



Authorized by
Colorado Digital BOCES (EDUCATION REENVISIONED)

Student & Parent Handbook

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Policies and procedures listed in this handbook may be changed without prior notice at the discretion of Colorado Preparatory Academy, from now on referred to as CPA in this handbook. Any alterations to this document will be communicated to affected parties by mail and/or e-mail.

EDUCATION REENVISIONED retains full governance authority to oversee CPA's operation of the school.

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Contents

Introduction	6
Mission	6
Vision	6
Academic Calendar	6
Late Start Policy	6
Home Visits and Well Child Checks	6
Colorado Preparatory Academy (CPA) – Acknowledgement of Expectations	7
Parent-Teacher Conference	9
Enrollment Information	9
Residency Requirement	9
Required Documents for Enrollment	10
Full-Time Status and Dual Enrollment	10
Homeless Students	10
Foster Care Students	11
Student Records & FERPA	11
Records Request Guide for Custody	11
Family Educational Rights and Privacy Act (FERPA)	12
Directory Information and Opt-Out Information	13
Sex Offender Registry	14
Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	14
Immunization Requirements	16
Improving the Academic Achievement of the Disadvantaged	16
Attendance	16
Calculating and Reporting Attendance and Truancy in Online Schools	16
Classifications of Absences	17
Excused absences	17
Prearranged Absences	18
School-sponsored Activities	18
Unexcused Absences	18
Truancy	19
Penalties	19
High School Attendance	19
Student Conduct	20
Social Contract	20
Dress Code	21
Personal Respect	21
Harassment	22

Nondiscrimination and Bullying "Bullying"	23
Sexual Harassment.....	23
Academic Integrity Code.....	23
Plagiarism Policy	24
Computer Usage	24
Inappropriate Use of the Computer and Technology.....	25
Technology.....	25
Email	25
Suspension and Expulsion.....	25
Curricula Lock- Suspension	26
Probationary Status	26
Monitoring	27
Civil Rights http://cpa.k12.com/title-ix-non-discrimination.html	27
Course Support	28
Child Find	28
Multi-Tiered System of Support (MTSS)	28
Health and Family Life/Sex Education	28
Objectionable Materials Policy	29
Promotion and Retention Policy.....	29
Retention Policy.....	29
Gifted Program/Advanced Learner.....	29
High School Credit Options for Middle School Students (7th and 8th grade)	29
State Assessment and Testing Requirements.....	30
Grading.....	30
Grading Policy	30
Honor Roll	31
Honor Roll with Distinction	31
High Honor Roll	31
Honor Roll	31
Grade Concerns	31
Late Work.....	31
Assignment Deadlines in High School.....	31
Voluntary Withdrawal.....	31
Activity and Course Fees.....	32
Work Permit.....	32
School Activities and Clubs	32
Extracurricular and Interscholastic Activities	32
Student Clubs.....	32

Field Trips/Blended/Community Events/Face-to-Face Opportunities	33
Field Trips.....	33
Blended	33
Community Events	33
Informal Events	33
Dances.....	33
Transportation	33
Photo Release	34
Material and Online Systems	34
School Property, Materials and Technology	34
Distribution of Textbooks & Materials.....	34
Return of Textbooks & Materials.....	34
School Issued Laptops.....	34
Web filtering on Issued Computers	35
Stolen or Damaged Laptop Process/ Insurance Coverage	35
Technology Usage/Internet Use Agreement	35
Internet Service Provider (ISP) Reimbursement Policy.....	35
School Online Account and Set Up Information	36
Additional Resources for School Online Accounts and Class Connect (Blackboard)	36
Data Privacy	36
Support and Special Programs.....	36
Student Matrix for Support update	36
Special Education and 504 Plans.....	37
Complaint Process	37
Parent Complaint Process.....	38
Crisis Plan	38
Medical Needs or Access to Medications	38
Medical Alert Form	39
Health and Safety.....	39
Student Searches	39
Restraint and Seclusion.....	39
Contact Policy	39
Webcam Usage	39
Learning Coach Attendance in class connect.....	40
Translated Materials	40
Student Help Matrix.....	40
Parent Organizations	41
High School Counselors Contact Information	41

Graduation Credits.....	41
Valedictorian/Salutatorian.....	43
Credit Recovery/Summer School.....	43
Concurrent Enrollment	43
Elementary Appendix.....	44
Elementary School Vision	45
Elementary School Attendance	45
Elementary Grading Policy.....	45
Homeroom Teacher and Learning Coach Contact Policy.....	45
Elementary Course Placement.....	46
Physical Education	46
READ Plans	46
Student Progress.....	46
<i>Frequently Asked Questions – Progress</i>	46
Completing Curriculum Prior to End of Year.....	47
Grade Level Acceleration Policy.....	47
The Academic Engagement Policy	48

Introduction

Colorado Preparatory Academy is a public school in the state of Colorado and is managed by (K12), which also provides the curriculum and online delivery system. This Parent/Student Handbook is intended to inform CPA parents and students of relevant policies and procedures and identify specific responsibilities pertaining to families enrolling in CPA. Colorado Preparatory Academy firmly agrees with state statute 22-33-104 5(a) “the general assembly hereby declares that two of the most important factors in ensuring a child’s educational development are parental involvement and parental responsibility. The general assembly further declares that every child under such parent’s care and supervision receives adequate education and training.” For all questions regarding policy & procedures, technology, or curriculum, your homeroom teacher is your first point of contact.

Mission

It is the mission of the Colorado Preparatory Academy (CPA), a high-quality, full time online public school, to be accountable for developing each student’s full potential to see significant academic growth by utilizing research-based curriculum and technology applications, building meaningful teacher/student/parent relationships to maximize school engagement, and individualizing learning plans for all students.

Vision

CPA will be a leading 21st-century public school in Colorado. It will improve student learning outcomes, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st-century skills such as critical thinking, problem-solving, and self-direction. Through partnerships with students and parents, CPA will know our students academically and personally based on frequent, effective communication and individual instruction to meet the needs of each student throughout the year. CPA will empower students to acquire the academic and life skills needed to succeed in and be ready for post-secondary education and career opportunities.

Academic Calendar

[Academic Calendar - Colorado Preparatory Academy \(k12.com\)](https://www.k12.com/academic-calendar-colorado-preparatory-academy)

Late Start Policy

- Students start on Mondays after the initial school start date (unless there is a holiday).
- Students have one week to complete orientation requirements; failure to complete will result in a second week of wraparound support.
- After the completion of the second week with wraparound support, students missing required orientation items will have their enrollment canceled.

Home Visits and Well Child Checks

At the discretion of the Colorado Preparatory Academy, a home visit may be conducted at any time. Possible reasons a home visit/well-child check may occur are non-communication in any form within seven days, safety concerns, imminent threat to themselves or others, to build relationships and continued support for the student and learning coach and provide possible community resources. A well-child check may be conducted by the sheriff/police if staff are unavailable.

Colorado Preparatory Academy (CPA) – Acknowledgement of Expectations Parent/Students Responsibilities

The student's success is truly dependent upon the level of legal guardian/learning coach involvement. CPA is truly a partnership between teachers, legal guardians/learning coaches, and students.

Please note by enrolling your child in (CPA) you agree to the following statements:

I understand that I/my student have and accept the responsibility to read, understand, abide by and electronically sign off on CPA's school policies as outlined in the Parent/Student Handbook.

I understand that I/my student is required to log in to the k12 Online School/Learning Management System platforms on the first-day classes are scheduled. If I/my student does not log in within 72 hours, my student's account will be canceled.

I understand that I/my student should only log in to the k12 Online School/Learning Management System platforms using their student account and never under the learning coach account when accessing their curriculum.

I understand that I/my student have and accept the responsibility to become familiar with the K12 curriculum, CPA policies, curriculum platforms and to supervise my student in their daily school duties.

I understand that as a parent/learning coach, daily support and guidance of work and progress in the k12 Online School/Learning Management System platforms as noted below.

- Supervising and assisting a student in K-5 may vary but could take six to eight hours a day.
- Supervising and assisting students in grades 6-8 may vary but could take three to four hours a day.
- Supervising and assisting students in grades 9-12 may vary but could take one to two hours a day.

I/my student understands that given the rigor of CPA's curriculum, CPA strongly recommends that no K-8 student be left alone to school independently during the day.

I/my student understand that "flexibility" in CPA does not mean unstructured and indefinite time. If any issues arise and I/my students have any problems meeting the due dates or following the pacing guide,

- K-5 students must follow a curriculum pacing guide to adhere to, beginning, middle and end of year assessments, work samples, student quick checks and Class Connect sessions online due dates and times.
- 6-12 grade students have the above requirements as well as assignment due dates.

Hours and Overall Attendance Guidelines

Per the Department of Education guidelines, students are required to attend for a specified number of hours per grade level during the school year.

Grade Level	Yearly Hours	Suggested Weekly Hours	Suggested Daily hours
Full Day Kindergarten	960	25.50	5.50
Grades 1-6	960	25.50	5.50
Grades 7-12	1080	30.00	6.00

I/my student understands that I/my student must maintain consistent communication with mine/my student's CPA teachers, counselors, and other school staff and must return email or phone correspondence from them within 24 business hours unless an unforeseen family emergency should occur.

I understand that my student will be responsible, respectful, and safe and follow the PBIS commitment statements.

I understand that my student must have a computer and high-speed internet access while schooling onk12 Online School/Learning Management System platforms for the duration of my child's enrollment at CPA. I understand that my child will have a web cam and a microphone.

