

**Westminster Virtual Academy
At
Hidden Lake High School
For At-Promise Students**



**Student/Parent Handbook
2019-2020**

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Westminster Public Schools

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Board of Education – 2019-2020

Larry Dean Valente	School Board Director
Joe Davidek	School Board Vice President
Ryan McCoy	School Board President
Ken Cianco	School Board Secretary
Max Math	School Board Treasurer
Dr. Pamela Swanson	WPS Superintendent

Hidden Lake High School Staff List

Administration

James Steward	Principal
Kathy Greb	Assistant Principal

At-Promise Program Teachers

Megan Brown	Discovery
Mark Belnay	Social Studies
Brooke Crumbling	Science
Ann Marie Dadley	Language Arts
Kerry Denison	PE
TBA	Social Studies
Zoe Driver	Language Arts
Kelly Garcia	Westminster Virtual Academy
Nicole Hurd	Language Arts
Kacie Fitzgerald	Westminster Virtual Academy
Karen Marler	Social Worker
Julie Mitchell	Art
Kelly Mitchell	Experiential Learning/PE
Trina Northcott	Math
Tony Perez	Interventionist/CLD
Kyle Russell	Science
Kendra Schreck	SPED Interventionist
Cristy Snyder	Counselor
Chayenne Theberge	Math

ESP Support Personnel

Sindy Williams-Harris	Executive Assistant to the Principal
Lauren Kuken	Registrar
Nicole Goll	Online Learning Aide
TBA	Campus Monitor

WELCOME TO WVA

We accept the honor that you entrust us with your student's education. Thank you for joining our community. We look forward to a positive year of growth and a commitment to learning.

Westminster Virtual Academy (WVA) offers an innovative, personalized learning program that prepares students for the 21st century. Students engage in learning via the internet while receiving support from fully certified WPS teachers.

The Westminster Virtual Academy offers the best of both worlds for students interested in pursuing their education in a virtual environment or brick and mortar classroom. Students take advantage of the anywhere-anytime learning with support from highly qualified instructors to accelerate them through the curriculum. A Westminster Virtual Academy learner strives for success on academic learning targets. In our Competency-Based System (CBS), proficiency is the minimum. Proficiency means a score of 3. The learner must develop and use the skills of stepping up, working under pressure, managing her/his emotions, commitment, risk taking, a sense of urgency, ethical boundaries, and being alert and aware of her/his environment.

This handbook disseminates to students and families an overview of Westminster Virtual Academy. We realize that this handbook does not include every school situation, but we hope that it clarifies most of the policies, rules, and regulations of the program and the school district. Students and parents are encouraged to take the time to read this handbook carefully.

If you need any additional information on any portion of the contents, please feel free to contact us.

Hold success in your hands. If you believe in yourself, share your vision, dream your success, and act upon your dreams; you will find success at Westminster Virtual Academy.

Welcome, to Westminster Virtual Academy.

PURPOSE

Westminster Virtual Academy serves the following purposes for Westminster Public Schools.

- To provide a setting of mutual respect and dignity with a common goal of learning;
 - To support and assist At-Promise students in developing the life skills necessary to increase confidence, self-esteem, and demonstrate success in school; and
 - To grant access to an online educational setting for students to attain their goal of high school completion through their self-managed time allowing for an accelerated pace.
-

STUDENT /PARENT HANDBOOK

Policies that direct Hidden Lake High School and WVA are part of this handbook. It is your responsibility to read, familiarize and adhere to these guidelines. Included in this handbook are policies on attendance, graduation requirements, retrieval policy, respite policy and other requirements that you will need to follow while being a student here.

YOUR OPPORTUNITY

Enrollment at Westminster Virtual Academy is a choice. It comes with a new opportunity to make a change, achieve success, and start high school over. For some, Westminster Virtual Academy may be their only option. We ask that you commit to change and become a rugged individual, team member, and competitor. You will need to refocus yourself on attending, working in all classes, and changing old habits.

Failure to take advantage of the opportunity to be at Westminster Virtual Academy, in positive manner, may result in a placement review and dismissal from Westminster Virtual Academy. Completing your education is our goal. If dismissal from Westminster Virtual Academy occurs, you will receive a referral to other educational programs that may better meet your needs.

Westminster Virtual Academy offers a chance to succeed through an individualized, learner-centered, systemic, and systematic approach. You have a choice of on-line offerings along with a variety of support opportunities. You can accelerate through the curriculum.

OUR MISSION

Westminster Virtual Academy at Hidden Lake High School will provide a safe environment for students to be actively engaged in learning with a focus on academic success and positive relationships through on-line learning.

PROGRAM AGREEMENTS

Through agreement and completion of the enrollment process at Westminster Virtual Academy at Hidden Lake High School STUDENTS / PARENTS, agree to comply with all rules and regulations, policies and procedures as they pertain to Hidden Lake High School. This agreement also includes the Westminster Public Schools superintendent policies. STUDENTS / PARENTS through completion of the enrollment process, also understand that failure to comply with said policies may result in losing student status at Westminster Virtual Academy, at any point during the year and for a length of time to be determined by the Principal.

ENROLLMENT AT WESTMINSTER VIRTUAL ACADEMY

As an online program operated by Westminster Public Schools all students attending Westminster Virtual Academy must reside in Westminster Public Schools boundaries, exceptions are through administrative approval only. Students may inquire about enrollment at the Hidden Lake High School office and meet with administration to discuss enrollment and receive registration paperwork.

Students may need to provide additional documentation and/or will need to be placed on a waiting list to complete the enrollment process. The following students/programs impacted include:

- **Special Education Students** - Prior to enrollment students will need to have their IEP reviewed by the high school special education team. Given the limited course offerings at Westminster Virtual Academy, the special education team will need to determine the best placement for the student to ensure an educational program that best meets the needs of the student.
- **English Language Learners** - Prior to enrollment students will need to have their ILP reviewed by the English Language Acquisition (ELA) team. Given the higher reading requirements in the course offerings at Westminster Virtual Academy, the ELA team will need to determine the best placement for the student to ensure an educational program that best meets the needs of the student.

CALENDAR & DAILY SCHEDULE

Schedule for 2019-2020: HLHS will be on a 6-week Hexter, grading schedule. Please refer to the School Calendar on our website for start and end dates. Students will typically attend school from 8:40 AM until 1:45 PM, periods 2 – 4, unless otherwise requested; Monday through Friday. Students may extend their learning day by attending periods 1, and/or 5. Lunch is offered at 1:45 PM – 2:00 PM daily.

