



# 2021-2022

# Family Guidebook

CSA Board Approved August 2021

Updated October 2021

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## **Introduction**

Welcome to Colorado SKIES Academy Charter School! Colorado SKIES Academy (CSA) is an aerospace-focused middle school. At CSA, we inspire successful careers in the aerospace industry with an academically rigorous, project-based curriculum that prepares learners for advanced secondary and post-secondary choices.

You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning and the desire to be a leader of the future. Colorado SKIES Academy Charter School may be different from some of your child's previous educational experiences.

First, your child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, history, science, the arts and technology. This setting will allow your child to move at his/her own pace through inquiry-based learning strategies.

Your child will also learn experientially through many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will help your child apply his/her classroom learning.

Finally, your child's growth will be measured along a continuum and in a variety of ways that demonstrate learning. In essence, your child will be empowered to take ownership of their learning experience.

Your experience as a parent at Colorado SKIES Academy may also be different from what you have experienced at your child's previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent programs. We encourage and depend upon our parents to be actively engaged both in and outside of their learner's classroom.

You will work harder here as a parent, but your rewards will be tenfold. If you feel that you need support in any given area, please don't hesitate to ask for a meeting with your child's classroom facilitator, or another adult on campus who can advocate for you or your child.

We work as a team in this environment, and the only effective way to do so is to communicate and ask questions. The Family Guidebook is designed to

share the Colorado SKIES Academy philosophy and create a partnership with you.

## **Mission & Vision**

**Vision:** The vision of Colorado SKIES Academy (CSA) is to be a charter school for middle school learners dedicated to aerospace career exploration and preparation in the Rocky Mountain region. CSA will focus on providing all learners with the opportunity to explore, develop, and achieve their dreams in aerospace science.

**Mission:** The mission of Colorado SKIES Academy is to provide a high-quality educational program that will prepare young people for advanced education and careers in the aviation and aerospace industries. Our mission will be achieved by providing a high-quality STEAM (Science, Technology, Engineering, Arts/Design, and Mathematics) middle school education through rigorous project-based learning (PBL) methodology

## **Methodology**

**Project-Based Learning (PBL)** Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex interest area.

**Project-Based Learning's** time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments. Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own paths and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

**PBL makes school more engaging for learners.** Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active,

not passive; a project engages their hearts and minds and provides real-world relevance for learning.

**PBL improves learning.** After completing a project, learners understand content more deeply, remember what they learn, and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

**PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

**PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

**PBL provides opportunities for learners to use technology.** Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

**PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

**PBL connects learners and schools with communities and the real world.** Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

**Not just knowing but also DOING.** PBL allows learners to apply their learning in real-world scenarios.

**High levels of engagement.** PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!

**True learning.** PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.

**Focusing on your learner, not the curriculum, brings learning to life.** PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

**\*What is PBL? and PBL Outcomes** from [Buck Institute](#)

### **Social and Emotional Learning (SEL)**

It takes more than book-smarts to be an effective leader in the 21st century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. Social and Emotional Learning (SEL) teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as [the 7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) and [Character Lab®](#) aspects (Learner Outcomes), we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to mindfulness and reflective practice for facilitators, learners, parents, and administrators. Other elements for SEL implementation, practice, and assessment include: Learner Led Conferences (LLCs); Presentations of Learning (POLs); Passion Projects; Advisory Program; Learner Driven Ambassador Groups and Class Greeters.

## **Curriculum**

The research-based instructional approach of Project Based Learning at CSA is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks, or guides, we employ multiple materials, resources, and strategies to best meet the needs of individual learners.

Curriculum is implemented with the following best practices in education:

- **Global Understanding:** 21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever-changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.
- **Engaging Curriculum:** Our curriculum delivers the Colorado state standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, and they engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real-world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity and more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers his/her unique strengths.

## **Bullying Prevention and Education:**

CSA supports a secure school climate, conducive to teaching and learning that is free from threats, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. Bullying is the use of

coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person.

Bullying can occur through written, verbal, or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any learner for any reason, including but not limited to any such behavior that is directed toward a learner on the basis of their academic performance, or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) are actual or perceived.

Bullying is prohibited on CSA property or CSA-sanctioned activities and events, or off school property when such conduct has a nexus to CSA or any CSA curricular or non-curricular activity or event.

A learner who engages in any act of bullying and/or a learner who takes any retaliatory action against a learner who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related CSA policies and procedures. Learners targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

### **CSA Anti-Bullying Program:**

The CSA Anti-Bullying program contains many key elements. Several are related to creating a positive atmosphere at school that encourages all learners to treat each other fairly and with kindness. There are also components that are related to discipline that will be used if one learner bullies another. CSA employs an anti-bullying program and curriculum.

### **Squadron Members:**

Every CSA learner is part of a squadron (classroom group). Each squadron focuses on building a sense of community within our school. This is fostered through our Advisory class periods as well as the leadership embedded content. Our goal is for all CSA learners to learn leadership and conflict resolution skills in order to help their CSA community.

## **Bias Incident Response Protocol**

Colorado Skies Academy (CSA) is committed to providing a safe learning environment for all learners, facilitators, and staff.

The aim of this **Bias Incident Response Protocol** is to provide the means by which alleged incidents of bias at CSA will be reported and addressed.

### **Purpose**

This protocol outlines an organized response to reported bias incidents that occur within the Colorado Skies Academy community involving learners, facilitators, and staff. The primary focus of this document is to outline a set of responses that will provide assistance and support for targeted individuals and groups who are harmed by a bias incident.

The primary objectives of the Bias Incident Response Protocol process are to achieve the following:

- Support the well-being of all CSA learners, facilitators, and staff
- Offer learners, facilitators, and staff consistent and efficient means to report alleged bias incidents
- Provide immediate and direct support to learners, facilitators, and staff who have experienced a bias incident
- Provide an appropriate response to the CSA community
- Document and monitor all bias incidents to respond appropriately and to identify incident trends
- Use cumulative bias report information as a basis to develop comprehensive and effective intervention and prevention strategies
- Reaffirm CSA's strong commitment to integrity, honesty, respect and support for an inclusive community

### **Definitions**

A "Bias Incident" is defined as an act - either verbal, written, physical, non-verbal or psychological - that threatens or harms a person or group on the basis of actual or perceived disability, race, creed, color,

religion, sex, sexual orientation, marital status, familial status, national origin and ancestry, gender expression, and gender identity.

Some examples of bias include: name-calling, slurs, or casual putdowns regarding race, ethnicity, gender, size, abilities, perceived sexual orientation or gender identification. It can be blatant, such as a hate symbol drawn on a desk or subtle like rumors texted from person to person. In some cases, intent is obvious, in others it may be the result of ignorance rather than malice. What matters is *impact*: these behaviors can cause fear, damage and injury to individuals and the entire school community.

## **Principles of BIAS Reporting**

**Prevention.** Stop it before it starts.

Actions which are motivated by hatred toward others on the basis of actual or perceived disability, race, creed, color, religion, sex, sexual orientation, marital status, familial status, national origin and ancestry, gender expression, and gender identity must be made known to CSA to aid in prevention of bias incidents.

**Monitoring.** Know the trouble spots.

Identification of issues and indicators, which may give rise to actions motivated by bias, is critical to prevention efforts.

Responding to bias incidents conveys important messages about our school's culture and values. Effective responses communicate that our school community not only values holistic education but is committed to protecting historically marginalized people, whether they are widely represented in our school community or not.

Questions for Ongoing Review:

- Are we fostering a culture where learners feel comfortable discussing bias incidents with school facilitators and staff?

- Do learners know what to do when an incident occurs? Are there trusted adults in the building to whom they can turn for help?
- Is our reporting mechanism safe, confidential and anonymous (if desired)?
- Does our reporting ensure safety and inclusion for vulnerable learners?
- Do facilitators and staff know what to do when an incident is reported to them?
- Is there clarity among facilitators and staff with respect to who reviews and investigates reports?
- Beyond administering corrective action and intervention, how can we continue to educate the learners who perpetrate bias incidents?

**Response.** Manage the situation when a bias incident occurs.

Timely and accurate reporting of and intervention in a bias incident and response to the individuals/community involved is required when an incident occurs.