I understand that I/my student must participate in the state mandatory login date at the beginning of October in order for CPA to attain needed state school funds.

I/my student understands that I/my student's participation in all mandatory state tests will help the school to better assist and meet the individual needs of myself/my student.

- I understand that I, as the parent/learning coach, am required to make arrangements for my student's transportation to and from all required, in-person state testing sessions and other school-mandated functions and I can contact my student's homeroom teacher if different arrangements need to be made.

I/my student understand that dual enrollment is not allowed in Colorado; I/my student cannot be dually enrolled in any other full-time or part-time public school while enrolled at CPA.

I/my student understands and affirm that my/our family and student are legal residents of the State of Colorado, will maintain Colorado legal residency for the entire school year and must reside within the boundaries of the state of Colorado at the beginning and during the CPA school year.
(CCR 301-71)

- Contact information, including phone, email, and address of residence, will be kept current and up to date with CPA staff in an ongoing basis.

I/my student understands any information which is falsified during mine/my student's enrollment application and onboarding process for CPA is grounds for dismissal from CPA.

I understand that k12 Customer Support and Technical Support is available 24/7 at 1-866-K12-CARE.

Important Colorado State Education Requirements

I/my student understands that by enrolling in a full time, public, online school, I/my student must adhere to the strict guidelines of Colorado state law for public school participation. (Title 22, Colorado Revised Statutes: Education Article 33: School Attendance Law of 1963 Section 104 - See more at: http://www.cde.state.co.us/choice/homeschool_attendancelaw)

Parent Teacher Conference

K12 Colorado schools hold parent/teacher conferences throughout the year. These conferences play a critical role in establishing a good relationship with your child's teacher. Some preparation for this conference can help you get more out of it, as well as enable your child's teacher to better understand how he or she can help your child succeed in school.

Ask the student:

- What do you like about school?
- What challenges are you having?
- What are your favorite subjects?
- Is there anything you would like me to ask or tell your teacher?

Review your child's recent work and ask yourself:

- Do I have specific concerns about his or her academic progress?
- Do I have questions about the curriculum?
- Do I understand how my child is assessed in class?

Enrollment Information

<http://cpa.k12.com/how-enroll.html>

CPA is a full-time, online public-school serving students in grades K-12. CPA is available to students who qualify for public school funding and meet admission criteria. CPA does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities and provides equal access. Approval for enrollment is dependent on the student meeting CPA admissions criteria. CPA may reject an application for the following reasons:

- School does not have appropriate programs or is not equipped with the necessary facilities to meet the special needs of the student.
- The student does not meet the established criteria for participation in the school or program including age requirements, course prerequisites, and required level of performance.
- The student has been expelled or is in the process of being expelled from another school.
- The student has engaged in behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or school personnel.
- The student has graduated from the 12th grade or already received any document evidencing completion of the equivalent of a secondary curriculum.
- The student does not meet immunization requirements mandated by state law.

If enrollment is denied, or the student withdraws from CPA, further placement considerations must be based on a new and separate application for admission to CPA.

Residency Requirement

As a public school, CPA is committed to being open for enrollment to all students who reside in

Colorado, given enough capacity, as required by Colorado Open Enrollment laws. Colorado State Statute CRS 22-3.7.105(5) notes “Each student participating in an on-line program shall be a resident of this state. . .” Students who are out of the state for more than 30 consecutive calendar days during the school year, unless a part of a military family, are not eligible to remain enrolled without administrative approval and will be immediately withdrawn. Other requirements and information about enrollment are on our website, www.K12.com/CPA. Students must be in the state of Colorado during our testing windows.

Families must provide a written Affidavit of Residency using the form provided by CPA that is executed by student’s parent/guardian or the student if 18 years of age or older.

Required Documents for Enrollment

- Affidavit of Colorado Residency (Self Enrolled or Returning Students with no address change)
- Proof of Immunizations & Health Documentation
- Report Card/Unofficial Transcript
- Home Language Survey
- Family Economic Data Survey
- Birth Certificate

Full Time Status and Dual Enrollment

Full time students must take a minimum of 5 courses for K8 and 6 courses for high school to be considered full time students. Kindergarten students are full-time. CPA is a full-time enrollment school. CPA does not allow for dual enrollment with other public schools. Students who are dually enrolled with another school in addition to attending CPA will be given the choice to withdraw from one of the institutions.

Homeless Students

McKinney-Vento Homeless Assistance Act of 1987 is the federal law that provides persons experiencing homelessness certain rights so services cannot be denied due to the circumstance. For example, if a student is experiencing homelessness, he/she cannot be denied admission if enrollment documents are missing; or, travel assistance or alternate arrangements may be provided for testing purposes, because the homelessness hinders the student’s ability to travel to the site. The purpose is to create a level playing field where students are concerned. Students cannot be singled out based on their residency status and cannot be denied school activity inclusion based on their geographic situation. If a student is absent due to homelessness, the school is required to assist the family in getting the student adequate access to schooling. Travel assistance may be granted for event attendance if all students are offered the same assistance. Preferential treatment, regardless of intention, is not permissible under M-V law. If a family tells Staff of their situation and they choose NOT to identify using our MKV form, we are not permitted to extend services or to excuse absences due to homelessness. This law also reserves federal funds for shelter programs to assist where applicable. Migrant students and children in foster care situations will be given the same opportunity as all students. The school liaison will work with all necessary agencies and guardians to ensure students have access to school. Click [HERE](#) to learn more about McKinney-Vento.

Notice of Determination and Appeal

The school liaison shall send written notice to the student’s final determination and of the right to appeal and provide a copy to the legal guardian.

Dispute Resolution

When a dispute arises between the student's custodial parent/guardian and K12 Colorado Schools, the

student shall be immediately enrolled in the school selected by the parent/guardian or student until the dispute is resolved. The parent/guardian (or student, if applicable) may appeal an enrollment determination made to the homeless student liaison within 10 business days after receiving the written determination and notice of right-to-appeal. The liaison shall issue a written decision on the dispute within 5 business days of the receipt of the appeal and send their written decision and notice of right-to-appeal to the Board of Education to the parent/guardian (or student, if applicable).

McKinney Vento Liaison

Name: Kimberly Ashby – McKinney Vento Coordinator

Email: kashby@k12.com

Foster Care Students

It is K12 Colorado Schools intent to promote educational stability for students in foster care in accordance with state and federal law. The school shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed.

Foster Care Coordinator

Name: Kimberly Ashby

Email: kashby@k12.com

Migrant Coordinator

Name: Kimberly Ashby

Email: kashby@k12.com

Student Records & FERPA

The EDUCATION REENVISIONED School District, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students. Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only.

Records Request Guide for Custody

The school presumes that both parents share legal custody and share the right to make educational decisions regarding their student. However, when a dispute arises, the parent who enrolled the student is considered by the school to have physical and legal custody of the student until a signed legal court document describing the custodial arrangement is provided to the school. The district will also presume that there are no restrictions regarding a parent's right to be kept informed of his/her student's school progress and participate in school activities. A parent will only be prevented from participating in his/her student's education if a signed court order (e.g., divorce decree, custody order, or etc.) specifically restricts the parent's access to the student. If restrictions are in place, the parent with legal custody must submit a signed copy of the court order describing the rights restricted.

Additionally, unless there is a legal document that specifies otherwise, both natural parents have the right to:

- View the student's educational records.
- Receive school progress reports.

- Participate in parent and teacher conferences together or separately

Family Educational Rights and Privacy Act (FERPA)

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days after the day CPA receives a request for access. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - Contractors;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

FERPA restricts the disclosure of educational records in most circumstances without prior written permission. Disclosures are permitted, however, "in connection with financial aid for which the student

has applied or which the student has received, if the information is necessary for such purposes as to: (A) Determine eligibility for the aid; (B) Determine the amount of the aid; (C) Determine the conditions for the aid, or (D) Enforce the terms and conditions of the aid” [34 CFR 99.31(a)(4)(i)].

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Directory Information and Opt-Out Information

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires Colorado Preparatory Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, CPA may disclose appropriately designated “directory information” without written consent, unless you have advised CPA to the contrary in accordance with CPA procedures. The primary purpose of directory information is to allow CPA to include information from your child’s education records in certain school publications. Examples include:

- School's Private Family directory for connection to carpool to events, clubs, play dates, etc.
- A playbill, showing your student’s role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs; and
- Sports activity sheets, such as for wrestling, show weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want CPA to disclose any or all types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the CPA in writing by **Oct 1st**. CPA has designated the following information as directory information:

- **Student’s name**
- **Address**
- **Telephone listing**
- **Electronic mail address**

- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Sex Offender Registry

Colorado Statute (C.R.S. **22-1-124**) requires that each public school provides information to parents and community members identifying where and how they may obtain information collected by law enforcement agencies related to registered sex offenders. The Sex Offender Management Board has prepared a "School Resource Guide to Sex Offender Registrations." This document can be found in .pdf from the Colorado Department of Education Website at:

<https://docs.google.com/a/state.co.us/file/d/0B67htTDuFr48VWJ6ZmZZRXdGcGM/edit?pli=1>

The school is also providing the following internet search links to various law enforcement agencies operating in the state. For jurisdictions without internet search capability and for jurisdictions not listed in the web page below the appropriate local law enforcement agency should be contacted for more information.