Daily Schedule:

HLHS Daily Schedule		
Period 1	7:00 AM	8:40 AM
Period 2	8:40 AM	10:20 AM
Period 3	10:20 AM	12:05 PM
Period 4	12:05 PM	1:45 PM
Lunch Served	1:45 PM	2:00 PM
Break	2:00 PM	2:30 PM
Period 5	2:30 PM	4:10 PM

ATTENDANCE INFORMATION & POLICY

Attendance Policy: Traditional Diploma

For students that are working off-site on-line at Westminster Virtual Academy – traditional program the expectations are to login a minimum of 10 minutes daily. **In order to complete a course on schedule, the student should plan to work on-line for a minimum of 25+ hours a week.** For every three hours completed online, on a Saturday and/or Sunday, the student will be marked in attendance for a weekday. Attendance is verified daily. Students working off-site on-line are required to maintain a full schedule of three classes, which is the equivalent of working on site, with a regular schedule at Hidden Lake High School.

Attendance Policy: Career Readiness Diploma

For students that are working off-site on-line at Westminster Virtual Academy – Career Readiness program the expectations are to complete a minimum of 3 activities each day to be counted in attendance. Due to the nature and the varied length of activities this minimum is appropriate. For every three activities completed online, on a Saturday and/or Sunday, the student will be marked in attendance for a weekday. Attendance is verified daily. Students working off-site on-line are required to maintain a full schedule of Career Readiness courses, which is the equivalent of working on site, with a regular Career Readiness schedule at Hidden Lake High School.

Based on the above verifications, if the student has accrued 4 days of absences for the week, and a parent or guardian did not excuse these absences, they must be added to the Student Total Days Unexcused Absent. Additionally, this student would be added to the Habitually Truancy Count: Four or more days in one month; or ten or more days in a school year.. Working off-site is a privilege and this status may be lost for excessive absences.

- Course progress can be completed on any day (e.g. weekends, holidays, etc.). Due to the nature of the school model, students have opportunities to learn and can work on curriculum 24 hours a day, seven days a week.
- Staff will verify student attendance daily.
- Earning off-site may be completed by demonstrating completion in the lab over and above expectations, and need for such as discussed with administration and family ie: maternity, work, child/sibling supervision, etc.
- In the Traditional Diploma program, Edgenuity (On-line software) will be configured to assist the student whether they are on-track or not. This report is visual upon login, and may be printed daily if needed.
- In the Career Readiness Diploma program, WorkKeys (On-line software) will be configured to assist the student whether they are on-track or not.

Communication of reason for absence is required for every absence. Parent or guardian **MUST call 303-657-3944** to report a reason for every student absence.

1. Students are responsible for completing all work missed due to an absence. Work returned in a timely manner is expected.
2. Being absent for 8 consecutive days in a Hexter without communication to the school, may result in withdrawal and failing all courses.

Attendance Intervention Steps:

- Step 1. Within the first week of each Hexter, after 2 absences, the teacher talks to the student and calls the parents.
- Step 2. If absences continue, with 4 total absences, the administration contacts the parents and schedules a meeting with the student and parent to problem solve and create a FAIR plan, which is an academic/attendance contract.
- Step 3. Any absences in excess of 8 days in any Hexter will subject the student to:
 - Removal from an individual course(s), no credit earned.
 - Removal from the morning schedule to an afternoon schedule in Learning Recovery for the current and next Hexter.
 - Leave of Absence for the remainder of the Hexter to determine commitment to HLHS and graduation as an outcome.
 - Withdrawal from Hidden Lake High School with educational options discussed.
 - Parents and students are may be required to attend an Administrative meeting resulting from poor attendance prior to return.

Tardies:

School starts promptly at 8:40 AM. Students are expected to arrive early enough be in their classrooms, ready to start school

at 8:40 AM. After 8:40, every tardy student will complete a Tardy Problem Solving Form and make a call home to their parent/guardian before heading to class. Students who are habitually late or tardy to school miss critical instruction and class time puts them behind in meeting their instructional goals (success criteria) for the day. Parent and student meet with administration to problem solve and create or review the student's FAIR plan.

Dropped Classes

Any student who exceeds the terms of the attendance expectations will lose the class or classes and receive a "0" and awarded no credit. Once a class is "Dropped", the student will be required to attend the Afternoon Learning Recovery courses. If the student completes the class given in the Learning Recovery Program, then the 0 for the lost class will be changed to a "-" (no grade). Credit will be awarded for the class completed in the Learning Recovery Program. Failure to attend and complete the Learning Recovery class will demonstrate student willingness to participate at HLHS and may result in the loss of student status. We encourage parents to discuss attendance expectations with your child and to use Infinite Campus or call the school to monitor attendance progress.

Equivalency Statement: Westminster Virtual Academy follows a Hexter (6 weeks) calendar structure that allows students to complete semester-long courses within a Hexter.. Students are scheduled for a minimum of 1.5 credits (three semester courses, per Hexter, in a minimum of three blocks. This requirement maintains graduation progress, equivalent to or greater than a traditional high school earning nine credits per year. In order to meet course requirements within the Hexter calendar structure, the equivalent teacher-pupil instruction and contact time is 100 minutes per day per block, minimum three blocks; totaling a minimum of 6 hours (305 minutes) per day. Westminster Virtual Academy follows the Board approved calendar for Hidden Lake High School and Colorado STEM Academy

LEAVE OF ABSENCE

Students who are experiencing attendance challenges out of their control (i.e. significant health needs, legal issues, family issues) may request a **Leave of Absence** from the school. The purpose of this leave is to allow the student time away from school to deal with and/or resolve the issue. Requests for leave must be submitted prior to any absences taking place. To request a leave a student will need to follow the following steps:

- Students must first try to resolve the issue with assistance from family, teachers, school personnel, or other support persons the student may have.
- If the issue cannot be resolved in such a way, the student must request a leave of absence from the school principal.
- The student and parent must meet with the administration to complete all appropriate paperwork and explain the nature of the issue. The school administration will decide if a leave will be granted. A leave of absence is only granted when a critical need is verified.
- If a Leave of Absence is NOT granted and additional absences are accrued the student is subject to the Hidden Lake Attendance policy, above.
- During the leave the student will focus on the issue and school-work will be put in abeyance.
- A re-entry schedule will be developed with the student, prior to the leave, for return to the school and regular programming. Completion of all work missed during the leave will be agreed upon with the administration at the leave of absence meeting.

