



Colorado International Language Academy Student & Parent Handbook

2022-2023

Revised October 26, 2022

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Welcome to Colorado International Language Academy!

Colorado International Language Academy (CILA) is an international public charter school with language immersion (50% in grades K-5) in three world languages. Students can study Mandarin Chinese, German, or Spanish. Our literacy program and state standards are supported by the Engage New York curriculum and Singapore Math. CILA also provides a Homeschool Enrichment program that offers once a week classes in a variety of languages.

Our students develop a **GLOBAL** perspective by learning a second language; by exploring diverse cultures to cultivate understanding and respect; and by developing the skills to live and work with others internationally – all essential elements for navigating life in the 21st century.

With the world as the context for education, students need to find their place, their voice, and their dream. Colorado International Language Academy provides the support and the challenge to motivate students to excel. Student success depends upon their own initiative and the support of parents, teachers, peers, and the wider community.

Authorized Charter School

The Colorado Charter School Institute (CSI) is the authorizer for CILA. CILA complies with all CSI approved policies and regulations, and the requirements of federal and state laws concerning the education of students including those with special needs. CILA is also in full compliance with the Americans with Disabilities Act. If your child qualifies for special needs consideration, please make an appointment with the proper CILA staff member to determine a transition plan before final enrollment is determined at CILA.

CILA Logo

CILA's logo is the property of Colorado International Language Academy. This logo may not be used for any reason without written permission from CILA's school administration.

CILA Vision and Mission Statements

Our vision:

Recognized as one of the top charter schools delivering challenging/rigorous academics with a focus on strategic languages and culture, development of the whole person intellectually, physically, and as a person of character with a commitment to life-long learning and service to community and country.

Our mission:

Provide a rigorous academic program, designed to make the student fluent in English and another major language and culture; provide an academically challenging, content-rich curriculum; and develop citizens of good character and discipline.

CILA Roles and Responsibilities

Effective learning is not the sole responsibility of a student and his or her teacher. Productive education requires teamwork and team players that know their roles and carry out their responsibilities. Here is a brief reminder of the roles of the team members involved in your child's

education. An inherent responsibility for all involved is to foster a safe, encouraging, and challenging academic environment with respect for all persons.

Board of Directors

The Board of Directors is responsible for the strategic direction of CILA, the policies that promote the mission of the school, the oversight of the principal, and the financial well-being of the institution. The Board welcomes community input and strives to create the best learning environment possible in accordance with the CILA mission.

Administrative Staff

The Board of Directors delegates responsibility for administering the CILA program to the principal. The principal's role is to implement the mission statement with its focus on students. This requires the cooperation of parents, the skills of qualified staff and faculty, and a rigorous academic program. The principal also oversees all the details that support the CILA community.

Teachers

Teachers have the responsibility to realize the potential in each student, and to develop and encourage students to embrace the learning process. Their role directly contributes to the knowledge and confidence students will be able to access as they work to create a bright future for themselves.

Students

Above all, students are responsible for respect. Respect for themselves and their potential. Respect for their teachers and the investment they are making in their students. Respect for their parents who care enough to see that their children have the best opportunity to excel in a global community. And last but not least, respect for their fellow students and their efforts to make the most of their educational opportunity.

Parents/Guardians

Parents/guardians are the key to the success of a child's learning. Research has shown that parents have the most impact on a student's educational desire and achievement. Through words of encouragement, shared moments of learning, and constructive accountability, parents make all the difference in the educational process. Parents/guardians are also part of the learning and support environment through volunteering.

Volunteering

An important aspect of the CILA mission includes creating a school environment in which a partnership exists between the school and the families. Each family is asked to donate 30 hours of service or the monetary equivalent to the school each year (one hour equates to a \$5 dollar donation). A myriad of volunteer opportunities are available for families, however, it is the responsibility of each family to find ways to get involved. Also, in-kind donations and donations of items approved by school administration can be equated with service hours. Parents will be able to support their child and the school in meaningful ways, while being valued as an integral part of the educational process. Families are encouraged to give generously of their time and talents to CILA.

All parent volunteers must complete a background check through the Colorado Bureau of Investigation. Please go to the following link to take the background check, <https://www.cbirecordscheck.com/Index.aspx>. The cost is \$5.00. This process will need to be completed each school year. If you would prefer, you can complete the background check from the computer in the front office.

How do we get involved?

- Volunteer in the classroom or at the school
- Chaperone and/or coordinate field trips
- Serve on a committee
- Volunteer time at an event, project, fundraiser, or support where needed
- Donate needed funds or items
- Attend PTO meetings, SAC meetings, and CILA board meetings

Student Fee Policy

A classroom supplies and materials fee of \$40.00 will be charged annually (\$20 for each additional sibling). The fee should be paid upon initial enrollment, as well as annually for the upcoming school year when the student's Intent to Return is submitted. This fee is mandatory and will be used to purchase general supplies. The students will not be excluded from any activities if the fee remains unpaid.

Transportation Fees:

- Regular Rates •\$350 per first student, per school year (\$75 per additional sibling)
- First payment (\$175) due by October 1st
- 2nd payment (\$175) due by February 1st

Transportation fees apply to and are mandatory for students using busing. The fee pays for any transportation-related expenses (bus driver wages, gas, maintenance, etc.). Students may be excluded from using the bus if the fee is not paid. Transportation fees are waived for homeless and foster students, students who have transportation as a related service on their IEP, and students qualifying for free or reduced price lunch.

Fees can be paid either online or at the CILA campus.

Waiver of Fees

All mandatory fees, fines, and charges will be waived for indigent students. For purposes of student fees, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines, including homeless and foster children.

Registration and Student Documentation

Enrollment Process and Timelines

Each year, Colorado International Language Academy (CILA) will establish and make public an Enrollment Timeline. Families seeking to enroll must submit a completed Intent to Enroll by the deadline set forth in the Enrollment Timeline for admission in the subsequent school year. CILA will use a variety of means to promote its enrollment process. The Enrollment Timeline, Intent to Enroll forms, and instructions for submissions of Intent to Enroll are posted on the CILA website. CILA will also use social media, community partnerships, parent newsletters, and other sources to promote the enrollment process.

- Enrollment for the following school year typically begins in January of the current school year.
- Enrollment for new students will be based on a first-come-first-served basis (waitlist); with preference given to siblings of current CILA students. Siblings are defined as those students sharing the same parent(s) and/or guardian(s).
- If a spot becomes available, students will be pulled from the waitlist in the order that enrollment was received while taking grade-level and language preference into consideration. This process will be applied continuously throughout the school year.
- From the time that the Intent to Enroll is approved, an Enrollment Packet will be sent via email within 48 hours.
- Families will have 10 days to complete and return the Enrollment Packet. Failure to complete the Enrollment Packet within the deadline may result in the student losing their place at CILA.
- Current/ returning students are automatically re-enrolled and do not participate in the waitlist provided they complete an Intent to Return by April.

Non-discrimination Policy and Ages of Students Accepted

CILA welcomes all students and strives to create and maintain a diverse student population. Enrollment in CILA is open to all students residing in the state. Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner as outlined in C.R.S. § 22-30.5-507(3). In all cases, student recruitment and enrollment decisions shall be made without regard to disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, need for special education services, or any other protected class. CILA accepts children who are or will be 5 years of age by October 1st to 11* years of age.

CILA serves grades K-5. To enroll, students must meet the appropriate age requirements set forth by state law and school policy. To be eligible for Kindergarten enrollment, students must be at least 5 years old on or before October 1st of the enrollment year. CILA may approve enrollment of students eligible for Early Access in accordance with state law (see following section).

Early access testing to Kindergarten

Early access testing for Kindergarten is available for students whose birthday is after October 1st but will turn 5 during the school year. For more information please contact our Gifted and Talented Coordinator.

Emilie Frei efrei@cilaschool.org and consult the CILA website for most up to date information.

Required Forms

When enrolling your child, you will need to fill out an enrollment packet and pay a \$40 nonrefundable material fee. (Materials fees will be waived upon request for students that qualify for free/reduced lunch). You will also need to upload several documents in order to complete the registration process. The following forms are needed for registering your child:

- Proof of residency (utility bill, ID, lease agreement etc.)
- Birth Certificate, Certificate of Birth Abroad, Passport, adoption certificate, or similar document
- Immunization Records

**If you do not have these forms, please contact the school administration so that alternate arrangements can be made, where permissible.

Other forms that may be required:

- *Permission to Administer Medication:* This form allows both prescription and over-the-counter medication to be administered during school hours. CILA cannot dispense medication without this signed consent from a provider and the student's parent/guardian. In most cases a Health care plan is also required from the Provider. The CILA Board of Directors have adopted a school policy that complies with Colorado statutes (CRS 22-1-119). (See Appendix B for more information)
- *Student Pick-up Authorization:* This parent consent form gives permission for an adult to pick up your student.
- *Permission to Walk Home:* This form authorizes students to walk home without adult supervision.
- *Student Withdrawal:* This form authorizes the transfer of records between schools.
- *Change of Address:* This form is needed to update your student's demographic and emergency information.