District Search Links: <http://www.sotar.us/>

Colorado Link: <http://sor.state.co.us>

Sex Offender Registration Unit
Colorado Bureau of Investigation
Coverage: Multiple categories see website for details.
690 Kipling St., Suite 4000
Denver, CO 80215

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students is required to submit to a survey that concerns one or more of the following

protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent.
2. Mental or psychological problems of the student or student’s family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of others with whom respondents have close family relationships.
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding.
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

•*Inspect, upon request and before administration or use –*

1. Protected information surveys of students and surveys created by a third party.
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

CPA will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CPA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CPA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. CPA will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt

their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Immunization Requirements

Each student entering a Colorado school for the first time is required to present a certificate of immunization from a licensed physician, an authorized representative of the Colorado Department of Public Health and Environment (CDPHE), or local health department stating that the student has received immunizations against communicable diseases as specified by Colorado Revised Statutes (C.R.S. 25-4-902). Please note there are a number of exceptions to these provisions that are contained in the statute. Student immunization information may be accessed through the Colorado Immunization System in accordance with Colorado Department of Public Health and Environment and district protocols. For additional information, please visit the CDPHE website. <https://cdphe.colorado.gov/>

Improving the Academic Achievement of the Disadvantaged

Title I, Part A is the largest federal program supporting both elementary and secondary education. The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards. In 2019-2020, K12 Colorado Schools have not had any schools identified as Title I for this school year.

Attendance

Click here for attendance newsletter:

CPA ES SMORE: <https://www.smores.com/cvhkd>

CPA MS SMORE: <https://www.smores.com/4xgqi>

CPA HS Smore: <https://www.smores.com/ae5j2>

Calculating and Reporting Attendance and Truancy in Online Schools

Pursuant to §22-30.7-105(2)(a), “a student who is participating in an online program shall be subject to compulsory school attendance . . . and shall be deemed to comply with the compulsory attendance requirements through participation in the online program.”

In Colorado pursuant to §22-33-107(3)(a) C.R.S., a child who is “habitually truant” is between the ages of six and seventeen and has “four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year.” Based on the statutory definition of habitual truancy, it is possible that a student can become “habitually truant” within the period of one

week. Students that are in the work experience course will need to still log in daily to avoid truancy.

One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent or guardian to ensure that every child under his or her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving school.

For at least these reasons, the Board of Education believes that a student must satisfy two basic requirements in order to earn full class credit:

Satisfy all academic requirements, and

Exhibit good attendance habits as stated in this policy.

Absences may be classified as either excused or unexcused. In accordance with the law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. The administration shall develop regulations to implement appropriate penalties. Students and parents or guardians may appeal any penalties imposed as set forth in the regulation.

Classifications of Absences

Excused absences

Excused absences are defined as:

- Absences because of temporary illness or injury
- A student who is absent for an extended period due to physical, mental, or emotional disability
- A student who is pursuing a work-study program under the supervision of the school
- A student who is attending any school-sponsored activity
- Absences by those who are in the custody of court or law enforcement authorities
- Absences determined by school administration to be excusable, such as doctor's appointments or appointments with outside agencies
- Absences due to religious holidays or observance

Parents or guardians must notify the appropriate attendance office within 48 hours (excluding weekends) when their child will not be in school for the week. When the absences have been deemed excused by school administration, students are expected to make up work. All major projects are due on the specified day.

Absences because of doctor's appointments, outside agency appointments, or juvenile court appearances may be considered excused with appropriate documentation of the appointment. The absences may be considered unexcused until the appropriate documentation has been provided to the

school's administration. At that time, the school's administration may deem the absences to be excused. If appropriate documentation of the appointment is not provided to the school, the absence may remain unexcused.

All students will be allowed no more than 10 days of excused absences per school year. Once students have exceeded the approved number of excused absences, and there are more absences, written documentation from a practitioner or agency may be required for the absences to not only be considered excused, but to also address the reasons for the excessive absences. The absences may therefore be considered unexcused until the appropriate documentation is provided to the school's administration.

Prearranged Absences

Family vacations during school time are strongly discouraged, as they are counted towards total student absences which may exceed the specified limit and may become unexcused absences. Vacations should be planned for dates when school is not in session. Parents are encouraged to follow the district approved calendar for scheduled breaks. A written request for a prearranged absence should be made at least a period of time equal to the length of time the student will miss school and presented to the school's administration. All assignments are due prior to the period of absence unless otherwise specified by a teacher. Excused or prearranged absences in excess of district designated number of allowable absences may become unexcused and truancy may apply.

School-sponsored Activities

Absences incurred when students miss class because of participation in school field trips, musical performances, student conferences, or other school-related activities will be considered excused, but we do request that students log into school so that attendance is marked. Administrators or teachers may refuse a student the right to participate if academic, behavioral and attendance expectations are not being met.

Unexcused Absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing excused absence exceptions. Each unexcused absence shall be entered in the student's record. The parents or guardians of the student receiving an unexcused absence will be notified by the district by email and auto dialer on the day of the absence. When a student accumulates 4 days or more of unexcused absences, the student will be placed on a Truancy Intervention Plan (TIP). The TIP will include 2 weeks of daily check-in with the Truancy Officer. If the student is unsuccessful on the TIP, a Transition Meeting will be scheduled with the Truancy Office and the family to find better school placement. A Well Check will be called if there is no family response within 48 hours.

In accordance with state law, students with excessive absences may be designated as "habitually truant" and shall be reported to the Colorado Department of Education. When a student demonstrates excessive unexcused absences, the student, parents and school working together are to determine the cause of the absences. The school may use site-based teams to address academic and behavioral concerns, use an attendance contract with the student and parent or guardian; make referrals to outside agencies if deemed appropriate to remediate the causal factors for the unexcused absences. In accordance with the law, the district may impose academic penalties which relate directly to classes

missed while unexcused. The administration shall develop regulations to implement appropriate penalties. Students with unexcused absences are expected to make up work.

Any student who has been absent from class for 10 or more consecutive days of unexcused absences in any one school year, out-of-district placement, excused long term illness and death shall be considered a “dropout” and shall be reported to the Colorado Department of Education by the district. However, if the student returns to school by re-enrolling, is in attendance at the end of the school year, enrolled in another school with appropriate proof of enrollment including an approved home school program, online school program, or appropriate proof of enrollment in another school district, such student is not considered a dropout and shall not be reported as such.

Student and parents or guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the board as conditions for granting such exception.

Truancy

If a student is absent without a submitted parental excused absence form with appropriate documentation, the student shall be considered truant. In Colorado pursuant to §22-33-107(3)(a) C.R.S., a child who is “habitually truant” is between the ages of six and seventeen and has “four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year.” Based on the statutory definition of habitual truancy, it is possible that a student can become “habitually truant” within the period of one week.

Penalties

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while truant. The administration shall develop regulations to implement appropriate penalties for truancy.

In the circumstance where there is a discipline concern that will result in action taken by the school, including, but not limited to, suspension and expulsion, with a student that qualifies for special education, the special education case manager will hold a manifestation of determination meeting with the appropriate IEP team members in attendance.

When there is an attendance concern with a student that qualifies for special education, the IEP team will meet to determine if the services in place are appropriate for FAPE and if the student’s disability is a barrier. If the team determines that the services are appropriate and the disability is not a barrier, the team will conclude the meeting with a PWN and follow the school truancy process.

High School Attendance

As public-school students enrolled online at CPA, secondary students must:

1. Complete lessons weekly in every course

- English 5x/week
- Math 5x/week
- History 5x/week
- Science 5x/week

- Electives 5x/week

2. Attend required (REQ) weekly class connects

Attendance is calculated based on progress through grades in course, missing assignments, and student login. Students in secondary grades must have 1056 hours of attendance annually per ~~Ohio~~ Compulsory school attendance laws.

Student Conduct

Positive Behavioral Intervention and Supports (PBIS)

Students will be provided with PBIS, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. These supports will be developed within each academic team with the homeroom teacher playing a key role during TIERS 1-3. These supports can include but are not limited to student success plan, check in/check out, increased communication, required meetings, in person interventions, social-emotional intervention, attendance referrals, power hour attendance, and in school accountability.

Tier 1: Universal Support

Tier 1 provides high quality instruction and behavioral support for all students in general education. Classroom management and individual student behavior is based on shared expectations, responsibility, and proactive feedback. Students will be safe, respectful, and responsible.

Tier 2: Targeted Support

If a student demonstrates the need for additional support to be successful in our school, the homeroom teacher, student, and learning coach will partner to discuss barriers. The team will then brainstorm strategies to address the barriers and increase support. During the six weeks in tier 2 targeted support, the homeroom teacher will meet with the student and learning coach to review data and growth. The student will either move to tier 1, remain in tier 2 with a new intervention, or escalate to tier 3 intensive support.

Tier 3: Intensive Support

If tier 2 support does not result in an increase in success at our school, the student and learning coach will be notified by the homeroom teacher in writing via email, that they will be placed in intensive targeted support. The homeroom teacher, along with additional school support staff, will increase support for the student and family and work to address continued barriers to schooling. The student and learning coach are active participants in this process as they work toward an understanding of the requirements for an engaged student in our online public school. The problem-solving team, including school staff, the student and learning coach, will create and sign a Student-Centered Success Agreement with the school administrator. Students will be required to attend daily in-school accountability. The students will need to attend a live class for 2.5 hours each morning and 2.5 hours each afternoon. Students that miss in-school accountability will be considered truant. Four days of missed student accountability in a month will be considered habitually truant.