ACADEMIC POLICIES

Students are expected to be passing two out of three courses taken per Hexter. Students not performing and failing classes will be subject to an academic review. With the following possible outcomes:

- 1) Problem Solving Process with Administration.
- 2) Student will be put on Academic Probation and Contract.
- 3) Placement in a required remediation course for extended time to complete assignments.
- 4) Schedule adjustment
- 5) Leave of Absence to determine commitment to Hidden Lake and graduating as an outcome.
- 6) Withdrawal from Hidden Lake, with educational options discussed.

Grading

Submission of work through the Edgenuity online software will be graded by the instructors aligned with the course, typically

within one business day of completion.

LEARNER-CENTERED, COMPETENCY-BASED SYSTEM (CBS)

Definition of a Learner-centered Classroom: A true Learner-centered classroom is where “learners and teachers respond to and reflect on progress in order to build ownership and independence by involving teachers and other learners to become problems solvers, move through levels, meet their goals and figure out their own path to success; learners have the opportunity to make choices and demonstrate proficiency throughout the learner-centered classroom. Teachers instruct and guide individual learners, small groups, as well as the whole class to set high expectations for all learners and determine the most effective instructional strategies for each learner in the classroom.” *Developed by Westminster Public School teachers (Spring 2011).*

Our CBS approach to learning is based on four core beliefs:

Learning is the Constant (Learning Matters Most)

- Learners are taught at their appropriate developmental instructional level (Performance Level) in all content areas.
- Curriculum is “guaranteed and viable” where the Learning Targets (standards) and supporting materials are made explicit and available to teachers, students and parents.
- Evidence toward competency is measured and recorded over time where the learner must score proficient or better prior to beginning the next Performance Level.
- Learning progress is scored and reported on a proficiency scale from 0.0 through 4.0 and finally converted to GPA and what colleges look for on transcripts in high school.

Time is the Variable (Time Matters Least)

- Learners are typically in different Performance Levels for different content areas.
- Learners advance (progression) to the next Performance Level in a content area once competency or better has been achieved.
- Because we have so many learners below grade level, it is important that learners progress at any time during the course of the year for any content area. In other words, we cannot afford for students to take a full year to complete a grade level's worth of work. You will still hear us talk about 1st, 2nd, 3rd graders in this non-traditional sense.
- At the beginning of the traditional school year, learners resume their learning at the point where they left off the previous year in each content area to avoid social promotion.
- Learners are typically in different Performance Levels for different content areas.
- Multi-age classrooms are the norm not the exception.

Personalized Delivery

- Learners progress purposefully at a rigorous pace with teacher guidance based on demonstrating competency or better on the Learning Targets.
- Learning is personalized through goal setting, choice and voice with appropriate instruction.
- Multiple opportunities over time are provided to demonstrate and verify competency of Learning Targets (standards).
- Support and scaffolding for any struggling learner is provided through collaborative intervention services to meet the area of need. There is no retention.
- Systemic and Systematic
- Universal structures, support systems, and standard operating procedures across the District to provide for flexibility, but also a level of standardization.
- Policies and resources should align and support our system.

6 P'S: TRAITS OF A WESTMINSTER VIRTUAL ACADEMY STUDENT

The 6 P's are the foundation skills of the building and classroom. Students and staff alike are expected to follow these foundational skills when meeting, relating and communicating with others.

1. **Prompt** – Be on time to class, meetings and other activities
2. **Prepared** – Be prepared for class, meetings and other activities
3. **Polite** – Treat others with dignity and respect
4. **PMA – Positive Mental Attitude** – Approach all things with a positive open mind
5. **Participate** – be fully involved and participating in class, meetings and other activities
6. **Produce** – be ready and able to produce work that demonstrates your understanding in class, meetings and other activities

ATTENDING SKILLS

The Attending Skills are intended to be used when engaging in class, meetings and other activities. These skills are:

1. **Being in the moment** – Focusing on what is occurring and not letting our mind wander
2. **Appropriate body language** – People communicate on many levels including body language
3. **Appropriate eye contact** – Eye contact with adults, as appropriate for cultural norms
4. **Appropriate feedback** – Providing feedback as we learn
5. **Questions to clarify or validate** – Use questions to assure understanding

DISCIPLINE – ADULT MODE CONVERSATION

Adult Mode Conversations are intended to increase the amount of effective instruction time and help students remain centered and focused in their learning. When the teacher observes the student not adhering to Tribal Rules, 6 P's and/or attending skills, they will follow these steps:

1. **First Infraction:** Teacher assertively states classroom expectations. Students are expected to be in 'Adult Mode' behavior. The teacher will emphasize use of attending skills, adherence to tribal rules, and/or compliance to the 6P's. Teacher will use strong classroom management skills to address the student's behavior.
2. **Second Infraction:** : If the student continues the same behavior or a new behavior starts: the teacher will address the student in the classroom or in a hallway conference.
 - a. An administrative intervention is required after the second unsuccessful Adult Mode Conversation for continued behavioral transgressions.
 - b. Routine and repeated behaviors may be discussed with the administration to determine a different intervention to lead to student success.

Discipline Major Violations

Adult Mode Conversations are generally the preferred method for managing behavior. However, major violations must be dealt with immediately. Major violations of the Hidden Lake Behavioral Expectations may begin with a suspension. A meeting with parents may be scheduled to discuss the next steps for the student. Major violations include but are not limited to, fighting, drug use at school, inappropriate items at school, etc. Possible consequences will be:

1. Removal from the school to online courses, off-site, for the current and next Hexter. Re-enrollment into the Discovery Program if appropriate.
2. Withdrawal from Westminster Virtual Academy.
3. Expulsion.

A COMMITMENT TO COMPETENCY

Westminster Public Schools and Westminster Virtual Academy are committed to ensuring that all students receive a quality education based upon the belief that students should attain a level of competency before moving to the next level of education. Our focus on learning requires that all students engage in continuous improvement to achieve mastery, or competency of learning targets, regardless of the pathway of choice.

Westminster Virtual Academy offers a comprehensive high school program, with a wide variety of academic choices and career pathways. Students have the opportunity to accelerate their pacing and achievement by developing the body of evidence necessary to demonstrate competency. This body of evidence may include: Assessment scores, writing samples, interviews, performance tasks, presentations, research, art work, self-expression and many others. Students are encouraged to first close achievement gaps, if any, and get on a course to complete High School level coursework (NCAA). In order to prepare students for successful postsecondary and workforce readiness, the Board of Education strongly encourages students to participate in a rigorous academic core curriculum consisting of four years of Mathematics, four years of Science, four years of Social Sciences and at least one year of a World Language as required by the Colorado Commission on Higher Education for admission to four-year public colleges and universities in Colorado.