Attendance Policies

Colorado Requirements

The goal of every student should be perfect attendance. To comply with Colorado compulsory attendance statutes (CRS 22-33-104), CILA must record and hold students and parents/guardians

accountable for absences. To be in good standing at the end of the year a student must have no unexcused absences and 9 or less excused absences. Absences due to extended illness will be handled on a case-by-case basis in concert with parents/guardians. The following accountability procedures are mandatory.

School Day

School promptly begins at 8:00 am and students are dismissed at 3:15 pm. These hours are required to meet state standards of attendance. A morning assembly will be held in the student center beginning at 7:55 a.m. each morning. Parents are welcome to attend.

Absences

Parents/Guardians please call the school before 8:30 a.m. to report absences.

The following absences shall be considered **excused**.

- Temporary Illness-a student missing 1-2 days (doctor's note required for 3+ days or upon request of school) Parents call the school to excuse the absence.
- Family emergency
- Student is removed from school for disciplinary reasons
- Extracurricular activities (must be approved by the school)
 - The student must be in good academic standing with no unexcused absences and 9 or fewer absences for the year.

All other absences that are not covered in the above excused section will be unexcused (special circumstances will be considered on a case by case basis). If your student is going to be absent for more than three days, please stop by the front desk and complete a Request for Extended Absence form. If you anticipate only one day's absence and it turns out to be longer, you need to call the school each successive day. Cumulative attendance will be reported. Please note that CILA follows Colorado State Policy with regards to attendance concerns. After 9 unexcused absences students will be reported as truant to Child Protective Services.

Tardies

- **Students will be marked tardy at 8:05 am.**
- Students arriving after 8:05 a.m. **must** be signed in by a parent or guardian at the front office.

Normal School Day Schedule

School Office Hours

The regular school and office hours are 7:30am – 4:00pm. The building hours may vary due to before and after school activities.

Arrival/Dismissal

All CILA students may enter the student center at 7:30 am. Students in the breakfast program will be allowed to enter the cafeteria at this time, while other students will be required to stay in the student center hallway/music room. Supervision will be provided in these areas. At 7:45 am, all students who are not eating will line up for the morning assembly. The morning assembly will start at 7:55 am each day.

The parking lot will be supervised daily from 7:30-8:00 am as well as from 3:10-3:30 pm. Dismissal is at 3:15 pm. All parents must pick up their students outside the student center on the field (west parking lot) or in the car lane. Parents have the option of getting out of their car and escorting their child back to their car, or they may opt to use the carpool lane. Parents are discouraged from checking their students out prior to the 3:15 pm dismissal time. In the case of inclement weather, students will be released from the student center or the main building.

Release of Students

Students will only be released to a parent/guardian or authorized pick-up person. CILA must have written authorization from the parent or guardian to release a child to an individual not listed on the Registration Form. Exceptions will be made for emergencies and phone authorization by the parent may be accepted after speaking with the office. Please remember to update your student's contact information with any new changes.

Late Pick Up

Parents should have a back-up plan in case they are unable to pick up their child on time.

If a parent or an authorized person does not arrive to pick up a child by 3:30pm, the staff will attempt to contact the parent. If the staff member is unable to speak with the parent by phone, they will contact the authorized person listed on the registration form. Children will never be left unattended at the school or taken home by a staff member.

If CILA staff is unable to reach a parent/guardian or other authorized person within a reasonable time frame, staff will contact CSPD and CPS.

Before and After School Care

Before and after school care is provided by the YMCA in accordance with a contractual agreement with CILA. The YMCA classroom is located in the Student Center. The YMCA is open daily from 6:30 am- 6:00 pm (excluding school hours). The YMCA is open to all CILA students Kindergarten-5th Grade, or ages 5-10. All students must be age 5 prior to October 1st of the current school year. If you're interested in enrolling your child in this program, please contact the YMCA program director listed on CILA's website. For security purposes, parents and authorized individuals must sign students in and out of the YMCA. The YMCA can be reached by the phone number that they provide to parents in order to drop students off, or pick students up.

In case of school cancellation due to weather the YMCA offers childcare at their off-site locations. Please contact Elisa Henry ehenry@ppymca.org to find out what your options are on these days.

Dress Code Policy

Rationale for Uniforms

CILA is charged with the responsibility to provide a safe, egalitarian, academically-focused environment for students. Research has shown that a school community thrives best when there is

a dress code that does not distract from the learning surroundings. To accomplish this goal CILA requires the following uniform policy and provides assistance as needed for families in need. The dress code and how violations will be addressed are as follows:

Approved Uniform Attire:

- Bottom Colors (Pants, Shorts, Skirts, Skorts/Scooters, Jumpers)-**Navy & Khaki**
- Plaid Skirt/Jumper-**"Blue Red Plaid"** on French Toast
Website-<https://www.frenchtoast.com/>
- Polo Colors/Polo Dress Colors-**Red, Navy, Royal Blue, Hunter Green, and Gold**
- Socks/Leggings/Tights Colors-**Navy, Red, Black or White-solid colors** (Tights and leggings can only be worn under skirts or jumpers, not separately. No-show socks in any color are fine if barely visible.)
- Sweater/Jacket/Sweatshirt-**Red, Navy, Royal Blue, Hunter Green, Gold-solid colors.** If a hoodie is worn the hood can only be on the students head during outdoor activities. A small logo on the front of the garment is acceptable.
- Long Sleeve Shirts under Polos-Must be **plain in color and in uniform colors**
- Shoes/boots-Students are highly encouraged to wear **Tennis Shoes at all times.** During inclement weather, boots and other waterproof footwear are acceptable. No Open-toed, open-backed, crocs, heels or blinking shoes.

Students are required to wear a polo shirt Mondays-Thursdays. They can wear a CILA t-shirt on Fridays.

Attire NOT permitted

- Hats (except for religious observances)
- Sunglasses (only for recess)
- Baggy pants/shorts
- Ripped/torn clothing
- Low-cut, midriff shirts/blouses
- Spaghetti strap shirts/blouses
- Denim pants (only allowed on Jeans-for-Dreams Fridays)
- Corduroy pants
- Sweat pants
- Stretch pants/leggings (unless worn under an approved dress/skirt)

Dress Code Violations

First Offense: Student will receive a warning and Parent/Guardian will be notified. Students will be loaned a gently used uniform for the day if one is available.

Second Offense: Parents will be notified to bring in a change of clothes.

Academic Philosophy and Standards

CILA is committed to the highest standards of education and language immersion. Five principles guide our program:

1. World Class Program: CILA's core curriculum was selected to offer the highest quality instruction for our students. It features Singapore Math which focuses not only on skills but on conceptual understanding of mathematical content. For literacy, CILA offers the Engage New York curriculum for writing, reading, and character education. This program has produced high levels of student interest and engagement at CILA. It also combines elements of science and social studies offering our students excellent exposure to a wide variety of non-fiction resources.
2. Second Language Immersion: Students at CILA learn to read, write, and speak a second language to at least the Intermediate Level if they participate in our language immersion program for 6 years. CILA offers language immersion for 50% of the school day.
3. Cultural Competency: CILA has a school-wide focus on developing cultural competency by building functional interpersonal connections with students from many cultures and helping students learn to negotiate cultural boundaries.
4. 21st Century Learning Community: CILA students develop 21st century skills such as critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity through thematic units focused on social studies and science and in core subjects.
5. International Studies: CILA utilizes local, regional, national, and international studies aimed at developing global perspective and linguistic, artistic, and cultural exchanges. CILA offers International Days for students that provide a focused study of countries throughout the world.

(See Appendix C for the full statement)

Effective Grading and Reporting Policies, Procedures, and Practices

Purpose

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the adopted curriculum content standards.

General Statement of Policy

Colorado International Language Academy's grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the school system's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, in order to stimulate achievement as measured by its extraordinary expectations, CILA will establish a clear and accurate system of grading and reporting academic achievement.

This system can serve as an open communication link between the school, home, and the community. It will provide all parties with an awareness of student work and an understanding of how the grade reflects achievement. Students will receive an *academic* percentage score that will reflect their knowledge/skills of the Colorado Academic Standards for each subject area. Assessment data accumulated throughout the year will be used to calculate final scores for each trimester. All classroom assessments, assignments (including homework), and activities will be

directly linked to the Colorado Academic Standards and/or subject criteria. Grades/scores accumulate over the course of the trimester. (See Appendix D for the full statement).

Safety and Security

Drills

Every precaution is taken to ensure the safety of your child during school hours. There will be periodic fire, tornado, lockout, and lockdown drills to comply with government requirements and to make certain that staff and students learn proper safety and security procedures.

Visitors

Visitors are always welcome at CILA! However, visitor procedures must be followed. Please sign in and present a picture ID. Visitors must wear a badge in the building. If you are picking up your student early, present your picture ID, sign out your student and we will call your student to the front desk. For classroom visits (such as volunteer assistance) **prior arrangements must be made with the teacher**, so as to not disrupt the learning environment.

Visitor Safety Protocol

1. Buzz to enter the building.
2. Do not hold the door for others or prop doors open.
3. Check in at the office.
4. If you will be going past the front desk to classrooms, a visitor's badge is required. You can get a Visitor's Badge when you check in at the office.
5. If you are volunteering in a classroom, a background check is required. You may complete the background check at the front desk.

