



# Aurora Science and Tech HS

## Orientation Packet 25-26

Dear Future Families and Students,

Welcome! We are extremely excited to have you join our community here at AST, and hope that our school allows you opportunities to learn and grow in your high school years. We are committed to developing your student into independent change makers who are ready to take on any future they desire to have for themselves when they graduate from AST HS.

We hope that the information in this packet is helpful as you and your student transition into AST HS. With that said, there will be questions that arise. Please never hesitate to reach out to the school or to me directly - we are always happy to answer them.

We are looking forward to a wonderful year together!

With Pride,  
Mrs. Gorrell, School Director

Aurora Science & Tech HS Leadership Team	
<p>Kryszelda Gorrell School Director <a href="mailto:kryszelda.mendoza@scienceandtech.org">kryszelda.mendoza@scienceandtech.org</a> Ph. (720)767-22160</p>	
Evan Ascherl Associate School Director <a href="mailto:evan.ascherl@scienceandtech.org">evan.ascherl@scienceandtech.org</a>	Paulina Molina Front Office Manager <a href="mailto:Paulina.Molina@scienceandtech.org">Paulina.Molina@scienceandtech.org</a>
Vanesa Rodriguez-Donaldson Senior Academy Dean of Students <a href="mailto:vanesa.donaldson@scienceandtech.org">vanesa.donaldson@scienceandtech.org</a>	Ryley Blomberg Director of Curriculum and Instruction <a href="mailto:ryley.blomberg@scienceandtech.org">ryley.blomberg@scienceandtech.org</a>
Katie Boye Director of STEM Partnerships <a href="mailto:kathrine.boye@scienceandtech.org">kathrine.boye@scienceandtech.org</a>	Gina Schimid Director of Curriculum and Instruction <a href="mailto:gina.schmid@scienceandtech.org">gina.schmid@scienceandtech.org</a>
<p>Andre Felix Athletic Director <a href="mailto:andre.felix@scienceandtech.org">andre.felix@scienceandtech.org</a></p>	
<p>Please see our Staff Biography Page released later this summer for the rest of our leadership team!</p>	

Website: <https://www.dsstpublicschools.org/aurora-science-and-tech-high>

Address: 2540 N Scranton St, Aurora, CO 80045

Phone Number: 303-524-6397

Fax Number: 303-200-1238

Email: [asths@scienceandtech.org](mailto:asths@scienceandtech.org)



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# AST High School Vision

At Aurora Science and Tech HS we are preparing our students for a world that doesn't exist yet, where our future well-being will depend on innovation in the STEM field. We are going to do this through grounding into our mission and vision:

## DSST Mission Statement

DSST Public Schools transforms urban public education by eliminating educational inequity and preparing all students for success in college and the 21st century.

## AST HS's Organizational Legacy

AST HS students are innovative and independent change makers who push the status quo in the STEM field while developing a deep connection to Aurora in order to create generational change in their community.

## AST HS's Vision Statement

We will navigate, question, and impact the world around us.

We will navigate.

- Anschutz Partnership: We sit on the CU Anschutz Medical Campus. This unique partnership will allow us to expose students to careers, develop deep relationships with scientists and doctors, and participate in real science research.
- Inquiry Driven Mindsets: Students will actively engage in their own learning, and all staff will ground practice in the Next Generation Science Standards Practices.
- Interdisciplinary Courses: In the 21st century, learning content and skills in isolation no longer sets students up to navigate our world. We will collaborate across contents to create connections for students. We will also integrate the Anschutz experiences within all classes so students have a deep and authentic learning experience.

We will question.

- Building critical thinking skills: Students need to understand an increasingly complicated world. We will engage in difficult conversations with students to understand their identity and bias. In order to do that, we need to understand our own identity and bias to bring our full selves in front of students.
- Building confidence to enter the STEM field: We know that STEM is not an inclusive field, and even if underrepresented groups have the academic skill and knowledge - they do not have the tools to navigate the field. We need to develop strong values and a sense of self in students to stand in this world, while being the change makers in the STEM field. We will also leverage Anschutz to create meaningful relationships with scientists and doctors in order to change mindsets of professionals in the field while they spend time with our students.

We will impact.

- Develop relationships in the Aurora community: Creating generational change is what is going to impact the Aurora community. It is important that students feel connected and proud of coming from Aurora.
- Bridge the gap between Aurora and Anschutz: It is imperative that our Aurora community feel connected to the Anschutz campus to elevate the changing landscape in Aurora.

## Why STEM?

- STEM mindsets foster critical thinking, problem solving, curiosity, and grit that can translate to any field of study
  - Even if you decide to not pursue a STEM field, having this mindset will ensure success in every field
- STEM careers are the careers of the future. Innovation and change in our world is happening, and there are jobs that no longer exist with the rise of technology. These technological advancements are made by innovators in the STEM field.
- The STEM field is so vast that there are so many jobs to pursue. Science labs and hospitals are like small cities, and we need all sorts of professionals to allow them to run.
  - Having the STEM knowledge allows for more opportunities in non-STEM fields or careers.



## Core Beliefs

Youth	Staff
<ul style="list-style-type: none"> <li>• Kids do well if they can</li> <li>• All kids deserve the opportunity to engage in real life STEM experiences</li> </ul>	<ul style="list-style-type: none"> <li>• We are all in to create this school that has never been created before</li> <li>• We are all learners, always seeking opportunities to grow and get better</li> <li>• We are the utmost professionals, meeting all deadlines and are on time</li> <li>• We collaborate to get better</li> <li>• We will lean into discomfort to unpack our identity and understand how our different layers intersect, so that we can bring our full selves to our community.</li> </ul>
Instruction	Culture
<ul style="list-style-type: none"> <li>• Teaching skills like reading, writing, problem solving is the most important thing to develop students' ability to transfer skills to unknown tasks.</li> <li>• Interdisciplinary work is key for our students to make connections between content.</li> <li>• Students need to be an active participant in their learning in order to truly learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Students come to school for all the extra things, and we need to make their experience memorable and joyful</li> <li>• Students need room to be able to figure out who they are and what their values are</li> <li>• The Anschutz Partnership will create a truly unique experience for students</li> </ul>

## Mindsets to actualize this vision

1. Collaboration leads to success. The ideas of a team will be better than an idea in isolation.
  - a. We build relationships with different stakeholders – our team and community affected
  - b. We have social capital to differentiate communication based on our audience and purpose
2. Innovative and critical thinking will solve problems.
  - a. We think outside the box and sometimes the simplest solution is the best solution.
  - b. We believe in a growth mindset and see errors and productive conflict as essential to make our project better
  - c. We transfer knowledge, skills, and experiences to break down unknown challenges
  - d. We learn technical and academic information needed to develop solutions.
3. Empathy, service, and advocacy is at the heart of our projects.
  - a. We seek out opportunities to challenge and disrupt current and inequitable systems
  - b. We develop projects for the greater good of our community
  - c. We work to solve problems that impact our world positively
4. Understanding our identity and having self-awareness develops confidence in ourselves.
  - a. We know our strengths and weaknesses and understand how to leverage them
  - b. We are proud of who we are and what we bring to the community
  - c. We work to discover and develop our passions through joyful pursuits
  - d. We understand the options we can carve out in the STEM world
  - e. We see the connection between the STEM mindsets and our personal interests and experiences



This leads to our graduate profile.