**HOLD SUCCESS IN YOUR HANDS.
FINISH WHAT YOU START: BE BIGGER THAN YOUR STORY**

WPS GRADUATION REQUIREMENTS CLASSES 2019 - 2020

Graduation Requirements *A minimum of 22 credits is required for high school graduation.			
HLHS Class of: 2019		Class of: 2019 and beyond	
Content	Credit	Content (Minimum Performance Level)	Credit
Language Arts	4	Language Arts (LI 12)	4
Math	3	Math (MA 11)	3
Science	3	Science (SC 11)	3
Social Studies	3	Social Studies (SS 11)	3
Arts	2	General Electives	9
Technology	0.5		
Physical Education	1		
Health	0.5		
General Electives	5		
Total	22	Total	22

Note: All course work completed when a student has been enrolled at the high school level that is 8th grade content or below will earn .5 credits per course. (Foundations/Concepts)

ICAP: All students must design an Individual Career and Academic Plan (ICAP) for Individual Postsecondary and Workforce Readiness goals, needs and interests as determined with the assistance of an assigned counselor or advisor.

Students may follow a waiver process to be granted 0.25 Physical Education credits for successful completion of a Westminster Public Schools/Colorado High School Activities Association sponsored sport to include Marching Band. A maximum of 0.5 Physical Education credits can be earned through this waiver process. Students may meet the Arts option by selecting one or more of the following: Music, Art, Drama, World Languages, Oral Communication, Industrial Science, Consumer and Family Studies, Career/Technical Education and/or R.O.T.C./Aerospace Science.

GRADUATION REQUIREMENTS FOR GRADUATING CLASS OF 2021 AND BEYOND

Information describing the high school graduation requirements will be made available to all students and families registering for school beginning in August of each school year. Principals, teachers, and instructional staff at elementary, middle and high school levels will clearly communicate during enrollment, Parent Teacher Conferences and through progress reports the status of each student relative to being "on track" for graduation.

The Superintendent, through the school principals, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation requirements and expectations for earning a High School Diploma are:

1. Readily available to all incoming elementary, middle and high school students and their families at registration;
2. Printed in each High School Course Catalog; and
3. Published on the district and all individual school websites.

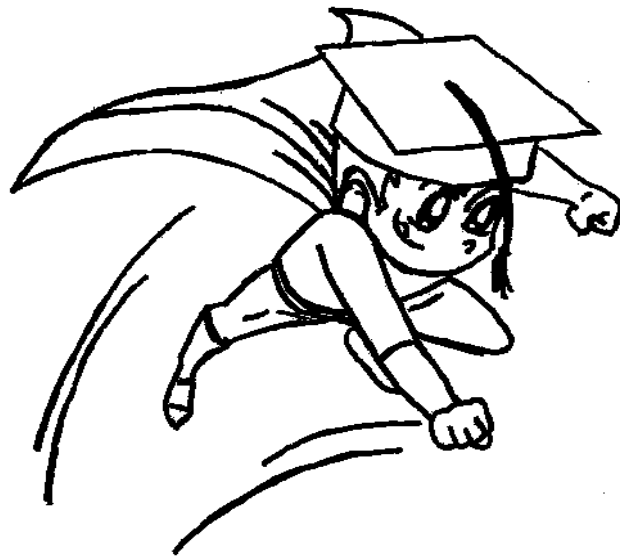
1. SUCCESSFUL COMPLETION OF REQUIRED COURSES

All students must meet or exceed the Colorado Academic Standards (CAS) or applicable standards for the International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Next Generation Science Standards (NGSS), etc. by demonstrating competency through knowledge, skills and work habits in each of the following content areas:

1. English Language Arts
2. Mathematics

- 3. Social Studies
- 4. Science
- 5. General Electives - selected as part of the Individual Career Academic Plan (ICAP)

Students reach competency by scoring a 3.0 or higher in all the course standards which can be accomplished at any point during a school year. The number of required high school courses and course sequences are described in the High School Course Catalog for Hidden Lake and Westminster High Schools. Counselors will work individually with each student as part of the ICAP process to assure required courses for graduation are completed.



2. READINESS BENCHMARKS

Additionally, students must reach competency in one of the approved Readiness Benchmarks for English Language Arts and Mathematics as described in the table below.

Readiness Benchmarks	English Language Arts	Mathematics
Advanced Placement (AP) exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	3 or higher*	3 or higher*
International Baccalaureate (IB) Diploma exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	4 or higher*	4 or higher*
Collaboratively-developed, standards-based performance assessment	State-wide scoring criteria	State-wide scoring criteria
District Capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects often include a portfolio of a student's best work	Individually Determined (District Approved)	Individually Determined (District Approved)
Scholastic Aptitude Test (SAT) is a college entrance exam that is accepted or required at nearly all four year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.	430	460
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.	62	61
American College Test (ACT) is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.	18	19
Concurrent Enrollment (CE) college courses provide students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.	Passing grade per district and higher education policy	Passing grade per district and higher education policy
Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military	31 or higher	31 or higher
CoAlt: Dynamic Learning Maps (DLMs) is the alternate state assessment for eligible students with Individualized Education Programs (IEPs). Students must be eligible for CoAlt, per state guidelines.	At Target or higher at Junior Level	At Target or higher at Junior Level
Industry Certificate is a credential recognized by business and industry. Industry certificates measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry	Individually Determined (District Approved)	Individually Determined (District Approved)

* Denotes that the state expectations have been exceeded.

IMPORTANT HIGHER EDUCATION ADMISSION REQUIREMENTS:

In September 2016, the Colorado Commission on Higher Education (CCHE) approved revisions to its Admission Standards Policy that include the addition of a pre-collegiate curriculum requirement. The curriculum revision applies to students who graduate from high school beginning in the spring of 2008 and seek to qualify for admission to Colorado's four-year public educational institutions. Community colleges will continue to have open admissions and students enrolling in these institutions are not subject to this change in admissions standards.

Pre-collegiate Curriculum

The pre-collegiate curriculum is a combination of courses, primarily in the areas of English, mathematics, natural sciences, and social sciences that students should plan to complete as preparation for entering one of Colorado's public four-year colleges or universities

English	4
Mathematics (Algebra I level and higher)	4
Natural Sciences (two units must be lab-based)	3
Social Sciences (at least one unit of U.S. or world history)	3
World Language (must be same language)	1
Academic Electives (see note below)	<u>2</u>
TOTAL	17

Approved career and technical education courses with content comparable to courses meeting Colorado's Academic Standards and industry specific and/or Career Technical Education standards are counted as academic electives.