Any adult who will be around students during activities including, but not limited to, volunteering in a classroom, volunteering for a school event or activity, chaperoning/accompanying a field trip, etc. are required to complete a background check prior to volunteering.

Thank you for helping to keep CILA safe!

Severe Weather Closures or Delays

CILA will follow Colorado Springs School District 11's Inclement Weather Policy most of the time. An assessment is normally completed by 5:30 am. This is done physically to experience the driving conditions in the district firsthand. You can check for delays/closures on our website at cilaschool.org or tune into the local CBS, FOX, ABC or NBC television stations or websites. In the event of a delay or closure, CILA will also notify families by way of text alerts, all-calls and Facebook updates.

Parent & Family Engagement Policy

As part of Title 1 requirements, CILA provides the following activities as required by the Elementary and Secondary Education Act (ESEA):

- An annual meeting included as part of one of the Family Engagement events will be held to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program and their right to be involved.
- A Parent and Family Engagement Team will be organized to regularly discuss different ways families can be more engaged with the school and feel more welcomed as active participants in the school community. The team will be made up of parents, teachers, students, the principal, the CILA Community Outreach director, and other stakeholders. Part of the work of the Family Engagement Team will be to create a School-Family-Student Compact, a document that outlines the responsibilities of all stakeholders in supporting the academic achievement and positive behavior of students. The School-Family-Student Compact will demonstrate commitment to student success by having everyone involved in the education of students. This includes regular planning, reviewing, and improving the school's Parent Involvement Policy. The team will be formed at the beginning of every school year to resume the work described. Review and improvement of the Parent Involvement Policy will take place during parent teacher conferences and/or a survey at the end of the school year. The following legally required items, as well as other items suggested by parents of Title I students not listed, will be addressed:
 - The school's responsibility to provide high-quality curriculum
 - The ways parents will be responsible for supporting their children's learning
 - The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- Title 1 funds are used to pay reasonable and necessary expenses associated with parent involvement activities designed to inform parents of CILA's curriculum, standards, and assessment protocols. These activities are designed to empower parents to be active participants in their student's learning and include an assessment event, a math event, and a literacy event held at different times throughout the school year. Prior to the Literacy and Math event, information will be provided informing parents of CILA's participation in the Title 1 program and how they can be involved. Access to technology and materials to support their children's academic success will also be provided throughout the school year by teachers and student support services.
- The assessment event held early in the school year will include information about CILA's curriculum, assessments, report cards, and the proficiency levels students are expected to meet. Content standards will also be addressed. The connection between the MAP assessment and CILA report cards will be explained. It helps parents understand the state's academic content standards, CILA's local academic assessments, and ways to monitor their child's progress. Additionally, information on assessments and interpretation of scores will be discussed during PT conferences scheduled twice during each school year.
- Title 1 funds may be used to pay reasonable and necessary expenses associated with parent involvement activities including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.
- Parent meetings including Parent Teacher conferences will be held at different times during the day to meet the needs of CILA parents.

- The school provides a weekly message informing parents, including Title 1 parents, of upcoming events and important information. Translation for significant notifications about the Title 1 program will be provided.
- Parents may request regular meetings to address the academic needs of their own children and to provide suggestions for the academic program overall.
- CILA provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.
- CILA provides materials and training to help parents understand how to best support their students' academic achievement. Material and training will be distributed via the website, newsletters, and training events held in person.

Parent and Visitor Code of Conduct

Research has shown that parents have the most impact on a students' educational desire and achievement. Through words of encouragement, shared moments of learning, and constructive accountability, parents make all the difference in the educational process. When parents and visitors conduct themselves in an appropriate manner at school, they show by example how to behave in ways that support learning. In order to maintain an orderly, respectful and secure educational environment for the students and staff of Colorado International Language Academy, it is essential that all parents and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct as noted below:

Parents are expected to:

- Recognize that the education of children is a joint responsibility of the parents and the school community.
- Donate 30 hours of service or the equivalent to the school each year. This can be done through volunteering at school, fundraising events, PTO meetings and participating in other committees. Donations of items approved by the school administration or monetary donations are equated with service hours.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Ensure that children bring only items appropriate and related to the instructional program at school.
- Know school and classroom rules and help their children understand them. Convey to their children a supportive attitude toward education and the school.
- Build good relationships with teachers, other parents and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Insist their children be dressed and groomed in a manner consistent with the student uniform policy.
- Provide a place for study, and ensure homework assignments are completed.

Public Conduct on School Property

Schools are a place of work and learning. Certain limits must be set for parents and other citizens who visit our schools and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The Principal or his/her designee is responsible for all persons in the building and on the grounds. The following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the front desk. They will be required to sign the visitor's register and will be issued a visitor's badge via Raptor (a system that includes a background check), which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the front desk and sign out before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers will not take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Conduct Prohibited on School Property

No person shall:

- Intentionally injure any other person or threaten to do so.
- Approach any student (other than your own) or staff member with the intent to admonish them.
- Intentionally damage or destroy school property or the property of a teacher, administrator, other employee or any other person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions of vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school function, except in the case of law enforcement officers. Loiter on or about school functions.

- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Persons in violation of the Code of Conduct

The authorization of a visitor to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and issued a no trespass order.

Colorado International Language Academy reserves its right to pursue a civil or criminal legal action against any person violating the code.

Communications

It is CILA's policy to be as transparent and informative as possible, and to comply with Colorado regulations concerning such matters. With this in mind, CILA communicates with parents/guardians in several different ways (listed below) to keep you informed in a timely manner and to allow our families to inform us. Information is sent home electronically on a weekly basis. It is important that CILA has a valid email address and phone number on file for your family so that you can receive information. If you do not have internet access at home, a computer with internet access is available for you to use at the school. Parents may call CILA during school hours. The general number is 719-645-8063.

Board of Directors Meetings

The CILA community is welcome to attend the Board of Directors meetings and may take up to 3 minutes for a comment. This time is not for grievances. Please see the procedures for filing a grievance. Normally the meetings are monthly but may be scheduled at any time with a 24 hour notice. Minutes of the meetings are posted online once approved by the Board at the following meeting. Please notify the principal if you wish to attend so we can be sure to have enough space for all.

Newsletter

A weekly newsletter provides significant information for students and parents. Reminders of regular and special calendar events, teacher professional development days,, and opportunities for meeting the principal are just a few of the items found in the newsletter. Please take time to review the information – you'll be glad you did.

SwiftReach (text alert/all call system)

CILA has implemented a parent notification system messaging service that enables the school to personally communicate with parents about emergency situations, weather delays or closures, school events, and other important issues impacting your child. This system will send messages to your cell phones, home phones, and email accounts. Please keep your contact information up to date at all times so that you can stay informed about these important messages.

Facebook

Join the Colorado International Language Academy Facebook page to learn about the latest on our upcoming events. Click the LIKE button on Colorado International Language Academy's Facebook page.

CILA School Accountability Committee

The CILA School Accountability Committee (SAC) meets quarterly (more often if needed) to review academic data and discuss ideas for school improvement along with providing suggestions for the yearly development of and updates to the school Unified Improvement Plan. All parents and guardians are welcome to attend. Meeting times will be shared in the weekly CILA News.

CILA Parent Teacher Organization (PTO)

The PTO meets once a month to plan for upcoming events and fundraisers. PTO Leadership Meetings are every third Wednesday at 2:00 p.m., and general PTO Meetings that are open to all parents are held quarterly. We welcome all parents and guardians to join us for these meetings.

Student Values – BEARS

The CILA mascot is the mighty bear. The student values align with the name of our mascot.

- “B” is for Boldness, which is confidence in oneself and the courage to do and say what is right.
- “E” is for Engaged, which is the quality of paying attention to the teacher and what is being taught.
- “A” is for Accountability, which is taking responsibility for one's choices and building trust with the teacher and fellow students.
- “R” is for Respectful, which is showing politeness, courtesy, and kindness for others and their property.
- “S” is for Safety, which is to be calm and make safe choices at school and around the building as well as to seek protection when necessary or directed.

See Appendix E for a complete statement of the BEARS values and the BEARS Song.

Student Conduct and Discipline Policies

CILA's Student Conduct and Discipline Policy is based on the principle of civil obedience and mutual respect for all persons. Every student is expected to follow school rules of conduct and to show respect for and to obey persons responsible for the education and welfare of the students. Learning to respect fellow students from all cultures, teachers, other school personnel, and all those with whom students come into contact in and out of the school community, is an essential lesson for responsible citizenship. This policy applies to conduct at school, at school-sponsored activities, and events.

Positive Behavior Support Protocol

CILA employs the Positive Behavior Support protocol to foster good behavior in the school

community and to intervene in a supportive manner when at-risk behavior becomes evident. This is a 3-tiered approach. The primary tier includes all students and presents the expectations for proper behavior such as school values and proper classroom/playground conduct. The primary tier includes positive reinforcement such as timely praise and rewards. The second tier identifies students at risk for behavioral problems. Interventions for the student or a group of students target the issues to resolve potential behavioral problems. The third tier identifies those with the potential for chronic or severe problems and addresses them with intensive, individualized intervention plans.

Cell Phones and other Electronic Devices

Student cell phones must be turned off and kept in their backpacks. Other electronic devices such as hand-held game consoles are not allowed at school. The school will not be held responsible for lost or stolen property. The school does not allow the use of these electronic devices during the school day.