# AST HS Graduate Profile

AST HS students are innovative and independent change makers who push the status quo in the STEM field while developing a deep connection to Aurora in order to create generational change in their community by:

- Possessing skills needed for 21st century success
  - Graduates will be prepared to contribute to an increasing complex society
  - Graduates will be able to communicate, advocate for themselves and will be critical thinkers
  - Graduates will be able to apply skills learned to new situations and challenges
  - Graduates will be equity literate and appropriate reflect on diverse thoughts, ideas, religions, cultures and experience and recognized the value of diversity
  - Graduates will be collaborative team members and recognize how others can improve and expand ideas, achieve shared goals on a team, and adapt communication styles to different audiences.
  - Graduates will understand all dimensions of their well-being and be able to understand how to seek out support in mental, emotional, and physical wellness
- Understanding their identity
  - Graduates will not only be self-aware but will also develop an awareness of others
  - Graduates will unpack the different layers of their identity and how they intersect as they develop
  - Graduates will be confident to have uncomfortable conversations that challenge their biases so that they gain understanding and respect within lines of difference
  - Graduates will understand how their identity fits in the STEM world, and how to navigate tension if they do not see themselves in the field or how to advocate for inclusivity if they do see themselves in the field.
- Leading values driven lives
  - Graduates will understand how to live the DSST core values beyond a rote understanding. They will understand how living values-driven lives can lead them toward their personal goals.
  - Graduates will develop and live by their own values
  - Graduates will apply their values in challenging situations to ensure their actions align with their beliefs
- Being prepared for, and accepted into, four year colleges or their most appropriate inclusive path
  - Graduates will develop habits of success that will enable them to complete college
  - Graduates will possess the academic content knowledge necessary to succeed in college
  - Students will develop the skills necessary to succeed academically
  - Graduates will understand the importance of STEM and take skills learned in their STEM experiences to apply in their college level courses.
  - Students will understand the importance and usage of technology and have a strong sense of technology literacy upon graduation.
- Having a deep connection to the Aurora Community
  - Graduates will understand the importance of having a strong community
  - Graduates will be involved in the community to create change
  - Graduates will bridge the gap between Aurora and Anschutz
  - Graduates will be motivated to create change in Aurora



# AST Academics

## Calendar Key Dates

## Symbol Explanation:

- Red Squares and Triangles = no school for students
- Yellow Squares = Early Dismissal at 1:30PM

## Important Dates

1. June 5 and 6: New Student Academy (8:00-2:00)
  - a. For ALL AST HS 9th grade students
2. August 14: First Day of School
3. October 13-15: Fall Break
  - a. This is different than APS Fall Break
4. October 31st and February 13th: Conferences
  - a. No school for students

Here is a sample of what our calendar looks like:

We have included a copy on the last page of this packet



IMPORTANT DATES											
DSTT Office Closure											
July 23, 2024											
First Day for New Staff											
July 30, 2024											
First Day for Returning Staff											
August 13, 2024											
First Day for Students											
September 2, 2024											
Labor Day Holiday											
October 1, 2024											
Veterans Day Holiday											
November 25-27, 2024											
Thanksgiving Break											
December 23, 2024-Jan. 3, 2025											
Winter Break											
January 20, 2025											
MLK Day Holiday											
February 17, 2025											
Presidents' Day Holiday											
March 10-14, 2025											
AP Spring Break											
March 18, 2025											
Carnival/Mardi Gras Holiday											
March 25, 2025											
Last Day for Students											
May 30, 2025											
Last Day for Teachers											
June 3, 2025											
Juneteenth Holiday											
June 19, 2025											
ACADEMIC TERMS											
Spring Semester											
Q1: August 13 - October 9											
Q2: October 13-December 20											
CALENDAR LEGEND											
Not Yet Day of School											
Year (For Students)											
Holidays (Not for School)											
Break (Not for School)											
Meeting/Conferences											
No School for Students											
Staff Development (No)											
Staff Development (Yes)											
JULY 2024											
5	6	7	8	9	10	11	12	13	14	15	16
15	16	17	18	19	20	21	22	23	24	25	26
28	29	30	31								
AUGUST 2024											
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OCTOBER 2024											
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NOVEMBER 2024											
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DECEMBER 2024											
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FEBRUARY 2025											
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MARCH 2025											
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APRIL 2025											
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MAY 2025											
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JUNE 2025											
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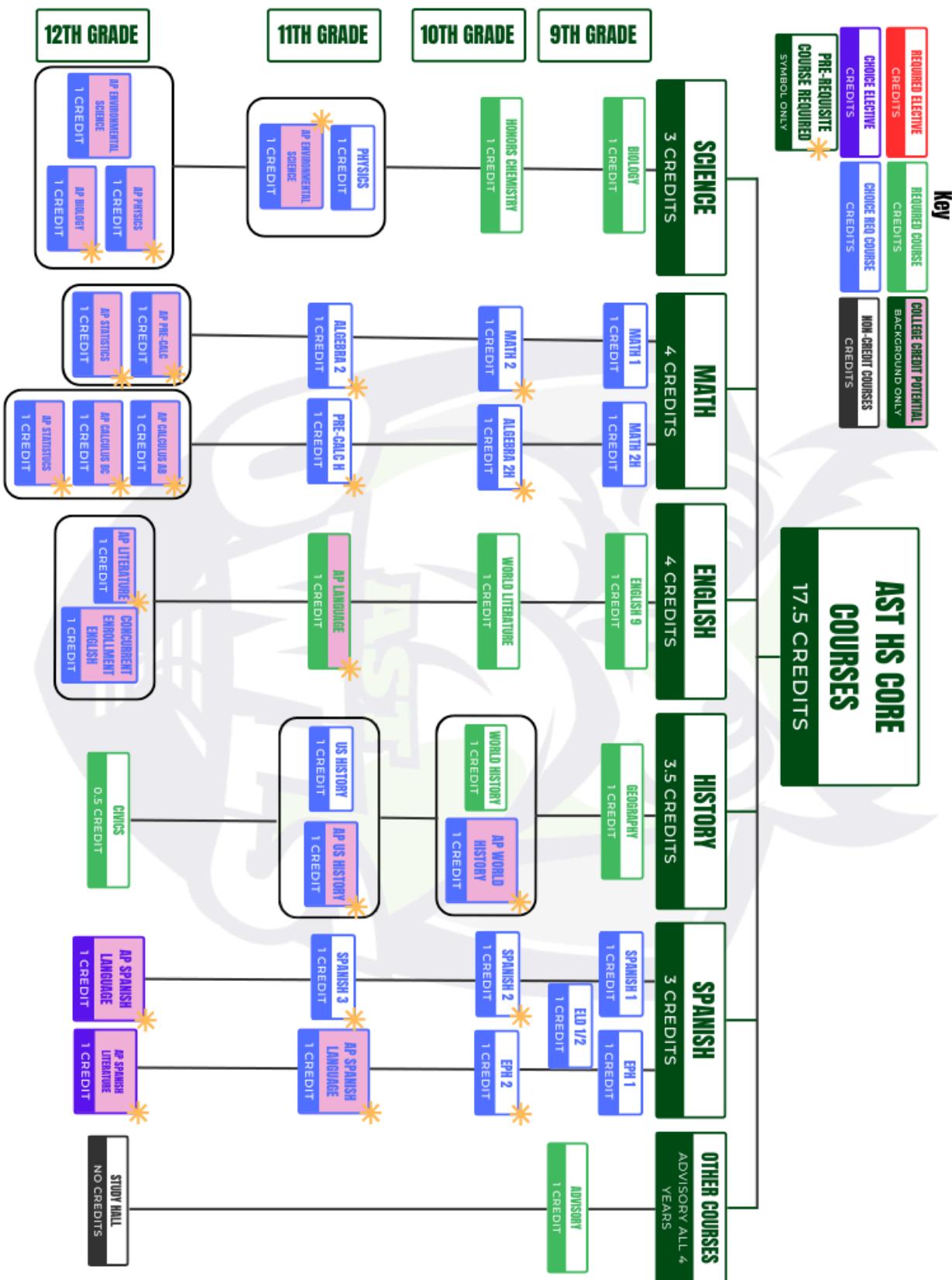
## AST HS Daily Hours

