property. Policy 6260 describes guidelines by which students may exercise expression in school-sponsored publications. Students should be aware of their rights and responsibilities according to the guidelines established in each policy.

Post-Secondary Planning and Enrollment Options (Supt. Policy 6285)

Students in their junior or senior year of high school may be eligible to enroll for coursework in a state institution of higher education, with costs reimbursed by the District, provided specific eligibility and academic criteria are satisfied. Parents and students interested in more information about post-secondary enrollment options are encouraged to review participation guidelines described in Superintendent Policy 6285 or to request information in the counseling offices.

Appeals or Grievances

Students or parents who wish to appeal a decision or discuss a grievance are asked to respectfully address the matter directly to the staff member who made the decision prior to seeking assistance from the staff member's supervisor, the principal or from District staff. Questions regarding grades, credits, attendance records or student discipline are best addressed at the building level.

Board policy 2.1 provides the right to be heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment. The policy forbids retaliation against

anyone who appeals a decision or files a grievance in a non-disruptive manner.

Law Enforcement

Adams 12 Five Star Schools works cooperatively with law enforcement agencies throughout the north Denver metropolitan area. All district secondary schools with the exception of charter or alternative schools have a law enforcement officer known as “School Resource Officer” (SRO) stationed on campus. These officers are also available to assist at elementary schools when the need arises. Law enforcement should be notified by administrators in school related situations that involve suspected criminal violations or any time school safety may be at risk. Law enforcement officers will act consistent with their agency’s guidelines in responding to referrals or otherwise becoming involved in school matters.

Parking and Driving on District Property

Parents and students who drive or park on campus are expected operate their vehicle in a safe manner complying with all signs and parking only in appropriately designated areas. Failure to follow parking and driving guidelines may result in warnings, vehicles being towed, and referrals to law enforcement or loss of the privilege of driving on campus. Students may also face discipline sanctions for driving violations on campus that jeopardize the safety of others. Information about parking fees and regulations for high school students is provided in each high school’s handbook.

Services for Students with Disabilities

Students with disabilities are afforded certain rights including those described in the following notifications regarding “Section 504” and Special Education. Parents or guardians who believe their child may have a disability requiring special accommodations or support services may contact the administrative office of their child’s school for more information about assessment and eligibility for such services.

Section 504 of the 1973 Rehabilitation Act is a nondiscrimination statute barring discrimination on the basis

of one’s disability. It is the policy of Adams 12 Five Star Schools not to discriminate on the basis of disability in its educational programs, activities or employment policies as required by the Act. The Act requires Adams 12 Five Star Schools to locate, evaluate and determine if the student is a qualified individual requiring accommodation necessary to provide access to educational programs. Parents are entitled to have the opportunity to review relevant educational records under the Family Education Rights and Privacy Act (FERPA). Parents or guardians disagreeing with the decisions reached by school personnel for accommodations necessary for access to educational programming and/or facilities may request a hearing before an impartial hearing officer by notifying the school principal.

The Individuals with Disabilities Education Improvement Act of 2004 guarantees basic rights and provides the framework for special education services. Every student between the ages of 3 and 21 with a disability is assured a public education at no cost to the parent. The public education is to be appropriate to the needs of the student. In addition, students with disabilities must be educated in the least restrictive environment.

Teacher Qualification Information

Federal law allows parents to request information regarding the professional qualifications of their student’s classroom teacher, including whether the teacher is teaching under emergency licensing, the area of study in which the teacher majored in college and degrees and endorsements that the teacher has achieved. Parents may also request information regarding the qualifications of any paraprofessional staff member providing service to their child. Parents who would like to request this information should contact the administration of their child’s school.

Translation Services

Schools are responsible for arranging translation services for discipline actions, teacher conferences, back to school or open house events, non-emergency medical information, student attendance, or academic performance concerns. Please contact the school administration office if you have any questions regarding translation services.

