James Irwin Charter Academy

Student Handbook
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- Pencil and Paper State Assessment and Parent Refusal Board Policy & Title IX
- JICA Uniform Policy
- JICA Student Handbook & Uniform Policy - Signature Page
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Overview

Welcome to James Irwin Charter Academy. This document is intended to help you easily understand and support our expectations and partnership in your child’s education. We have endeavored to be straight forward and clear in our wording. If there is something that is unclear or causes you concern in the JICA Student Handbook, please let us know. We want to “be the best we can be.”

It is our mission at James Irwin Charter Academy to help “guide students in the development of their character and academic potential through academically rigorous, content-rich education programs.” We understand that parents are earnest about having their children in a school that models, teaches, and enforces high standards of conduct that reflect good character. Thus, parents and JICA are in an important partnership in building our core character values: Honesty, Integrity, Respect, Responsibility, and Excellence.

We use methods of teaching and classroom management that are well-researched and structured for success for all students. This includes clear behavioral guidelines and procedures. Students who repeatedly misbehave are disrupting their own learning as well as that of other students: they have the opportunity to learn the “dignity of consequences” coupled with strong positive support to learn appropriate behavior.

Students are expected to show respect in all areas, to the supervisory authority of all school employees as well as for the rights and welfare of other students. Students are expected to act in a way that supports the educational mission underlying all JICA activities and the widely shared use of school property. All employees share responsibility for supervising and correcting the behavior of students according to the established rules of conduct. We hold with the findings of the experts that it is important to have consistent expectations and “language of behavior” throughout the school.

At the beginning of each school year, teachers discuss and practice proper classroom behavior with their students and explain to the students the expectations for conduct in each individual classroom. Classroom rules may include such items as “Speak when you have permission,” “Keep your hands and feet to yourself,” “Do your own work,” “Walk quietly down the hall,” “Come to school with necessary materials and completed assignments,” etc. These are taught and reinforced as observable expressions of Honesty, Integrity, Respect, Responsibility, and Excellence. When students understand what these virtues “look like” and “sound like” in the school setting, they will be able to apply them in other settings as well.

JICA enforces the behavioral code so that the students and their parents or guardians understand that students be rewarded and acknowledged for demonstrating good behavior, but unacceptable behavior will not be tolerated and will be dealt with according to clear guidelines. Students who abide by the standards put in place by the JICA Conduct and Discipline Code will maintain their “Student in Good Standing” status.

Proper behavior of students occurs as a result of a mutual cooperation between home and school. Students, parents, teachers, and the administration all play a vital role in assuring that JICA fosters a sound educational
environment that encourages productive learning. This environment must be safe and free from unnecessary disruptions. It must also foster a positive attitude towards self-discipline and socially acceptable behavior.

“Student in Good Standing” Status

The status of “Student in Good Standing” is given when the following are in place:

- The student has followed the JICA Conduct and Discipline Code in regards to overall behavior and attendance.
- The parents have exercised punctuality in arrival and picking up their student(s).

Attendance

Attendance has a direct impact on student achievement when a school is using highly-correlated, sequential, effective curricula and lesson designs. These components are part of the JICA Charter Application which identifies our educational methodology as a faithful implementation of the Effective Teaching Cycle, and more specifically, using Direct Instruction materials and design principles which are extensively validated by the best educational research. The teachers teach explicitly and directly in class: when students are absent, they cannot receive the instruction and on-going review that leads to mastery. Continuity in learning and mastering new skills can only happen when students and parents support the importance of regular attendance.

When students miss a day at JICA, they miss opportunities to learn to mastery. Maintaining consistent attendance promotes academic excellence (one of our core character pillars). We look forward to working with parents in close cooperation to ensure their child’s success.

Compulsory school attendance laws apply to all students age 6 (on or before August 1 of each year) through 17 in accordance with C.R.S. 22-33-104(1).

Please note that students that are sent home from school with a fever are not to return until they are 24 hours fever free without being on medication.

Excused vs. Unexcused Absences and Tardies

James Irwin Charter Academy and the state of Colorado recognizes the following as excused absence in accordance with C.R.S. 22-33-104 (2):

- Absence due to prolonged illness or injury
- Absence is approved by principal
- Absence due to physical, mental, or emotional disability
- Suspension, expulsion, or denial of admission in accordance with C.R.S. 22-33-105 and 106
- Student is in custody of a court or law enforcement authorities
In addition, JICA recognizes the following as excused absences:

- Funerals, religious observations, and legal obligations
- Scheduled Absence Plans approved by Principal (See page 6)

Advanced notice and documentation may be required to verify these absences where applicable.

James Irwin Charter Academy and the state of Colorado recognizes the following as unexcused absences:

- An unexcused absence occurs when a student is absent without a reason or for a reason outside of excused absences identified in the school’s attendance policy.