- Doors Open at 7:30 am
  - Breakfast (optional) from 7:45-8:00
  - Supervision for students start at 7:30 am
- Regular Day 8:00-3:30
  - Regular Days are Monday, Tuesday, Thursday, and Friday
- After School Clubs/Tutoring 3:30-4:30
  - We have a variety of clubs, sports, and tutoring on Mondays, Tuesdays, Thursdays, and Fridays. See more details in the culture section of this booklet
- Wednesdays 8:00-1:30
  - On Wednesdays, our teachers engage in professional development and planning. For this reason, we dismiss students from school at 1:30 every Wednesday.
  - There will be no after school activities on Wednesdays.
- Early Release Days 8:00-1:30
  - There are various early release days for Final Exams and Conferences as noted on the calendar.



## Course Offerings

The image below shows our course offerings and pathways



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# Elective Offerings and Certification Pathways

Course class pathways are laid out on the following page.

## Certification Pathways

At DSST, we are focused on ensuring our elective offerings are intentional so our students leave with a certification that can be shown to colleges and post-secondary institutions to show in-depth experience and knowledge. Our three pathways at AST HS are explained below with a table to show a sample of the electives we will offer within those pathways.

### Bioscience



In alignment with our partnership with Anschutz, this pathway focuses on exposure in the biosciences. This is primarily through the Project Lead the Way course, where students take a biomedical science focused elective. Our students will take Principles of Biomedical Science their freshman year so choose a pathway starting their sophomore year between bioengineering or bioscience. Our Anschutz exposure days are primarily tied to these classes.

### Bioengineering



In alignment with our partnership with Anschutz, this pathway focuses on exposure within the engineering/computer science side of the biosciences. Students will focus on the basics of engineering courses their freshman year to then choose a pathway starting their sophomore year between bioengineering and bioscience. Our Anschutz exposure days are primarily tied to these classes.

### Entrepreneurship

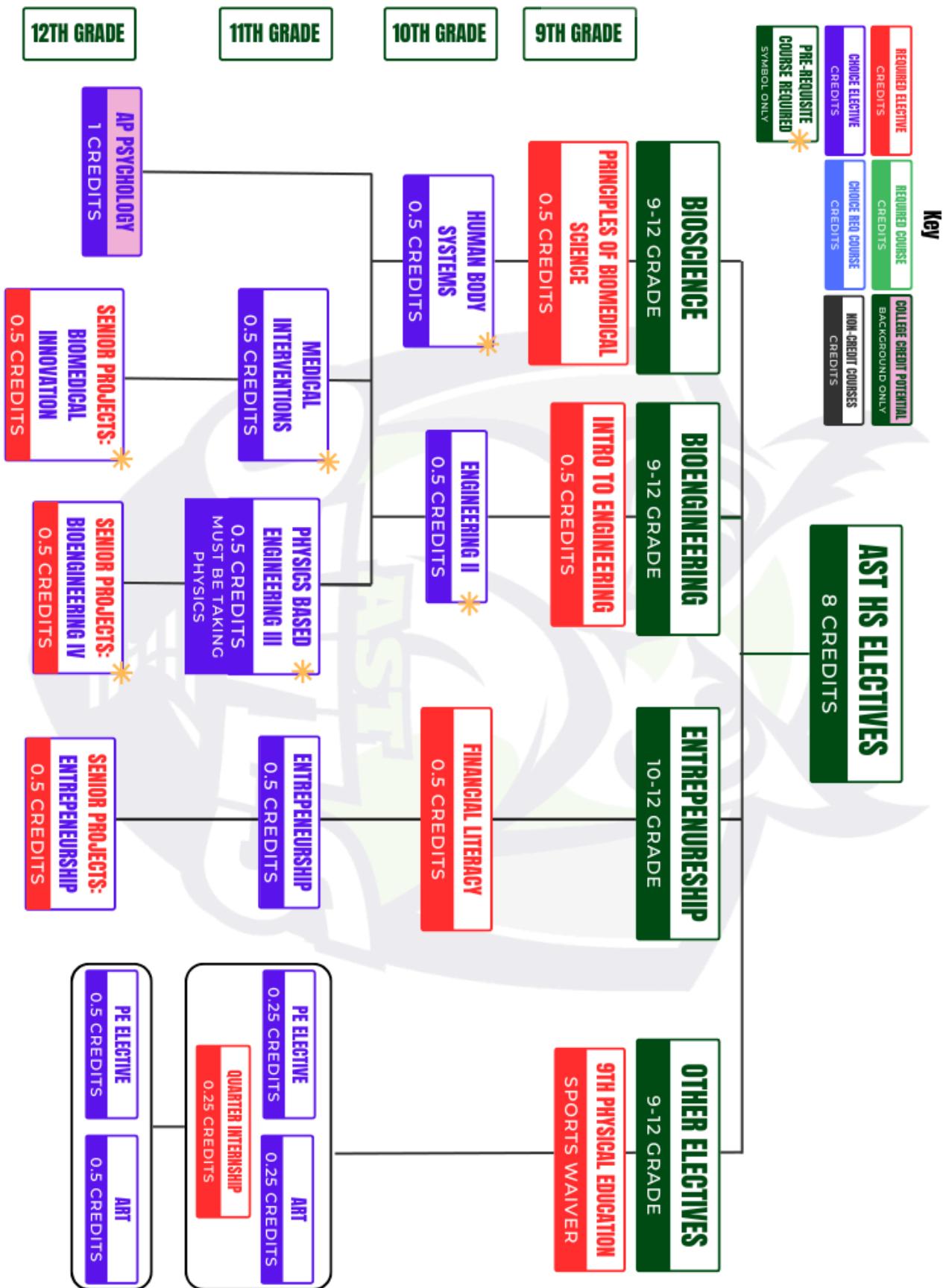


Starting in the sophomore year, students will take Introduction to Financial Literacy (this is a new graduation requirement from the State of Colorado). After sophomore year, students will have the option to continue to take elective courses in this pathway to gain an Entrepreneurship Certificate.

## Electives not within the Pathways

### Physical Education Requirement

- Students must have 1 credit of PE in order to graduate
  - In the 25-26 school year, we will offer PE electives to juniors and seniors who have not completed their PE credit.
- Students can fulfill the rest of their PE credit through playing a sport or joining a physical education type club.
  - We will be offering many opportunities in the 25-26 School Year to fulfill their PE credit





## Math Placement

The process for deciding the math track students are on will be using a comprehensive body of evidence to ensure students are in the proper math course.

- Students on the honors track for math will reach AP Calculus or AP Statistics.
- Every year students will have the opportunity to move to the honors track of math using the same criteria as initial placement

The body of evidence will consist of, but not limited to:

- Student Interest
- Teacher Recommendation
- Math Grades (Focused on Summative grades to ensure content proficiency)
- State Testing scores (CMAS for incoming 9th graders and PSAT for movement in High School)
- A commitment to engage in summer work to ensure content that is "skipped" will be learned. This will be done through Khan Academy

## Science Placement

The process for deciding Advanced Placement courses for students in the prep academy will rely on a body of evidence to ensure students are placed in the proper science course.