1. Put safety first.
2. Stop biased, harmful language and actions in the moment by using Compassionate Dialogue. Your response can be coupled with longer conversations and contextualized lessons in the future in partnership with the Equity Learning Team.
3. Provide comfort and aid to learners who were targeted and impacted. Provide space for them to process their emotions. Ensure they are heard and seen.
4. Isolate the offenders as necessary.
5. Protect confidentiality and the rights of all involved parties, including the learner(s) allegedly responsible for the bias incident.
6. Contact the CSA director or members of the Equity Learning Team. These staff members will be the first point of contact, responsible for investigating the initial report and making recommendations for resolution.

Every reported incident will be responded to in a serious manner to reassure the CSA community that biased language and actions are unacceptable. The impact of an incident on our school community—and therefore our response—will vary based on the type of bias and the method of dissemination.

Questions for Consideration:

- Does the incident involve an imminent threat to learner safety or the safety of others? If so, do school safety resources need to be activated?
- Who needs to be included in the response to this incident?
- Do staff, families, community organizations, media and/or others need to be involved from the onset?
- Who is reaching out to those who are impacted, and how?
- How will we ensure that those who are impacted feel safe and that their needs are addressed?
- How will we ensure transparency about the investigation without compromising confidentiality and safety?

**Reporting.** Ensure that facts of a bias incident are reported to the appropriate individuals.

By reporting a bias incident, appropriate personnel can respond and provide support, intervention, and education. In addition, reporting bias incidents informs systemic school supports and interventions.

If you believe you have experienced or witnessed a bias incident, you may report the incident, in person, by phone, or via email to the CSA Director or any member of the Equity Learning Team.

Individuals may also report an alleged bias incident online using a reporting form (Anonymous Navaid) at this link: [HERE](#).

This form will go to the CSA Director for review and will be shared with the Equity Learning Team.

The Equity Learning Team is charged with responding to reported bias incidents, following the protocols detailed in this document, supporting the persons harmed, making recommendations for corrective action and intervention for the perpetrator(s), and communicating information to the CSA community. The Equity Learning Team will take reported issues seriously, invest the time to listen before engaging in problem-solving and maintain confidentiality whenever possible.

**Investigation.** Investigate all allegations of bias incidents swiftly, thoroughly and seriously. No two incidents are exactly alike. Approach each case individually.

The CSA Director and Equity Learning Team will carry out a thorough investigation, and provide resources to support it:

- Identify participants
- Collect and confiscate all physical evidence. Secure in a locked cabinet.
- Photograph all physical evidence.
- Conduct search when appropriate, using “reasonable suspicion” criteria
- Identify and interview all witnesses as soon as possible to collect fresh recollections. (Use CSA witness statement/report document.)
- Investigate the incident with an eye toward whether it is part of a larger pattern.
- Obtain written statements, make sure to have the witness sign and date the form.
- Document all conversations, with all parties, related to incident investigation.

**Note:** While it is necessary to be alert to bias or bigotry in any learner conflict, it is also important not to jump to conclusions before facts are gathered. Not every conflict involving learners of different races is motivated by racial bias, for example.. Younger learners may make bigoted comments or carry out other apparent acts of bias without understanding the full significance of his or her actions. We will approach each incident with an open mind, and ask questions to

determine if a learner was acting out of ignorance rather than malice. This understanding will help us frame our response to the incident.

**Communication.** Silence or a lack of response allows fear, confusion, misinformation and distrust to grow

When a bias incident affects the school:

- Determine who in the school community needs to be informed.
- Describe the nature of the incident (e.g., “swastika on the bathroom wall”). Be transparent and specific. If slurs or offensive language were used, make sure to use censored words (for example, r-word) so as to not perpetuate the harm.
- Use thoughtful, inclusive language, and choose terms that respect how affected communities self-identify.
- Denounce the incident and reaffirm our school’s values.
- Protect the identities and rights of the learners involved.
- When appropriate, announce an immediate investigation of the incident.
- When ready, present a clear plan of action moving forward
- State what steps the school has taken in response to the incident (meetings with the learners and families, counseling for learners, types of corrective actions and interventions associated with the type of incident, discussions with facilitators and other staff about school climate and support needs).
- Emphasize that discipline will be handled in an equitable manner appropriate to the offense based on school policy and educational code.
- Indicate if the incident and aftermath surfaced a need for more work to be done, particularly in the areas of Diversity, Equity, and Inclusion.
- Provide opportunities for all members of the school community to discuss and process their thoughts and feelings about the incident and bias more generally

**Restoration.** Leverage opportunities for healing as part of the response.

- Restoration enables the development of new prevention strategies and ways to improve school climate and culture.
- Utilize community and restorative circles in the healing process.
- Coordinate disciplinary, behavioral and educational interventions for students responsible for the bias incident. Equitable corrective actions and interventions for the perpetrator(s) will be issued in a manner appropriate to the offense based on school policy and educational code.
- Review and update policies and protocols based on lessons learned.

### **Restorative Justice:**

The goal of restorative justice (RJ) practices is to support the social and emotional well-being of our students. There are two components of restorative justice:

1. **Proactive Circles** are class-wide discussions that provide learners with an outlet, allow them to develop empathy and compassion and make connections with other learners. The circles also give facilitators an opportunity to identify learners who need additional support.
2. **Conflict Resolution** is another component of restorative justice. These structured conversations allow learners to work through a conflict in a positive and collaborative way. There are two outlets for this resolution.
  - a. Learners may request mediation through a facilitator.
  - b. Facilitators or administration may determine a restorative justice meeting is needed.

### **Safe to Tell:**

Colorado SKIES Academy uses the district Safe to Tell program. Safe to Tell allows learners to anonymously report anything that concerns or threatens them, their friends, their family or their community. The number to make that call is 1-877-542-7233.

Digital Citizenship: CSA conducts digital citizenship classes. These classes teach middle school students how to manage social media and other online experiences.

## **Individualized Learning Plans (ILPs) & Learner Led Conferences (LLCs)**

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitators and their parent(s) to look critically at what they have accomplished both in formal settings as well as at home with their families.

At the end of both fall and spring semesters, our learners will present their progress in the Learner Led Conference (LLC) Presentations. Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

## **Learner Conduct Expectations for School Behavior**

Colorado SKIES Academy strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own

learning and behavior. As a framework for this, we have expected learning results. At CSA we utilize Love and Logic® to embrace each learner's uniqueness while modeling and expecting appropriate behavior.

CSA expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents are encouraged to participate in the Love and Logic® courses offered at CSA throughout the year.

## Consequences

In addition to Love and Logic, our school focuses on **Restorative Practices**. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships. There are appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- Warning and reminder: This may take place in or out of the classroom.
- Reflection time: This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
- Respectful, related consequence: This step allows the flexibility for a child or adult-created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.

- Disciplinary referral to the office: This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could prevent this from happening again.
- Suspension/parental supervision: The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period. Coursework must still be completed independently and in a timely way.

CSA adheres to the State's Conduct Code and Related Policies - A Guide for Parents and Students. Additionally, CSA follows specific administrative policies developed to enforce behavioral expectations. Pursuant to Colorado statute 22-33-106, serious violations in a school building or in or on school property shall result in mandatory expulsion. CSA students being recommended for expulsion by the Director, for any reason, shall be referred first to the CSA Board of Directors. The Director shall have the authority, pursuant to Colorado statute 22-33-106, to suspend a student. The CSA Board President shall be notified when an out-of-school or in-school suspension of more than 5 school days is given or receives any suspension where the aggregate days of suspension total more than 5 in one school year.

CSA enforces a fair but strict discipline policy. Consequences shall be immediate and relevant. A safe environment that is conducive to learning is of the utmost priority. All policies shall be in accordance with state and federal law. According to Colorado statute 22-33-106, a student is defined as habitually disruptive after three or more significant instances of discipline. This may result in immediate suspension or recommendation for expulsion.

Grounds for Suspension, Expulsion, and Refusal of Admission. Specific grounds for suspension, expulsion and denial of admission are found in CRS 22-33-106. The federal Gun Free School Act requires mandatory expulsion for one calendar year and referral to law enforcement for bringing or possessing a firearm at school.