- When a student has more than eight (8) absences and/or ten (10) tardies, excused or unexcused, during a school year or 4 unexcused absences in one month, the principal or the attendance assistant will take the following actions:
  
  i. JICA will call the parent/guardian and express that the student may be at risk of being labeled “habitually truant.” In conjunction with the phone call, a letter listing the absences and/or tardies will be sent to the parent/guardian.
  
  ii. If the student’s absences and/or tardies continue, a second attendance letter will be mailed to the parent/guardian.
  
  iii. If the student’s absences and/or tardies still continue after the second attendance letter, a conference will be scheduled with the parent or guardian. During the meeting, JICA administrators will discuss the student’s academic standing, inquire about any situations causing the absences, and provide possible suggestions that might solve the attendance concerns.
  
  iv. Chronically Absent: Students who have excessive absences (greater than 8) and/or excessive tardies (more than 10), excused or unexcused during a semester, may be placed on an Attendance Contract. The Attendance Contract will outline specific requirements for the student and parents to abide.

- Vacations (including unexcused absences that have been approved by a Scheduled Absence Plan) during the school year will count toward those absences. It is important to plan around the posted school calendar to avoid unnecessary, prolonged, or frequent absences.

- Excessive absences and/or tardies may hinder the student’s ability to be promoted into the next grade; therefore, the student may be required to take the “Gift of Time” option and repeat that grade.

- Colorado School Law stipulates that students will be considered “habitually truant” if they have four (4) unexcused absences in a month or ten (10) unexcused absences in a school year. [C.R.S. §22-33-[107] (3a)].
• If truancy continues, the parent and student may experience judicial consequences as appropriate to Colorado Educational Law procedures.

• Students who acquire excessive absences and/or tardies will receive disciplinary consequences according to JICA procedures.
  
  i. Before-school detention at 7:15am with parent supervision
  
  ii. After-school detention from 3:30pm-4:00pm with parent supervision
  
  iii. One day of in school suspension

• Homework assignments missed during all unexcused absence(s) including suspensions will receive zero (0%) credit. Full credit will be received on missed test(s).

Notification of Absence for Illness

Parents or guardians need to notify the front office via phone by 9:00 AM every day that a student is absent. Until properly reported, the absence is considered unexcused, regardless of its nature. If a student is absent three (3) or more consecutive days, a doctor’s note is required in order for subsequent absences to be excused.

• The doctor’s note must specify the type of illness, the date the child was seen, and when the student may be expected to return.

• The doctor’s note will become part of the student’s permanent file.

• If the parent/guardian does not report the absence within 24 hours, it will be counted as an unexcused absence.

When a student is ill, parents who wish to collect the missed assignments will need to make the request to the front office before 9:00 AM to allow the staff time to prepare the materials before the end of the day.

Notification of a Planned Absence (Scheduled Absence Plan)

JICA understands that students may need to take a leave of absence during the school year for reasons out of their control and/or for special family events. When an absence cannot be avoided, JICA requires students and their parents/guardians to follow the guidelines as listed below:

Parents/guardians are required to turn in a Scheduled Absence Plan (SAP) to the JICA office a minimum of two weeks prior to a planned absence. Requesting a SAP less than two weeks prior may not allow sufficient time for JICA to complete the review process and may cause the absence not to be approved. This is reviewed on a case-by-case basis, and it may be considered an “unexcused absence” for the student. Scheduled Absence Forms may be accessed by visiting the website.
The principal will review the student’s attendance and current grades. The principal will either approve or deny the SAP based on what is best for the student’s academics.

- If the SAP is approved, the parent/guardian will receive a signed copy for their records. The parent/guardian will be responsible for the following: (1) collecting their child’s assignments to be done (including making photo copies if needed), and (2) returning the completed assignments by the designated deadline.

- If a student has maintained good attendance and academic standing, this is taken into account when determining a Scheduled Absence Plan (SAP). We ask that parents do not plan to have more than 3 days off in a school year for religious holidays, family vacations, special family events, etc.

- Regardless of the reason for an absence, students will be required to make up all missed assignments and tests.

- For each day a student is absent, they will be allowed 2 days to complete and turn in the assignment.

- Test and quizzes are designed to test student mastery and must be made up for 100% credit. Homework assignments missed during all unexcused absence(s) will receive zero (0%) credit.

- JICA asks parents/guardians to abstain from planning or allowing absences during mandatory testing (CMAS, Quarterly Benchmark Tests, and MAPS) when possible. This is especially true during state testing times. It is very difficult for students and staff to re-administer mandatory tests. Parents should consult the school calendar for these dates.

**Tardies and Early pick-up Consequences**

Students are expected to be punctual for class throughout the year. They need to arrive by **7:50 AM** in order to hang up their backpacks, put away their lunches, use the facilities if needed, and be seated at their desks, ready to work at 8:00 AM. (This also helps students learn a good work ethic of punctuality that will be useful in their future obligations as adults. Timely arrival is also an expression of Excellence and Responsibility.)

If students arrive after 7:58 AM, they will be considered tardy since they cannot be at their desks and be prepared to learn by 8:00 AM. Students who are running down the hallways at 7:59 AM and rushing to get to class are not focused and well-prepared for their best learning. Please note that the school doors will be locked promptly at **7:58 AM**, and parents and students will need to enter through the front office for the parent to sign in the student.

- Students who are late to school must be signed in by a parent/guardian in the main office and are required to obtain a tardy pass before reporting to class.

- Excused tardies are given for extreme weather conditions and medical appointments only. Traffic problems will be determined on a case-by-case basis. Chronic car problems are not valid reasons for tardies to be excused: parents need to arrange for dependable transportation.
• JICA policy states that when the number of unexcused tardies exceeds **ten (10) per semester**, the student is at risk of losing “Student in Good Standing” status.