- A small percentage of 9th grade students will be placed in AP Biology
- A small percentage of 10th grade students will be placed in AP Environmental Science

The body of evidence will consist of, but not limited to:

- 8th Grade science CMAS scores and/or 9th grade P/SAT scores
- Middle School Science GPA
- Teacher/Leader Recommendation from Middle School or previous school

## Placement Exams

There will be one placement test to ensure your student is in the appropriate class.

1. Spanish - Students will take this for an opportunity to be placed in a Native Spanish Speaker course
  - a. Taking spanish on this track all four years will earn your student a certificate recognized by colleges and universities for spanish fluency

*Current AST MS 8<sup>th</sup> graders will take these exams in the last few weeks of the school year in classes. New to AST HS 9<sup>th</sup> graders who are new to AST will take the placement exams during New Student Academy.*

## Add/Drop Policy

### Rationale:

Adding and/or dropping courses in high school can be an action to support a student's success, or it can have long-term, even detrimental, consequences for college enrollment. To ensure that every student works toward a transcript that is reflective of being on track for Colorado State and DSST graduation requirements, this policy will be upheld and managed by the Director of College Success.

### AST High School Key Stakeholders:

- Advisors, parents, or students - first to suggest a class add/drop (email, conversations)
  - Teachers/Advisors - initial recommenders of course changes (email to College Success Scheduling Manager)

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- ASD - Instruction - collector of incoming transcripts, printing of current student transcripts
- Director/Manager of College Success - master scheduler, reviewer of transcript and progress towards graduation credits
- Deans - approver, and sometimes recommender, of course changes (culture)
- Department Chair - additional layer of confirmation/feedback for course change

The Add/Drop period for teachers is as follows:

- For a year-long course change:
  - This change happens in the first 3 weeks of the school year (for a transferring student, within the first three weeks of start date).
    - This decision is based on:
      - Entry assessments
      - Prior year's data and past teacher recommendation
      - Graduation requirements
      - Student and family request
  - This change might happen at the end of a quarter, when data from the previous quarter suggests that the student needs a different level of coursework. This data would be comprised of:
    - Finals
    - Quarter/Semester Grade
    - Teacher recommendation
      - These decisions are made based on an entire Quarter's worth of data after formally calculating the grade and predicting that the student would not be able to pass the class.
- For an Quarter/Semester-long elective course change at the transition of Quarters:
  - While generally discouraged due to prior balancing of roster sizes, students may request a change to their upcoming elective course in unique circumstances:
    - Student has informed teachers of a critical issue with a peer in that course
    - Student has already earned sufficient credits towards graduation in that subject and would benefit from a different elective pathway
  - Elective course changes will only be made during first week of the new Quarter

## Course Change Process:

1. Students, teachers, advisors, and/or parents will request a course change.
  - Students and/or parents should first consult with their Advisor about the desired course change and confirm approval
    - i. Within the first week of school, students may go directly to the College Success Team only if they identify:
      - A missing class period
      - A duplicate or repeated course
      - An incorrect course placement
  - Teachers/advisors who recommend a course change of their own accord must speak to their coach (academic change) or grade level dean (culture change).
2. Once they have secured approval from their Advisor, students will submit the [AST HS Course Change Request Form](#) to document their request.
  - Teachers/advisors who recommend a course change of their own accord can complete the form on behalf of their students.
3. CST will review the submitted course change request by exploring schedule resolutions. CST also reviews the request and transcript requirements and determines if the change keeps the student on track for successful high school graduation and college enrollment.

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4. Once CST has identified a resolution to the schedule and any graduation requirement concerns, they will communicate the proposed change to the Advisor, impacted teachers, Deans, and content Department Chair.
  - o If relevant, CST will also share proposed schedule changes with student's SPED Caseload Manager to allow for revision as needed.
5. Once all parties have approved the proposed schedule change, CST will execute the schedule change and communicate the updated schedule to impacted students, families, and advisors.

Course Request change form here: <https://tinyurl.com/asthscourserequests>

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## AP Course Entry, Testing and Drop Protocol

Advanced Placement courses are a great gateway to college for students. They provide deep learning experiences, high rigor, and a content load that reflects what will be presented in a college course. Colleges look favorably on AP Course loads for students as their success in both courses and on the AP Exam is a relatively clear indicator of college readiness. In addition, some colleges will provide students with credits or allow them to skip remedial/lower-level classes based on their proficiency on their AP Exams.

Research shows that students who take AP courses and exams are more likely to graduate college on time; the gains are greatest for low-income students and students of color.

Because the rigor of AP is often significantly higher than a regular track course, and the amount and speed of content is much more, we know that students may find themselves struggling to balance multiple AP classes or the rigor of a course and want to reconsider their placement.

Systematically, we believe that students should be well informed before choosing AP about the rigor or this choice, and we also know that students need to have benchmarks and clarity to make decisions about leaving the course should they find themselves to be unsuccessful.

Ultimately, we want as many students to successfully take AP courses as possible, as this will afford them the most opportunity as they move towards college. We also know that there must be an intentional balance between enrollment in AP and actually success in courses for this to truly benefit students from a college perspective.

Our AP Testing policy as well as our course drop policy are outlined below.

### AP Course Entry Policy:

- For each class, the entry requirements are slightly different, and we are building this out to be completed at the end of the 24-25 school year
  - We will adhere strictly to these requirements as they have been thoughtfully developed and are based on data that have historically dictated student success. Although AP classes provide a 1.0 GPA boost, it is still better to get an A in a General Track Course than a C in an AP Course. Students/Families who wish to override the baseline requirement will be required to have an in-person meeting and sign a letter of understanding prior to moving forward.

### AP Testing Policy:

- At AST we do not require all students to take the AP Exam, even if they are enrolled for a full year of the course.
- However, we encourage all students to take the exam, because colleges only see AP Test scores if students self-report them. Therefore, if a student does not do well on an exam they can withhold the score, whereas doing well potentially provides opportunities for credit attainment and demonstration of proficiency that is beneficial from an admissions standpoint.



- We do not recommend that students report anything below a 3 to colleges, regardless of how they do in the course because a score below a 3 does not demonstrate proficiency.

## AP Course Drop Policy:

- While AP Courses are rigorous and look good on transcripts, the most competitive scholarships and colleges question grades below a B, regardless of the course type. Students will have to provide compelling arguments about how they have grown from that point/experience to justify the low grade. Colleges would rather see A's and B's in 1 regular classes through sophomore year, especially if students will increase rigor and proficiency in other areas in 11th and 12th grades.
- Until Final Grades are posted at the end of Trimester 1, courses do not live permanently on student transcripts. Therefore, it is optimal for students to drop courses prior to the end of this window.
- We have 3 windows and protocols to support students in making the decision about whether to drop a course.
  1. During the summer. When students sit down to complete summer assignments they may realize that they are not interested in pursuing an AP placement. When this happens, they should reach out to both the AP Teacher and our Leadership Team member in charge of Advanced Placement Courses. Both will encourage students to stick with it and offer resources and support. If, despite this, they wish to drop, we will honor this request.
  2. First Unit of Course. Once the school year starts, students must complete the 1st Unit prior (through the first Summative) to changing classes. Many students struggle initially, so teachers should always encourage students to stick it out through this first unit, reminding them that everyone is likely struggling. At the end of Unit 1, if they ultimately decide they aren't interested in continuing, the teacher contacts parents for consent and then the course teacher will put in a [Course Change Request Form](#) to modify their schedule for the rest of the year.
  3. At the end of Quarter 1, prior to posting of Final Grades. As we approach the end of Quarter 1, AP Course teachers should have conversations with students and families recommending that they drop to the General Course if their grades fall below a 'C' for the Quarter. If the student/family are in agreement, teachers should submit a [Course Change Request Form](#) and send an urgent email to CST to ensure that the course is changed prior to the end of the grading window/posting of final grades. Student grade for Quarter 1 will be BLANK for the General Course, and revised at the end of the semester as we do not want to put students behind in a course they likely would have been successful in and assume that they will do significantly better in a general course of study during the rest of the year.
  4. Rapid:

Recommender	Student/Parent, Advisor
Agree	Advisor
Performer	College Success Team
Input	Teacher, Advisor, Dean, Department Chair, SPED Caseload Manager (if relevant)
Decision Maker	College Success Team



# Course Change Summary

Acceptable reasons to change a class:	<ul style="list-style-type: none"><li>• You were placed in the wrong class</li><li>• You have already taken the class</li><li>• You have decided that the class is not an appropriate level of rigor for you (before the drop period ends)</li></ul>
Unacceptable reasons to change a class:	<ul style="list-style-type: none"><li>• You want to switch to your friend's class</li><li>• You don't get along with someone in the class (with exception of "No Contact Agreement")</li><li>• You want to take a class with a different teacher</li><li>• You don't like the time of the class period</li></ul>
Course Change Timeline	<ul style="list-style-type: none"><li>• Students may only request to change a full-year class during the first three weeks of the year.</li><li>• For AP courses, students must complete the first unit before requesting a course change.</li><li>• Students may only request an elective course change within the first week of the start to a quarter.</li></ul>
Procedures:	<ol style="list-style-type: none"><li>1. Talk to your family about your requested course change to ensure they're in agreement.</li><li>2. Talk to your Advisor about the requested course change. If your Advisor approves the change, they will have you submit the Course Change Request Form.</li><li>3. The College Success Team will review your form submission and discuss the requested change with your Advisor and impacted teachers.</li><li>4. If the course change is deemed appropriate and feasible, the College Success Team will execute the schedule change and communicate the new schedule to you and your family.</li></ol>



# AST Community and Culture

## Advisory

Advisory is the heart of our community connections. Our goal is for every student to be fully known by adults and peers at AST and it starts in advisory! We have a daily advisory block to prepare for the day and connect with one another. During this time, students will prepare for the day, engage in team building and activities together, and reflect on grades and core values.

Each student is assigned an advisor at the beginning of the year - a teacher who knows the 14-20 students in their advisory very well, advocates for the student and helps support the students' overall growth. Your student's advisor will be your primary contact in navigating their many teachers and AST but you may communicate with any staff member as needed.

## Morning Meetings

Morning Meetings are a DSST tradition and a core part of our community building at AST. Morning Meetings occur 1-3 times per week as whole school or grade levels. Morning Meetings are a time to come together as a community to do things such as:

- Build community
- Focus on Core Values
- Learn about what's happening in our community (AST, Aurora, and beyond)
- Have fun together!

We often bring in speakers, play games, share lessons and announcements, engage in competitions, celebrate each other through awards, and more!

## Anschutz Medical Center Partnership



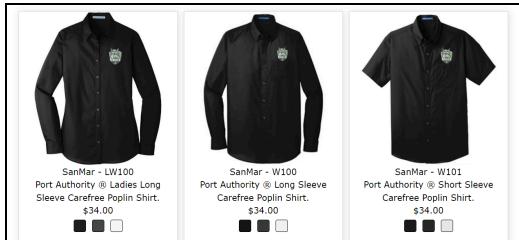
AST HS sits on the Anschutz Medical Center campus, and that provides us with unique and dynamic opportunities for students to get hands-on experience in the bioscience and medical field. We not only will provide internships in Senior Academy, but we will provide many exposure experiences that are tied to what students are learning in classes. Since AMC is within walking distance to the AST campus, we are able to create a variety of programs for students to experience as a result of this partnership.

Students will have multiple opportunities at each grade level to work with and learn from Anschutz students and professionals. Students may be taken to the Anschutz campus or we might invite guests to the AST building to enhance what students are learning in their content classes. Each excursion ties directly with the curriculum students are learning and allows them to apply their skills and knowledge in meaningful ways. At certain times, our excursions also count as final project grades in certain classes. If this is the case, students are given ample time to prepare and practice in class before being assessed.

Partnership excursions can look different depending on the intended outcome. For some excursions we travel as an entire grade while during others we might split the grade into 2-3 groups and travel at different times or on different days. This usually depends on the capacity of our partners and the numbers of students they are able to work with at a time. At certain times, participation in an AMC excursion might require students to fill out an application or be recommended by a teacher. Communication regarding the format of our excursion days will always be communicated home via the Reachwell app.

One of the most important aspects of our AMC excursion programming is the dress code and uniforms we ask for students to wear on these days. Professional dress is required on these days. For each excursion, students are required to wear their AST logo button down shirt. This shirt will be provided at the beginning of the school year, with a \$25 fee being added to your student account to accommodate for this cost. This shirt is a requirement for every excursion so it is important that students keep these shirts throughout the entire school year.

In addition to their AST logo shirt, students are required to wear dress pants, slacks, or a skirt. Students may not wear blue jeans but black denim pants in good condition are acceptable. Closed toed shoes are also required. Since we walk to and from the Anschutz campus, we want students to have comfortable shoes. Dress shoes or solid colored white, black, or brown tennis shoes will all be accepted. Crocs and multicolored tennis shoes are not permitted. If you need assistance with purchasing any of these items, please reach out to the front office at any point.



An image of the provided AST logo shirts



Dress pants, slacks, or skirts are all acceptable



Examples of acceptable shoes

Examples of shoes *not* acceptable for excursion days



## Anschutz Dress Code

- Tops should be an AST HS Professional Top (options sweaters, button ups, etc) Students will receive a button up shirt once they have paid part or the full amount of their student fees
- Bottoms should not be blue jeans, sweatpants, pajama pants, ripped jeans.
- Shoes with a Hard Sole and Closed-Toe in order to remain safe in all academic environments

*Rationale: When we are on campus, it is essential that we represent AST in the best way possible. This will also provide opportunities for students to dress in a professional manner to prepare them for careers. The last piece of rationale is safety, once we are off campus having a common uniform allows staff to quickly identify students.*

## Athletics & Clubs

We believe in developing students' interests academically and beyond! For that reason, our Athletics & Clubs are an essential part of the AST experience.

- Sports: We offer 1-2 sports per season for boys and girls. Our school has been accepted into the Foothills league starting in the 26-27 school year. We play teams from Denver and Aurora, and sometimes in the CO Springs and Windsor areas, depending on who needs games. We offer girls' volleyball, girls' and boys soccer, girls' and boys basketball, co-ed cross country, esports, cheer & dance and boys' volleyball.
- Clubs: We host after school and lunch clubs based on student interest and available teachers/parents/community organizations to run them. A few clubs we offered last year were art, Science Explorers, strings, LGTBQ, weightlifting club, and Girls Who Code.



## Lockers

All students will have access to their own lockers and secure combinations. Backpacks and bags stay in the students' lockers at all times. They will be able to visit their lockers between classes to get materials for different subjects as needed during passing periods. Students are not allowed to share lockers or carry backpacks throughout the day.

## Transportation

Transportation is not provided through APS. It is up to the family to ensure their student is at school on time to and from school every day. A few recommendations for families:

- Many families found success using the "Way to Go" carpool app to find other students traveling to the school for carpools.
  - <https://waytogo.org/getting-around/carpool>
- There is an RTD station directly across the street from the school (Fitzsimons station)

## Expectations (Shared across all DSST HS Campuses)

### Tardies

All students in middle and high school are expected to arrive at school - and to each of their classes throughout the day - on time.