Dress Code

Students are expected to wear appropriate attire that does not distract from the learning environment at school sponsored activities. Students are expected to practice good cleanliness and tidiness; encourages the appropriate use of hygiene products before our students come to school. ANY clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are disruptive, potentially disruptive to the educational environment, or represent gang affiliations as determined by the administration are not permitted.

Personal Respect

CPA administrators, instructors, parents, and students know that personal respect is the foundation of learning. Language, comments, or images from any stakeholders that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Inappropriate Behavior

- Insults or attacks of any kind against another person
- Harassment and/or use of threats
- Creating, posting and/or distributing material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.
- Engaging in any activity or behavior (online or face to face) that interferes with the safety, welfare, morals, or education of themselves, other students, parents, learning coaches or staff.
- Disruptive behavior which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, visitor, fellow parent, regardless of whether the behavior constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive, or derogatory comments regarding the school or any of the students/parent/staff, at the school on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher or administrator, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Contacting someone else's child to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs while attending a school event.

- Making threats or possessing weapons while attending a school event.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of a dangerous weapon as described in the Board's weapons policy.
- Physical assault. The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.
- Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed, orally (including by telephone), in writing, or electronically (e.g. email, messaging, social media, etc.), at an individual, his or her family, or a group.
- Intimidation. An act intended to frighten or coerce someone into submission or obedience.
- Extortion. The use of verbal, physical, or electronic (e.g., email, messaging, social media, etc.) coercion to obtain financial or material gain from others.
- Gang activity and secret student societies.
- Sexual harassment or other forms of harassment as described in the Board's sexual harassment policy and nondiscrimination policy.
- Stalking. The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
- Defiance. A serious act or instance of defying or opposing legitimate authority.
- Discriminatory slurs. Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national origin, gender identity, disability or need for special education services.
- Vandalism. Damaging or defacing property owned by or in the rightful possession of another.
- Tobacco Violations. Use or possession of a tobacco product on school grounds or at a school activity or sanctioned event. "Tobacco product" shall mean cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and: (a) any other product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to e-liquid, vape juice, vaping oil and similar products; or (b) any device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo, pipe, vape pen or other device used to inhale a vaporized liquid.
- Weapon Violations. Possessing a dangerous weapon on school grounds, at a school activity or sanctioned event without the authorization of the school or the school district.
- Terrorism. A threat to commit violence communicated with the intent to terrorize, or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.
- Should any of the above behavior occur within the school setting, the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from interacting with the school personnel.

Harassment

No one should be subjected to harassment at school for any reason. All stakeholders will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs, or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability, or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Nondiscrimination and Bullying

"**Bullying**" means any written or verbal expression, or physical or electronic act or gesture, or pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. "**Bullying**" is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109 (1)(11)(I)

CPA has a zero-tolerance policy towards intimidation, harassment, bullying and/or fighting. A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others.

For the first offense of harassment, bullying, or intimidation, parent(s)/guardians will be contacted via a warning letter and/or phone call. Subsequent offenses will lead to suspensions of attending school activities.

The school will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, the school will act appropriately within the discipline codes of the district and will take reasonable action to end bullying. Students can report anonymously to CPA staff members to avoid retaliation.

Sexual Harassment

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures, or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering, or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

Academic Integrity Code

CPA has high expectations with regards to academic integrity. The academic integrity code has been set up as a way of ensuring that students are following these expectations to the highest degree. The following practices are violations of this academic integrity code:

Cheating in any manner. Examples of this could be:

- Submitting any work that was not done by your own hand
- Allowing other students to submit your work as their own
- Using any unapproved aids on assignments, quizzes, or in tests (including the internet, Google Translate)
- Submitting the same work for more than one course or assignment without prior written

approval from the instructor(s)

- Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports
- Destroying, tampering, or altering another student's work to impede academic progress
- Creating fraudulent information
- Plagiarizing in any manner, which includes copying or presenting words, ideas, images, or someone else's intellectual property as your own without proper citation of sources (electronic, internet, or print). Some examples are:
 - Utilizing internet chat groups to ask questions and using the responses as your own
 - Utilizing sources excessively even when documented or relying on a similar order of sentences while altering a few words or word order
 - Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission
- False Progress: completing or marking off an unreasonable number of lessons in one day

Note: If there are academic integrity concerns, any student may be required to assess face to face or online in the presence of school staff.

Plagiarism Policy

1st Offense- The student earns an automatic 0 % on the assignment. The teacher will call all listed numbers in the online school twice within a 48-hour period and email the student and mentor to attempt communication. If contact is not made, the student and mentor must reply within 5 school days. If they do not, the 0 is permanent in the grade book. If contact is made, the final grade on the assignment is up to the discretion of the teacher. Documents explaining plagiarism and CPA's policy will be sent via email to support the student.

2nd Offense- The student earns an automatic 0 % on the assignment. The teacher will call all listed numbers in the online school twice within a 48-hour period and email the student and mentor to attempt communication. If contact is not made, the student and mentor must reply within 5 school days. If they do not, the student account is locked until contact has been established. The student will be placed on an academic behavioral plan which requires a student signature. Signature does not acknowledge agreement with the plan, but rather attendance at the meeting.

3rd Offense- The student must conference with administration. The student automatically fails the course they plagiarized in for the third time. (This is cumulative over the school year and spans across all content areas. If a student plagiarized first in English, then in science, and for the third time in history, the student would fail the history course.)

4th Offense- The student will have an expulsion hearing.

Note: Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook or online material, including google translate, must be cited. For textbook citations, (Author, Page Number); for online material citations, (UnitX, LessonY, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student is citing information found on a website, they must provide the complete Web page or site title, URL, author if known, page number if applicable, and publication place and date of the site, if available.

Computer Usage

A specific set of procedures, conditions and legal restrictions guide the use of school-owned computers.

Parents should review appropriate usage of computers with their students before using school computers.

Inappropriate Use of the Computer and Technology

Dependent upon the misuse of the school computer or technology, the principal will determine the disciplinary consequences, including loss of privileges, or expulsion.

Technology

CPA has done due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each K12 computer. Students are responsible for installing updates and patches for anti-virus software.

Email

Each student will be issued an internal Office365 email account. Students and parents are expected to access and review their email account daily. CPA reserves the right to monitor the contents of email sent and received through the school OLS and LMS.

Suspension and Expulsion

CPA will follow the Colorado State statutes 22-33-105 and 22-33-106 when considering a student for suspension and/or expulsion.

According to the Colorado Revised Statutes 22-23-106(1)(a-g) and 3(e) and 22-12- 105(3), the following shall be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority, including lack of participation in mandatory assessments.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel, including behavior which creates a threat of physical harm to the child or other children.
4. Declaration as a habitually disruptive student.
 - a. For the purposes of this paragraph, "habitually disruptive student" means a child who has caused a material and substantial disruption three (3) times during the school year on school grounds, in school vehicles, or at school activities or events. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each disruption counted toward declaring the student as habitually disruptive and the student and parent, legal guardian or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of "habitually disruptive student".
5. The use, possession or sale of a drug or controlled substance as defined in C.R.S. 12-22-303.
6. The commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-201 if committed by an adult.
7. The carrying, bringing, using, or possessing a dangerous weapon without the

authorization of the school or district.

NOTE: In accordance with federal law, expulsion shall be mandatory and for no less than one full calendar year for a student who is determined to have brought to or possessed a firearm at school. The Chief Education Officer may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

As used in this paragraph, “dangerous weapon” means:

- a. A firearm, whether loaded or unloaded
 - b. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
 - c. A fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocketknife with a blade longer than three and one-half inches.
 - d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
8. Repeated interference with a school’s ability to provide educational opportunities to other students.
 9. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property without the authorization of the school or school district.
 10. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
 11. Misuse of an electronic device such as a smartphone and/or computer on school grounds or on school buses, at school sponsored activities, and/or on field trips in a manner which constitutes an interference with school purposes or an educational function or that is profane, indecent, or obscene or constitutes an invasion of privacy.

According to C.R.S. 22-33-106(2), subject to the district’s responsibilities under (the Exceptional Children’s Education Act and applicable federal law, (see policy JK-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
2. Physical or mental disability or disease causing the attendance of the child suffering there from to be detrimental to the welfare of other students.

Curricula Lock- Suspension

A student’s curriculum can be locked for failure to comply with required school and state assessments and for no contact. Upon completion of the assessment requirements, please notify your homeroom teacher for your curriculum to be unlocked.

Probationary Status

Students with poor discipline and/or excessive absences at their previous school or during the year at CPA may be placed into the Tiered Support Program. The probationary requirements shall be determined on a case-by-case basis by the CPA administration, please see the appropriate appendix for your school's policy. Students wishing to re-enroll in CPA after having been withdrawn due to non-compliance of any type must seek and obtain approval for re-enrollment by the CPA administration.

Monitoring

CPA reserves the right to review any material transmitted using CPA instructional computing resources or posted to a CPA instructional computing resource to determine the appropriateness of such material. CPA may review this material at any time, with or without notice to students. E-mail transmitted via CPA instructional computing resources is not private and may be monitored.

Students who possess alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:

- A staff member who comes in contact with evidence and/or contraband must notify the principal or designee immediately.
- A staff member who has reasonable cause to believe that a student possesses or is involved in any distribution or exchange of alcohol, any controlled substance or drug-containing or drug-related paraphernalia in violation of Board policy will request that the student accompany him or her to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
- The principal or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated, and initialed by the individual who originally obtained the materials and by the principal or designee. The evidence then will be secured.
- The principal or designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
- If information warrants, the student's parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.