A child with a disability may not be expelled if the actions are a manifestation of the child's disability.

The following shall be grounds for suspension or expulsion of a child from a public school during a school year:

Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel;

Serious violations in a school building or in or on school property, including, but not limited to, carrying, bringing, using, or possessing a deadly weapon as defined in section 18-1-901 (3)(e), C.R.S., the sale of a drug or controlled substance as defined in section 12-22-303, C.R.S., or the commission of an act which if committed by an adult would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., for which suspension or expulsion shall be mandatory;

- Repeated interference with the school's ability to provide educational opportunities to other students;
- Having been expelled from any school district during the preceding twelve months;
- Behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or school personnel.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by CSA Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

### **Student Search:**

The School Director or administrative designee may search the person of a learner, the learner's locker, backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

### **Electronic Nicotine Delivery Systems (E-CIGARETTES):**

The School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

### **Release of Learner to Peace Officer:**

If a CSA official releases your learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6]

### **Parent Responsibility:**

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents are also liable for any school property loaned to the learner and willfully not returned. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC 48900.1and ]

## **Expectations & Guidelines**

### **Academic Honesty:**

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet, and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed. For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

### **Dress:**

Learners attending the school do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Learners will also participate in Physical Education Courses and will need clothing that is appropriate for movement. Clothing is expected to be modest, unbiased, and refrain from offense. Learners with inappropriate clothing or messaging will be asked to go to the office and change into CSA designated spirit wear.

### **Emergency Procedures Building Emergency/Crisis:**

CSA has a comprehensive plan for safety and security that is aligned to and in compliance with CCSD policies. If it becomes necessary to invoke a "lock-down" or a "secure perimeter," the cooperation of parents is extremely important. No one will be allowed in or out of the building until a danger assessment is made and the situation is deemed safe--NO EXCEPTIONS. CSA completes an annual Readiness Emergency Plan (REM) that addresses all safety procedures and plans drills according to CCSD requirements.

### **After School Programs:**

Hobby Quest partners with Colorado SKIES Academy in offering a unique after school experience for middle school students. The registration link will be shared in the Monday Message and on the CSA website. During after school programs CSA learners are expected to adhere to all CSA expectations.

### **Field Trips:**

CSA makes use of community and regional resources that support the curriculum. Parent permission is required for each student, and some trips may require a fee to help offset admission charges or transportation costs.

Throughout the school year, learners will have the opportunity to take many trips, often planned through facilitator and parent collaboration. These trips are a part of CSA's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged. A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in CSA's ongoing walking field trip program throughout the school year. This ensures CSA has parent permission for their child to walk to Wings Over the Rockies Exploration of Flight and within the vicinity of Centennial Airport, throughout the school year. Field trip permission slips will be required for all other field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers are encouraged to accompany learners on a field trip. Facilitators or CSA staff members will inform parents of the need for field trip volunteers in advance of each trip.

### **Food Allergies:**

CSA recognizes that many learners are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, we set forth the following requirements:

### **Health Care Plan:**

The school nurse in conjunction with the learner's medical provider shall develop and implement a health care plan for each learner with a diagnosis of a potentially life threatening food allergy. Facilitators/staff are provided with food allergy information.

**Reasonable Accommodations:**

Reasonable accommodations shall be made to reduce the learner's exposure to agents that may cause anaphylaxis within the school environment.

**Access to Emergency Medications:**

Emergency medications for treatment of the learner's food allergies or anaphylaxis shall be kept in the school health clinic accessible to all school staff. The learner's parent/legal guardian shall supply the school with the medication needed for treatment of the learner's food allergies or anaphylaxis.

**Staff Training:**

All school staff receive training in emergency anaphylaxis treatment. The training prepares staff with a basic understanding of food allergies, the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training also includes instruction in the administration of self-injectable epinephrine.

**Forms:**

All forms are under the Parent Tab on the CSA website.

**Grievances:**

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

**CSA Bias Responsive Policy:**

Colorado SKIES Academy does not discriminate on the basis of race, color, national origin, sex, age or disability in admission to its programs, services or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the school's activities and programs. Colorado SKIES Academy also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section

504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance officer or directly to the U.S. Department of Education, Office for Civil Rights, Region VIII, Federal Office Building 1244 North Speer Blvd., Suite #310, Denver, CO 80204.

### **Health Information:**

The health, safety and medical needs of students are important for success at school. As such, the school has a health assistant and health office. The school also contracts with a Colorado Department of Education (CDE) qualified registered nurse consultant to manage health/wellness services and standards and provide delegation. The nurse provides resources, training, screening, and medication/health oversight, and is available to discuss your child's needs and coordinate care. School health is a team effort in the school environment and research supports that health and academics are related. (CDC. (2014, May). [Health and Academic Achievement](#). School policies and practices for health services follow applicable current federal and state laws. Some of the Colorado governing bodies may include the local school district, Public Health (CDPHE), Department of Education (CDE), Board of Health, Board of Education, Board of Nursing, and the Department of Human Services (DHS), along with accrediting agencies and associations. Local governments may override some policies if/as necessary for public health. (6 CCR 1010-6, 6.3A3 pg.2).

Please complete a health history for your child each year, and refer to the Medication Administration Policy if medication is to be administered at school. If your child has a health condition and you choose to not share that information with the school, or you choose to not provide daily or emergency medication and applicable forms if needed or prescribed, the undersigned parent(s) or guardian(s) hereby agree to release the school and its personnel from any and all claim(s), which they now have or may hereafter have arising regarding the consequences of this choice, and are aware that 911 may be called in an emergency. A parent may request that the school take into consideration specific health needs of a student and schedule a meeting to determine next steps.

### There are three reasons to keep sick children at home:

1. The child does not feel well enough to participate comfortably in usual activities (such as extreme signs of tiredness, unexplained irritability or persistent pain).
2. The child requires more care than program staff is able to provide, without affecting the health and safety of other children.
3. The illness is on the list of symptoms or illness for which exclusion is recommended.

### Children with the following symptoms or illness should be kept (excluded) from School

SYMPTOM	Must a Child Be at Home?
<b>DIARRHEA</b> Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication	<b>Yes</b> – if child looks or acts ill; if child has diarrhea with fever and behavior change; if child has diarrhea with vomiting; if child has diarrhea that is not contained in the toilet
<b>FEVER</b> with behavior changes or illness	<b>Yes</b> – when fever is accompanied by behavior changes or other symptoms of illness, such as malaise, rash, sore, throat, vomiting, etc.
<b>FLU SYMPTOMS</b> Fever over 100 F with a cough or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and diarrhea	<b>Yes</b> – for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicine.
<b>COUGHING</b> severe, uncontrolled coughing or wheezing, rapid or difficulty breathing <b>Note:</b> Children with asthma may be cared for in school with a written health care plan and authorization for medication/ treatment	<b>Yes</b> – medical attention is necessary
<b>MILD RESPIRATORY OR COLD SYMPTOMS</b> Stuffy nose with clear drainage, sneezing, mild cough	<b>No</b> – may attend if able to participate in school activities
<b>RASH WITH FEVER</b> <b>Note:</b> Body rash without fever or behavior changes usually does not require exclusion from school, seek medical advice	<b>Yes</b> – seek medical advice. Any rash that spreads quickly, has open, weeping wounds and/or is not healing should be evaluated
<b>VOMITING</b> Two or more episodes of vomiting in the past 24 hours	<b>Yes</b> – until vomiting resolves or a health care provider decides it is not contagious. Observe for other signs of illness and watch for signs of dehydration
<b>CHICKEN POX</b>	<b>Yes</b> – until blisters have dried and crusted (usually 6 days) if blister occurs after vaccination, refer to Health Dept Guidelines

<b>CONJUNCTIVITIS (PINK EYE)</b> OR Pink color of eye and thick yellow/green discharge	<b>Yes</b> – until 24 hours after treatment starts If your health provider decides not to treat your child, a note is needed
<b>CROUP</b> (SEE COUGHING)	<b>No</b> - Seek medical advice