*Rationale: being on time to school and to class ensures a strong start and maximizes time for learning.*

- Passing Periods will be 5 minutes between classes.
- Tardies have attendance implications in High School that can affect the ability for students to earn credits

### Cellphones

Cell phones and headphone use are not permitted in the classroom, but may be permitted at lunch. In addition, phones & headphones may be used when directed by the teacher for an instructional activity. If cell phone use impedes success in school and/or causes negative peer and public interactions, then a more restrictive plan will be put in place.

*Rationale: Decrease barriers and distractions to learning; gradual release of responsibility to use tech responsibly at school in upper grades.*

### Inclusivity and Using Appropriate Language and Gestures

All students in high school are expected to use appropriate language throughout the school day. Students are not permitted to use curse words, racial slurs, hateful or discriminatory language, or inappropriate gestures.

*Rationale: Everyone in our community deserves to feel safe and respected in the classroom and common spaces. Use of inappropriate, racist, hateful or discriminatory language causes harm to our school communities and will not be tolerated.*

- Any report of this will be immediately addressed with a reflection and consequences that focuses on repairing harm towards the person
- There will be no distinction between joking language and serious language in order to build understanding of impact of language
- Repetitive issues with language and actions will result in a parent meeting with more robust consequences

## Dress Code

Guidance for Dress: Dress that is suggested to support the wellbeing of self and community.

- Tops and Bottoms that adequately cover undergarments. Tops must meet the waistband of their bottoms when standing straight. Bottoms should cover the majority of their legs from their waist to their knees. Students are allowed to wear leggings underneath



jeans if they are ripped between the waist and knees. Suggestions: T-shirts, sweatshirts, sweaters, blouses, jeans, joggers, athletic leggings/shorts, sweatpants.

- Shoes with a Hard Sole and Closed-Toe in order to remain safe in all academic environments including PE and science labs. Suggestions: Sneakers, flats, athletic shoes, boots

Prohibited Items: Students wearing these items will be asked to change to support the wellbeing of self and community.

- Attire harmful to the community that may promote topics inappropriate to the school environment, including violence, drugs, tobacco, alcohol, gangs (any color paisley patterned bandana), sex/nudity, or anything derogatory or harmful to any other member of our community.
- Hats and Headwear that cover any part of the face or ears, including hats with brims, beanies that cover the ears, and hoods put up are not allowed in our building so as to effectively engage in the learning environment and quickly identify our students for safety. Head coverings for religious purposes and face masks related to COVID-19 are the exception.
- Crop tops and significantly ripped jeans without leggings underneath.

*\*Teachers may ask that students have specific dress for science labs, mock interviews, internships, athletic activities, etc. that will be clearly stated in syllabi, rubrics, directions and/or in class and may affect a students' grades. Please reach out to the teacher with any additional questions or clarification needed.*

- In order to support students changing, first a phone call home for parents to bring clothes to their student.
- If parents cannot come up, students will be asked to change into a loaner AST Shirt and/or pants provided by the campus
- Pushback on dress code could result in students not being a part of the community until expectations are met.

## Examples of Prohibited Dress Code Items

Tops:



Bottoms:

Leggings should be worn underneath if jeans look like this:



Footwear:



If you have any questions about dress code, please contact Mrs. Gorrell

RESPECT ♦ RESPONSIBILITY ♦ COURAGE ♦ DOING YOUR BEST ♦ INTEGRITY ♦ CURIOSITY



# Restorative Justice at AST HS

## Logs in LiveSchool

Logs are reminders for students if they aren't meeting expectations in class. They are another word we use for warnings in classes. Students and parents can see Logs in LiveSchool (explained in the next section of the packet). If students get 3 or more logs, they will receive a Responsibility Prep (RP). Students will receive logs during the school day if they demonstrate any of the behaviors listed below.

### 3. Logs

[hide](#)

Log: Inapprop Lang (Add Comment)



Log: Minor Hallway Expect. (AL)



Log: Not Meeting Expectations



Log: Off Task



Log: Out Of Bathroom Passes (AL)



Log: Pass Overstay < 1 min



Log: Talking Or Noises



Log: Tardy



Log: Uniform Fixable (AL)



Log: Tardy To Schl. (Office Only)

## Responsibility Prep (RP)

RP's are a tier 1 behavior system to hold students accountable to reflect on their actions throughout the day if they break any of our core values. They will serve this intervention for 15 minutes during lunch the day after they receive the RP. Students and parents can see RP's in LiveSchool (explained in the next section of the packet). Students will receive an RP during the school day if they demonstrate any of the behaviors listed below.

### 4. RP (Comment Required)

[hide](#)

RP Rollover



RP: 3+ Deductions Previous Day



RP: 3rd Redirect



RP: Airpod/Headphone



RP: Did not attend MT



RP: Did not attend MUD



RP: Disrespect



RP: Emergency Drill



RP: Inappropriate Language



RP: Inappropriate Tech Use



RP: No Pass Or Unassigned Area



RP: Pass Overstay 1-3 min



RP: Phone Expectations



RP: Tardy 1-3 minutes



RP: Uniform Unfixable



RP: Unprepared for Class



RP: Minor Play Fighting/Horseplay



## Dean Intervention (DI)

DI's are a more severe behavior consequence for when students either repeatedly break core values or demonstrate higher level behaviors. Students will serve DI's throughout the school day instead of their content course, and students will remain responsible for making up work from the course they miss that day while serving the DI. Students and parents can see DI's in LiveSchool (explained in the next section of the packet). Students will receive a DI during the school day if they demonstrate any of the following behaviors listed below.

### 5. DI (Comment Required)

[hide](#)

<input type="checkbox"/> DI: 2+ Responsibility Preps	<input type="checkbox"/> DI: 4th Redirect	<input type="checkbox"/> DI: Academic Dishonesty	<input type="checkbox"/> DI: Bullying	<input type="checkbox"/> DI: Did not attend RP
<input type="checkbox"/> DI: Extreme Disrespect	<input type="checkbox"/> DI: Extreme Refusal To Meet Exp.	<input type="checkbox"/> DI: Gang Related Behavior	<input type="checkbox"/> DI: Hate Speech	<input type="checkbox"/> DI: Major Playfighting/Horseplay
<input type="checkbox"/> DI: Non-Consensual/Inapp. Touch	<input type="checkbox"/> DI: Online Harassment	<input type="checkbox"/> DI: Pass Overstay >3 Min	<input type="checkbox"/> DI: Severe Class Disruption	<input type="checkbox"/> DI: Stealing/Damaging Property
<input type="checkbox"/> DI: Substance Use Or Possession	<input type="checkbox"/> DI: Tardy 3+ Minutes Or Skipping	<input type="checkbox"/> DI: Threatening	<input type="checkbox"/> DI: Walking Out Of Class	<input type="checkbox"/> Extended Dean Intervention
<input type="checkbox"/> Rollover DI	<input type="checkbox"/> Skipped DI - Extended DI			

## In School and Out of School Suspensions

Suspensions for student behavior happen very rarely, and AST HS follows the behavior matrix in alignment with DSST Public Schools and Aurora Public Schools. We believe suspensions are an opportunity for students to reflect and take accountability for their actions, so we as a team will work closely with students and families to ensure that suspensions are purposeful and intentional if they happen. Students and parents can see suspensions in LiveSchool (explained in the next section in the packet). Suspensions are also a part of a students' official record so suspensions will also be documented in Infinite Campus.