Parents with important messages for their children should contact the front office to leave a message. If students have cell phones or other electronic devices out at school, teachers, and administrators will take them away and keep them in the office.

The first time a student gets his or her electronic device taken away, the student can pick it up in the office after school. Any subsequent times the electronic device is taken away, the parent or guardian must pick the device up from the office.

Toys/Game Cards/Pets/Etc. at School

Students are not allowed to bring toys, game cards/trading cards, pets, or other distractions to school. The first time a student gets their toy/game cards/ or distraction taken away, the student can pick it up in the office after school. Any subsequent times the item is taken away, the parent or guardian must pick it up from the office.

Bullying Prevention and Education

CILA has a zero tolerance policy with regard to bullying. Bullying discipline falls within the 3-tiered Positive Behavior Support protocol. Please notify your teacher or other administrator immediately if your student reports bullying behavior. This includes social media bullying outside of school.

Bullying is any repeated word, look, sign or act or pattern of such behavior that inflicts, or threatens to inflict, physical or emotional injury or discomfort upon another person's body, feelings, or possessions. For purposes of this policy, the school environment includes school buildings, grounds, and vehicles, crossing walks, parking, and all school-sponsored activities and events. Bullying by students may also extend into the realm of social media.

The purpose of this policy is to define bullying behavior, to encourage students to report bullying behavior, to promote consistency in our approach to this problem, and to help create a climate in which all types of bullying are regarded as unacceptable. This will require deliberate, planned intervention by teachers, staff, and parents/guardians.

Habitual Disruptive Behavior Policy and Discipline policy

- Students not following the discipline policy, teacher and/or classroom expectations will

receive a strike.

- Three strikes in a trimester will result in a lunch (grades K-2) or after school detention (grades 3-5).
- For discipline situations on the bus, students will be suspended from the bus for 3 days after the three strikes, 5 days after the second round of 3 strikes, and permanent suspension from the bus will happen after the 3rd round of 3 strikes.

The following guidance and procedures are in accordance with Colorado Regulatory Statutes 22-32-109.1, 22-33-105, and 22-33-106 for addressing habitual disruptive behavior.

1.0 A student who is declared by CILA administration to be a habitually disruptive student may be suspended by the administration or recommended to the Board of Directors for expulsion.

2.0 A habitually disruptive student is defined as a student who has been suspended out of school a minimum of three times during the school year, for behavior that caused a physical, material, and substantial disruption on school grounds, in school vehicles, or during school activities.

3.0 Suspensions counted toward a student being designated as habitually disruptive may include those that occurred in the prior school year, provided such suspension(s) occurred within the past twelve months.

4.0 Material and substantial disruption is defined as behavior that is initiated, willful and overt on the part of the student, and is considered by school administration to cause a serious interference with the orderly operation of the school or the school's ability to provide educational opportunities to the student or other students, including behavior that is detrimental to the welfare and safety of others.

5.0 Declaration as a habitually disruptive student requires that the following criteria be satisfied.

5.1 The student and parent will be notified in writing of each suspension counted toward declaring the student as habitually disruptive, and shall be notified in writing and by telephone or other means of the definition of "habitually disruptive," and of the student's potential expulsion.

5.2 A remedial discipline plan must be developed by the principal or designee with the assistance of the student's teacher(s) and/or appropriate support staff. The purposes of the remedial discipline plan include:

5.2.1 Assessing the potential reasons for the misconduct;

5.2.2 Identifying future behavior expectations;

5.2.3 Identifying the potential consequences, including expulsion, for continued disruptive behavior; and

5.2.4 Identifying support resources and strategies assisting the student in successfully avoiding expulsion and remaining in school.

5.3 The remedial discipline plan should be written in the form of a contract and signed by the student and his or her parent(s)/guardian. If a student or parent fails or refuses to attend a remedial discipline planning meeting, after reasonable attempts by school officials to schedule and provide notices of the meeting, the principal or designee may conduct the meeting and establish the remedial discipline plan in the absence of the student and/or parent(s)/guardian(s).

5.4 The progress of the student on the remedial discipline plan should be monitored and the plan should be updated and/or revised as the student's progress or lack of progress may warrant.

6.0 Nothing in this policy prevents suspension or expulsion for any single violation or combination of violations that would otherwise warrant exclusion.

Restraint and Seclusion Policy

CILA takes the safety and security of all students and staff members very seriously and has adopted a Restraint and Seclusion Policy. The policy can be found in Appendix F of this document.

CILA Grievance Procedure

CILA values open and proactive communication between the members of the school community, including parents, students, faculty, staff, administration and the Board of Directors. Issues that are not dealt with directly can become destructive to the school community and detrimental to the learning process of our students. As adults we must model for our students a willingness to address conflict directly with civility. CILA's procedures for addressing differences are designed to support prompt and equitable resolution of disagreements at the lowest possible level. The following steps are CILA's Grievance Procedures:

1. Address the issue with those directly involved
The grievant brings a situation or concern to the attention of those directly involved. If a parent or student has a concern, they must begin a dialogue with the classroom teacher or administrator with whom the conflict exists. Should a parent or student fail to begin the process at the lowest possible level and instead come directly to the principal, the principal will redirect the person to address the issue directly with those involved.
2. Address the issue with the appropriate administrator
If satisfactory resolution is not reached after a direct conversation between the parties in dispute, the situation must be brought to the attention of the supervising administrator. The supervising administrator and the parties will address the situation, schedule a meeting within 48 hours and develop goals for conflict resolution. The administration will monitor this process until resolution is realized.
3. Address the issue with the principal
If the complaint remains unresolved after step two, a second mediation meeting can be arranged with the principal present.
4. Submit a written grievance to the principal
If the grievant is not satisfied with the response received via steps two or three, the grievant should submit a formal written grievance to the principal. This written grievance should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the policy or procedure that has been violated and/or rational for concern; 3) describe what conflict resolution strategies were attempted via steps one and two; and 4) explain what corrective action is being requested. All grievances, including those about the principal, must follow step four. It is the principal's responsibility to manage the ultimate

resolution of conflicts between parents, students, staff and administrators, excepting those that pertain to the principal him/herself or to the principal's execution of a school-wide policy of procedure. Should a grievant feel that they were not treated equitably, or that the concern did not receive the attention it deserved throughout the grievance process, s/he is free to submit a new grievance about the principal's dealings with the grievance procedure. Such a grievance would need to follow those procedures sequentially, beginning again with step one.

5. Provide a written grievance to the Board of Directors
After the administrator has been given one week to respond to the written grievance explained in step 4, the grievant should bring the matter to the attention of the Board only if the matter has not been satisfactorily resolved, and only if it pertains to the principal or to the execution of school-wide policy or procedure. The written grievance should be delivered to the president or secretary of the Board at least one week prior to the next scheduled Board meeting. The president or secretary will review with the individual the above process and ensure that the proper steps were taken before adding the issue to a meeting agenda. Grievances should not be brought to the Board as a matter of public comment as this does not provide the Board sufficient time to consider the issue(s) and address them through the collective governance process. The Board will not hear matters that do not follow this grievance process.

6. Submit a Written Grievance to the Colorado Charter School Institute ("the Institute") Executive Director. If the grievant is not satisfied with the School Board's determination not to review the written grievance or the written resolution reached by the School Board after reviewing the grievance, the grievant may submit its concerns in written format to the Institute within five business days from receiving the written decision of the School Board. After review, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the School's Board will not be overturned unless there are compelling grounds that the School violated an applicable law, regulation, policy, or contract provision. The Institute can be contacted at (303) 866-3299 or csi_info@csi.state.co.us.

It is important to the integrity of our school that grievance be handled in an informed, direct, fair and equitable manner. Any concern or grievance must be examined through the lens of the mission of the school.

CSI Grievance Policy

The Institute Board directs the Institute Staff to establish an internal conflict resolution procedure and directs Institute Schools to adopt grievance policies in accordance with this policy and contract. The Institute believes that many grievances are best handled by the School and seeks to encourage the proper resolution of grievances at the school level.

Institute Level Procedures

If a grievant has followed the School's Grievance Policy and procedures, and wishes to pursue a concern because it has not been resolved to their satisfaction, the Institute will guide the grievant to follow the Institute Parent Conflict procedures, which will at a minimum include the following:

1. The grievant must submit the concern in a written format to the Institute within five business days after receiving the written decision of the School's board.
2. If the concern involves a student with an IEP or 504 Plan, the school must inform the Institute staff person responsible for exceptional students and follow all State and Federal rules including any Institute and/or Institute-approved grievance procedures aligned with exceptional students.
3. If the concern is a student safety issue the issue must be brought immediately to the attention of the Institute's Executive Director.
4. The Institute's Executive Director or designee will make the school aware of the concern and determine if any violation of law, rule, policy, or the charter contract has been committed.
5. After review, and to the extent practicable, the Institute's Executive Director will publish his/her conclusions in writing within 15 days of receipt of the written concern.

If, after review, the Executive Director concludes that a violation has occurred, the Institute's Executive Director will inform the school administration in writing of the violation and direct that the School resolve the situation with the grievant. The Institute may implement procedures in line with the Institute's School Compliance Policy and take any actions provided for in law, policy or contract to resolve the issue.