Civil Rights

<https://cpa.k12.com/title-ix-non-discrimination-notice.html>

CPA is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment, and sexual violence, as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. CPA reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

INFORMATION AND ASSISTANCE

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal, or physical.
- Definition of Sex Discrimination and Sexual Harassment (for Employees):
- Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made

a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from any of the following:

Title IX Coordinator:

Christa Segar

Csegar@k12.com

8601 Turnpike Dr. Suite 100

Westminster, CO 80031

Title IX Grievance Procedures & Form

<https://cpa.k12.com/title-ix-non-discrimination-notice.html>

Course Support

Child Find

CPA follows Colorado State Guidelines for Child Find. Assessment screening tools and a body of evidence are used to identify students that are performing below their same grade-level peers. The MTSS (see 2.7.1) model is implemented. Contact the Director of Special Services, Christa Seger (cseger@k12.com), with any questions or concerns.

Multi-Tiered System of Support (MTSS)

CPA follows a multi-tiered system of support to intervene with targeted educational growth needs of students. Teachers at CPA use a data-driven instructional model to identify and meet varying student needs within their classroom. Teachers will communicate and collaborate with the learning coach and/or student regarding the targeted intervention identified to meet the student's need. MTSS intervention sessions are required for identified students unless the parent signs away the right to school-recommended intervention. Students who receive three Missed Services letters will be referred to the MTSS process.

Health and Family Life/Sex Education

CPA believes a comprehensive health education program is an integral part of each student's education. The health education program should emphasize the functioning and proper care of the human body and encourage the development of lifelong, positive health habits. In addition, it should inform students about potential physical and mental health hazards they are likely to encounter in various life situations and help them make sound, intelligent decisions when they are confronted with choices that could affect their health or that of others. Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings or closely held personal beliefs of the student or of the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality (OTH010, Social and Sexual Health, Unit 7), no reason must be given by the parent/guardian when requesting the exemption.

In the event that a family expresses concern over the human sexuality unit in the school's health course, the teacher will provide alternate material for this student during this unit. The family will communicate directly with the teacher in this case for the alternate assignment. The teacher will excuse the human sexuality material (without penalty) and replace it for the student with alternate content. The alternate content will be approved by the school administration prior to delivery to the family.

Objectionable Materials Policy

There may be times a Learning Coach finds certain lessons, books, or materials objectionable for various reasons. If a Learning Coach finds objectionable material, he/she should contact his/her teacher via email. Teachers will work with Learning Coaches to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met. Learning Coaches should also contact K12 directly using the feedback option of the OLS. The feedback button is on the right-hand corner of the online school.

Promotion and Retention Policy

Grade Level Promotion Guidelines

The K12 Colorado Academies starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages; numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive body of evidence that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a traditional classroom, students at K12 Colorado will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Retention Policy

In order to ensure that every student is earning an adequate education, the following policy is in place for retention in grades K-8. If a student is not passing three (3) or more core classes by the end of the school year, the student will be retained in both courses and grade level. In addition, students must have a body of evidence to support promotion as stated above in the Promotion Policies. Classes that are not passed will be on the student's official transcript. Teachers will notify parents no later than the first business day in May if a student is a possible retention. If a student is retained, he/she will be escalated to the MTSS program to start the next school year.

Gifted Program/Advanced Learner

CPA students are screened in 3rd grade by referral and request. CPA will set up a meeting for all students that qualify for the gifted and talented program to create an Advanced Learning Plan. At that time the team will determine appropriate goals and programming that best meets the student's needs. Please contact your homeroom teacher for more information.

High School Credit Options for Middle School Students (7th and 8th grade)

Middle school students who have been approved by administration will be eligible to earn high school credit for English, math, history, science, and foreign language courses taken at the high school level.

State Assessment and Testing Requirements

CPA follows state law concerning assessments: "Each student participating in an online program shall be subject to the statewide assessments." CPA is a public school and is subject to state statute. We strongly believe in the benefit of summative state assessments and encourage every student to participate in the assessment program as one part of the multiple measures indicated in state law. "Every student enrolled in a public school is required to take the assessments in the grade level in which the student is enrolled."

District assessments are mandatory, and students may not opt out. District assessments include:

- Star360 in reading and math. (beginning, middle and end of the year)
- Writing samples. (beginning, middle and end of the year)
- Interims. (Oct, Feb)
- Most federal and state assessments. (TS Gold, READ Act, and ACCESS) are mandatory.

If you have concerns about testing, please contact your school administrator.

Policy for Assessment Communication:

- 1st Attempt- email with due date
- 2nd Attempt (past due date)- email and auto dialer
- 3rd Attempt (past due date)- in student accountability attendance required until assessments are completed
- Failure to complete end of year assessments may result in ineligibility to enroll for the next school year and may affect graduation.

CMAS testing is the only assessment which students may opt out of participating in. During the Spring window, information about testing, participation, and opt-out options will be made available to parents through their classroom teachers. Any opt-outs will follow district guidelines.

Grading

Learning Coaches may view grades throughout the school year in the online school. Report cards will be issued at the end of the 1st and 2nd semesters. Report cards will be mailed within two weeks of the end of semester.

Grading Policy:

Graded activities will be assigned points. Final grades will reflect the actual points earned compared with the total points possible. A percent grade will be calculated using points, and the teachers will then assign letter grades according to the grading policies.

Grade Scale/Points Value:

Grading Scale

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
Below 59.4%	F

Student grades will be rounded to the nearest whole point. EXAMPLE: If a student earns 69.5% or higher, they will receive a 70%/C for the class

Honor Roll

The Honor Roll is a great tool to recognize students for their hard work, as well as incentive to continue working diligently. Honor roll status will be determined at the end of each semester. Students will receive recognition within two weeks of the end of the semester.

Honor Roll Definitions:

Honor Roll with Distinction

Students who earn "A" in ALL courses

GPA 4.0 or above.

High Honor Roll

Students who earn all A's and B's in their courses

3.50 + GPA and no grade below "B"

Honor Roll

Students with a "B" average in all courses

3.0-3.49 GPA and no grade below "C"

Grade Concerns

Appeals Process

If for some reason a parent or student has a valid dispute about a final grade given in a class, this dispute for change must begin within three months from the end of the semester when final grades were posted. The parent should contact the principal with any grade disputes.

Late Work

Teachers will accept work that is late for up to full credit when reasoning is sufficient, and communication is timely from the student (before or during the week the assignment is due).

Late policy:

- Teacher Graded Assignments
 - Accepted 3 weeks past due date
 - Late Work Reduction after 2 weeks, 80% of earned grade
 - Corrections are accepted- credit at teacher discretion, consistent at grade level
- Computer Scored- accepted until the last day of the student semester
 - Quiz- 3 attempts
 - Test- 1 attempt, retake options available
- Blank documents earn 0 points
- Overdue assignments will receive temporary 0 (or equivalent) every Monday

Assignment Deadlines in High School

- Discussions will be locked after two weeks due to timeliness of discussion
- Unit Assessments, Mid-terms and Finals will be unlocked the week of the assessment according to the pacing guide
- Yearlong courses are treated as semester long courses; first semester will be locked after December and second semester is locked prior to January

Voluntary Withdrawal

Voluntary withdrawal from the school may be initiated by the parent/legal guardian by informing Administration and/or the homeroom teacher of the intention to withdraw. A parental notice of student intent to

withdraw form must be completed. A parent must also notify the homeroom teacher of where they will be attending school upon the withdrawal. Please allow up to 1 week for a withdrawal to be processed through our systems.

Activity and Course Fees

CPA is a publicly funded, tuition-free, online school. Courses and related materials are provided for full-time students who are residents of Colorado at no charge.

*Other fees may be applicable for field trips and extra-curricular clubs/activities.

Work Permit

Under the Colorado Youth Employment Opportunity Act (CYEOA) no minor under the age of 16 is permitted employment on school days, during school hours, unless he or she has a school release permit. Such a permit can be issued only by a school administrator where the minor is enrolled.

<https://cdle.colorado.gov/youth-law>

School Activities and Clubs

Extracurricular and Interscholastic Activities

Students enrolled in an online program may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school, assuming the on-line program doesn't already offer such extracurricular or interscholastic activity.

A school may charge any student participating in an activity a participation fee as a prerequisite to participation. The fee amount is determined in accordance with current state law.

Key Statutes for Reference: 22-30.7.108(1), 22-33-104.6 (4), 22-32-116.5.

Student Clubs

CPA offers a variety of both local school and national clubs. All student organizations are required to open membership to all interested and/or eligible students. Secret societies shall not receive recognition in any manner under this policy. The administration is responsible for determining that the purpose of a student organization is related to the curriculum.

Each curriculum club shall have a faculty or staff member appointed as the advisor. The advisor must attend every meeting of the student organization.

All clubs shall comply with applicable school policies and procedures.

Field Trips/Blended/Community Events/Face-to-Face Opportunities

Field Trips

Field trips are optional learning opportunities for students. Students are encouraged to attend, but course grades will not be negatively affected by a student's inability to participate. Backpacks are prohibited.

As an optional learning opportunity, students and their families are responsible for any costs associated with the activity or experience, as well as transportation to and from the event. Additionally, all students and learning coaches will need to complete a field trip permission slip per each field trip.

Blended

CPA students will be invited to Blended Learning opportunities throughout the year. Students are responsible for transportation to and from this event and expected to behave in alignment with code of conduct expectations.

Informal Events

Students and families are encouraged to hold and participate in informal CPA events. Students/Families interested in sponsoring an informal CPA event must obtain approval from the CPA Head of School. If approval is not obtained, the event is not a CPA event.