SAMPLE ADMISSION CRITERIA FOR COLLEGE ENTRANCE

If your plans after graduation from high school include college, you should keep in mind the five major factors upon which college admission is based:

- 1) Quality of your courses of study while in high school
- 2) Grades earned in these courses and the resulting grade point average and class rank
- 3) Test scores on the ACT and/or SAT tests
- 4) Activities both in and out of school
- 5) Letters of recommendation when appropriate

Admission requirements to colleges and universities vary greatly. Students should seek information about the colleges or universities they are interested in attending, to determine the exact requirement. Catalogs may be obtained from the college and many are available in the high school post-graduate or counseling center.

COLLEGE CREDIT COURSES

Front Range Community College (FRCC) courses are offered for the 2019-2020 school year to expand the opportunities for students to earn college credits. These courses will be available at Westminster Virtual Academy, Westminster High School, or at FRCC depending on the courses offered.

CONCURRENT ENROLLMENT

Any student in grades 9-12 that expresses a desire and is recommended by his/her counselor may participate in Concurrent Enrollment. Through an outlined approval process, students may take college classes at an approved institution of higher education. Eligible courses must relate to each student's ICAP (Individual Career and Academic Plan) and must be a Guaranteed Transfer course. Academic credit granted for course work successfully completed by a student under this program may qualify as high school credit or credit at the institution of higher education or both. A student participating in this program shall still be considered as enrolled in the district and eligible for all high school activities.

Payment of tuition shall depend on the formula set out in state law, State Board of Education rules and the cooperative agreement. Students shall not be required to pay tuition for courses accepted for high school credit through this program. The school district shall not provide or pay for transportation to the institution of higher education nor shall it pay for books, materials or other fees. Any student who has fulfilled graduation requirements and has completed, or is scheduled to complete, 12 transcript credit hours of postsecondary course work is eligible for the ASCENT program. Students must be college ready in accordance to the pathway they enroll. Students interested in either of these programs should see their counselor for more information and the required paperwork.

HIGH SCHOOL ASSESSMENTS

Assessment is an important component of every student's education. Students should strive to perform well on all assessments. It is a way to determine the level of learning during a period of time. The following is a list of required assessments that all high school students will experience.

Assessment	Grade Level	Used For...
Scantron Performance Series – Fall Literacy Math 8/13/19 - 9/3/19	Gr. 9-10	Student performance will be used to inform instruction and determine mastery of Learning Targets.
Scantron Performance Series – Winter Literacy Math 12/2/19 -12/18/19	Gr. 9-10	Student performance will be used to inform instruction and determine mastery of Learning Targets.
Scantron Performance Series – Spring Literacy Math 4/29/20 - 5/19/20	Gr. 9-10	Student performance will be used to inform instruction and determine mastery of Learning Targets.
WIDA Screener (CO English Language Screener)	Gr. 9-12	Determining initial ELL designation within 30 days of enrollment
WIDA ACCESS 2.0/ACCESS Alternate (CO English Language Proficiency Assessment) 1/13/20 - 2/14/20	Gr. 9-12	Determining ELL status AMAO School Performance Framework
CMAS Science & Social Studies 4/6/20 - 4/24/20	Gr.11	Achievement of state standards School Performance Frameworks
PSAT 9 4/14, 4/15 or 4/16 2020 Make-up April 28 or 29 2020	Gr. 9	9 th Grade students practice test for SAT
PSAT 10 4/14, 4/15 or 4/16 2020 Make-up April 28 or 4/29 2020	Gr. 10	10 th Grade students practice test for SAT
SAT 4/14/20 Test Day 4/28/20 Make-up	Gr. 11	College applications School Performance Framework

SCHEDULE ADJUSTMENTS

In cases where circumstances warrant, Westminster Public Schools will allow students to drop a particular class and add another class or make adjustments to their schedules during the first three school days of each Hexter (e.g. scheduling error, student does not have prerequisite class, student needs class for graduation, student has already received credit for the class, medical reasons). Students may request a schedule change by e-mailing the Principal and/or counselor. E-mail addresses may be found on the school website. Students who drop classes after the five-day period will receive a "WF" and receive no credit for the class being dropped. These drops require parent contact by the school. Because registration is a contract between the

student and the school, class changes will be kept to a minimum. All changes in student schedules after the five-day period must have administrative approval. All students must have a full time schedule unless specifically approved by Administration.

STUDENT ASSISTANTSHIP

Students may select only one assistantship per Hexter (0.5 credits). Only 1.0 semester hours of assistantship credit may be used toward fulfilling graduation requirements. All student assistants are selected by the person in charge of the particular office or class to be assisted.

If you are interested in an assistantship, contact the appropriate person prior to registration.

The following grade designations are given for assistantships and special circumstances:

P -satisfactory progress in a course; credit is awarded (This grade is not part of the GPA calculation.)

F -unsatisfactory progress in a course; no credit awarded.

INDEPENDENT STUDY

Students may apply for an independent study course with a supervising teacher. Independent study courses must align with district standards and provide a unique instructional goals and setting that may not be found in currently offered courses. Please contact the counseling office to discuss and receive information upon independent study courses.

REQUESTS FOR STUDENT MAKEUP WORK

Requests for makeup assignments are the student's responsibility. Requests must be made within one school day of student return.

WPS STUDENT AND FAMILY RIGHTS AND RESPONSIBILITIES HANDBOOK

CONTENTS: Click on the above title to access the entire handbook with Board Policies referenced.

Non Discrimination-Equal Educational Opportunities (AC, AC-R, AC-E, ACE) and Grievance Procedure

Tobacco Free Schools (ADC)

Concurrent Enrollment/Postsecondary Enrollment Options (IHCD)

Grading and Assessment Systems (IKA)

Equal Education Opportunities (JB)

Sexual Harassment (JBB)

School Attendance, Truancy (JH, JH-R, JHB)

Student Code of Conduct (JIC)

Student Discipline Code (JICDA)

Dress Code/Appearance (JICA)

Student Conduct in School Vehicles (JICC)

Disciplinary Action for District Transportation Vehicles

Acceptable Expression Student Rights (JICDD)

Bullying Prevention and Education

Student Publications (JICEA)

Student Distribution of Noncurricular Materials (JICEC)

Secret Societies/Gang Activity (JICF)

Alcohol/Drug Policies (JICH) and Procedures

Weapons in Schools (JICI)

Student Use of Personal Electronic Communication Devices

Student Interviews, Interrogations, Searches and Arrests (JIH, JIHB)

Student Organizations (JJA)

Student Discipline (JK, JK-R)
Discipline of Students with Disabilities (JK-2)
Use of Physical Intervention and Restraint (JKA, JKA-R)
Disciplinary Removal from Classroom (JKBA)
Suspension & Expulsion of Students (JKD/JKE, JKD/JKE-R, JKD/JKE-E2)
Student Health Services and Records (JLC)
Administering Medications to Students (JLCD, JLCD-R)
Students with Food Allergies (JLCDA)
Screening and Testing of Student (JLDAC)
Rights under the Protection of Pupil Rights Amendment-PPRA (JLDAC-E)
Sex Offenders Information
Student Fees, Fines, and Charges (JQ)
Student Records Access/Release of Information (JRA/JRC, JRA/JRC-R, JRA/JRC-E2)
Student Use of the Internet & Electronic Communications (JS)
Student Parking... 21
Reporting Child Abuse/Child Protection (JLF, JLF-R)
Food Services (EF)

September 2017

EXTRACURRICULAR ACTIVITIES

Students attending Hidden Lake High School may participate in athletics on the Westminster Public Schools athletics hosted by Westminster High School. In addition to the athletics, various other offerings are available at Westminster Virtual Academy.