<b>SYMPTOM</b>	<b>Must a Child Be at Home?</b>
<b>COVID</b>	<b>Yes</b> - Students should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care. If a child tests positive for COVID the child should remain out of school for 10 days since symptoms first appeared and 24 hours with no fever without the use of fever-reducing medications and Other symptoms of COVID-19 are improving*
<b>FIFTH'S DISEASE</b>	<b>No</b> – child is no longer contagious once rash appears
<b>HAND FOOT AND MOUTH DISEASE</b> (Coxsackie virus)	<b>No</b> – may attend if able to participate in usual activities, unless the child has mouth sores and is drooling
<b>HEAD LICE OR SCABIES</b>	<b>No</b> - May return after treatment starts
<b>HEPATITIS A</b>	<b>No</b> - May return after treatment starts
<b>HERPES</b>	<b>Yes</b> – if area is oozing and cannot be covered, such as mouth sores
<b>IMPETIGO</b>	<b>Yes</b> – for 24 hours after treatment starts
<b>RINGWORM</b>	<b>No</b> - May return after treatment starts Keep area covered for the first 48 hours of treatment
<b>ROSEOLA</b> Note: A child with rash and no fever may return to school	<b>Yes</b> – seek medical advice
<b>RSV (Respiratory Syncytial Virus)</b> Note: A child does not always need to be excluded unless they are not well enough to participate in usual activities	<b>No</b> - Seek medical advice. Once a child in the group has been infected, spread of illness is rapid
<b>STREP THROAT</b>	<b>Yes</b> – for 24 hours after treatment starts and the child is able to participate in usual activities
<b>VACCINE PREVENTABLE DISEASES</b> Measles, Mumps, Rubella (German Measles), Pertussis (Whooping Cough)	<b>Yes</b> – until determined not infectious by the health care provider. Consult with the RN or Health Department.
<b>YEAST INFECTIONS</b> Including thrush or candida diaper rash	<b>No</b> – may attend if able to participate in school activities Follow good hand washing and hygiene practices

**Please contact the school health assistant or the school nurse consultant with any questions or concerns for your child.**

[Report an Absence](#)

**Colorado SKIES Academy (720) 400-7612**

### **Homework Policy:**

As a school that utilizes the project-based learning model, Colorado SKIES Academy makes every effort to provide learners with ample time to complete their work in class. Any daily classwork not completed will be considered homework. We encourage homework to be self-driven, where learners WANT to do some additional research on a particular topic because they want to know more. We strive to create inquiring minds, ready and willing to ask questions and seek out the answers to those questions, to create truly life-long learners. We take every opportunity to prepare our learners for high school and careers and use classwork, homework, and make-up work as a time for learners to learn and practice time management, personal responsibility, and self-advocacy. If a learner is absent, we expect the learner to assume personal responsibility and to follow these steps the day they return to class:

- Access Schoology where class assignments and any handouts are available for the class time missed.
- Access PowerSchool to see when the assignment is due and/or if the assignment was turned in at the end of class.
- Discuss with the facilitator the scope of missing work and:
  - Establish the due date, providing a minimum of two (2) days to complete the assignment for every day absent.
  - Discuss next steps so the student can stay current with the class. Identify any work time in class the student can use to make up assignments. (Note: Class work time to make-up for missed work is not guaranteed.) The rest of the missing work will need to be completed at home in order to catch up with the rest of the class. We appreciate parent support when missed classwork needs to be completed at home.
  - If a parent has any questions about what is missing, we ask parents to have their student email the facilitator, and copy the parents, for

further details about what work is missing. This helps students build necessary communication skills, self-advocacy, and personal responsibility with parent support.

### **Absence/Make-Up Policy:**

For every day a learner is absent, the learner will have a maximum of two (2) days to make up missing work. Facilitators use Schoology to post classwork, handouts, and assignments, and learners turn in much of their work in Schoology. PowerSchool, our student information system, documents graded assignments and missing assignments also. Colorado SKIES Academy provides time and opportunity for learners to demonstrate mastery by completing missed assignments and/or resubmitting low scoring assignments.

All make-up work and/or resubmitted work must be turned in on or before the Monday of the last week of each quarter. This allows adequate time for grading student work. Access to learners' Schoology (with "read only" permission) can be provided to parents/guardians by sending an email request to the facilitator. Facilitator email addresses can be found in the "Contact Info" tab within each facilitator's weekly newsletter. Please use the link under "Parent Info", "[Report an Absence](#)" to ensure that your learner is excused from the school day(s).

### **Lost and Found:**

All personal items should be labeled with the learner's name. CSA is not responsible for lost or stolen items, including electronic items such as cell phones, iPods, tablets, and/or laptops. Lost and found items are placed in bins located by the back door. Please check lost and found regularly, as unclaimed items are donated to a local charity.

### **Lunch /Recess:**

Lunch and Recess are great times to relax and enjoy other learners. Please be kind, considerate and respectful. Learners should cooperate with Care Team Members to make sure the Village is safe, clean and enjoyable for everyone.

### **Food & Policy Questions:**

Cherry Creek School District (CCSD) will offer FREE meals for ALL students for the 2021-2022 school year! Families who qualify for free and reduced meals should still fill out the free & reduced meal application for other benefits. The TITAN portal is the best place for families to access menus, view nutritional/allergens, view account transactions, and add funds for snacks.

## **Additional Information**

### **Classroom Parties and Celebrations:**

As a school, CSA expects facilitators to keep both the number of parties and time spent away from academic study to a minimum. Facilitators are traditionally asked to use the advisory period of the day for a party. CSA does not celebrate religious holidays. CSA wishes to make sure that all learners feel included. Celebrations will be a regular part of assemblies, advisory, and school announcements.

### **Class Videos:**

There are many opportunities within our curriculum to show videos in the classroom setting, and in some cases, movies are shown as class rewards, etc. All facilitators are expected to inform Administration of any video being shown in the classroom PRIOR to its viewing. If a video is rated PG-13, the facilitator will send home a permission slip for the parent to sign, indicating that their learner has permission to watch that particular movie. Any learner not receiving permission will be given the opportunity to read or work outside the classroom. Movies viewed by CSA learners must always have an educational purpose. In every case, the CSA staff member must preview the movie in advance. Facilitators must always preview even “safe” movies like Discover, NOVA, etc., as many of these movies are inappropriate.

### **Movie Rating Guidelines for CSA Students:**

- G OK for all grades – no permission slip needed.
- PG OK for grades 5-8 w/o permission slip.
- PG-13 OK for grades 5-8 with permission slip.
- R NOT permissible for any grades under any circumstances.

### **Notification of Nondiscrimination:**

Colorado SKIES Academy, which is a part of the Cherry Creek School District No. 5 (“District”), does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Colorado SKIES Academy does not discriminate in enrollment or access to any of its available programs. The lack of English language skills shall not be a barrier to admission or participation in Colorado SKIES Academy activities and programs. Colorado SKIES Academy also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator, Ms. Stephanie Davies, Cherry Creek School District Compliance Officer, Educational Services Center, 4700 S. Yosemite St., Greenwood Village, CO 80111, telephone (720) 554-4471, or directly to the U.S. Department of Education, Office for Civil Rights, Region VIII, Federal Office Building North, 1244 Speer Blvd., Suite 310, Denver, CO 80204

**Title IX and Section 504 Grievance Procedure for Students and Employees:**

Federal Requirement Title IX of the Educational Amendments of 1972 (prohibits discrimination the basis of sex) and Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of handicap) provide that schools shall adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action which would be prohibited by Title IX and Section 504. The complete procedure and forms are available in the office.

**Parent Board:**

CSA is managed by an elected governing board, known as the Board, made up of parents with learners at the school and community members. The Board meets a minimum of six times per year for open-forum meetings and work sessions. Additional executive sessions may be held on an as-needed basis to handle employment, contract, and legal issues.

**Parent-Accountability Committee (PAC):**

CSA is fortunate to have a very active and effective PAC. In addition to the President and the PAC officers, there are numerous committees. Check the CSA website for meeting times and opportunities to volunteer through the PAC.

### **Pet Policy:**

Animals on Campus: Personal pets are not allowed on the school campus unless they are in a vehicle during carpool time, have an educational purpose, or serve as a service animal. Class pets must be pre-approved by Administration. Mammals or birds are discouraged due to the possibility of them carrying pathogens or causing allergic reactions.