## Restorative Justice Conversations (RJ Convo)

We believe in ensuring all students, staff, and families focus on restoration if a core value is broken in any way. We do this through facilitating RJ conversations because we believe in teaching students the power of being able to explain themselves, hear the other side, and take accountability. Our leadership team is trained in running strong RJ conversations, and some staff members to ensure students have a productive platform to communicate.



# Supporting your Student as an AST Parent/Guardian

We see our families as a CRITICAL part to our students' success! Our goal is to partner with you through ample communication and problem solving together to ensure all of our students are successful. The following sections lay out our home/school partnership expectations. Parents are vital to our community and we strive to respond to answer all emails and phone calls within 48 hours

## A Week in the Life of an AST Parent:

Every Day: Make sure your student attends on time and in dress code daily

M, T, Th, F: you will get a call if your student has MT after school

Wednesday: will send you an email with grade, attendance, and reflections - review with your student at home

Wednesday: Early dismissal at 1:30 PM (no clubs or tutoring due to teacher professional development)

Anytime: Check grades on Parent Portal, contact advisor for updates

## Excuse student absences:

If you need to excuse your student please leave a voicemail on our attendance line 303.524.6397 or you can send an email. The front office staff will check the voicemails and emails every morning before sending out attendance calls for that day. Email: [asths@scienceandtech.org](mailto:asths@scienceandtech.org)

## Picking up your student early:

If you need to pick up your student early or they have a doctor's appointment you can call the front desk and our front office staff will have your student ready for pickup at the front office. Please note that we will not call students down after 3:00 pm and after 1:00 pm on Wednesdays.

## Family Communication

We at AST believe that communication with families is important, and we use various different systems to ensure communication. The following section outlines where you can find crucial information about your student's progress here at AST HS.

## Infinite Campus - Attendance, Grades, Test Scores, Records

Infinite Campus is where you can check students' attendance, grades, and records from previous schools if your student has been a student in APS for their schooling career. Infinite Campus is the source that we use at AST HS for ensuring proper records for address, phone number, and email. Please make sure that your information is the most up to date, and if you ever need anything changed you can contact the front office. To log into Infinite Campus we have included instructions at the end of this packet on how you can log in/create an account.

## LiveSchool - Behavior Updates, Mandatory Tutoring

LiveSchool is a program we use to track students' positive and negative behaviors. Students can earn positive points through demonstrating our core values throughout the day, and our staff roll out specific behaviors that students can show to make it clear for their success. This is also the system to track for behavior issues like Logs, RP's, DIs, and Suspensions explained above. The last function of LiveSchool is putting in Mandatory Tutoring for classes, if a student is signed up then it will always be through LiveSchool. Mandatory Tutoring can be offered by any teacher during lunch or after school, the explanation in LiveSchool will detail what the student is signed up for. Students cannot be signed up for Mandatory Tutoring the day of, they must be signed up the day before to ensure proper communication is given to families. The login information for LiveSchool is explained below:



1. Login to [parent.liveschoolapp.com](http://parent.liveschoolapp.com) or download the *Liveschool Parent App* in the App Store on your phone
2. Enter your Parent Code: (Given at the beginning of the year)
3. Download the 'LiveSchool Parent' App in the App Store on your phone for easy access
  - a. Click 'Timeline' to see student logs, behavior entries and interventions assigned from teachers

## Bloomz - Family Communication

Bloomz is our new family communication platform with the school for weekly newsletters, advisor communication, and school updates. If you were with us the last few years, we used ReachWell and Bloomz will replace ReachWell. We made this decision for many reasons, but one of the biggest decision making points is that this platform better integrates with Infinite Campus and we can streamline that communication. You will receive weekly memos from Mrs. Gorrell updating you all on the week and big things coming up, monthly messages from advisors about student progress, messages from teachers about students, and you can use this platform to communicate with anyone on staff as well. More details on how to log into Bloomz will be provided this summer and early fall when we return for the year.

## The Family Engagement Committee

The Family Engagement Committee exists to provide parents a voice and platform to express themselves, advocate, volunteer and fully immerse into the AST community. We have subcommittees (Fundraising, Recruitment, and Events committee) that allow Parents to be as involved as their schedule allows. We desire to go much deeper than your average parent group. We believe that a school where parents are present, visible and active is a healthy school. Parents will have the opportunity to work hand in hand with teachers and advisors through our grade parent program. Parents will be able to plan and co-lead school wide cultural events and activities. Most importantly, parents will have the opportunity to continue learning and adding tools to their parenting skills through our workshops series "Raising Highly Capable Kids". AST is committed to a holistic approach when it comes to our families and we strive for you to not only be seen but also known. For more information please contact Mr. Rivera [Abiud.Rivera@scienceandtech.org](mailto:Abiud.Rivera@scienceandtech.org)



# Preparing for the 2025-26 School Year

## Student Fees

AST has student fees in order to support the learning, technology, and activities for students every year. Please see below and let us know how we can support - payment plans are available. We ALWAYS work with families and never want fees to be a barrier in being a part of our school!

- Fees for FRL Students: Technology + Resource Fee + Activities + AMC shirt = \$145
  - Free or Reduced Lunch (FRL): Families need to apply for this once you apply please notify the front office that way they can make the adjustment in the system
- Fees for Students Who Are NOT FRL: Technology + Resource Fee + Activities + AMC shirt = \$325

## Enrollment Steps - Are You On-Track?

- Fill out the registration form on the link below - ALL Families
  - <http://tinyurl.com/NewRegistration2024>
- Please make sure you've sent in your student's Release of Records Form to Karina Rodriguez at [karina.rodriguez@scienceandtech.org](mailto:karina.rodriguez@scienceandtech.org) (Only NEW students)
- If your student has an IEP for specialized services, please send an electronic copy to Liz Caffrey ([elizabeth.caffrey@scienceandtech.org](mailto:elizabeth.caffrey@scienceandtech.org)) (from our DSST Home Office special education team). This is due for registration if you are coming from outside Aurora Public Schools but can be helpful to send to us ahead of time! (Only NEW students)
- Students currently NOT attending APS school will need to fill out a separate form please be on the lookout for an email that will be sent in May (Only NEW students)
- If you have any questions about the enrollment process, please email Ms. Rodriguez!

## Student Registration

Registration form is now live. You can fill out the registration form on the link below.

<http://tinyurl.com/NewRegistration2024>

This will be something you can do 100% ONLINE. Some things you will need to turn in before the start of the school year.

- Copies of an IEP (if your student receives specialized services) This needs to be turned in before the end of May
- Doctor's order for medications
- Immunization Record for your student

We can't wait for you to be part of our High School  
Owl community for the 2025-26 school year and beyond!