CHANGE OF PARENT/GUARDIAN CONTACT INFORMATION

It is imperative that the school has accurate contact information for every student in the event of an emergency. A parent or guardian must inform the office immediately if you change your address or telephone number, or any other important information the school should know. We cannot accept phone or address changes from a student, unless it is a letter written and signed by the parent/guardian. If the school is not informed of changes, the school is not liable in the event of a lack of communication between parent and school.

SAFETY PROCEDURES – FIRE/TORNADO/LOCKDOWN

Each room at Hidden Lake High School and Westminster Virtual Academy is equipped with instructions for all drills. Students should acquaint themselves with the instructions for the rooms they are most commonly scheduled. Teachers are also responsible for teaching complete instructions to be followed during drills.

Lock Out- In the event of an emergency or intruder, when students need to be protected for safety reasons the school will go on lock out. All outside doors will be locked, no one will be allowed to enter or exit the building. Students will not be released until an all clear is announced through local law enforcement. At that time the school will return to normal scheduling. Parents wishing to contact students may choose to contact the main office at HLHS (303) 428-2600 or Westminster Virtual Academy (720) 542-5271, or via cell phone as appropriate with the Portable Communication Devices Policy.

Lock Down- In the event of an intruder being in the building or near the building, the school will complete a lockdown to keep the students safe. The students will be moved away from sight and maintain silence. Teachers will lock the classroom door, turn out the lights, move away from sight, and wait for a responder to open the door in order to discontinue the lock down. All outside doors will be locked, no one will be allowed to enter or exit the building. Students will not be released until an all clear is announced through local law enforcement. Parents wishing to contact students may choose to contact the main office at HLHS (303)-428-2600 or Westminster Virtual Academy (720) 542-5271, or via cell phone as appropriate with the Portable Communication Devices Policy.

EMERGENCY SCHOOL CLOSING/LATE STARTS

From time to time emergencies or serious storms require that the school closes for the day or has a two hour delayed start. During this situation, please follow these procedures.

1. Listen to the radio/television stations for announcements regarding the situation. In addition, our district web site will have late breaking news. Our district web site is www.westminsterpublicschools.org.

2. Have a contingency plan for your son or daughter in the event a serious situation occurs that may cause the school to close during the day.
3. Discuss these with your child so that they are aware of your expectations.
4. Maintain accurate records at the school so that we may contact you in the event of an emergency.

VISITORS - HIDDEN LAKE POLICY ADDITION

Students may not have friends shadow them for a day. All visitors are required to present Photo ID for identification purposes. In addition, persons wishing to meet with, or sign a student out of the building must present photo ID for that purpose.

WITHDRAWAL FROM HIDDEN LAKE HIGH SCHOOL

Any student wishing to exit from school MUST go to administration and explain the reasoning for withdrawal, so we can best support the student. Parent attendance and signatures are required for withdrawal. The student must obtain a withdrawal form from counseling and have their teachers complete the final grades and any outstanding books/fees must be paid.

Transition to the Home School: Students enrolled at Hidden Lake must have a successful Trimester if they wish to return to their home school in good standing. For students unsuccessful at Hidden Lake, a return to the home school would require an administrative/parent meeting to determine the appropriate setting. Students may not return to the home school in the final semester prior to graduation.

LEAVING SCHOOL BUILDING

Hidden Lake High School is a closed campus during the school day. Students are expected to remain in the building and may not be in the parking lot, outside of the school building or off school grounds at any time during school hours. Students who leave the school building without permission will be marked absent for the remainder of the day, and will be subject to Administrative consequences.

FOOD

Students are allowed to have snacks and beverages in classes as long as they clean up after themselves and maintain a healthy learning environment. The school store is available for student use, except during lunch. Students are offered access to the school store once during the school day. Bringing full meals to class and/or having food delivered to the school is not permitted. Students may purchase school lunches for \$2.75, the meal is cheaper with the Free and Reduced discount.

SCHOOL IMPROVEMENT

School improvement is a process in which the Hidden Lake community and stakeholders come together to plan and create the strongest educational setting in the alternative environment. Preparing our students for graduation and adulthood is the ultimate goal; school improvement allows us to plan for that goal. Please join us in our parent meetings and BAAC (Building Advisory and Accountability Committee) meetings to assist with our planning. During these meetings school improvement will be addressed as described below. Meeting information will be on our website as well as informational mailings. <http://hlhs.westminsterpublicschools.org>

- School improvement is used to continuously monitor our school to prepare students for successful life transitions.
- School improvement is used to link students with community resources that can assist with their education.
- School improvement helps the schools to assist the students in becoming self-directed in planned activities leading to self-sustaining adulthood.
- School improvement helps the schools teach and acknowledge the agreed upon values to students.
- School improvement gives parents a forum to be actively involved in their child's education.
- School improvement supports students pursuing excellence now and in their future.
- Everyone in the school community is impacted by the goals set in school improvement.
- School improvement allows for the integration of family, community and school.
- School improvement allows the adults to model the role of the learner and collaborator for our students

ADULT VOLUNTEERS

Hidden Lake welcomes building volunteers and parents. Volunteers are asked to assist office staff with projects, teachers with planning and creating activities, and students with tutoring and role modeling. The volunteers have a dedicated work space in which to complete their work and have a place to reside while in building. Volunteers are asked to provide information for a simple background check so that the school community has a safe place in our building. Please stop by the office to inquire about being a volunteer today.

COUNSELING SERVICES

All staff members are expected to act in the role of guidance and counseling through advisory. The students at Hidden Lake receive instruction in a caring and supportive manner by highly trained professional with true caring and genuine interest as a focus for their efforts. Guidance and counseling services at Hidden Lake are the same as those available at a comprehensive high school including, but not limited to college placement, testing, career counseling, personal and group counseling, and referral for special services.