### **Reports of Progress/Report Cards/Grading Scale:**

CSA assesses student progress in all subject areas in grades 6-8 using traditional letter grades. All graded work is assigned a grade according to the following scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% and below

( + /- grades are 2% above or below the letter grade)

Quizzes and tests are graded according to the number of answers correct out of the total number of questions. Other assignments, projects, and graded activities are given a numerical score which corresponds to a description and percentage.

- 5 = Exceptional = 100%
- 4 = Above Expectation = 93%
- 3 = Proficient = 85%
- 2 = Approaching Proficient = 72%
- 1 = Not Yet = 60%
- 0 = Missing = 0%

A “3,” or Proficient score, indicates that the learner completed the work according to expectations. Therefore, a B level grade is indicative of proficient grade level performance, and earning an A is only possible if a student demonstrates effort and performance above grade level expectations.

Report cards will be available through PowerSchool the week following the end of each quarter.

Online login information is updated each school year. Please contact the Registrar for a parent login if you do not have one.

### **Grade Appeals:**

Grade appeals must be requested within two weeks after issuance of reports of progress. The learner or parent/guardian, wishing to appeal a final grade in a course, must submit a written grade appeal request to the course facilitator. The learner will be required to resubmit any past completed assignments where reevaluation is requested. The course facilitator will respond to the learner’s questions in writing. If the learner/guardian is not satisfied, they may request an evaluation of the identified course grades by the School Director.

### **Religious Expression:**

CSA maintains a non-religious, non-sectarian status. The educational program of CSA shall be non-religious, non-sectarian and shall not discriminate against any student on the basis of religion. CSA shall operate, in all respects, as a nonsectarian, nonreligious, non-home based public school. CSA shall not be affiliated with a non-public sectarian school or religious organization. CSA shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of religion.

The basic guidelines that staff are expected to follow in respect to religion at CSA are:

1. Staff may not endorse religious activity or doctrine, nor coerce participation in religious activity.
2. Staff may not forbid learners acting on their own from expressing their own religious beliefs provided these expressions do not intrude on the rights of others. Factual and objective teaching about religion, the impact of religion and

religious-based ideas and ideals are included in the classroom as a part of the curriculum.

Factual and objective teaching about religion is to be distinguished from the teaching or promotion of religion. Consequently, staff shall not:

1. Use instructional materials that promote or encourage non-religion, religion, religious viewpoints, religious groups or religious activities.
2. Conduct assemblies and/or programs that promote or encourage religion or non-religion.
3. Offer any form of religious instruction, workshop, exercise, or persuasion.
4. Attack or promulgate religion, the absence of religion, or any particular belief system.
5. Question the religious belief or absence of religious belief of any learner.
6. Require a learner to declare a religious preference. Classroom displays and decorations pertaining to religion or religious symbolic holidays shall relate to instruction that is based solely upon the objective study of that subject. No public school funds, property, or facilities shall be used for a decorative display of religious symbols. This shall not infringe upon the rights of learners to wear symbols in a manner that is not materially or substantially disruptive of the educational process or school dress code. Religious musical selections may be included on the basis of their particular musical and educational value and/or traditional secular usage and be presented with other musical works that are non-religious in nature. Musical pieces should be selected and performed as works of art.

### **School Closure or Weather Delays:**

CSA receives input from the CCSD policy regarding school closure or delayed start in regards to the weather. Should weather result in the closing of district schools or adjustment to school starting times, parents will be notified via the District Blackboard Connect phone message system. This information will also be posted on the school's website ([www.coloradoskiesacademy.org](http://www.coloradoskiesacademy.org)), on local television and radio broadcasts, and on the CCSD's Weather Delay and Closure Hotline: 720-554-4702. Weather-related schedule decisions will be made by geographic area by the CCSD Superintendent. Since CSA is a commuter school, weather may be drastically different at your home compared to weather at the

school. CSA will make the best decision considering commuting families. We encourage you to make the best decision for your own safety even if CSA is open.

**Delayed Start** refers to a 90-minute (9:30 am start time) delay for Colorado SKIES Academy.

### **School Hours:**

- Mon. – Thurs. 8:00 am – 3:30 pm
- Friday 8:00 am – 1:00 pm

### **School Safety Building Emergency/Crisis:**

CSA has a comprehensive plan for safety and security and is in compliance with CCSD policies. If it becomes necessary to invoke a “lock-down” or a “secure perimeter,” the cooperation of parents is extremely important. No one will be allowed in or out of the building until a danger assessment is made and the situation is deemed safe--NO EXCEPTIONS. CSA completes an annual REMS Plan (Readiness Emergency Plan) that addresses all safety procedures and plans drills according to CCSD Requirements. CSA has a School Resource Officer who is regularly scheduled to be on site to help ensure the safety and security of our school community.

All visitors to CSA must enter through our secured entrance. All visitors will have a designated destination and will not roam freely throughout the building.

### **Student Services:**

CSA operates in accordance with all federal and state guidelines in meeting the needs of all learners and works very closely with CCSD in providing necessary services. An “inclusive” model is used at CSA unless otherwise specified in a learner’s IEP. If a parent has a concern regarding their learner’s learning, they should speak to the classroom facilitator. If testing is to be considered, the facilitator will schedule a meeting with the problem-solving team regarding that learner. Parents will be notified of the outcome after this meeting.

### **Standardized Testing:**

Standardized testing serves an important role in the assessment of learner performance at Colorado SKIES Academy. We administer CMAS testing as mandated by the Colorado Department of Education. This program currently requires statewide testing of various subjects at differing grade levels. We also administer NWEA MAP, Northwest Evaluation Association Measures of Academic Progress, Gifted and Talented diagnostics, and ACCESS depending on student needs.

### **Supervision:**

All entry doors are kept locked at all times. Admittance to the school is only through the front entry double doors.

### **Before School:**

There is no student supervision before 7:30am. Learners are supervised in the Village by assigned staff between 7:30am and 7:50am.

### **After School:**

Learners will be dismissed depending on their class and the student's carpool schedule. Please refer to the Traffic and Parking section for more information. Learners left at school 15 minutes after their dismissal time from classes or from after school activities such as clubs, team sports, or tutoring, will be sent to the after school program and parents will be charged a supervision fee.

- All families must be registered online with the after school provider prior to the start of the school year in case of need or emergency. Any student participating in after school activities should be picked up no later than 15 minutes after the activity is scheduled to end.
- CSA is NOT RESPONSIBLE for the safety of learners after their dismissal times. Siblings of a learner in after school events may NOT wait on campus and must be picked up by parents at the end of the school day.

### **Use of Video Cameras:**

At CSA, the Board of Directors recognizes the continuing responsibility to maintain and improve discipline and to promote the health, welfare, and safety of its staff and students. After having weighed carefully and balanced the rights of

privacy of learners with the school's duty to promote discipline, health, welfare, and safety of staff and learners, Colorado SKIES Academy will follow CCSD's video camera use policy JICA. Video cameras may be used to monitor student behavior in school facilities. Students in violation of conduct rules shall be subject to disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline. CSA shall comply with all applicable state and federal laws related to video recordings. Video surveillance shall be used only to promote the order, safety, and security of learners, staff, and property.

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

42 U.S.C. § 1201 et seq. (Americans with Disabilities Act)

34 U.S.C. § 99.1 et seq. (FERPA Regulations)

## **Title IX - Sexual Harassment Regulations**

### **Sexual Harassment:**

The Board of Directors recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws that prohibit sex discrimination, as addressed in the board's policy concerning unlawful discrimination and harassment.

### **Colorado SKIES Academy's Commitment:**

Colorado SKIES Academy is committed to maintaining a learning environment that is free from sexual harassment. It shall be a violation of policy for any staff member to harass students or for students to harass other students or staff members through conduct or communications of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

Colorado SKIES Academy shall investigate all indications, informal reports and formal grievances of sexual harassment by students, staff or third-parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end the harassment, to make the harassed student whole by restoring lost educational opportunities, to

prevent harassment from recurring and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

### **Sexual Harassment Prohibited:**

Unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature may constitute sexual harassment, even if the harasser and the student being harassed are the same sex and whether or not the student resists or submits to the harasser, when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's participation in an education program or activity.
2. Submission to or rejection of such conduct by a student is used as the basis for education decisions affecting the student.
3. Such conduct is sufficiently severe, persistent or pervasive such that it limits a student's ability to participate in or benefit from an education program or activity or it creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe.