Informal CPA events must be chaperoned by responsible adults. Students must follow the Code of Conduct. Students/Families are responsible for transportation to/from the event.

Dances

CPA dances may be held at central locations in the state, and will be chaperoned by administrators, parents, and instructional staff. Students are expected to abide by the school code of conduct. Backpacks are prohibited. Transportation to and from the event is the responsibility of the student and/or family.

CPA students inviting non-CPA students must notify the school; the non-CPA student may be asked to provide an ID upon attending the event. All non-CPA guests must be under the age of 21.

Transportation

CPA students/families are responsible for transportation to/from formal and informal events. Students under the age of 18 should not be the driver if any non-related students will be in the vehicle.

Photo Release Statement

Parents who object to permitting their child's picture to be taken or released must notify the school in writing. The online form can be found here. <https://tinyurl.com/K12CO-PhotoOptOut>

Occasionally students may be photographed for publication or broadcast by the news media or school. In accordance with school's policy (see *Directory Information and Opt Out Information*) and privacy laws, only "directory" type information will be given—i.e. name, grade level, etc.

For more information or concerns please contact ColoOps@k12.com.

Material and Online Systems

School Property, Materials and Technology

CPA provides materials, books, and other curricular supplies. CPA also provides computers and printers to families according to financial need. These materials are school property and must be kept in good condition. Facilities that are used for CPA outings are considered school property, and the same expectations apply to the CPA outing facilities. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted, and unauthorized copying of those materials is a copyright infringement.

Materials cannot be sold or transferred and are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement. Please see the complete Agreement for Use of Instructional Property.

Distribution of Textbooks & Materials

Most courses have instructional material integrated into the course. In some cases, textbooks or other materials are sent to the student.

For more information, please refer to the following link:

<https://www.help.k12.com/s/topic/0TOU00000000jwVOAQ/materials?tabset-26361=2>

Return of Textbooks & Materials

Please refer to the following link for information to return.

<https://www.help.k12.com/s/topic/0TOU00000000jwVOAQ/materials?tabset-26361=2>

Students can initiate reclamation by calling Customer Support at (866) 512-2273.

School Issued Laptops

In certain cases, based on financial need, CPA may loan a computer to an enrolling family. The income guidelines used to make this determination are the same ones set forth by the federal government for determining eligibility in the National School Lunch Program for free or reduced-price lunches. Details on income eligibility guidelines are available on the USDA website:

<http://www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm>.

Please contact your homeroom teacher if you believe you may qualify for this program if you did not

receive one at the time of enrollment.

Web filtering on Issued Computers

All K12 student computers have McAfee web filtering installed complying with the Children's Internet Protect Act (CIPA). This program cannot be turned off.

Stolen or Damaged Laptop Process/ Insurance Coverage

Students must report a stolen or damaged laptop to the school immediately. Students and/or parents are responsible for all damaged or stolen laptops and a police report must be filed before another school computer is issued.

School insurance will not cover stolen, lost or fire-damaged equipment. We highly recommend adding the laptop to the household's homeowner's/renter's insurance policy. Without the insurance protection against stolen, lost or fire-damaged equipment, the student and their family are financially responsible for replacement costs for any equipment damaged by fire, lost or stolen. All technology packages must be insured up to \$2,000.

Technology Usage/Internet Use Agreement

Whether receiving a loaner computer or using your own computer, all CPA students, if under the age of 18, their parent(s) or guardian(s) must accept the responsibility of using the school systems in a responsible and appropriate manner. By receiving this handbook, you agree to the terms and conditions within this policy. If you have concerns or additional questions, please contact ColoOps@k12.com.

Internet Service Provider (ISP) Reimbursement Policy

Families who meet all of the following will be reimbursed at the rate of \$15.00 per eligible month. Maximum pay out of \$75 for each pay out period.

Requirements

- Legal Guardian/Adult student must fill out the required **Federal Family Data Form** at the beginning of the school year.
- Legal Guardian/Adult student must be determined as eligible from information provided in the form mentioned above. Either at the start of the year or if they have filled one out during the semester.
- Student must be enrolled on the last day of each semester being paid out.
- Students must complete all district assessments.

Rules for Reimbursement

- Other documentation may be needed if the address on the internet bill does not match what the school has in their database for the student.
- If the household has no internet, then there will be no reimbursement

Procedure

The Legal Guardian is required to fill out the online **ISP Subsidy Request for Payment Form** along with submittal of ONE of their entire internet bills for any month during the semester requesting funds. The request form, when available, will be sent to the legal guardian's email, k-mailed and posted announcements informing families that the form is open to request. (Payment will be sent to our

business unit for processing. Families should be aware that payment can take up to 4 weeks after submittal deadline.)

School Online Account and Set Up Information

Please refer to the below link for additional information:

<https://www.help.k12.com/s/topic/0TOU00000000jweOAA/videos?tabset-26361=2>

Additional Resources for School Online Accounts and Class Connect (Blackboard):

<https://www.help.k12.com/s/>

<https://www.help.k12.com/s/topic/0TOU00000000jweOAA/Videos#?tabset-26361=2>

Data Privacy

K12 Inc. seeks to maximize every child's potential by transforming the educational experience, and making it accessible, engaging, and individualized.

This Privacy Policy lets you know how we collect, use, share and protect information that we may gather from K12.com and K12's other web sites, the K12 Online School ("OLS"), and the websites we manage for schools (collectively, "Sites"). This policy also applies to information that we may collect from you outside of our Sites, such as over the phone, by fax, through conventional mail, or by other means. By using any of the Sites, you agree to accept the terms of this Privacy Policy that are in effect at the time of use, including any provisions pertaining to changes to the Privacy Policy. You can click on the links below to be taken directly to sections of the policy that interest you the most.

<http://cpa.k12.com/privacy-policy.html> <http://cpa.k12.com/privacy-policy.html>

[CDE Fact Sheet-What Student Data is Collected in Colorado?](#)

Support and Special Programs

[Student Matrix for Support update](#)

CPA Special Program Coordinator Contacts

Main contact for all special programs:

Christa Seger, Director of Special Programs

[720.381.2047](tel:720.381.2047)

cseger@k12.com

Special Program	Coordinator	Contact Information
Special Education	Christa Seger	cseger@k12.com
504	Christa Seger	cseger@k12.com
English Language Learners	Christa Seger	cseger@k12.com
Gifted	Sami Bly	sbly@K12.com
Health	Contracted school nurse. Communication through Special Program Director	cseger@k12.com
MTSS	School Principal	sschuchard@k12.com hholbrook@k12.com sstevens@k12.com

Special Education and 504 Plans

Once the evaluation process is completed, a team of qualified school personnel, parents/guardians, and other relevant service providers hold an evaluation determination meeting to come to agreement on whether the student meets eligibility for one of the disability categories under IDEA (Click <http://www.cde.state.co.us/cdesped/sd-main> for information related to eligibility criteria associated with the disability categories defined under IDEA). If the student is eligible and requires specially designed instruction, an Individualized Education Plan (IEP) will be coordinated; during which the IEP team will review and finalize the proposed details of an appropriate educational program to meet the student's documented needs.

For students confirmed to present with special education needs, once the IEP team agrees on the IEP and the student's educational placement, a Prior Written Notice (PWN) will be sent to the parent/guardian for signature. This must be signed and returned to CPA. CPA can only proceed with implementing the student's IEP (or 504 Plan) upon receipt of the signed PWN. Some students are found to present with one or more disability, but do not meet the eligibility criteria outlined under IDEA (special education); however, their disability may still require CPA to develop a 504 Service Agreement (504 Plan) to outline the special provisions a student may require for adaptations and/or accommodations in school-based instruction, facilities, and/or activities.

Students may be eligible to certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. CPA will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, CPA will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out of pocket cost to the student or family for the essential supplementary aids, services or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. Click HERE (<http://www.cde.state.co.us/spedlaw/rules> or <http://www.cde.state.co.us/cdefisgrant/federalattachsection504ada5040>) for more information related to Section 504 of the Rehabilitation Act of 1973.

Parents/Guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and support outlined on the IEP or 504 Plan.

Complaint Process

In accordance with Federal and State OCR (Office for Civil Rights) Guidelines, any student who believes that CPA, or any of the school's staff, instructors, and/or administrators have inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), and/or Section 504 of the Rehabilitation Act of 1973 (disability) may make a complaint which shall be referred to as a formal grievance. However, whenever possible and practical, an informal solution to the complaint is encouraged and should be attempted with the school Executive Director or Principal.

If an informal acceptable solution cannot be attained, the student shall reduce the complaint to writing and formal Title IX and Section 504 grievance procedures shall commence. The complainant may file her/his complaint directly with the Office for Civil Rights, United States Department of Education, and/or use the internal grievance process set forth as follows:

An alleged formal discrimination grievance complaint should first be made to the Head of School and/or Principal within ten (10) school days from the date of the incident.

<https://www.d49.org/cms/lib09/CO01900838/Centricity/Domain/26/JB-E-1%20Equal%20Educational%20Opportunities%20for%20Students%20-%20Student%20Complaint%20Form.pdf>

Parent Complaint Process

Parent satisfaction is an important goal. This process has been designed to ensure that all student/family grievances are considered expeditiously and fairly:

- The teacher is the first point of contact for an expression of complaint, informal or formally written. If the teacher is the subject of the complaint, the issue should be settled through parent/teacher communication.
- If the subject of the complaint is another school employee and cannot be settled at the teacher level, the parent or legal guardian should escalate the concern to the principal in writing. The principal will respond to the parent's written note of concern within 48 hours of receipt.
- If the issue or complaint is not resolved within 10 working days, the parent may escalate an issue or complaint to the Head of School. The Head of School will respond within 48 hours of initial parent or principal notification of the complaint and investigate.
- If the matter cannot be settled satisfactorily, it may be brought before Colorado Digital BOCES. The board President must be notified of the matter by the Head of School and/or the parent prior to the meeting.