STUDENT HEALTH INFORMATION

Allergies, Immunizations and Medications at School

Health Service the school district provides registered nurses to train, delegate, and monitor various school staff on health procedures needed for students during the school day. The registered nurses also provide consultation to school staff and/or parents on medical concerns and often serve as medical liaisons between schools and outside agencies.

A trained health aide staffs the School Health Office. The health aide is responsible for providing minor first aid to students who become sick or are injured while at school, for administering prescribed medications, and for maintaining student health records. Other designated staff members may provide coverage in the health office when the school health aide is not available.

For more information about support for students with health needs please refer to the policies referenced or contact the District's Coordinator of Section 504 and Health Services at 720-972-7107.

Head Lice

Head lice are described as an infestation of head hair by adult lice, larvae or nits (eggs). Itching is the main sign. Eggs hatch in one week and are capable of multiplying in two weeks. A special lice shampoo treatment sold at pharmacies helps to kill the nits. After the shampoo treatment it's important to thoroughly comb out the nits from the hair.

If a child is found to have head lice/untreated nits at school the child will be allowed to remain in school until the end of the school day. The child can be re-admitted to school once treatment is done at home. The child must report to the health office upon returning to have hair check for the presence of live lice/lice nits.

Illness or Injury

If your child is seriously injured or ill at school and requires care beyond the facilities of the school, an attempt will be made to contact you as well as calling emergency medical personnel (911) for treatment and/or transportation to a proper facility.

When a child becomes ill or is injured at school the health aide or other school staff will determine if your child can remain at school safely. Schools do not have adequate facilities or staffing to keep ill children at school for long periods of time. Therefore, it is essential that parents immediately inform schools of address and phone number changes.

Children should typically be kept home if the following symptoms are present. If you have questions, or are unsure of whether to keep your child home from school please consult with your physician, or call your school health aide or district registered nurse.

1. Rashes –Child should stay home unless a note provided by a doctor states the rash is not contagious or until the rash resolves on its own.
2. Vomiting and Diarrhea –Child should stay home until symptom-free for one day.
3. Fever of 100 or more – Child should stay home until fever free for 24 hours.
4. Strep Throat – Child may return after 24 hours of antibiotic treatment and when symptom-free.
5. Common Cold – Keep you child at home if your child is not “feeling well”, has a fever, has a lot of nasal discharge, or has a persistent cough.
6. “Pink Eye” (Conjunctivitis) – Child should stay home until physician determines the infection is not contagious.
7. Impetigo – Child should stay home until your physician advises their return.

8. Chicken Pox – Child should stay home for approximately one week after symptoms appear or until all papules (water-filled lesions) are scabbed or crusted over.
9. Persistent Cough – Child should stay home if the cough is persistent or disrupts class.
10. Untreated drainage from a wound, eye or ear infection – Child should stay home until physician advises his or her return.

In general, if you are unsure whether or not to send your child to school, you should keep your child home for a day. Please let the school know any time your child has a communicable disease or serious illness.

Medicaid Program

As a Medicaid provider, Adams 12 Five Star Schools will access Medicaid eligibility information for students enrolled in the Adams 12 Five Star Schools from Health Care Policy and Financing (HCPF). HCPF is the designated Medicaid agency in the state. Directory information of names, date of birth, and gender will be released to the HCPF to verify Medicaid eligibility of students in the District. With consent, the description of health and health-related services delivered to Medicaid eligible students will be released to Medicaid and/or the district billing agent for proper administration of the program. A dated record of all transactions will be kept on file at the Adams 12 Five Star Schools Medicaid office. Parents may revoke their consent at any time, by calling the Medicaid office at 720-972-4790. School Medicaid reimbursement does not affect the family's other Medicaid benefits in any way.

Vision and Hearing Screening

Vision and hearing screening is mandated for all students in kindergarten, first, second, third, fifth, seventh, and ninth grade levels; for children new to the district and for any child with a suspected deficiency. This screening does not include extensive testing. If a deficiency is found parents are contacted and advised to arrange for a more complete evaluation.