The Institute can be contacted at (303) 866-3299 or legalandpolicy_csi@csi.state.co.us.

Appendix A: Colorado Department of Public Health and Environment Immunization Requirements for K-12 Students

Colorado law requires students who attend a public, private or parochial kindergarten - 12th grade school to be vaccinated against certain diseases unless an exemption is filed.

- o diphtheria, tetanus & pertussis (DTaP, DT, DTP, Tdap))
- o polio (IPV)
- o measles, mumps, rubella (MMR)
- o hepatitis B (HepB)
- o varicella (chickenpox)

Vaccines are recommended for hepatitis A, influenza, meningococcal disease and human papillomavirus, but are not required.

- Colorado rule requires that students entering kindergarten receive their final doses of DTaP, IPV, MMR and Varicella.
- The number, timing and spacing of the required vaccine doses is set by the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices (ACIP).
- Please take your student's updated vaccine record to school every time he or she receives a vaccine.

*Please share any immunization records or updates with CILA so the school nurse can update the student record. This is required at the beginning of each school year.

Exemptions

Parents have the right to exempt their child from school immunization requirements according to C.R.S. 25-4-903.

For more information - <https://codes.findlaw.com/co/title-25-health/co-rev-st-sect-25-4-903.html>

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Medical exemptions

- Students with a complete medical exemption form (signed by a medical doctor, doctor of osteopathic medicine, advanced practice nurse or delegated physician's assistant) need to file this form only once with the school unless the student's information or school changes.
- You can find the form on the school website.

Non-medical (personal belief or religious) exemptions

- If you choose not to get your student vaccinated according to the current ACIP schedule, you must submit an *Exemption Form or Statement (Religious and / or Personal Belief)* to your school.
 - Parents of students in grades K-12 claiming a non-medical exemption must file one annually. These exemptions expire June 30 each year.
 - There are several ways to file a non-medical exemption.
 - You can either submit the official form online for inclusion in the Colorado Immunization Information System (CIIS) or provide a paper copy to your child's school. If you choose to include your student's information in CIIS, you may opt your student out of CIIS at any time. Your student's school may ask you to also provide them with a paper copy if you submit online.
 - The statement of exemption should include: the student's full name, age or date of birth, date the exemption was filed, the immunizations declined, and which type of non-medical exemption is being taken (personal belief or religious)
 - For more information on exemptions
-<https://www.colorado.gov/pacific/cdphe/vaccine-exemptions> and forms also.
 - You can find a non-medical exemption form on the school website
 - Please refer to the McKinney-Vento Homeless Assistance Act concerning the requirement of an immunization record for students defined as homeless
 - For more information on Colorado's Immunization Law, please refer to
 - <https://codes.findlaw.com/co/title-25-health/co-rev-st-sect-25-4-902.html>
- Some parents, especially those with students who have weakened immune systems, may want to know which schools have the highest percentage of vaccinated children. Schools must report vaccination and exemption numbers (but not student names or birth dates) to the CDPHE every school year. Vaccination and exemption rates will be posted on the State Health Department website for public access.
- You may want to talk to a healthcare provider licensed to give vaccines or a local public health agency (LPHA) about which vaccines your student needs or if you have questions. You can read about the safety and importance of vaccines at www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.
- If you need help finding a healthcare provider, or finding free or low-cost vaccines, contact your LPHA, or call the state health department's Family Health Line at 1-303-692-2229 or 1-800-688-7777. You can find your LPHA at www.colorado.gov/pacific/cdphe/find-your-local-public-health-agency.
- Please share this information with your student's healthcare provider as it provides helpful information about vaccines required for school entry per Colorado law.

Colorado Immunization Branch | Colorado Department of Public Health & Environment
303-692-2700 | <https://www.colorado.gov/pacific/cdphe/immunization-contacts>

Appendix B: Policies and Procedures for Administering Medication

Many school age children have chronic health issues that require the administration of medications during the school day. Some of these issues include, but are not limited to, seizure disorders, allergies, asthma, and diabetes. In addition, some students may, on occasion, be in need of medications for acute conditions (those conditions that are limited in time such as bronchitis or pain from a broken arm). Such children are protected by both federal and state disability laws and are required to have access to a “free appropriate public education.” **As a public charter school, Colorado International Language Academy (CILA) is required to make accommodation for such children.**

The National Association of School Nurses recommends that “school districts develop policies and procedures to address medication administration in accordance with federal and state laws and guidelines.”

<https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-medication>

Based on Medication Administration in the School Setting: Colorado Regulatory Statute (CRS) 22-1-119; <https://codes.findlaw.com/co/title-22-education/co-rev-st-sect-22-1-119-5.html> Colorado Department of Education (CDE), Medication Administration Guidelines in the School and Child Care Settings (CDE, 8/2019) <https://www.cde.state.co.us/healthandwellness/medicationadministrationguidelinesaugust2019pdf> National Association of School Nurses (NASN) guidelines and in compliance with the Colorado Board of Nurses as part of the Department of Regulatory Agencies (DORA) – the Board of Directors of CILA approves the following policies governing Administration of Medications in the school under its jurisdiction.

I. Management of the Medication Administration Program

A. The school nurse shall be the supervisor of the Medication Administration program in the school.

B. The school nurse shall develop and propose to the Board of Directors policies and protocols relating to the Administration of Medications based on guidelines from the CDE in accordance with Evidence Based Nursing and Best Practices.

C. Medication Orders/Parental Consent:

The school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed as necessary including the beginning of each academic year.

For the purposes of school a Licensed Authorized Prescribing Practitioner includes: a physician, an advanced practice nurse with prescriptive authority, a physician assistant with direction from a physician, dentist, podiatrist, osteopath, or psychiatrists (CRS 12-38-111-6 Colorado Nurse Practice Act). LPNs, RNs, nutritionists, naturopathic physicians, chiropractors and psychologists are NOT considered to be Licensed Authorized Prescribing Practitioners.

A telephone order or an order for any change in medication shall be received only by the school nurse. Any such verbal order MUST be followed by a written order within 24 hours. Whenever possible, the registered school nurse should administer the first dose and document it.

In accordance with standard medical practice, a medication order from a licensed prescriber shall contain:

The student's name;

The name and signature of the licensed prescriber and business and emergency phone numbers;

The name of the medication;

The route and dosage of medication;

The frequency and time of medication administration;

The date of the order and discontinuation date;

Specific directions for administration.

The school nurse shall ensure that there is a written authorization by the parent or guardian, which contains: a. the parent or guardian's printed name, signature and an emergency phone number along with the written script by the healthcare provider. If the student has a care plan that specifically names the medication and dosage, this may be used in lieu of a separate permission form.

You can find the Medication Administration Form on the school website and other Health Care Plans for Asthma / Allergy / Anaphylaxis / Diabetes & Seizures

DELEGATION-After consultation with the principal and/or administrator responsible, the school nurse shall select, train and supervise the specific individual(s), approved by the Board of Directors. The school nurse will be responsible for training staff that will be administering medications. Staff members tasked with administering medication will receive the appropriate training by the nurse and thus be delegated by her.

When medication administration is delegated by the school nurse to unlicensed school personnel, such personnel shall be under the supervision of the school nurse for the purposes of medication administration. Therefore, the nurse retains the right to request a staff member to be retrained or in extreme situations inform the principal that said staff member is no longer delegated the task.

ADMINISTRATION OF MEDICATION TO STUDENTS

School personnel should not administer any medications to students unless such medication cannot be reasonably given outside of school hours. Medication may only be given by those staff who have been trained and delegated for such purposes: Medications may only be given to a student when the following conditions are met:

- 1) Medication is in the original properly labeled container. For a prescription medication it must be labeled by the pharmacy with the student's name, name of medication, dosage, how often it should be given, and the name of the person with prescriptive authority. In the case of inhalers and epi-pens they should also be labeled in black sharpie on the medication itself.
- 2) CILA must have written permission from the prescribing healthcare provider to give the medication. It is the nurse's responsibility to clarify any orders that may be confusing.
- 3) Written permission from the student's parent/guardian to administer the medication must be on hand.

- 4) The parent/guardian is responsible for providing all medications and/or materials needed such as dressing material, alcohol pads, needles and sharps containers.

Self-administration of medication for asthma, allergies, or anaphylaxis

Colorado state laws permit local boards of education to adopt a policy to authorize students to self-carry and self-administer any medication prescribed by a licensed healthcare provider. In order to best protect all students at CILA, the Board has chosen to not permit self-carry for any medications other than as required by the Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act (C.R.S. 22-1-119.3). The school does not carry a stock supply of epinephrine.