RESOURCE GUIDE

Attendance	Individual Class Teacher/Office Personnel
Class Schedule/Changes	Administration
Counseling	Counselor/Teachers/Administration
Credit Evaluation	Administration
Curricular Concerns/Course Offering	Counselor/Administration
Discipline	Administration/Teachers
Illness	Office Staff
Student Conflict	Counselor/Peer Mediators
	Teachers/Counselors/Administration
Volunteers	Office Staff
Withdrawal from School	Registrar
Community Resources	Administration

DRESS CODE - MALE

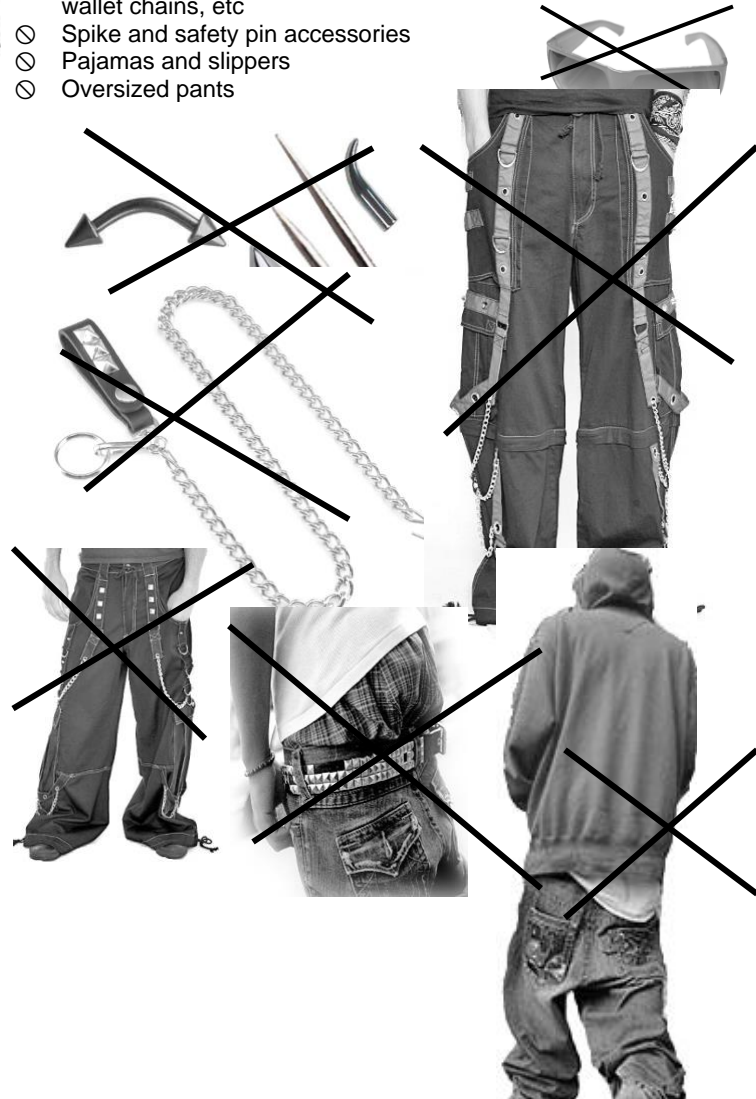
Examples of Appropriate Clothing Choices

- ✓ Jeans, Slacks, sweatpants, dress-style pants
- ✓ Short and long-sleeved shirts with collars
- ✓ Short and long-sleeved shirts with crew collars
- ✓ Walking shorts
- ✓ Belts that are entirely inside loops of pants or shorts (not hanging down from waist)
- ✓ High School uniforms for all activities



Examples of Inappropriate Clothing Choices

- ⊗ Any clothing item with offensive, profane, sexually explicit, or gang related subject matter
- ⊗ Any clothing item that has alcohol or tobacco advertising or references
- ⊗ Hats, bandanas, and any type of headgear
- ⊗ Sunglasses
- ⊗ Pants that sag so that underwear can be seen when raising hands or sitting down
- ⊗ Mesh and see-through style clothing
- ⊗ Short shorts that have less than a 5 inch inseam
- ⊗ No tank top or muscle shirts that expose the chest, that are not part of school uniforms
- ⊗ Chains of any kind including link chains, dog chains, wallet chains, etc
- ⊗ Spike and safety pin accessories
- ⊗ Pajamas and slippers
- ⊗ Oversized pants



DRESS CODE - FEMALE

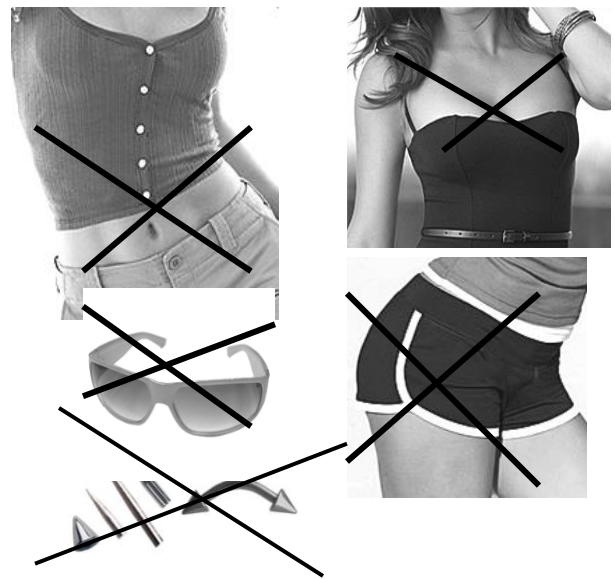
Examples of Appropriate Clothing Choices –

- ✓ Jeans, Slacks, sweatpants, dress-style pants
- ✓ Capri or cropped pants
- ✓ Short and long-sleeved shirts with collars
- ✓ Short and long-sleeved shirts with crew collars
- ✓ Skirts that have bottom hem that is below fingertips when arms are at side
- ✓ Dresses that have bottom hem that is below fingertips when arms are at side
- ✓ Walking shorts
- ✓ Belts that are entirely inside loops of pants or shorts (not hanging down from waist)
- ✓ High School uniforms for all activities