• Parents need to meet with the Principal or the attendance assistant if their child exceeds the allowable number of tardies as outlined above.

• Students who acquire excessive absences and/or tardies will receive disciplinary consequences as stipulated by Colorado School Attendance Law. Other administrative and/or legal ramifications may apply.
  
  i. Ten (10) unexcused tardies will result in before school detention at 7:15 AM with parent supervision.

**Early pick-up**

• If your student is frequently picked up early, for a doctor’s or a dentist appointment you will need to provide a note from the doctor or dentist. You may also be asked to meet with the principal.

**Chronic Late Pick-up Consequences**

All students must be picked up from school in a timely manner. This is expected of all JICA families.

  Monday-Thursday: Please pick up your child no later than **3:45 PM**.
  
  Friday: Please pick up your child no later than **1:45 PM**.

If you are unable to pick up your child on time, it is your responsibility to make other arrangements. Listed below are the consequences for all offenders:

• After the first time students are picked up excessively late, there will be a verbal warning given to the person responsible for picking up your student.

• After the second time, a letter will be sent home informing you of the fee that will be charged if this occurs again.

• After the third time, a fee will be added to your student’s IC account. You will need to pay this fee by the end of the school year in order for your student to keep his/her “Student in Good Standing” status.

**Leaving Campus**

• Students may not leave campus during school hours unless accompanied by a parent or guardian.

• At the time of departure, the student’s parent/guardian must sign the check-out sheet prior to leaving campus. Failure to do so will constitute an unauthorized absence.

• Students who become ill during the day must be referred to the front office by a teacher so that the parent/guardian can be contacted by the JICA office personnel.
• Students leaving campus for special school activities must turn in a permission slip signed by the parent/guardian. Students with behavior/academic concerns may have these privileges withdrawn and may not be allowed to attend the activity.

• Students arriving at school after 10:00 AM or leaving school before 2:00 PM will be considered absent for a half day.

• Students leaving after 2:00 PM will be considered leaving early. This will affect their perfect attendance.

Electronics, Toys, and Personal Items

• Students shall refrain from bringing ALL electronic devices to school (e.g., cell phones, smart watches, iPads, laptops, tablets, iPods, MP3 Players, digital games, etc.).

• Electronic devices will not be stored in the front office to prevent loss or theft. Electronic devices found throughout the day will be confiscated and returned directly to the parent.

• Students shall refrain from bringing any personal items or toys from home to include fidget spinners. Lost or misplaced toys become a distraction and are upsetting to all students involved.
  
  i. Personal items found throughout the day will be confiscated and returned directly to the parent.
  
  ii. Repeat offenders will have their items returned to them at the end of the school year.

• Students will not carry, bring, use, or possess instruments where the actual or intended use of the object may be detrimental to the welfare or safety of students or school personnel. This includes knives of any kind (including pocket knives or razors); firearms/guns, and other weapons will result in automatic expulsion. (See the section under “JICA Conduct and Discipline Code: Specific Rules - #5 Welfare and Safety” for more details and consequences that are attached to this behavior.)

Dress Code Violations

Uniforms are part of our focus on character while increasing student learning. This standardized approach in appearance eliminates needless comparisons and unnecessary distractions. Students are free to concentrate on their effort and attitude toward successful learning. Thank you for supporting the JICA uniform policy.

Note: More uniform options are given when students’ progress into the James Irwin Charter Middle School. Please remember: Not all items that are in the Middle School Uniform Code are allowed at the Academy.

Cooperation and compliance with the JICA uniform policy are expected. Students who come to school out of uniform will receive a violation by their homeroom teacher (see attached “Oops! Slip”). Slips must be signed by the parent/guardian and returned to the homeroom teacher within two (2) days.
Homework Policy & Consequences

Homework is key to the success for all James Irwin students. It is an important part of core subjects and is a daily requirement for each grade level. Below is a list of the recommended time for students to spend on daily homework for each grade level. These are just guidelines to use; each student may or may not take longer than this time to complete his/her homework, depending on the group level and/or a need to close any achievement gaps.

Kindergarten – 30 min.
1st grade – 30 min.
2nd grade – 30 min.
3rd grade – 40 min.
4th grade – 50 min.
5th grade – 1 hour

Consequences: Students will have appropriate consequences for every subject that has missing or incomplete homework each day.

- If there are more than 2 days of incomplete homework in a week, a phone call will be made to inform parents.
- If this behavior continues over three weeks with no improvement, the Dean of Students will be notified and a meeting will be set up to discuss academic success for the student. At this meeting, an administrator may put a Homework Contract into place for the family.

Search and Seizures

The administration or designee may authorize the search of any person/student if there is reasonable cause to suspect discovery of prohibited items. Such a search will be conducted in the presence of another school official. The parent/guardian of any student searched under this provision shall be informed of the search as soon as reasonably possible. Searches of a student shall be limited to searches of the student and accessories, including clothing, purse, briefcase, backpack, locker or car.

Grievance Process

From time to time disagreements can arise between a parent and a staff member concerning school matters (i.e., enforcement of discipline procedures, staff interactions with a student, decisions about consequences, etc.). The Grievance Process is designed to give an avenue for resolution.