Many students are able to more safely respond to asthma and allergy symptoms if they are able to self-carry and self-administer their medications at school. A student with asthma, food allergy, other severe allergies or other related, life threatening conditions may therefore carry and self-administer such medications provided the following conditions are met:

- 1) The student must have an appropriate care plan on file that is renewed each year that specifies student may self-carry medication and self-administer
- 2) Medication forms signed by both the medical care provider and parent
- 3) Statement and Permission from the Healthcare Provider that the student has been instructed on the correct and responsible use of the medication.
- 4) Parent/Guardian permission along with release of liability (Colorado law provides immunity to any school employee who administers any medication to a student in accordance with written instructions from a parent or legal guardian if there is an adverse drug reaction suffered by the student as a result of dispensing such drug. CRS 22-1-119) <https://codes.findlaw.com/co/title-22-education/co-rev-st-sect-22-1-119.html>
- 5) Student has demonstrated to the School Nurse practical competency and understanding of care plan
- 6) Student, Parent/Guardian, and School Nurse and Principal will sign the appropriate self-carry contract
- 7) Students are responsible to let the health office know if they have had to use a rescue inhaler or Epi-pen. They are not required to let the health office know if they use an inhaler routinely although a school nurse may check at any time.
- 8) It is recommended that the school health office has back-up medications for emergencies

It is the parent/guardian responsibility to provide medications and an appropriate way for the student to carry their medications. Many schools have found success in having students carry their medication in a small "fanny pack" to minimize the possibility of students misplacing meds and also so that teachers who need to know are able to locate them if needed.

Parents should also be aware that a student may lose the right to self-carry medications if they are deemed to be using or handling their medications in an irresponsible manner.

STORAGE

When parents bring in medications, they shall be signed in on the Medication log with the nurse or Medication Delegate. When returned to the parent, the parent shall countersign the return of the medications.

All medications shall be stored at CILA in a locked cabinet used only for medication. Cabinets shall not contain glass doors. Medication that requires refrigeration will be stored in a locked

refrigerator used only for medication purposes or an impervious secondary container within the refrigerator. The refrigerator shall also have a thermometer and temperature recorded on a regular basis. Medications should all be properly labeled and returned to the parents when expired or at the end of the school year. Medication cabinet keys shall be limited to those authorized to administer medications.

Controlled Substances

On occasion, controlled substances such as Ritalin or narcotics may be prescribed to a student. In cases where a student is prescribed narcotics for acute pain, we recommend that that student stay home while taking the medication as it may be difficult for the student to concentrate and do school work. We recognize that some conditions do require long-term use and when required to be given during school hours and the following guidelines apply:

- Medications must be inaccessible to children, in a safe, secure area & stored in a locked cabinet or safe
- Medications must be delivered to school by responsible parent / guardian and NOT carried by the student
- Unused medications that are controlled are to always be returned to the parent/guardian. School Staff or School Nurse may NOT destroy
- When logging in such medications both staff receiving and parent/guardian shall count and sign for amount given to school
- When medications are returned both staff returning and parent/guardian shall sign for amount
- In addition, all controlled meds are to be logged into a separate count sheet in addition to the regular Medication Administration sheets and the School Nurse shall do a count weekly

NO Student Self-Carry for Controlled Medications

DOCUMENTATION

Health Office Log: A health log shall be kept in the office. This log is to have every student who comes into the office for health issues signed in regardless of whether the student was sent back to class, retained or sent home. However, students that come in for medication do not need to be logged in as this is recorded in the Medication Administration Book.

Medication Administration Book

Accurate Daily Records are to be maintained for each student of medications taken. At the beginning of each year, the School Nurse will review medications, medication orders, Health Action Plans, scripts and any other Medical Forms. The School Nurse will be responsible for creating medication sheets for each student and each medication. The School Nurse will also be responsible for verifying any unclear medications with the parents and Healthcare Provider as needed. In addition, during the year, the School Nurse will be responsible for reviewing any new medications that are started and verify medication records as needed. Medication expiration dates will also be monitored and communicated to parents/ guardian when Medication is getting close to the expiration date.

The Medication Administration Record shall be maintained in a three ring binder prominently marked "HIPAA Protected Information" on the front. On the first page, those who will be Medication Delegated by the Nurse to administer medications will sign and initial. The records

will be maintained by name in alphabetical order of the last name. Behind medication sheets will be copies of Care Plans if applicable. At least monthly, the School Nurse will review medication sheets and make any follow-ups as needed.

Medication Incidents

Medication incident reports should never be viewed as punishment. Rather they are a learning opportunity for all involved. When a medication incident happens, such as a wrong dosage, or wrong student or time, the appropriate form should be filled out and retained. This should be reviewed on an annual basis in order to determine if policy and procedure changes are needed or where training can be more effective. All medication incidents will be reviewed by the Nurse and the Parent /Guardian must be informed as well as the Students Provider.

When a medication error is discovered: The school nurse shall be informed ASAP.

Medical Marijuana: The administration of Medical Marijuana is NOT allowed in the school setting. As our school is federally supported and medical marijuana is not legal on a federal status, it is our stance that it not be allowed in the school, even with a doctor's order.

Homeopathic and Herbal Preparations: The administration by school personnel of such preparations shall not be allowed during school hours. While these remedies are viewed by many as effective treatments for a wide array of conditions, they lack substantiating medical or scientific testing (See National Association of School Nurses, Policy and Advocacy statement: Alternative medicine use in the school setting).

Appendix C: Academic Philosophy and Standards

CILA's model is built on the following five key educational components:

1. World Class Program

CILA's core curriculum features Singapore Math, which is a highly rated mathematics curriculum worldwide. For literacy, CILA uses Engage New York across the curriculum for writing, reading, and language usage. In addition, CILA uses standards-based, integrated thematic units focused on social studies and science. CILA uses Mystery Science as the core science curriculum. CILA uses ongoing formative and summative assessments in core subjects in addition to required state assessments.

EngageNY

Kinder – 2nd Grade

The Core Knowledge Language Arts Listening and Learning Strand is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. The decoding skills needed for future independent reading are taught separately in the Core Knowledge Language Arts Skills Strand. The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading.

3rd – 5th Grade

EngageNY Modules support teaching and learning through a sequenced, spiraled, content-rich curriculum program and instructional practice. They are focused on learning progressions and project a trajectory of learning standards in each English Language Arts & Literacy content area. The Modules incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, unit assessments and other classroom artifacts. They provide curriculum and instructional resources targeted to address all learners within any classroom setting. EngageNY provides the rigor our students need to meet the common core state standards through thought-provoking and engaging topics.

2. Second Language Immersion

All students learn to read, write, and speak a second language to the Intermediate High Level as determined by the American Council on the Teaching of Foreign Languages (ACTFL) performance descriptors for Language Learners. CILA utilizes a 50% language immersion model. ELL students (both native speakers of a language other than English and heritage speakers who are exposed to a language other than English at home) build on the inherent advantage they have as bi-lingual students, through additive bilingualism by using fluency and literacy in Spanish, Mandarin, and German to support academic performance in English.

3. Cultural Competency

CILA has a school-wide focus on developing cultural competency by building functional interpersonal relationships between students and teachers of many races which includes opportunities to learn about and negotiate cultural boundaries. CILA is uniquely qualified to increase global understanding and cultural competency within students because of the native speakers of foreign languages that teach and bring their culture to CILA students and

community.

4. 21st Century Learning Community

CILA students develop 21st century skills (e.g., The Global Achievement Gap by Tony Wagner: critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity and imagination) through thematic units focused on social studies and science and in core subjects. Students, parents and teachers use technology to facilitate learning and intercultural exchanges. The school library includes substantive collections of multilingual texts and 21st century technology tools.

5. International Studies

International days are incorporated into the school day for CILA students. On these days, students have the opportunity to actively participate in learning that focuses on the culture of different countries.

Full to Partial Language Immersion

In content-based language programs, the way in which language is learned is substantively different. Students learn content through the medium of the language, rather than as the subject of the instruction (Met, 1993). Briton defines content-based language as – the integration of particular content with language aims ... the concurrent teaching of academic subject matter and second language skills (1989, p. 5) Curtain and Pesola (1994) limit the definition of content-based instruction to those ... curriculum concepts being taught through the foreign language ... appropriate to the grade level students ... (p. 36) This definition would rule out the teaching of concepts and skills from a subject area below grade level. Met (1991) agrees when she suggests ... content in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture (p. 150).

The CILA educational model assumes that substantive content-based instruction will integrate grade level core subject content and skills with authentic discourse functions and tasks of non-English or world language usage, namely the 5 C's defined by the American Teachers of Foreign Language: communication, cultures, connections, comparisons, and communities. Moreover, it is accepted that quality content-based instruction will increasingly teach students to engage in inquiry, using higher order thinking skills, along with other discourse practices in each of the disciplines. The expectation is that the target language will be taught through the thematic content explicitly outlined and aligned in the curriculum map. CILA utilizes language immersion 50% in Kinder through 5th grade.

American Council on the Teaching of Foreign Languages (ACTFL) Standards

(see ACTFL.com)

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices

and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives the culture studied.

Connections Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Appendix D: Effective Grading and Reporting Policies, Procedures, and Practices

Purpose

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the adopted curriculum content standards.

Roles and Responsibilities

The CILA Board of Directors are accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- CILA Principal shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement based upon approved academic standards.
- CILA Principal and school administrators shall be responsible for ensuring implementation of CILA's policies, procedures, and practices of effective grading and reporting.
- Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices.

General Statement of Policy

Colorado International Language Academy's grading and reporting process shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the school's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, in order to stimulate achievement CILA administrators and teachers will establish a clear and accurate system of grading and reporting academic achievement.

NWEA Map Testing of student performance in grades K-5 is administered to students 3 times per year and the results are shared with parents. DIBELS, which is a reading fluency and comprehension assessment for grades K-3, is also administered 3 times per year and the parents receive results for their student(s). READ plans are determined from the results of the DIBELS testing and are shared with parents.