Nutrition Services and Student Wellness (Supt. Policies 3700, 3710, 3720)

Superintendent Policy 3700 and its subsections describe the District's commitment to promoting good nutrition and physical activities. Information about free or reduced price meals, costs of meals, a la carte food offerings, and student meal charge accounts is available at each school's kitchen or administrative office. Information may also be found on the District's website under the parent resource link. Schools along with parents can play a major role in reducing the number of overweight and obese children and youth. Schools are a place where students can gain the knowledge, motivation, and skills needed for lifelong physical activity and lifelong healthy eating habits and are also a place for students to practice these habits. Nutritional content of foods and beverages sold by Nutrition Services are available on the District's website and in the school kitchens. In support of student wellness schools are expected to provide access to healthful items for fundraisers, classroom parties, and other school activities.

Superintendent Policy 3710 discourages the use of food as a reward, and prohibits the denial of food as a form of punishment. The policy further explains that physical activity should typically not be used as a form of punishment.

Immunizations (Supt. Policy 5410)

Superintendent Policy 5410 describes student immunization requirements consistent with Colorado law. Children who do not meet the requirements listed in policy will be denied admission to school. All students must submit a completed Certificate of Immunization or Exemption upon enrollment.

You must provide one of the following to your child's school in order to comply with the law:

1. An Up-to-Date Certificate of Immunization from a licensed physician or authorized representative of the department of health or local health department certifying that your child has received immunization against communicable diseases as specified by the State Health Department; or
2. Statement of Exemption to Immunization Law printed on the reverse side of the Colorado Department of Health Certificate of Immunization:
 - a. medical exemption signed by licensed physician stating that the child's physical condition is such that immunizations would endanger life or health; or
 - b. religious exemption signed by parent or guardian or emancipated child that he/she adheres to a religious belief whose teachings are opposed to immunizations; or
 - c. personal exemption signed by parent or guardian or emancipated child that he/she adheres to a personal belief opposed to immunizations.

Food Allergies (Supt. Policy 5415)

The District recognizes that many students are diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, Superintendent Policy 5415, Students with Food Allergies, establishes procedures to provide appropriate support plans for students with food allergies.

The Students with Food Allergies Policy provides guidelines for the development of a health care plan with the assistance of the licensed school nurse. Such plans typically address communication and emergency instructions between school officials and emergency responders, as well as reasonable accommodations to reduce the student's exposure to agents that may cause allergic reactions. Plans may also include staff training provisions, access to emergency medications and provisions under a "Section 504" or an Individual Education Plan when appropriate as determined by law.

Administration of Medications at School (Supt. Policy 5420)

Generally children do not need to take medication during the school day. However, when your doctor prescribes a prescription or over-the-counter medication that must be taken at school, Superintendent Policy 5420 identifies the steps which must be followed:

1. All medication given at school must have a medication request form signed by both a parent/guardian and a physician. It must provide information stating the name of the medication, the dosage, when the medication needs to be taken and why the medication is being given. These medication request forms are available at school. This policy applies to prescription medication and all over-the-counter medications such as Tylenol, cough syrups, eye drops, ointments, etc. Cough drops are not considered medication under this policy, and therefore, parent and physician authorization is not required for a student to have them at school.
2. Medication must be provided by the parent in a pharmacy labeled bottle prescribed for the student or in the original over-the-counter container.
3. All medication is kept in a locked area in the school health office. Students are typically not allowed to keep medication with them (in their lunch box, backpacks, etc.).
 - a. Students may carry certain medications when a physician specifically authorizes this in writing. Those medications may include (1) inhalers necessary to control asthma or other respiratory conditions; and (2) other medications for serious health conditions which may require immediate intervention.
4. The health aide or other designated staff will administer prescribed medication according to parent/physician instructions. All medication administered at school is recorded on the student's medication record and initialed by the staff person administering the medication.
5. All unused medication not picked up will be discarded by a registered nurse at the end of the school year.

6. To save time and repeat doctor visits, please have your physician complete or fax a written permission for the school at the time he/she prescribes any medication that may be administered at school. If necessary, two containers (one for school and one for home) can be requested at your pharmacy.