Examples of Inappropriate Clothing Choices-

- ⊗ Any clothing item with offensive, profane, sexually explicit, or gang related subject matter
- ⊗ Any clothing item that has alcohol or tobacco advertising or references
- ⊗ Hats, bandanas, and any type of headgear
- ⊗ Sunglasses
- ⊗ Pants that sag so that underwear can be seen when raising hands or sitting down
- ⊗ Mesh and see-through style clothing
- ⊗ Blouses, tops, or skirts that expose body parts or undergarments
- ⊗ Short shorts that have less than a 5 inch inseam
- ⊗ Tank top or muscle shirts that expose the chest, that are not part of school uniforms
- ⊗ Chains of any kind including link chains, dog chains, wallet chains, etc
- ⊗ Spike and safety pin accessories
- ⊗ Pajamas, house slippers, or other bedclothes



DRESS CODE POLICY:

Students are required to follow the HLHS Dress Code Policy. Students, who attend school without the proper dress code, will be asked to make arrangements for a change of clothing. If a student breaks the dress code habitually, the following outcomes could occur:

1. Problem Solving Process with administration
2. Parent Meeting
3. Leave of Absence

High School Planning Card and Course Tracker

Maximum Foundation/Concepts Credit 1.0
Literacy/Language Arts

Beginning Class of 2019 completion through English IV is required

	English 1			English 2			English 3			English 4			
Grade													4.0 credits

Maximum Foundation/Concepts Credit 1.0
Mathematics

Beginning Class of 2019 completion through AIGeo III is required

	AIGeo Concepts			AIGeo I ***			AIGeo II****			
Grade	AIGeo I ***			AIGeo II***			AIGeo III			3.0 credits

Maximum Concepts Credit 0.5
Science

Beginning Class of 2019 completion through Biology is required

	Physics			Chemistry			Biology			
Grade										3.0 credits

Maximum Concepts Credit 0.5
Social Studies

	US History ***			Gov/Civics ***			Economics			World Hist/Geo			
Grade													3.0 credits

Physical Education

	PE		PE		Health ***		
Grade							1.5 credits

Technology

Grade			0.5 credits
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Arts

Grade								2.0 credits
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General Electives

Beginning Class of 2019 a total of 9.0 Credits including PE, Arts, Technology, and General Electives

Grade									
Grade									

5.0 credits

Typical Grade Level Status

- 0 - 4.5 Freshman
- 4.6 - 9.0 Sophomore (3.0 in Core)
- 9.1 - 15.5 Junior (6.0 in Core)
- 15.6 - 22.0 Senior (9.0 in Core)

How to use this tracker

Use a highlighter to highlight courses as you complete.

Each box represents .25 credit.

Foundation courses may be substituted for any of the courses identified here up to the maximum allowed credits for each core area foundation course.

Mandatory courses are identified with ***

HLHS Student Problem-Solving Sheet

1. What happened in school today that caused you to leave your adult mode?

2. How did this behavior impact your success criteria today in class?

3. How will you adjust your communication and behavior to remain in adult mode in the future?

4. What support do you need from the staff?

5. When can you implement your new adult mode strategy?

6. What is your plan for completing the success criteria for all courses?

Next Steps: Select one of the options below and describe your plan to make up work.

Remediation lab: list date and time _____

Complete assignment at home tonight _____

Schedule tutoring support with teacher _____

Other _____

Student Name Date

Teacher Name Date

Initial Date of Completion: ___/___/___

Review: ___/___/___

Review: ___/___/___

Westminster Public Schools

Hidden Lake High School

Student ID# _____

Student Name: _____

Reasons and Descriptions for Non-Attendance

<input type="checkbox"/> AM Absences are excessive	<input type="checkbox"/> PM Absences are excessive	<input type="checkbox"/> Full Day Absence are Excessive
<input type="checkbox"/> School Climate <input type="checkbox"/> Bullying <input type="checkbox"/> Medical Issues <input type="checkbox"/> Mental Health: <input type="checkbox"/> Grief/Death in Family:	<input type="checkbox"/> Interpersonal Issues <input type="checkbox"/> Household <input type="checkbox"/> Transportation Issue <input type="checkbox"/> Drug/Alcohol/Tobacco	<input type="checkbox"/> Sexual Health/Pregnancy: <input type="checkbox"/> Court/Probation Issues <input type="checkbox"/> Student Employment Issues <input type="checkbox"/> Other:

Description :

Parental Contact and previous accommodations/interventions implemented, include Date(s):

Accommodations, Interactions/Interventions with expectations.

Family <input type="checkbox"/> Define Work/Family Schedule to avoid conflict with school <input type="checkbox"/> Purchase/Set Alarm Clock <input type="checkbox"/> Daily/Weekly Attendance Progress Report <input type="checkbox"/> Make Up Time: <input type="checkbox"/> Other...	School Interventions: Internal <input type="checkbox"/> Student Problem Solving <input type="checkbox"/> Teacher meeting/staffing <input type="checkbox"/> Meeting with School team <input type="checkbox"/> Interventionist review <input type="checkbox"/> School Specific: <input type="checkbox"/> BASE: <input type="checkbox"/> Other...	School Interventions: External <input type="checkbox"/> Home contact/Visit <input type="checkbox"/> Community Reach <input type="checkbox"/> Other... Habitually Truant Documentation Include Dates for the following letters <input type="checkbox"/> 5-Day Letter: <input type="checkbox"/> 10-Day Letter:
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Expectations: Student

The Student will wake up and prepare for school to meet family, transportation and school schedules.

The Student will punctually attend classes according to schedule.

The Student will escorted by staff from class to class.

The Student will complete all work missed by staying before/after school as coordinated with the school personnel.

Other:

Expectations: Parental

The absences will only be excused with Documented excuses. (Dr. Notes, Court documentations, meeting documentation, etc.)

The Parent may not call student as sick without taking student for medical evaluation.

The Parent will check student into and out of the office.

The Parent will check in via phone with staff daily to verify attendance.

The Parent will attend school with student: Define parameters.

If a Leave of Absence is needed for family reasons it will be coordinated and approved by Administration with parent.

Other...

Description of Accommodations, Interventions and Expectations:

Consequences/Response (To be implemented if student violates attendance contract/plan, in collaboration with parent)

Internal <input type="checkbox"/> Schedule Change: <input type="checkbox"/> Program Change: <input type="checkbox"/> Leave of Absence: <input type="checkbox"/> Other...	External <input type="checkbox"/> Report and coordination with the Department of Human Services <input type="checkbox"/> Referral to Community Reach for Student/Family Support <input type="checkbox"/> Referral to the LINK for evaluation – MUST be approved by Student Services. <input type="checkbox"/> Referral for Truancy Action in Court <input type="checkbox"/> Other...
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Description :

Student Signature: _____ Date _____

Parent/Guardian Signature: _____ Date _____

Administrator Signature: _____ Date _____