1. **Address Issue With Staff Member Directly Involved.** The parent should contact the staff member directly involved first, asking for a convenient time to meet and discuss the concern.
   - It is important when planning a meeting time to be sensitive to the teacher’s duties and preparation/planning time: spontaneous meetings right before or after school may not be convenient or possible.
Contacting the teacher via the daily Learning Plan, e-mail, or by school phone (leaving a message with the office) are all acceptable ways to reach a teacher.

If the staff person is an instructional assistant or satellite assistant, the classroom teacher or lead teacher shall attend the meeting as well.

“Ask questions before assuming”: It is always helpful for the parent to first listen to the staff person about his/her perspective of a situation before drawing conclusions. “Could you help me understand what happened in math class yesterday regarding [my child]?” Listen, ask clarifying questions, and take notes.

Remember to remain respectful: All conversations should be conducted with a respectful tone, respectful words, and respectful demeanor. If the tone of the meeting becomes too intense or angry, the parent or staff member may decide to close the meeting and re-schedule it for another time with an administrator present.

Is another meeting with the staff person needed? Remember that for some matters, it may be appropriate to meet with the staff several times to see if the initial situation has improved, if it has been thoroughly addressed (i.e., homework completion, paying attention, etc.), or if other concerns have developed.

2. Address Issue with School Principal or Designee. If this effort fails to solve the issue, call the front office to set up a meeting with the staff member directly involved and the School Principal or designee. The principal or designee will contact you within 48 hours.

3. Address Issue with Chief Executive Officer. If a discussion with the School Principal and the staff member directly involved does not lead to resolution, you can contact the JICS Chief Executive Officer (CEO). Contact information is available on www.jamesirwin.org on Administrative Staff Directory page. The CEO will contact you within 48 hours.

4. Prepare a Written Grievance for School Board. If a discussion with the CEO does not lead to a resolution, prepare a written grievance for the board of directors. The grievance statement must include: the date of incident, staff member involved, description of incident, decision or practice that gave rise to the issue, and the conflict resolution strategies that have been attempted (who you have meet with to discuss the issue), and the grievant’s requested resolution. You may submit this formal grievance to the Secretary to the Board. The board will review and submit a conclusion within 15 calendar days from the receipt of the written concern. Contact information is available on www.jamesirwin.org on the Administrative Staff Directory page.

5. Submit a Written Grievance to the Colorado Charter School Institute Executive Director. If grievant is not satisfied with the school board’s determination not to review the written grievance or the written resolution reached by the school board, prepare a written grievance to Colorado Charter School Institute (CSI) within 5 days from receiving written resolution by the board. The CSI’s Executive
Director will review and submit a conclusion within 15 calendar days from receipt of the written concern. The school board’s decision will not be overturned unless there are compelling grounds that the school violated an applicable law, regulation, policy, or contract provision. CSI can be contacted at (303) 866-3299 or [https://www.csi.state.co.us/parents/grievances/](https://www.csi.state.co.us/parents/grievances/).

**Conduct & Discipline Code: Specific Rules**

1. **Attendance and Truancy**

   Students are expected to attend class unless properly excused by the JICA administration. Students will be in their assigned classrooms promptly at the beginning of each school day and/or at the beginning of each class period.

   Consequences: Levels 1 through 5

2. **Conduct While at School**

   Students will not disrupt or interfere with the educational process in the classroom or elsewhere on school grounds. They will move in an orderly manner, staying with their assigned group while in the hallways, and will not loiter, congregate or roam in off-limit areas. Students will maintain appropriate behavior during the assemblies and remain at the assemblies until they are dismissed.

   Colorado School Law states students are considered “habitually disruptive” when they have willfully caused a “caused 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 the year. §C.R.S. 22-33-106 (c.5). Disruptive students will be placed on a Behavior Plan after the second material or substantial disruption. Parents or legal guardian’s presence shall be requested for a re-entry meeting following an out of school suspension. According to HB 19-1194 an entity may impose an out of school suspension or expel enrolled in preschool, first grade, or second grade only if the student has engaged in conduct on school grounds, in a school vehicle, or at a school activity or sanctioned event that:

   - Involves possession of a deadly weapon
   - Involves the use, possession, or sale of a drug or controlled substance
   - Endangers the health or safety of others

   Consequences: Levels 1 through 5

3. **Academic Integrity**

   Students are expected to be honest at all times in speech and action. Students will not cheat. Students will turn in all assigned homework when required. Students will complete all of their assignments as independently as possible. We encourage parents to verify that homework is complete. If student is struggling in a certain subject, we recommend parents talk to the teacher for guidance. If the student fails to follow the homework guidelines, the student will be placed on a Homework Contract when deemed necessary by administration. A student is able earn the possibility of coming off of a Homework Contract; however, a Homework Contract may follow a student to the next year if adequate improvement did not take place. A Homework Contract may be removed by the Dean of Students when it is evident homework remediation is no longer necessary.
4. **Respect for Property**

Students will show respect for school property and the property of others. Students will refrain from entering all classrooms and breakout rooms without a teacher present. Students will not write on or cause damage to any James Irwin Charter Schools property, including all walls, desks, bathroom stalls, and outdoor equipment and landscaping. Students shall not handle or possess another student’s or staff member’s property without permission for any reason. When there are reasonable grounds for suspecting theft, a student’s personal items may be searched in the presence of two school officials.