Crisis Plan

The Colorado k12 schools acknowledge the necessity of preparing a crisis management plan in the event that despite prevention efforts, a crisis should occur. Any disruptive event that threatens safety and security shall be considered a crisis. Crisis situations that could impact the district may or may not occur on school property and include but are not limited to suicide, death, acts of violence, trauma, natural disaster, and accident. Please refer to the below document for our comprehensive crisis plan:

<https://tinyurl.com/CPA-CrisisHB-2020>

Medical Needs or Access to Medications

CPA follows D49 Board policy regarding access to medications: School staff will not administer prescriptive or non-prescriptive medications to students. CLICK [HERE!](#)

Medical Alert Form

Student safety and well-being is important to all K12 Colorado Schools. Since our schools offer blended learning, clubs, events and various F2F opportunities it is important for us to collect any medical information for your student in case of a medical emergency. This form is in place to obtain such information from a student's parent or legal guardian and to communicate that information to other school officials when necessary.

If your student does have a medical concern that you would like the school to know about, please fill out the form below.

Direct Link:

<https://tinyurl.com/K12ColoMedicalAlert>

Health and Safety

CPA follows D49 Board policy regarding Health and Safety as well as the school specific Crisis Plan.

<https://go.boarddocs.com/co/d49/Board.nsf/Public?open&id=policies>

Student Searches

CPA follows D49 Board policy regarding student searches.

<https://go.boarddocs.com/co/d49/Board.nsf/Public?open&id=policies>

Restraint and Seclusion

CPA follows D49 Board policy regarding restraint and seclusion.

<https://go.boarddocs.com/co/d49/Board.nsf/Public?open&id=policies>

Contact Policy

It is expected that all communication is returned within 24 hours. If a family does not respond to a teacher's attempt to contact through phone call and email, administration set up a meeting with the teacher and the learning coach to support and encourage communication. If communication is still not established, curriculum may be locked which may result in truancy.

We at CPA believe communication is key in supporting student learning, therefore, students will receive a minimum of one monthly call from a CPA teacher. It is the expectation that students return teacher phone calls within 24 hours. Failure to return phone calls can result in a curriculum lock.

Webcam Usage

CPA and the parents of the students participating in the activities, services, and programs agree that this policy outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement through the use of online platforms such as Zoom. These Face-to-Face platforms will build and develop a partnership between the school and families that will help

children achieve the State's high standards. The Home Learning Environment as provided for in this policy includes a visual portion of the site where the student is located that can be seen by others

interacting with the student through the webcam and any audible sounds that can be heard by any others interacting with the student. The Home Learning Environment shall be free of any signs, flags, symbols, words, pictures, or any visual item that may be considered obscene, discriminatory, profane. To the maximum extent possible, the Home Learning Environment shall not have anything else within view than the student. The Home Learning Environment shall also be free of any audible sounds, noises, music, profanity, obscenity, or any audible item that may impact the learning environment. To the maximum extent possible, the Home Learning Environment shall not have any audible sounds that can be heard by any other person interacting with the student except for the voice of the student.

Parent/Learning Coach Responsibilities:

- Monitor behaviors of my student and the Home Learning Environment to ensure it is always appropriate for all learners.
- Ensure my student is able to log into Class Connect sessions.
- Check Home Learning Environment before turning on camera to ensure compliance with the definition provided in this policy and provide reasonable monitoring during the time that the webcam is being used.
- Create a Controlled Home Learning Environment as defined in this policy and before activating camera and during the operation of the camera, will ensure the background environment is sterile and appropriate for schooling.
- Parent/Learning coach may be present in the room at the time of instruction. However, if deemed as disruptive by school staff during the session, they may be asked to leave the area of online instruction.

Recommended Backgrounds:

- Student sitting in front of a wall/blank space so no one can wonder into viewing area
- Students may choose to sit in front of window with the curtain drawn to allow for a neutral backdrop

Sounds:

- Background sounds must be at a minimum—TV, Radio, Human voices cannot be a distraction to the others in class connect sessions.

Student Responsibilities:

- Checks home learning environment before turning on camera.
- Reviews the tools for online platform to use webcam and microphone/headset.
- Attends and participates in all required live class connects.
- Remembers to use appropriate language and behaviors during Face-to-Face classes.
- Have camera on during all class connect sessions.

Learning Coach Attendance in class connect

The student should be the only individual speaking and completing schoolwork during class connect sessions. Learning coaches should not log in as students to attend any class connect sessions. Any background noises during class connect must be appropriate for the classroom environment.

Translated Materials

Translate into another language by clicking here and inserting the text (Traducir a otro idioma, haga clic aquí e insertar el texto): <http://translate.google.com/#>

Student Help Matrix

<https://www.smores.com/037ar>

Parent Organizations

Parent organizations are groups of parents, and often school staff, who meet regularly to support school goals and the interests of students, teachers, and parents. The school is responsible for organizing and maintaining its own parent organization. To learn more about your school's parent organization or how to get involved, please reach out to your school.

Below are the contact names at each school.

Elementary - Sarah Schuchard (sschuchard@k12.com)

Middle School – Howard Holbrook

(hholbrook@k12.com)

High School - Sheila Stevens (sstevens@k12.com)

High School Counselors Contact Information

*Please see the Counseling Handbook for all counseling and Concurrent Enrollment information.

Robbie Curto	High School Counselor Student last names: A-G	rcurto@k12.com
Mercy Rivera	High School Counselor Student last names: H-Pe	mrivera1@k12.com
Kimberly Wilson	High School Counselor Student last names: Pf-Z	kwilson6@k12.com
Jen Samora	College Advisor	jsamora@k12.com

Graduation Credits

Students and parents are responsible for knowing how many credits, and in what subject areas, are required for graduation. Students and parents can track this data through the student's Graduation Plan that can be accessed through the Quick Links area on their landing page in the Online System. (See the section on Graduation Plans for more information.)

For the Graduating Classes of 2021 and beyond, students must earn 23 credits to receive a Colorado Prep Academy High School diploma.

These credits must be as follows:

<i>English</i>	4 credits
<i>Math</i>	4 credits (Algebra I and higher)
<i>Science</i>	3 credits (2 credits must be lab science)
<i>History</i>	3 credits (1 US History; 1 World History; .5 Geography, .5 US Government)
<i>World Languages</i>	2 credits (must be of the same language)
<i>PE</i>	1 credit
<i>Health</i>	.5 credit
<i>Fine Arts</i>	.5 credit
<i>Technology</i>	.5 credit
<i>Electives</i>	4.5 credits (1 must be of an Academic Elective)
Total	23 Credits
<i>Community Service*</i>	20 hours must be completed by the end of senior year

For the Graduating Classes of 2019 and 2020, students must earn 24 credits to receive a Colorado Prep Academy High School diploma.

These credits must be as follows:

<i>English</i>	4 credits
<i>Math</i>	4 credits (Algebra I and higher)
<i>Science</i>	3 credits (2 credits must be lab science)
<i>History</i>	3 credits (1 US History; 1 World History; .5 Geography, .5 US Government)
<i>World Languages</i>	2 credits (must be of the same language)
<i>PE</i>	1 credit
<i>Health</i>	.5 credit
<i>Fine Arts</i>	1 credit
<i>Technology</i>	.5 credit
<i>Electives</i>	5 credits (1 must be of an Academic Elective)
Total	24 Credits
<i>Community Service*</i>	20 hours must be completed by the end of senior year

Valedictorian/Salutatorian

The Valedictorian is the highest-ranking member of a graduating class, and the Salutatorian is the second highest. Rank is determined by the highest GPA at the end of the 2nd semester for the graduating students. In the case of a tie, Co-Valedictorians will be named. Only students earning a minimum of 6 credits at CPA high school are eligible for Valedictorian/Salutatorian.

Credit Recovery/Summer School

Students who fail classes must schedule an appointment to meet with their counselor, to explore outside credit recovery options. CPA does not offer credit recovery, therefore it is the student's responsibility to make up any failed courses and/or missed credits, to stay on track to graduate. Students may not be able to continue in the required sequence of core classes unless they retake the required prerequisite(s). The cost of these outside credit recovery courses must be paid by the student. Any courses taken outside of CPA require the student to complete the Outside Course Approval form. K12 does offer summer school. Details about summer school will be given in the spring preceding that summer. The courses require tuition, which must be paid by the deadline, and in full, for the student to participate. These courses run for four weeks and are completed online.

Concurrent Enrollment

"Concurrent Enrollment" means a student is simultaneously enrolled in Colorado Preparatory Academy of Colorado and in a public institution of higher education. This includes career and technical courses. The State of Colorado provides several options for high school students who meet high school standards to begin college early. The purpose of these options includes promoting content standards, providing academic challenges, and providing access to academic courses that may not be available at a local high school to meet high school graduation requirements. Students who demonstrate academic preparedness and have at least a 2.0 GPA can be eligible for concurrent enrollment programs. A student intending to enroll in a post-secondary program should work with his/her College Advisor and Guidance Counselor to complete all required documents. It is the student's responsibility to submit the appropriate documentation before the semester deadline. It is also the student's responsibility to understand how courses fulfill graduation requirements for courses taken at the college. Students enrolled in Concurrent Enrollment are required to maintain and complete their CPA enrolled courses, meeting deadlines, completing required STAR 360 math, reading, and writing assessments three times a year.