**DSST**  
PUBLIC SCHOOLS  
2025-2026  
ACADEMIC CALENDAR



**IMPORTANT DATES**

June 18 - July 11, 2025	DSST Office Closure
July 24, 2025	First Day for New Staff
August 4, 2025	First Day for Returning Staff
August 14, 2025	First Day for Students
September 1, 2025	Labor Day Holiday
October 13-14, 2025	Fall Break
November 24-28, 2025	Thanksgiving Break
Dec 22, 2025 - Jan 2, 2026	Winter Break
January 19, 2026	MLK Day Holiday
February 16, 2026	Presidents' Day Holiday
March 9-13, 2026	APS Spring Break
March 30 - April 3, 2026	DPS Spring Break
March 31, 2026	Cesar Chavez Day Holiday
May 25, 2026	Memorial Day Holiday
May 29, 2026	Last Day for Students
June 1, 2026	Last Day for Staff
June 19, 2026	Juneteenth Holiday

**ACADEMIC TERMS**

<b>Fall Semester</b>	<b>Spring Semester</b>
Q1: August 14 - October 10	Q3: January 6 - March 20
Q2: October 16 - December 19	Q4: March 23 - May 29

**JANUARY 2026**

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18	19	20	21	22	23	24
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**FEBRUARY 2026**

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**MARCH 2026**

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**DECEMBER 2025**

**AUGUST 2025**

**SEPTEMBER 2025**

**JULY 2025**

RESPECT ◊ RESPONSIBILITY ◊ COURAGE ◊ DOING YOUR BEST ◊ INTEGRITY ◊ CURIOSITY



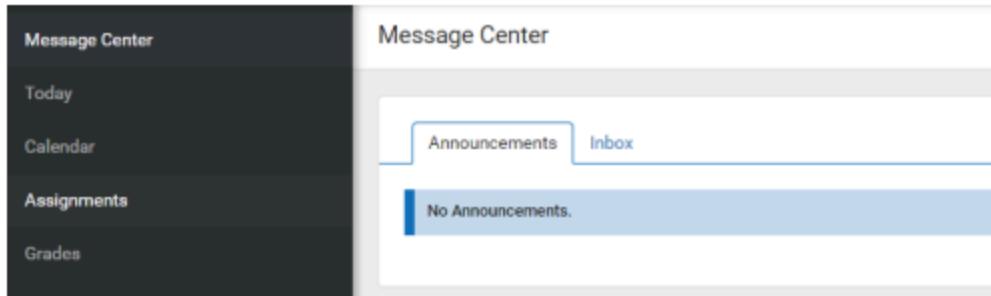
## Campus Parent Portal Guide

The Campus Parent Portal is designed specifically for parents and is optimized for use on mobile devices and tablets.

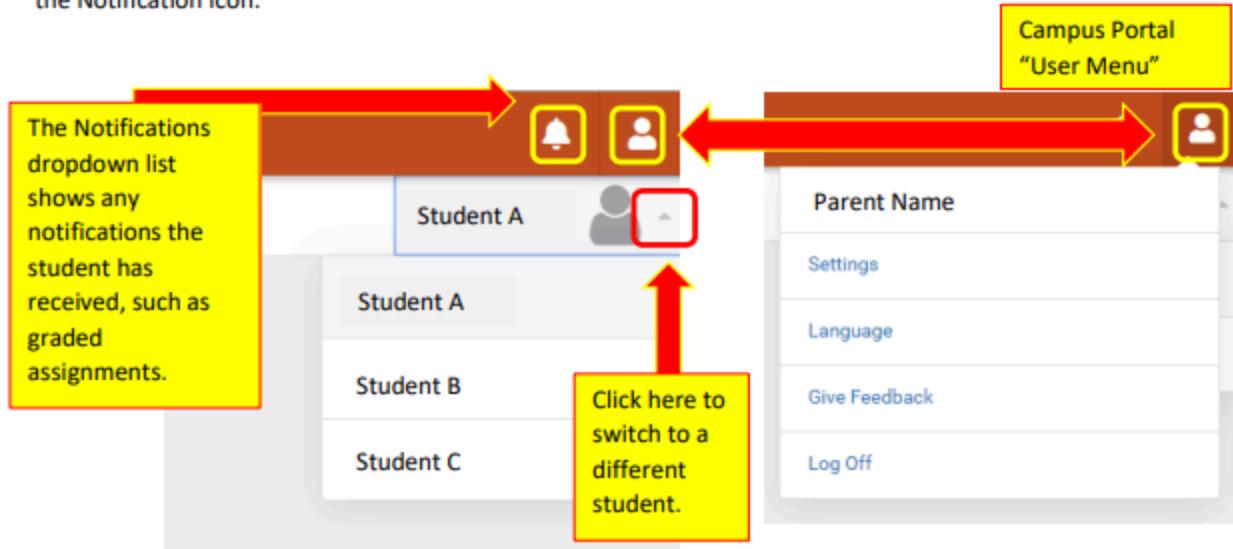
In the Campus Parent Portal, navigate between tools using the menu on the left. On mobile devices, this menu shrinks to a "hamburger" or "three bars" icon to save space.



When parents first log in to the Parent Portal, they will see the Message Center. Here all district and school messages will be displayed. Additionally, the Inbox displays messages sent to the parent, including those from teachers.

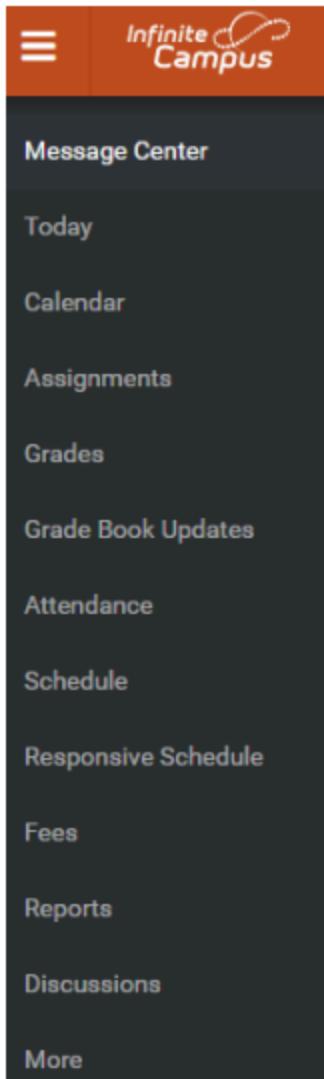


Along the bar at the top will be a Notification ("bell") icon parents can access to view any important notifications. To switch to a different student in the district, be sure to select one of the options under Message Center to toggle between students. The options to switch student will appear in a dropdown. Parents can also access the "User Menu", which is located at the top right corner of the screen next to the Notification icon.





Parents can choose from the many options on the left side bar depending on the information they are seeking for their student:



- **Message Center** - Here all district and school messages will be displayed. Additionally, the Inbox displays messages sent to the parent, including those from teachers.
- **Today** - The Today view shows the selected student's schedule for the current day and lists any assignments due today or tomorrow.
- **Calendar** - The Calendar displays data in three different modes: *Assignments*, *Schedule* and *Attendance*.
- **Assignments** - The Assignments tool displays all of a student's assignments for today. Click assignments to view details and scroll to see previous and future assignments.
- **Grades** – The Grades tool shows all of the grades earned by the selected student (such as Trimester or Semester grades) for all tasks and standards. Posted grades are displayed in bold, with In-Progress grades also indicated.
- **Grade Book Updates** - Grade Book Updates lists all of the assignments that have been scored or otherwise updated in the last 14 days.
- **Attendance** - The Attendance tool lists the absences and tardies for periods during the selected term. Navigate between terms using the options at the top.
- **Schedule** - The Schedule tool shows the student's schedule for each term, including any day rotations. Schedules are shown for the whole year, all terms, and all of the student's enrollments.
- **Responsive Schedule – Aurora Public Schools does NOT use this option.**
- **Fees** - The Fees tool provides a list of all fees assigned to a student.
- **Reports** - The Reports tool collects files relevant to the student including learning documents such as IEPs and PLPs, a PDF version of the student's schedule, report cards and transcripts, and program participation.
- **Discussions - Aurora Public Schools does NOT use this option.**
- **More** – This option provides additional information as well as quick links from the district. You will see your **student school(s)**, **Student Check-In System**, **Bus Schedule** and a link to **Pay for School Meals Online**.