Consequences: Levels 1 through 5

5. **Respect for Persons**

Students will show respect to others in speech and actions. Students will refrain from causing or threatening harm or personal injury to others on or off school property. Students will further refrain from creating disturbances, harassing others, or instigating mistreatment of others. This includes all school approved activities, on or off all JICA school property, and includes the use of social media and phones. Bullying is prohibited against any student for any reason.

Consequences: Levels 1 through 5

6. **Language**

Students will refrain from using or writing profane, vulgar, or abusive language at school or school sponsored activities. This includes “sucks,” “shut up,” “jerk,” “idiot,” “what the __,” “dang it,” “crap,” etc.

Consequences: Levels 1 through 5

7. **Dress and Personal Appearance**

Basic standards for dress and personal appearance are **clean, neat**, and **modest**. Student appearance and dress shall not adversely affect the welfare or safety of another or the right of another to work or study without interference. Student appearance and dress shall not create or promote distractions in the classroom. Students need to follow the requirements identified for school uniforms or special occasions.

Consequences: Levels 1 and 2

8. **Unlawful Behavior**

Students will not engage in any criminal behavior. Students will not bring any inappropriate or illegal substance or paraphernalia to school. This includes over the counter medications, prescribed medications that are not authorized for consumption at school on a Permission for Medication Form, all lighters, matches, cigarette papers, pipes, etc.

Consequences: Levels 3 through 5
9. Bullying

Bullying: Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. 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 against whom federal or state laws prohibit discrimination upon any of the bases described in section 22-32-109(1)(ll)(l). The definition is not intended to infringe upon any right guaranteed to any person by the first amendment to the United States Constitution or to prevent the expression of any religious, political, or philosophical views.

Consequences: Level 4 and 5

10. Public Displays of Affection

Inappropriate physical display of affection distracts from the educational atmosphere and is prohibited on school premises. This includes holding hands.

Consequences: Levels 1 through 5

11. Cooperation with Persons in Authority

Students will show respect for the persons in authority. Disobeying or showing disrespect to a person in authority will constitute defiance and will not be tolerated.

Consequences: Level 1 through 5

12. Welfare and Safety:

Students will not carry, bring, use, or possess instruments where the actual or intended use of the object may be detrimental to the welfare or safety of students or school personnel. This includes knives of any kind, including pocket knives or razors, BB guns or toy guns, any and all guns (real or fake).

Consequences: Levels 4 through 5

13. Gang Related Behaviors and Dress:

Students will refrain from all speech and actions (signals) relating to all gang related activities. Students will conform to the requirements of the School Uniform Policy.

Consequences: Levels 1 through 5 or as specified in JICA Uniform Enforcement and Consequences.

Consequence Levels

These groups provide a flexible sequence of consequences for unacceptable student behavior. Repeated misbehavior will result in progressively more serious consequences based on the seriousness of the offense.
It is our goal for students to be motivated as much as possible in positive ways. Consequences are assigned to promote learning appropriate behaviors and habits. Great care is given when assigning consequences.

The principal is provided latitude in assigning consequences.

**The principal need not employ all the consequences** in a given group before selecting one from another group in disciplining a student.

A parent/guardian will receive notice of student discipline problems and the consequences administered for any infraction resulting in a consequence from Levels 2-5. Records shall be maintained at JICA for infractions resulting in a consequence from Levels 2-5.

**Level 1**
- Staff Warning
- Teacher or Administrator Warning
- Classroom Consequence (pulling a color, practicing an alternate behavior during recess, etc.)
- Verbal Reprimand (teacher or administrator)
- Confiscation

**Level 2**
- Notification of parent or guardian
- Administrator/teacher/student conference
- Detention before school, after school, or at lunch
- Assignment of work detail at school
- Billing of parent for damages to property
- In-school alternatives

**Level 3**
- Conference with parent/guardian
- In-School Suspension: Modified Classroom (ISS-MC)
- In-School Suspension (ISS)
- Development of an expectations contract (e.g., Behavior Contract, Homework Contract, and Attendance Contract)
- Alternative to suspension (parental attendance at school)

**Level 4**
- Out of School Suspension (OSS)
- Alternative to suspension (parental attendance at school)
- Remedial discipline plan
- Charges filed or report made to law enforcement officials

**Level 5**
- Option to withdraw
- Recommendation for expulsion
JICA – Uniform Violation Slip

“Oops! Slip” Date: ___ Student Name: ___________________ Teacher: ________

Today your child did not meet our JICA uniform requirements. Please make note of the following unacceptable items and make the appropriate changes. A copy of the Uniform Policy (signed by parents at the beginning of the year) will be available for review in the front office. Please make every effort to comply in a timely manner with our uniform policy. See attached. We thank you in advance for your immediate compliance.

Parent Signature: ___________________ Date: __________
To: All Parents
From: James Irwin Charter Academy
Re: Parent Right to Know

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

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

Please contact Cindy Miller at cindy.miller@jamesirwin.org if you would like to receive any of this information.