Any conduct of a sexual nature directed by a student toward a staff member or by a staff member to a student is presumed to be unwelcome and shall constitute sexual harassment. Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature may also constitute sexual harassment.

Sexual harassment, as defined above, may include but is not limited to:

- sex-oriented verbal "kidding," abuse or harassment,
- pressure for sexual activity,
- repeated remarks to a person with sexual implications,
- unwelcome touching, such as patting, pinching or constant brushing against the body of another, suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades or similar personal concerns,
- sexual violence.

## **Reporting, Investigation and Sanctions:**

Students are encouraged to report all incidences of sexual harassment to either a facilitator (teacher), counselor or school director in their school building and file a complaint, through the school's complaint and compliance process.

All reports and indications from students, district employees and third parties shall be forwarded to the Title IX coordinator. All matters involving sexual harassment reports shall remain confidential to the extent possible as long as doing so does not preclude the school from responding effectively to the harassment or preventing future harassment. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect grades.

In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred shall be investigated.

Any student found to have engaged in sexual harassment shall be subject to discipline, including, but not limited to, being placed under a remedial discipline plan, suspension or expulsion, subject to applicable procedural requirements and in accordance with applicable law. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with applicable law and Board policy.

### **Title IX Coordinator**

Anne Wodetzki, School Director

720-400-7612

[anne.wodetzki@coloradoskiesacademy.org](mailto:anne.wodetzki@coloradoskiesacademy.org)

## **Technology & Electronics**

### **Use of the Internet and Electronic Communications Policy:**

The Internet and electronic communications (including but not limited to email, chat rooms, file-sharing and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education

believes these resources should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, pornographic or otherwise harmful to minors. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors.

**Blocking or Filtering Obscene, Pornographic and Harmful Information:**

Technology that blocks or filters material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, shall be implemented or installed on each technology device provided by CSA that allows for access to the Internet by a minor, from any location. Students shall report access to material and information that is obscene, pornographic, harmful to minors or otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

**No Expectation of Privacy:**

School technology devices are owned by the school and are intended for educational purposes at all times. Learners shall have no expectation of privacy when using the Internet or electronic communications. The school reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of school technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. This includes online services and technology provided by the school designated for student use, including but not limited to email and document

storage on any device. All material and information accessed/received through school technology devices shall remain the property of the school district.

### **Unauthorized and Unacceptable Uses:**

Students shall use school technology in a responsible, efficient, ethical, and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of school technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following:

No student shall access, create, transmit, retransmit or forward material or information or software:

- That is not related to school education objectives
- That promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- That contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district's nondiscrimination policies
- For personal profit, financial gain, advertising, commercial transaction or political purposes
- That plagiarizes the work of another without express consent
- That uses inappropriate or profane language in the school community
- That is knowingly false or could be construed as intending to purposely damage another person's reputation
- That is in violation of any federal or state law, or district policy, including but not limited to copyrighted material and material protected by trade secret

- That impersonates another or transmits through an anonymous remailer
- That accesses fee services without specific permission from the system administrator
- That accesses another individual's Internet or electronic communications account without written permission.
- That runs port scans, network scans, network monitoring, keyloggers, password-cracking programs, hacking software or unauthorized file-sharing. Hacking is defined as "to gain access to a computer, computer file or network illegally or without authorization; or to view, alter, steal, damage or destroy computer data without authorization."

### **Security:**

Security on school technology devices is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a staff member is prohibited.

Students shall not:

- Use another person's password or any other identifier
- Gain or attempt to gain unauthorized access to district technology or computer devices
- Read, alter, delete or copy or attempt to do so, electronic communications of other system users.

Any user identified as a security risk, or as having a history of problems with technology devices may be denied access to the Internet and electronic communications.

### **Use of Personal Computers:**

Students will be issued a school device and will not be allowed to use a personal device without prior approval from the school director.

The school district and CSA is not responsible for any loss or damage to the student's computer while it is connected to the CSA Network, including but not limited to losses or damage caused by hardware failure, data loss or the incurring of a virus.

### **Use of Electronic Communications for a Public Audience:**

The use of school computers is limited to educational and school business. Personal blogs, wikis, podcasts or other electronic communications or online discussions that do not pertain to educational assignments or educational programming should not be accessed from school computers or through the school's electronic networked resources.

Electronic communications for a public audience and forms of online discussion including, but not limited to, blogs, wikis, bulletin boards, podcasts, chatrooms, listservs, or other electronic mailing lists being used for district educational programming are considered an extension of the classroom or educational programming and are subject to all applicable school board policies and regulations.

Students must have written parent/guardian permission to access the Internet through school electronic networked resources in order to participate in any educational or classroom related blog, wiki, podcast, or other electronic communication or online discussion that are accessible through the school's electronic networked resources.

### **Safety:**

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

### **Vandalism:**

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any

network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

### **Unauthorized Software:**

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

### **Assigning Student Projects and Monitoring Student Use:**

The school will take all reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, facilitators and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications.

### **Student Internet and Electronic Communication Use as a Privilege:**

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in school disciplinary action and/or legal action. The school district may deny, revoke or suspend access to district technology or close accounts at any time.

Students and parents/guardians shall be required to sign the district's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

### **School Makes No Warranties:**

The school makes no warranties of any kind, whether expressed or implied, related to the use of district technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the school make any guarantee as to the accuracy or quantity of information received. The school shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

Revised: December 10, 2012

Adopted: January 9, 2012

LEGAL REFS.: 47 U.S.C. 254(h) (Children's Internet Protection Act of 2000)

47 C.F.R. Part 54, Subpart F (Universal Support for Schools and Libraries)

20 U.S.C. 6751 et seq. (Enhancing Education Through Technology Act of 2001)  
C.R.S. 22-87-101 et. seq. (Children's Internet Protection Act)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity EGA, Electronic Mail EGAD,

Copyright/Royalties EHC, Networked Electronic Resources EHCA,

Web and Internet Publishing

JB, Equal Educational Opportunities JICDA,

Conduct and Discipline Code JICJ, Student Use of Electronic Communication Devices

### **Cell Phones, Internet Usage and Other Electronic Devices:**

No personal electronic communication devices including cell phones are to be visible during instructional time unless instructed for a specific learning purpose. Electronic communication devices may be used outside before or after school, during lunch and recess, or for emergency situations. All electronic communication devices including cell phones may be confiscated at any time should the device in question disrupt the learning environment or otherwise be used in a manner that violates the privacy or safety rights of others. All confiscated electronics will be held by the facilitator, and must be picked up and

signed out by a parent or guardian. Parents must come to the school to pick up the device.

### **Learner - Computer Home Use Policy:**

Each Colorado SKIES Academy learner will be issued a student computer for use during the school day. If a learner needs to use this device outside of school (take home), they will be asked to complete this form. Families must complete this form before taking a computer home. In order for your learner to participate in the computer take home option, they must complete [this form](#) and return it to the CSA office 24 hours prior to home use.

### **Supervision and Monitoring**

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

### **Cyberbullying**

Colorado SKIES Academy provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, learners, and community members also may be provided with similar information. Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

### **Traffic and Parking:**

## AM Drop Off

From E. County Line Road, turn N. on S. Warren Court and then E. on Isbill Drive. Drive past the entrance to the Wings Over the Rockies parking lot and turn right into the CSA driveway. Drive around the circle to the front of the building to drop off your learner(s). Morning drop-off will occur between 7:30 – 7:55am.

Please follow the speed limit, and be cautious in the parking lot. The exit onto E. County Line Road will be a right-turn only from 7:30 – 8:00 a.m. and 3:00 – 4:00 p.m.