These processes help CILA establish open communication between the school, home, and the community. Assessment data accumulated throughout the year will be used to calculate final scores for each trimester. All classroom assessments, assignments (including homework), and activities will be directly linked to the Common Core Standards, Colorado Academic Standards and/or subject criteria. Grades/scores accumulate over the course of the trimester.

CILA is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. In order to realize these goals, the grading and reporting system must:

- Support and encourage student learning by providing timely and descriptive feedback on the learner outcomes and processes;
- Promote positive student attitudes about learning;
- Promote a deep understanding of subject content by supporting inquiries set in real-world contexts;

- Promote the development of higher-order cognitive skills focused on rigorous Academic Content Standards and Evidence Outcomes;
- Be honest, fair, transparent, credible, useful and user friendly;
- Reflect consistency within and among courses, grade levels, departments, and/or schools;
- Communicate information in a clear and timely manner;
- Reflect high expectations of all students across all courses and programs; and
- Support the holistic nature of developmentally appropriate teaching and learning for all students.

Assessment Grading Guidelines

Throughout the academic school year, multiple measures are collected as a ‘body of evidence’ to inform the final marks. However, some measurements are more comprehensive and provide a more valid and reliable measure of student achievement. These measurements are “weighted” in the final grade to provide greater accuracy in assessing student proficiency using the course’s academic standards. Throughout the year students will be continuously assessed through formative and summative assessments to ensure they are meeting the grade level expectations. Grading weights will be applied based upon best assessment evidence-based assessment practices.

Academic Grading Parameters

A. Grading parameters are those elements of assessment that provide a standard framework for measuring the academic achievement of a student. The primary purpose of grading is to communicate the academic status of students to the students themselves, their families, and post-secondary institutions. Additional purposes for grading include:

- Providing information that students can use for self-evaluation;
- Providing information that teachers can use to modify planning and instruction;
- Evaluating the effectiveness of instructional programs.

B. Teachers of the same grade level/course will apply the grading parameters in the same manner.

C. While *non-academic factors* are highly valued and often contribute to the student’s academic achievement, they should be reported separately from an achievement grade. Course grades will reflect the level of the student’s academic achievement measured against the content standard at a given point in time. Relying upon non-academic factors, if merged with achievement evidence, can mask important learning problems and contribute to miscommunication about the student’s knowledge. The following are examples of non-academic factors:

- Behavior (i.e. attendance, attitude, punctuality, effort, and class participation) if unrelated to standards for oral communication;
- Homework *based solely on completion* and not mastery of the standard;
- Other evidence of student characteristics or behaviors and work habits that are not related to the mastery of the academic content.
- The CILA administration and staff understand that both behavior and homework do contribute to how well students do in school generally. Because of this, and to further align with our mission to help our students become persons of good character and discipline, an effort grade is included on the report card.

D. The trimester grade for a course should not be calculated solely based on summative assessments. It is calculated based on a combination of summative and formative assessments administered during the term. The definitions provided in part III of this policy are the best guide

for determining if an assessment is academic practice (formative) or academic achievement (summative).

The combinations of the academic achievement and academic practice grades will be based on embedded standards, and course rigor. The following parameters provide a framework for grading:

Homework, if aligned with grade level learning targets and used in part as “body of evidence”. The purpose of homework is to provide opportunity for independent practice, review the day’s lessons, increase understanding of content, concepts, and to prepare for the next level of learning to ensure understanding.

Teachers will take the entire body of evidence into account when determining a level of achievement for a student and must provide additional opportunities for students to raise their level of performance by revising and extending work done on the course standards using the descriptive feedback provided.

In addition to an academic grade, student behavior and attitudes will be reported as an effort grade on the report card. Students will be rated on their ability to act responsibly, behave appropriately, and work diligently while at school.

Standards-Based Scoring

The Common Core State Standards in Math and English Language Arts, Next Generation Science Standards and Colorado Academic Standards, are used as the basis for determining levels of achievement for the progress report. Teachers have the option of reporting progress using a *rubric score*.

To determine scores, three criteria are used:

- 1. Give first priority to the most recent evidence.**
- 2. Give second priority to the most comprehensive evidence.**
- 3. Give third priority to the most important learning goals.**

Within a standard, each category is not necessarily equal in importance and may not be reflective in the scoring report.

Scores must reflect a Body of Evidence: A Body of Evidence provides multiple opportunities for the student, in a variety of formats, over time, to assess student knowledge or skill.

E. Intervention: A key component to any assessment system is establishing required intervention for students not yet meeting academic standards. Types of interventions that may be offered and include:

Extended time for a student continuing to do work until he/she is proficient on a given standard or skill beyond the grading period but no later than two weeks after the report card is received; and/or

Interventions and/or resource support programs for students who have not yet met standards that

may require additional assistance after the completion of a term.

F. If modifications to rigor and/or academic standards cause coursework to be altered, the assessment and reporting system may reflect notations and modifications as in the case of special needs learners.

G. Retention Policy: Retention is the practice of not promoting students up a grade level in school (repeats a grade level) and is based upon the belief that children learn more academically by repeating a grade (Fait, 1982). Over 207 international research studies have found that retention has a negative effect on academic achievement in all subject areas. Promoted students score better than retained students on social-emotional adjustment, behavior, self-concept, and attitude towards school. Retention is an option and may work for some students, but the research shows that retention is the second greatest predictor of school drop-out. Colorado International Language Academy is proactive in their approach to ensuring that all students are successful. Early warning signals are acted upon between students, teachers, and parents through ongoing monitoring of student learning with formative assessments, whereby teachers respond through academic interventions to avoid retention if possible (see E).

Retention policy per READ Act requirements:

READ ACT: 2-7-1207. Advancement - decision - parental involvement.

SAME GRADE LEVEL

(2) THE WRITTEN NOTICE THAT THE PERSONNEL PROVIDES TO A PARENT PURSUANT TO SUBSECTION (1) OF THIS SECTION AT A MINIMUM SHALL STATE THAT:

(a) THERE ARE SERIOUS IMPLICATIONS TO A STUDENT ENTERING FOURTH GRADE WITH A SIGNIFICANT READING DEFICIENCY AND, THEREFORE, UNDER STATE LAW, THE PARENT, THE STUDENT'S TEACHER, AND OTHER PERSONNEL OF THE LOCAL EDUCATION PROVIDER ARE REQUIRED TO MEET AND CONSIDER RETENTION AS AN INTERVENTION STRATEGY AND DETERMINE WHETHER THE STUDENT, DESPITE HAVING A SIGNIFICANT READING DEFICIENCY, IS ABLE TO MAINTAIN ADEQUATE ACADEMIC PROGRESS AT THE NEXT GRADE LEVEL;

(b) PERSONNEL OF THE STUDENT'S SCHOOL WILL WORK WITH THE PARENT TO SCHEDULE A DATE, TIME, AND PLACE FOR THE MEETING; AND

(c) IF THE PARENT DOES NOT ATTEND THE MEETING, THE TEACHER AND PERSONNEL OF THE LOCAL EDUCATION PROVIDER WILL DECIDE WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE LEVEL IN THE NEXT SCHOOL YEAR.

(3) AFTER SENDING THE WRITTEN NOTICE, PERSONNEL OF THE STUDENT'S SCHOOL SHALL CONTACT THE PARENT TO SCHEDULE THE MEETING TO DECIDE WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE LEVEL. IF, AFTER MAKING DOCUMENTED ATTEMPTS TO SCHEDULE THE MEETING WITH THE PARENT, PERSONNEL OF THE STUDENT'S SCHOOL ARE UNABLE TO SCHEDULE THE MEETING, OR IF THE PARENT DOES NOT ATTEND THE SCHEDULED MEETING, THE TEACHER AND PERSONNEL SELECTED BY THE LOCAL EDUCATION PROVIDER SHALL DECIDE, BASED ON THE STUDENT'S BODY OF EVIDENCE, WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE LEVEL FOR THE NEXT SCHOOL

YEAR.

COMMUNICATION

A shared understanding, between the staff, students and parents, of the grading and reporting system is essential for effective communication. In order to understand and trust the student achievement data, the school system will provide all parties with the following:

- Common Academic Content Standards, Concepts, and Skills for all grade levels/courses;
- Valid and accurate assessment of the student's achievement;
- Comprehensive and multifaceted reporting system (i.e. conferences, curriculum nights, electronic messages, classroom websites, report cards; trimester reports) and,
- Clear explanation, transparent validation of standards, and descriptive feedback.

AREAS OF RESPONSIBILITY

The CILA Board of Directors are accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- CILA principal shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement based upon approved academic standards.
- CILA principal and school administrators shall be responsible for assuring implementation of Colorado International Language Academy's beliefs, procedures and practices of effective grading and reporting.
- Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices. Each teacher is expected to update grades in the Power School Student Information System within the week following when an assignment was collected. Assignments are expected to be graded with descriptive feedback provided to students.
- Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Colorado International Language Academy's grading and reporting system.
- Students are responsible for their own learning and should understand clearly all aspects of the grading and reporting system. Students should use the academic practice (formative) grade to identify strengths and weaknesses on learning standards and seek additional assistance when needed. Students must also know that academic achievement (summative) marks provide an accurate view of academic achievement.
- Grading Scale: Assignment/Assessment Point Values

Teachers use a range of methods to document evidence of student learning and understanding. In addition to traditional assessment methods (constructed/selected response), teachers may use video, audio, photographic, artifacts, presentations, projects and graphic representations. In the process of assessing students, teachers produce written records of anecdotal notes of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio which demonstrates more comprehensively student learning.