All the best,

Saadia Dumas
Principal, James Irwin Charter Academy
saadia.dumas@jamesirwin.org
719-302-9007
The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the school receives a request for access. Parents or eligible students should submit to The Admissions Office a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights. Parents or eligible students may ask the school to amend a record that they believe is inaccurate, misleading, or in violation of the privacy rights of the student. The parent(s) or eligible student shall write The Admissions Office, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the privacy rights of the student. The school shall decide whether they will amend the record within a reasonable time of the request, not to exceed forty-five (45) days after the request is made. If the school decides to grant the request, the record shall be amended accordingly. If the school decides not to amend the record as requested by the parent or eligible student, the school shall notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent or eligible student when they are notified of the right to a hearing. If, as a result of any hearing held, it is determined that the information is inaccurate, misleading or otherwise in violation of the student’s privacy rights, the record shall be amended accordingly, and the parent or eligible student shall be notified of the amendment in writing. If, as a result of any hearing held, it is determined that the information in the education record is not inaccurate, misleading, or otherwise in violation of the student’s privacy rights, the parent or eligible student shall be so informed and shall be advised of the right to place a statement in the record commenting on the contested information and/or stating why he or she disagrees with the decision of the school. If the school places such a statement in the student's education records, the school shall maintain the statement with the contested part of the record as long as the record is maintained and shall disclose the statement whenever it discloses the portion of the record to which the statement relates.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to School officials with legitimate educational interests. A School official is a person employed by the Board as an administrator, supervisor, teacher, instructor, or support staff member (including health or medical staff and school resource officers); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task, including but not limited to an attorney, auditor, medical, educational or other consultant; a volunteer performing a task or function as directed by a person employed by the Board; or therapist.
"Legitimate educational interest" is defined as a direct or delegated responsibility for helping the student achieve one or more of the educational goals of the school, or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student’s family.

The District also discloses student education records without consent of the parents or eligible student under the following circumstances:

a. Upon request, to officials of another school, school district or system, or post-secondary education institution in which a student has enrolled or seeks or intends to enroll. In addition, the School may disclose a student’s education record to another educational agency or institution if the student receives services from the other educational agency or institution;

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b. To authorized federal officials or state or local educational authorities; c. The disclosure involves necessary information in connection with financial aid for which the student has applied or which the student has received; d. The disclosure is to state and local officials or authorities and is allowed to be reported or disclosed pursuant to a state statute adopted before November 19, 1974, if the allowed reporting and disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student prior to adjudication; and, where disclosure of information is permitted by a state statute adopted after November 19, 1974, the state official and authorities to whom the records are disclosed certify in writing to the school that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the student’s parent; e. To organizations conducting studies for or on behalf of, educational agencies or institutions in order to develop, validate or administer predictive tests, administer student aid programs, or improve instruction; f. To accrediting organizations to carry out their accrediting functions; g. The disclosure is to parents of a dependent student, as defined in the Internal Revenue Code; h. To comply with a judicial order or subpoena; i. In a health or safety emergency, where necessary to protect the health and safety of the student or other individuals; or j. The disclosure is to the parent of a student who is not an eligible student or to the student.

A student directory, which is different from “directory information” would include the student’s name, address and phone number.

“Directory information” is personally identifiable information that is contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Subject to this definition, the District has designated the following personally identifiable information in a student’s education record as “directory information” and will disclose that information without prior written parental or eligible student consent, except when the request is for a profit-making plan or activity: a student’s name, dates of attendance, current grade level, participation in officially-recognized extra-curricular activities and sports, height and weight if a member of an athletic team, date of graduation, honors and awards received, and the current and previous educational institution attended by the student, which includes major field of study. Examples include but are not limited to: a playbill, showing your student’s role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members.

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.
In addition to the above, the school releases the names, addresses, and telephone listings of secondary students to military recruiters for any branch of the United States Armed Forces, or to an institution of higher learning, that requests such information, unless the secondary student or parent of the secondary student requests that such information not be released without prior parental consent.

Parent(s), guardian(s) or eligible students shall provide notice to advise your school by August 30, 2021, in writing, of any or all of the above items that should not be released without the parent's or eligible student's prior consent.

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-46
JICA Board Policy for Pencil and Paper State Assessments and Parent Refusal/Opt Out

Board Policy - Pencil and Paper State Assessments
“State assessments will be administered using a paper and pencil format. This policy will be regularly reviewed by the Board, in consultation with parents, and updated as determined appropriate by the Board.”

Board Policy – Parent Refusal/Opt Out
"Parents/Guardians may choose to excuse their student(s) from participation in the state mandated standardized assessments by completing and submitting a ‘parent refusal/opt-out’ form, which shall be made available in each school's main office, no less than 3 days before the day of testing. As a result of not participating in the state assessments, the student(s) shall not be subject to any negative consequences including, but not limited to, prohibition of school attendance, imposition of an unexcused absence, or prohibition of participation in extra-curricular activities.”
The statutory citation is CRS 22-7-1013(8) (a-b)

Parent Refusal/Opt Out only applies to CMAS assessments.

Title IX
“No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX applies to interactions between

Student/Student
Employee/Student
Employee/Employee

Title IX does not include interactions between any person who is not a current student or employee.