## PM Pickup

Please display your carpool sign in your front window on the driver side. Carpool signs will be in the form of a number instead of a family name. From E. County Line Road, turn N. on S. Warren Court and then E. on Isbill Drive. Drive past the entrance to the Wings Over the Rockies parking lot and turn right into the CSA driveway. Drive around the circle to the front of the building to pick-up your learner(s). Afternoon pick-off will be after 3:30 PM. **Exit the parking lot and turn right on Isbill to Warren Court. Please do not drive through the Wings parking lot. Learners should not be picked up in the Wings Parking lot.**



Follow the same stacking procedure during your afternoon pickup interval. The staff member at the front end of the line will read the name on your sign and call your learner to the designated car position where you will pull up.

Learners should only load from the passenger side.

Note: Carpool signs will be distributed along with maps detailing the pickup/drop-off route.

Each grade will have their own designated window for PM pickup and a specific-colored sign for display. The grade of the youngest member of the carpool will determine the pickup time for the group. For example, if you have a 6th and an 8th grader attending CSA, both learners will be picked up between 3:30-3:40pm at the 6th grader's pickup time.

### **Safety Reminders:**

1. Loading and unloading should always be done on the right side of the vehicle due to the south-to-north approach to CSA. Unloading or loading on the left side of the vehicle, in this case, puts learners at risk with cars pulling around to exit the campus.
2. Cell phones should not be in use during the loading/unloading process. Please hang up before going into the loading zone.
3. Drive cautiously and slowly through the entire carpool process. Learner safety is our primary concern. To reduce parked cars and confusion leading up to afternoon carpool and pick-up, we ask that if you need to pick up your learner earlier than the assigned time for your pick-up, you do so at the front office by 3:15 p.m. (M-Th) and by 12:45 p.m. (Fridays).

**Please remember your learner's safety is our highest priority.**

### **Tutoring:**

All facilitators will provide weekly tutoring on an "as-needed" basis to a limited number of students who have been identified as struggling academically through CSA's MTSS program (Multi-Tiered Student Support). Parents will be notified and tutoring times scheduled. Tutoring can be done before or after school, at a time mutually agreed upon by the parent, learner, and facilitator.

### **Visitors:**

Visitors are always welcome at Colorado SKIES Academy. All Visitors are expected to follow the recommended COVID 19 Guidelines as established by CCSD. CSA uses School Check-In for its Visitor and Volunteer Management System. To be allowed entrance to CSA, you will need to present a valid State-issued ID. The ID will be run through the School Check-In system and a

badge will be printed that you must wear at all times while in the building. Visitors and **Volunteers** must enter through the double doors at the main entrance near the Exploratorium.

Visitors must remove their hats when they enter the building for security reasons so that all visitors can be identified on our security cameras. If you are picking up a learner before dismissal (before 3:30 p.m.), please check in at the Main Office. The front desk will call the necessary classroom for the learners to be dismissed. Learners will be called out of the classroom when parents have arrived and not prior. Please allow enough time for your learner to pack up. If you are leaving an item for your learner (lunch, Chromebook, etc.), please leave it at the front desk. CSA staff will ensure that the learner receives it.

To ensure the least disruption to the educational process and the highest and best parent/facilitator communications, the following procedures will be applicable to all parent visits to a learner's classroom:

1. The visitor must check into the office to make his/her presence in the building known and must indicate the purpose of the visit.
2. 24-hour notice is preferred so the facilitator can be notified of the parent's visit.
3. Every effort will be made to accommodate the requested visit. However, the request may be denied and another date suggested in the event the date and time of the visit conflicts with scheduled or proposed exams, field trips, special projects or other school events which could be disrupted by the inclusion of an outside visitor.
4. Visits to classroom activities normally should be limited to 20 minutes, but no more than one class period. This may be extended under exceptional, unusual, or emergency circumstances. Additionally, visits on successive or continuous days may be denied unless unusual, exceptional, or emergency circumstances dictate the appropriateness of such visits.

If there are issues with a school visit, please see Cherry Creek School District's Policy KI-R that outlines the actions CSA may exercise.

### **Volunteers:**

Colorado SKIES Academy seeks to make education a community passion. To this end, parent participation is essential to the success of the education process.

We request that parents participate in the operation of the school as an integral part of the support team with the charter staff in the development and successful completion of the individual learning plan for your child. Volunteer time may vary from year to year based on the needs of the school. Currently, a suggested time commitment is 3 hours per month or 30 hours per family, per academic year. Not all volunteer activities require a background check.

NOTE: All volunteers working with children must have a current background check. A background check is required only once and can be obtained at various locations. Please see the Main Office for more information and required forms if you choose to volunteer in this capacity.

### **Annual Family Giving:**

Annual Family Giving is a tradition at many charter schools. As a charter school, Colorado SKIES Academy receives less per-child funding from the state than a traditional school would get. In addition to reduced funding, Colorado SKIES Academy directly pays for all buildings rather than being supported by a school district.

The Annual Family Giving Campaign donations directly benefit every learner by providing playground equipment, hands-on curricula, state-of-the-art technology, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of Colorado.

The Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to Colorado SKIES Academy. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

Volunteer time may vary from year to year based on the needs of the school. Currently, we suggest a 3-hour per month or 30 hours per family, per academic year. All parents/legal guardians of children at CSA shall volunteer as outlined below:

All families shall sign a confidentiality agreement before completing any privacy-sensitive volunteer work (such as grading). Parents shall log all hours by using the School Check-In system provided in the CSA Main Office used upon entry to the school. Parents, Grandparents or Legal Guardians may earn volunteer hours for the following activities:

- Volunteering in the classroom
- Volunteering with individual/groups of children (please do not bring younger children with you)
- Volunteering in school sponsored events
- Volunteering in Watchdog program
- Volunteering with take-home work for facilitators
- Volunteering with any elective facilitators
- Volunteering in the lunchroom
- Volunteering as Chaperones on CSA approved field/grade trips
- Carpooling team members to a CSA event (must be other students in addition to your own child)
- Volunteering with the PAC
- Volunteering with traffic (Drop off and pick up)
- Volunteering on Board Committees (parents/legal guardians only)
- Parents, Legal Guardians, Grandparents, and Family Members (over middle school age – 7th or 8th grade) may gain volunteer hours for the following activities:
  - Volunteering on school grounds (playground clean up, etc) during off school hours
  - Volunteer on summer building work Donating your volunteer hours to another family is not permitted.

Volunteer hours may be earned for the current school year within the effective dates of July 1st through June 30th of each year. CSA-based extra-curricular activities (i.e. Civil Air Patrol, Lego Robotics Club), conducted with the consent of the School Director, but not a part of the CSA curriculum, may be logged as volunteer hours.

We request that any family with circumstances prohibiting their ability to perform volunteer hours to contact the School Director.

Any hours completed over forty hours are noted and greatly appreciated by the facilitators and staff. Volunteer hours are often included in grant application criteria.

**We are proud of our commitment to volunteering and all our great volunteers.**

### **Waitlist, Admissions, and Withdrawal Policies:**

Colorado SKIES Academy is a tuition-free, public charter school for grades 6, 7, and 8, a charter school authorized by Cherry Creek School District. CSA is committed to the premise that its school population will represent the educational community of the Cherry Creek School District in terms of gender, ethnicity, and economic status. The educational program of Colorado SKIES Academy will be nonreligious and nonsectarian. Admitted students may continue their enrollment from year to year.

Colorado SKIES Academy follows all state and federal laws prohibiting discrimination. Colorado SKIES Academy will not discriminate in its enrollment on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, need for special education services or need for English language support services.

Colorado SKIES Academy will comply with all applicable, approved policies and regulations and the requirements of federal and state law concerning the education of children with disabilities. No student will be denied admission because of academic performance.

Please see “Successful Student Characteristics” on our website for further details.

### **Currently Enrolled Students:**

December 1 – 31:

Each year, current Colorado SKIES Academy students will submit an “Intent to Return” for the following school year during the month of December. This will

reserve their enrollment in the next grade level. Current students who miss the December 31st deadline for re-enrollment, and cannot justify having missed the deadline, will be placed in the lottery as though they are a new student. Based on current student re-enrollment, the school will determine how many open slots it has per grade level.