Eligibility

Students are eligible to apply to a public institution of higher education for enrollment through the concurrent enrollment program if he or she:

- Is deemed by the student and parent/guardian on the advice of the administration to be in need of course work at a higher academic level than that available at school.
- Is deemed by school personnel to show a high degree of maturity, responsibility, especially regarding potential for completing post-secondary courses.
- Ensures the post-secondary course(s) selected align with the student's Individual and Career Academic Plan (ICAP).
- Has given advance written notice to the school specifying the courses in which the student intends to enroll. This needs to be in the form of a cooperative agreement from the college.

When a student enrolls in courses at a public institution of higher education for high school credit, the school and the participating institution will enter into a written cooperative agreement which will include, but not be limited to, the requirement that the school will pay the tuition up to the in-state

community college tuition rate for the first twelve (12) credit hours taken in any one academic semester. The agreement will include statements that any courses taken by students under this program will also qualify as credit toward earning a degree or certificate at the institution of higher education. Each student must also complete the CPA Concurrent Enrollment Agreement that is separate from the cooperative agreement that comes from the college. This agreement will be sent from the college advisor and may be completed entirely online. This agreement must only be filled out one time. The school will not pay for transportation or any other fees including books or other materials. The school will not pay for summer school courses at the institution of higher education.

Except as noted below, the school will be responsible for paying the base-tuition to the public institution associated with post-secondary courses taken by the student.

For a college course to be added to an official CPA transcript, a grade report must be sent from the college to the CPA high school register mid-year and an **official college transcript must be submitted at the end of each semester.**

In general, the requirements for transferring course credit from a college/university include providing official documentation from the college or university including the course title, the number of credits, and the student's final grade. In most cases, a one-semester college-level course equals 1 high school credit.

Please be sure to refer to the Counseling Handbook to see a list of participating colleges and to find details about the Concurrent Enrollment Program.

****For more information about Concurrent Enrollment please contact Jen Samora, CPA College Advisor at 720-381-2047 ext.4022 or email at jsamora@coloradoprepacademy.org**

Elementary School Vision: Fostering a learning community where students are *engaged*, *empowered*, and *accountable* for their success.

Elementary School Attendance

As public-school students enrolled online at CPA, elementary school students must:

1. Complete lessons weekly in every course progressing roughly 3% per week in each content area
 - English- 5x/week, grades 4-5 have one ELA course, grade K-3 have various strands listed below:
ELA K /Phonics
ELA 1 /Phonics
ELA 2 Summit
ELA 3 Summit CO
ELA 4 Summit CO
ELA 5 Summit CO
 - Math- 5x/week
 - History
 - K-1, 2x/week
 - 2-4, 3x/week
 - 5, 5x/week
 - Science- 2x/week
 - Physical Education- 2x/week
2. Attend at least 80% of required (REQ) weekly class connects

Attendance is reported to the Colorado Department of Education and is calculated grades, missing assignments, and student login. Grades K-5 must have 968 hours of attendance annually per Colorado Compulsory school attendance laws.

Elementary Grading Policy:

For each grading period, students' grades are based on OLS assessments (40%), teacher graded assignments (50%), and participation (10%). Honor Roll certificates and report cards are sent following the end of each semester. Grades reset at the beginning of the second semester.

Homeroom Teacher and Learning Coach Contact Policy

It is the expectation that all communication (teacher and learning coach) is returned within 24 hours. If a family does not respond to a teacher's attempt to contact through phone call and email, the following process will be followed:

- 1st attempt- teacher calls and follows up with email, requesting contact in within 2 days
- 2nd attempt- teacher calls and follows up with email; calls emergency contact phone numbers; request contact within 2 days
- 3rd attempt- teacher calls and follows up with email; notifies family lack of return communication within 24 hours will result in locked curriculum and escalation to administration

At this point, the administration will set up a meeting with the teacher and the learning coach to support and encourage communication. If communication is still not established, next steps will include contacting the school social worker and a possible Well Check.

Elementary Course Placement

New students will be placed in grade level courses based on age, report cards received from previous school of enrollment, and other relevant information provided by the parent and student. If a parent requests different course placement, then the academic team will gather a body of evidence (including assessments in reading and math) to determine appropriate course placement.

Physical Education

It is so important for all online students to also add some physical activity to their schooling. Getting up and moving between breaks can help learning. Physical activity may include exercise programs, fitness breaks, walking the dog, riding their bikes, or just going for a walk, etc.

The below topics address federal and state laws, as well as district policies put in place by the school.

READ Plans

At Colorado Preparatory Academy, per House Bill 12-1239: The Colorado READ Act, a READ Plan is written for students who demonstrate below grade level reading proficiencies in grades K-3. While the classroom teacher initiates this plan, the READ Plan is developed and supported by a team—parents, teachers, and other staff as needed. Each member of the year has a role to play in supporting the student's literacy success. By working together, we increase student's literacy achievement. For more information about the READ Act and READ Plans, please visit:

<http://www.cde.state.co.us/communications/20170710readactfactsheet>

Course Progression

Can a student progress more quickly through the program if they want to? It is at teacher's discretion, Please contact the subject area teacher to discuss progress.

What if a student enrolls after the beginning of the year? Students who start the year late will be skipped ahead so they are at the same place in their courses as students who started at the beginning of the year.

Can a student just take the end of unit assessments and skip the lessons? In Math, with the permission of the teacher, a student may assess through the curriculum. In all other classes, students need to complete all the lessons in the unit to receive credit for that unit. We believe that the curriculum in all classes (with the exception of Math) is distinct enough from what is taught in other schools that it would not be in the student's best interest to attempt to test out of the lessons. For more information on skipping lessons please contact individual teachers.

False Progress

Completing more than two lessons per day in any subject area may be considered false progress and may require online assessment demonstration with a staff member. Students are expected to school daily as the OLS loads, completing lessons as assigned by their homeroom teacher. Additional progress, if not coordinated with homeroom teacher, will be considered false progress. Students should not complete a lesson's assessment and/or mark the lesson complete unless they have completed all learning activities associated with that lesson, including both offline and online components. Students who mark a lesson complete or take an assessment before completing lesson activities are marking false progress and will be subject to the violation consequences below. Students who show more than a 30% jump in an assessment score in less than 10 minutes or who consistently take assessments two or more times will be considered to be showing false progress and will be subject to the violation consequences below. It is important that Learning Coaches do not give students the Learning Coach account information or allow students to work in the Learning Coach account.

Violation Consequences – False Progress

The following consequences will take place when a student is known to be indicating false progress:

- 1st offense- Warning: Teacher will discuss definition of false progress with student and parent and will reset lessons and/or assessments falsely marked complete.
- 2nd offense- Meeting with student, parent, homeroom teacher, and principal to determine extent of false progress. Lessons and/or assessments falsely marked complete will be reset and placed on a plan to success.
- 3rd offense- Administration meeting and discussion of expulsion hearing

Grade Level Acceleration Policy

Recognizing that students of exceptional potential may benefit from acceleration; administration has established procedures consistent with best practices which take into consideration the whole child determine grade acceleration eligibility. PROCEDURES:

- Request: A formal written request for consideration of acceleration can be initiated by a parent/guardian, teacher, counselor, school administrator, or GATE staff member.
- Review of Data:
 - The school gathers data and the student's current school administrator or the current administrative designee (Lead Teacher or GATE Coordinator) reviews appropriate student data required by the Request for Consideration of Acceleration.
 - The decision to proceed with further evaluation shall be made by the student's current Principal or designee.
 - The request for acceleration is not to be pursued if the student data gathered on the Request for Consideration of Acceleration does not warrant it.
- Individual Assessment: If the student's current administrator decides to proceed, the school will utilize a multi-faceted review of the student's mental abilities, aptitude, and achievement. The current Principal will designate a school contact person who coordinates the collection of the remaining data. If the current administrator decides not to proceed, he/she should communicate, in writing, this decision to the parent(s)/guardian(s) of the student.
- Acceleration:
 - A Committee, consisting of the student's current administrator or administrative designee, an administrator from any other affected school, a current teacher of the student, the student's guidance counselor, and the student's parent(s)/guardian(s), will review the data collected. While factors of the whole child are considered, the recommendation regarding acceleration is to be determined by the academic instructional needs of the student. If those needs can be met by current placement, acceleration is not recommended.
 - If the Committee and parents/guardians arrive at a unanimous recommendation for acceleration, the Committee prepares an acceleration plan. If the decision is not unanimous, the student's placement is not changed.
 - The student's current Principal reviews the recommendation of the committee and makes a final, non-appealable decision regarding the acceleration. However, in the event that an affirmative above-grade acceleration decision would place the student in a grade level outside the student's current school placement, the principal of the school where the student would be placed (if an affirmative above-grade acceleration decision is made) will make a final, non-appealable decision regarding the student's acceleration.
- Recordkeeping: Upon the conclusion of the acceleration process, results of the Consideration for Acceleration shall be placed in the student's permanent record, and the review will be forwarded to GATE staff.
- Monitoring: School staff to include teachers, GATE Coordinator/staff, and administration will monitor accelerated student placement and performance in accordance with the plan developed by the committee.