To open a case, contact the Title IX Coordinator:

Ginger Brining, Executive Administrative Assistant

5525 Astrozon Blvd

Colorado Springs, CO 80916

ginger.brining@jamesirwin.org

719-302-9000 ext.1210
James Irwin Charter Academy Uniform Policy

The uniform policy for James Irwin Charter Academy (JICA) was established as a result of collaboration between our founding parents and administration. It is one piece of JICA overall mission to set a higher standard of excellence not only in dress, but also in conduct, safety, and achievement. This policy is in force to facilitate the education of the JICA students, to ensure their safety, and to allow our teachers to focus on the education of our students. This policy will be reviewed and updated as necessary by the JICA administration and the JICS Board of Directors.

Unforms for all James Irwin Charter Academy students are mandatory.
Cleanliness and good hygiene are required every day for students and their uniforms.

Shirts: (Updated February 2023)

Girls: Polos (long/short sleeve): Collars must be the same color as the shirt.
Approved colors only: light blue, white, red, or navy blue

Peter Pan collar blouse or Oxford shirts (long/short sleeve) shirts can be worn instead of polo shirts.
Approved colors only: light blue, white, red, or navy blue

Boys: Polos (long/short sleeve): Collars must be the same color as the shirt.
Approved colors only: light blue, white, red, or navy blue

Oxford shirts (long/short sleeve) can be worn instead of polo shirts.
Approved colors only: light blue, white, red, or navy blue

Classic dress shirts (long/short sleeve) can be worn instead of polo shirts.
Approved colors only: light blue, white, red, or navy blue.

Shirt Guidelines (Updated February 2023)

1. All shirts must be in the above approved solid colors. (No stripes, accent stitching, ribbons, or visible logos.)
2. Shirts must be the appropriate length (when hands are raised above head, no part of the abdomen or the back may show at any time).
3. Cotton (long/short sleeve) undershirts can be worn only in solid white, under a uniform shirt. Athletic wear and long underwear are not considered undershirts and should not be worn.
4. Turtleneck shirts may be worn under a polo shirt, vests, or jumper ONLY. A turtleneck may NOT be worn by itself as a uniform shirt. Approved colors only: light blue, white, red, or navy blue.
5. Uniform shirts must be tucked in at all times in the building. Only during P.E. and recess can they be untucked.

Ties (Optional): (Updated February 2023)

Girls: French Toast only Navy and Red Plaid (NARP) cross tie or long plaid tie purchased through French Toast only.
Boys: French Toast only Navy and Red Plaid (NARP) tie purchased through French Toast only.

Pants/Shorts:

Girls and Boys

• Flat or pleated front, “Dockers” style, with no embellishments of any kind and no external pockets.
Approved colors only: navy blue or heather gray (purchased through French Toast only).

Please note that any item not covered within this policy is subject for review by the administration.
**Pants/Shorts Guidelines**

1. Pants and shorts must be in good condition.
2. Pants must be hemmed and the hem cannot drag on the ground.
3. Pants must have belt loops for all 2nd-5th graders in order to adhere to belt requirements.
4. Shorts must be hemmed and the length must be NO shorter than **three (3) inches** above the knee (measured while kneeling on the floor).
5. **NOT ALLOWED:** Holes or frayed seams or hems. Capris, “Skinny” and jean style pants. Sagging waistlines.
6. **NOT ALLOWED:** Pants with drawstrings or elastic waistbands.
7. **NOT ALLOWED:** Pants of cotton, stretchy, or jersey material.
   Stores are selling this style so please check prior to purchasing.

**Belt Guidelines for Pants/Shorts (Updated February 2023)**

1. Solid Black or Brown Belts must be worn with a plain belt buckle.
2. Embellishments are not allowed on belts.
3. Belts are required for grades 2-5. Kindergarten and 1st grade students are not required to wear a belt.

**Skirts/Jumpers**

- Girls are permitted to wear uniform skirts or jumpers.

**Approved colors only:**

- Navy
- Red Plaid (NARP purchased through French Toast only)
- Gray (NARP purchased through French Toast only)

**Skirts/Jumpers Guidelines (Updated February 2023)**

1. The hemline for skirts and jumpers must be at the top of the kneecap.
2. Girls are encouraged to wear inconspicuous shorts under skirts and jumpers. Shorts under jumpers and skirts are required for P.E.
3. An approved uniform shirt must be worn under the jumper.
4. Polo dresses, sweater dresses, or one-piece dresses are **not** permitted.
5. Stretchy cotton/jersey types of materials are **not** permitted.

**Sweaters**

- Solid color crew neck/ V-neck pullover sweaters or sweater vests - **Navy Blue only**.
- Button down or zipper sweaters with NO hoods - **Navy Blue only**.

**Socks/Tights/Leggings (tights & leggings for girls only)**

- **Socks-Approved colors only**: black, navy blue, white, or gray.
- **Tights-Approved colors only**: navy blue, white, red, or gray. (solid colors only-no designs)
- **Leggings must be navy blue and come down to the ankle**.

**Socks/Tights Guidelines**

1. Socks/tights must be worn with shoes.
2. Girls: Tights or leggings may be worn with jumpers and skirts.
3. Socks must be one (1) solid color and match as stated above.
4. Tights must be one (1) solid color and match as stated above.
5. Leggings must be navy blue and come down to the ankle.