### **New/Prospective Students:**

“Intent to Enroll – Waitlist”: The date on which Colorado SKIES Academy receives your completed “Intent to Enroll” places your student on the appropriate waitlist, based on priority status, of prospective students.

Names are placed on the waitlist according to:

1. Priority status (see below)
2. Date of “Intent to Enroll”

A single waitlist is maintained for each grade level based on the priority list and date of the “Intent to Enroll”. Please complete an “Intent to Enroll” for each child, if you are enrolling more than one child at CSA. Be ready to complete the Enrollment Application during the open enrollment period from January 15 – January 31.

### **January 15-31:**

The open enrollment period for new/prospective Colorado SKIES Academy students is held. The Enrollment Application for new students who will be attending the school for the coming school year are completed online during this time frame. If a student completed an “Intent to Enroll” prior to January 15th, the date of the Intent to Enroll is used to determine the date within the priority status. Open Enrollment is open to any student who resides within the state of Colorado and subject to Colorado SKIES Academy’s total enrollment limitations.

### **February 10:**

On or before February 10th of each year, Colorado SKIES Academy will first enroll learners with priority status in each grade level, and then by enrollment date, and notify families. Then, the school will determine the number of open slots in each grade level. Priority Status:

Priority status for enrollment is given to:

- Current students re-enrolling
- Siblings of currently enrolled students
- Children of past/current board and staff members (referred to as the “founding family”) both full time and part time. This will occur on a first-come, first-served basis, up to 20% of total enrollment. For purposes of this policy a “staff member” is any individual formally employed by Colorado SKIES Academy who receives(d) an I.R.S. Form W-2 from Colorado SKIES Academy.
- In-district students who reside in Cherry Creek School District boundaries
- Out-of-district students

If a grade level is overenrolled, Colorado SKIES Academy will use a random selection lottery and then a waiting list format for enrollment of all students who do not have priority status.

### **Lottery and Enrollment Process**

#### **Lottery held annually on February 11 or on closest business day:**

A lottery will be conducted to determine the order of enrollment for students in the next school year for any grade level that is oversubscribed. Each student who applied to be included during the open enrollment period will be added in rank order to the list created by the lottery. The list will be grouped based on priority, namely:

- In-district students will always be placed higher on the list.
- Out-of-district students.
- A lottery list created each year will be added to the end of the existing wait list from the previous year. (Note: In-district students will always be placed higher on the list than out of district students.)
- Open slots in each grade level will be filled in the order in which a student’s name is on the list, maintaining the rank order generated by each year’s lottery for each group.
- Parents or guardians of students selected for enrollment will be notified of their student(s)’s selection by phone and email (if provided by parent/guardian) and will be given 72 hours from the date of notification to confirm their continued interest in enrolling their student(s) in Colorado Skies Academy.

- If the parent/ guardian declines enrollment or fails to respond within the 72 hours, the next student on the list will be notified, until full enrollment is reached in that grade level.
- Once full enrollment is reached in each grade level, the lottery list will be converted into a waiting list, or added to the existing wait list. Families new to Colorado SKIES Academy who are still on the waiting list will receive notification of their status with updates if their status changes.

### **Enrollment Process After Lottery:**

Once a student is notified of their selection for enrollment, but prior to being officially enrolled, a registration packet must be submitted.

- Submit a complete registration packet online (Enrollment Application) within five (5) business days of being notified of selection.
- If a student fails to submit a complete registration packet within five business days of being notified of selection, Colorado SKIES Academy may move the student to the end of the waitlist and notify the next student from the waitlist for that slot.
- Depending on any changing requirements, the registration packet consists of items such as:
  - Admission Form
  - Student Information Form
  - Documentation of Age (i.e., copy of birth certificate, etc.)
  - Documentation of Last Grade Completed (i.e., copy of last report card)
  - Copy of Immunization Record
  - Information Regarding IEP/504/GT or other educational plans\*\*
  - Language Survey
  - Photography/Video Permission
  - General Field Trip Permission

- Other documents as required by Cherry Creek School District or the State of Colorado

Colorado SKIES Academy reserves the right to grant an extension to the deadline to complete the registration packet.

\*\*Enrollment of learners with educational plans or other special education needs who are selected by the lottery will be done in accordance with Colorado SKIES Academy's charter contract and applicable state and federal laws.

Enrollment for any open slot or for a spot on the waitlist will be accepted through the first few days in October. After the lottery is completed, interested students will be added to the end of the waitlist in the order that they complete an enrollment form, except in-district students will always be placed before district students on the waitlist.

Students that remain on the waitlist after all slots have been filled will be carried over to the next year, remaining in the same order on the waitlist.

### **Delay/Omission of Completing Registration:**

**If any student does not show up or fails to complete the registration packet prior to the first day of school, Colorado SKIES Academy will make an effort to contact the family to understand their intentions.**

If after two days the student still has not shown up for school, there is no communication from the family, or the registration packet is still incomplete, the slot may be offered to the next student on the waiting list, continuing this process until the slot is filled or the wait list is exhausted.

### **Other Enrollment Policies:**

New students will be assessed the first week of school for placement in reading and math groups. Current students will be assessed at the end of the prior school year for the same purpose. The Registrar follows the procedures used by Cherry Creek School District Schools for the transfer of student records to and from Colorado SKIES Academy. Students who exit Colorado SKIES Academy before the end of the school year are required to complete the Withdrawal Form and take care of any outstanding debts before records will be released by CSA. For

students transferring in or out of CSA, student records will go through CSA's Main Office first before being sent to the receiving school or district.

### **Colorado SKIES Academy History and Governance:**

Colorado SKIES Academy's governing board is composed of community leaders passionate about providing innovative educational opportunities. They serve with the vision and ability to create and maintain successful schools. For a list of current board members, please visit the [Colorado SKIES Academy website](#). The board is part of a public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the bylaws of the corporation.

Decisions made by the board will be on a majority basis. The board will oversee Colorado SKIES Academy's policies and general operations and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and held monthly on the campus of Colorado SKIES Academy or online. For a current schedule, please see the Colorado SKIES Academy website.

[Board Agenda and Locations Board and Public Information](#)

### **Communication**

#### **Website:**

The best way to keep updated with current events and activities at Colorado SKIES Academy Website: <https://coloradoskiesacademy.org/>

#### **Monday Message:**

Each Monday, school information and reminders are sent home via the Monday Message by email to those subscribed to our email list. Please see our website to enroll in the email list. Past Monday Messages will be posted on the website.

#### **Email:**

All CSA staff can be reached through email. The address is: [firstname.lastname@coloradoskiesacademy.org](mailto:firstname.lastname@coloradoskiesacademy.org) (no spaces). For example: [anne.wodetzki@coloradoskiesacademy.org](mailto:anne.wodetzki@coloradoskiesacademy.org)

#### **Facebook:**

You can follow our journey at: [Colorado SKIES Family Facebook](#)

**Cherry Creek Schools:**

All additional personal information, such as email address, must be updated on the CCSD parent forms website ([my.cherrycreekschools.org](http://my.cherrycreekschools.org)). Please use the username and password you created when filling out CCSD enrollment and re-enrollment forms. Once a change is made, please print out a copy of the change and bring it to the CSA front desk or email it to [admissions@cherrycreekacademy.org](mailto:admissions@cherrycreekacademy.org).

**Displaying and Posting Information:**

All materials to be displayed and/or posted at CSA must first be approved by the School Director. This includes informational posters for CSA, the CSA Foundation, and the CSA Student Council activities as well as information for any non-school related organization or activity. All materials should be approved 3 days before distribution. Materials should be taken down as soon as the scheduled event is over.

# CSA Parent Agreement

As a Colorado SKIES Academy parent/guardian, I acknowledge that I have read and agree to following all of the guidelines, and expectations communicated in the Colorado SKIES Academy Family Guide Book.

I understand:

- CSA is governed by a Parent and Community Board of Directors.
- Volunteering is an essential part of enrollment at CSA.
- Good school attendance is necessary for success at Colorado SKIES Academy.
- A Positive School Community exists when the administration, parents, facilitators, staff members, and learners work together in the child's best interest. When questions, conflicts, or difficulties arise, I will resolve the matter with peace and integrity.

Parent Signature: \_\_\_\_\_

Student(s) Name(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_