**Shoes Guidelines** *(Updated February 2023)*

1. Shoes must be worn at all times. All shoes must have an enclosed toe and heel.
2. Girls may wear dress shoes with a heel that is less the one (1) inch.
3. Tennis shoes can be worn as long as they do not light up, have characters, or wheels. **Tennis shoes are required for P.E.**
4. For safety, shoes must be the appropriate size and fit securely.
5. Rain boots or snow boots may be worn for weather purposes. Be sure to send regular shoes to change into upon arrival.
6. **NOT ALLOWED:**
   - Skele-Toes shoes, barefoot style shoes, or any shoes with the separate toe style.
   - Clogs, crocs, mules, sandals etc.

**Coats and Jackets**

1. Coats, jackets, sweatshirts, and hoodies may NOT be worn in the classrooms. (JICA hoodies may be worn on Spirit Fridays.)
2. Hats must be removed once students enter the building.

**Make up and Nail Polish**

1. Make up of any kind is NOT allowed.
2. Only clear nail polish can be worn. **Fake nails are NOT permitted.**
3. Stickers, permanent or temporary tattoos, or face paint is NOT allowed.
4. Body glitter is not allowed (including on the face or in the hair).

**Jewelry**

1. Modest jewelry is allowed. Only one (1) necklace can be worn at a time. Only one (1) bracelet per wrist.
2. Earrings must be smaller than the size of a dime. Only one (1) earring per ear.

**Hairstyles**

1. Hair must be clean, neat, and well-groomed. Please avoid styles that are distracting and/or impair vision.
2. Extreme hairstyles, elaborate patterned cuts, letters, or shaves are NOT allowed. **Please check with administration for extreme patterns prior to paying for the haircut.**
3. Only natural hair colors are allowed.
4. Spiked haircuts may not be higher than one (1) inch.
5. Costume accessories such as animal ears, unicorn horns, etc. are not allowed.
6. **Note: The Crown Act has been addressed in this policy.**

**Miscellaneous**

1. Any items not covered above are subject to review by the administration.
2. Administration will make final decisions regarding uniform issues.
3. Cheerful and respectful compliance is expected.

**Uniforms for all James Irwin Charter Academy students are mandatory.**

Uniforms must be worn when on campus and for field trips unless otherwise stated. Uniforms must be worn for all before-and-after school programs, as well as after school tutoring and enrichment sessions, except on occasions specified by the instructor. Uniforms are not required for any evening or weekend activities unless specified. Administrators will make final decisions regarding uniform issues.

*Please note that any item not covered within this policy is subject for review by the administration.*
Dear Parents/Guardians,

*Thank you for taking *necessary but valuable time* to read through the JICA Student Handbook. We find that *this step helps us establish the partnership that we need together this coming year.*

JICA Parent/Guardian and Student: “By signing this document I acknowledge that I have received a copy of JICA Student Handbook. I promise to read its contents with (or to) my student, and I agree to act according to the standards, procedures, and policies it contains.”

_____________________________________________  ________________________
Parent/Guardian Signature                             Date

_____________________________________________  ________________________
Student Name                                           Date

**JICA Uniform Policy – Signature Page**

JICA Parent/Guardian and Student: “By signing this document I acknowledge that I have received a copy of JICA Uniform Policy. I promise to read its contents with (or to) my student, and I agree to act according to the standards, procedures, and policies it contains.”

_____________________________________________  ________________________
Parent/Guardian Signature                             Date

_____________________________________________  ________________________
Student Name                                           Date
NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent policy that is jointly developed with parents for all children participating in Title I, Part A activities, services, and programs. The compact, also jointly developed with parents, is part of the school’s written parental involvement agreement (policy) developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

SCHOOL PARENTAL INVOLVEMENT POLICY
James Irwin Charter School will:

Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. This will be accomplished by obtaining parental feedback for parent involvement policy in our school accountability and campus council meetings. Parental feedback will also be obtained through our annual school survey.

Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

JAMES IRWIN CHARTER ACADEMY SCHOOL RESPONSIBILITIES
James Irwin Charter Academy will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet high student academic achievement standards by providing Direct Instruction Phonics-Based Reading Curriculum, Novels Reading & Writing Curriculum, Core Knowledge Scope & Sequence, and CHAMPS Positive Behavior Management Program. Our teachers will receive on-going professional development and coaching in effective teaching techniques and behavior management. Our students will benefit from fluid, data-driven performance grouping in reading and math.

James Irwin Charter Academy will hold mandatory and optional parent-teacher conferences in order to communicate student progress and achievement. There will be one mandatory parent-teacher conference in October and an optional parent-teacher conference in April. Parents may also request a meeting with teachers at any time.

James Irwin Charter Academy Staff will provide parents with frequent reports on their children’s progress through mid-quarter progress reports, report cards, and formative and summative assessments.

James Irwin Charter Academy Staff will provide parents with reasonable access to teachers via phone or email to set up meetings at the parent’s request. Parents and teachers may also communicate frequently through the daily school-to-home Learning Plan.

James Irwin Charter Academy Staff will provide parents opportunities to volunteer and to observe classroom activities through its “Open Door, Open Chair” policy, which begins daily after Labor Day.