Assessments:

Teachers should provide regular assessments of student learning to provide feedback to students about their performance. These should be a mix of both formative assessments and summative assessments. The term “formative” means frequent monitoring of student understanding and progress throughout the year for the purpose of adjusting instruction. The term “summative” means end-of-the-year/term evaluation of student performance. Assessment is critical for learning and should not be a mystery for students, therefore task specific rubrics or clear task clarification will be provided to inform and focus the learning. Teachers are required to keep a detailed set of records with all assessments and marks recorded. All assessments must validate and verify student grade level/course learning expectations.

Assessments: Formative (Academic Practice):

Formative assessment is work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward based upon teacher observation, quizzes, drafts, peer editing, or learning journals, and portfolios.

Assessments: Summative (Academic Achievement):

Summative assessments are conducted when a student has had adequate instruction and practice to be responsible for learning the material. It is designed to provide information to be used in making judgment about a student’s achievement at the end of a sequence of instruction. Summative assessments may include essays, exams, projects, performances, and open-ended performance tasks.

- Information gained over the course of the grading period and may reflect academic proficiency, behavior, and/or Learner Profile attributes;
- Recommendations for improvement;
- A holistic view of the student including their unique abilities and skills; and
- Descriptive feedback that has a strong and straightforward relationship to achievement.

Curriculum:

Curriculum is a written plan or program that includes academic learning standards, grade level learning expectations (evidence outcomes), essential learning questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Curriculum Content Standards:

The Common Core Standards and Colorado Academic Standards (CAS) are learning expectations that specify what students need to know and be able to do at the end of each grade level. Colorado International Language Academy uses the Common Core Standards and Colorado Academic Standards for English, Math, Science, Social Studies, Fine/Performing Arts, Health/Physical Education, and World Languages. State standards are the basis of annual state assessments.

Grade Books/Student Academic Performance and Informing Parents:

All teachers are expected to keep detailed records on PowerSchool Student Information System’s Power Teacher Gradebook including rubrics, task clarification, and resources needed to complete the assessment. Teachers must be prepared to explain all grades to parents at any time. When a student starts to show decreased or low performance, parents need to be notified. In general,

scores showing limited achievement of standards and objectives require a parent contact by the teacher to provide the parent with appropriate and relevant information on the areas of concern.

Grading Periods:

Grading is done in all schools and communicated through parent interview, three-way conferences, student-led conferences, and/or report cards three times each year. The dates for scoring student performance and progress reports will be communicated to parents.

Grading Policies:

The most important factor in any grading system is that the parent, student, and teacher have a common understanding of the basis upon which a grade is earned by the student. Teachers must be able to explain their grading to students and parents at any time and must have sound rationale for how they do their marking. Grades are to reflect academic performance and mastery of standards.

Grade Reporting:

Grade reporting involves the communicating of a student's achievement and progress to the student and parents, by the teacher. The grade report, prepared each trimester, provides students and parents' feedback about the student's progress and achievement in meeting standards based upon an established set of priority learning targets. The reports are generally followed with three-way conferences, student-led conferences, and/or parent interviews that involve the student, parent and teacher.

Homework/Classroom Practice:

Homework/Practices are learning tasks completed by students outside of the regular/daily school time. The learning tasks provide independent practice and are aligned with grade level priority learning targets. Homework serves many purposes for students. It extends the learning of students beyond the classroom with relevant independent work. Students achieve more when challenged with relevant and meaningful homework. Homework should relate directly to class work. Homework is best when carefully planned, thoroughly explained, and thoughtfully graded with feedback to the student. Students are responsible for completing all homework, including missed assignments.

Meaningful homework and classroom practice, lab reports, projects and other academic assignments are designed to give students needed opportunities to practice skills and develop/demonstrate mastery. When students fail to turn in work on time, assigning a grade of zero is a quick and easy option for a teacher to penalize the student for failure to be punctual in completion of an assignment. Unfortunately, for many students a grade of zero removes any incentive for doing the work and it does not indicate the abilities of the student. The recommended approach is for teachers to accept late work for credit, with the accompanying expectation that students will complete the work within reasonable deadlines or provided the opportunity to access after school homework support.

Instruction:

Instruction is a teacher-facilitated process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences including the explicit teaching of skills that enable all students to master academic content and achieve personal goals.

Appendix E: Student Values and BEARS Song

“B” is for BOLD

To be confident, brave, and courageous.
How can I be BOLD at Colorado International Language Academy?
Think, speak and act the way that you know is right.
Learn from mistakes. What could you have done differently?
Speak up for what is right.
Learn new skills.

“E” is for ENGAGED

To stay occupied on a task.
How can I be ENGAGED at Colorado International Language Academy?
Pay attention to what the teacher is teaching.
Listen to what the person speaking is saying.
Ask questions that are related to what is being taught.
Respond to questions.
Follow the directions that teachers give me.
Expect the best from yourself

“A” is for ACCOUNTABLE

To be responsible
How can I be ACCOUNTABLE at Colorado International Language Academy?
Be responsible for every choice I make
Be responsible for everything that I say.
Follow through with the consequences for my actions
I can build trust with my teacher by making good choices.

“R” is for RESPECTFUL

Showing that you value other people.
Show kindness and courtesy
Be polite.
Respect differences.
Respect the earth and all who live here.
Respect other people’s possessions.

“S” is for SAFE

To be protected and to do no harm.
Remain calm at all times.
Learn how to problem solve on your own.
Interact safely with others.
Show respect towards others at all times.

CILA BEARS Song
Everywhere we go
People want to know
Who we are
And what we stand for
So we tell them
We are the BEARS
The mighty, mighty BEARS
The CILA BEARS
We are Bold, Engaged, Accountable, Respectful, and Safe
Go BEARS!

Appendix F: Restraint and Seclusion Policy

To maintain a safe learning environment, school employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation. This policy applies to incidents that occur on school property or at an off-campus, school-sponsored event or activity.

A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act (1 CCR 301-45), the following definitions apply for purposes of this policy.

1. "Deadly Weapon" means a firearm, whether loaded or unloaded; a knife, bludgeon, or any other weapon, device, instrument, material, or substance, whether animate or inanimate, that, in the manner it is used or intended to be used, is capable of producing death or serious bodily injury.
2. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion.
 - a. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement.
"Chemical restraint" does not include:
 - i. Prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or

- ii. The administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).
 - b. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
 - i. Devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
 - ii. Protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan; or
 - iii. Adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan; or
 - iv. Positioning or securing devices used to allow treatment of a student's medical needs.
 - c. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
 - i. Holding of a student for less than five minutes by a staff person for the protection of the student or others;
 - ii. Brief holding of a student by one adult for the purpose of calming or comforting the student;
 - iii. Minimal physical contact for the purpose of safely escorting a student from one area to another; or
 - iv. Minimal physical contact for the purpose of assisting the student in completing a task or response.
 - d. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
- 3. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:
 - a. Placement of a student in residential services in the student's room for the night; or
 - b. "Time-out", which is the removal of a student from potentially rewarding people

or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.

4. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.
5. "Bodily injury" means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901(3)(c).
6. "Parent" shall be as defined by 1 CCR 301-45.

B. Applicability

The requirements of this policy shall apply to all school personnel, before and after school providers, and any public or private entities with which the School contracts during any and all educational programs, activities, or events provided, supervised, or sponsored by the School, including off-campus school-sponsored events.

C. Basis for Use of Restraint

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
 - a. The failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. A determination that such alternatives would be inappropriate or ineffective under the circumstances.
3. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student's behavior.
4. School personnel or contracted personnel shall:
 - a. Use restraints only for the period of time necessary and using no more force than necessary; and
 - b. Prioritize the prevention of harm to the student.

D. Duties Related to the Use of Restraint – General Requirements

When restraints are used, the School shall ensure that:

1. No restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
2. No restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
3. Restraints are only administered by school personnel who have received training in accordance with 1 CCR 301-45;
4. Opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. When it is determined by trained school personnel that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed. In the case of seclusion, staff must reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student; and
6. The student is reasonably monitored to ensure the student's physical safety.

E. Proper Administration of Specific Restraints

1. Chemical Restraints shall not be used.
2. Mechanical and Prone Restraints shall not be used, except where:
 - a. The student is openly displaying a deadly weapon;
 - b. When used by an armed security officer who has received documented training in defensive tactics utilizing handcuffing procedures and restraint tactics utilizing prone holds and who has made a referral to a law enforcement agency.
3. Physical Restraint shall only be used in accordance with the following:
 - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student;
 - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised; and
 - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion shall only be used in accordance with the following:
 - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities;
 - b. Any space in which a student is secluded shall have adequate lighting, ventilation and size; and

- c. To the extent possible under the specific circumstances, the space should be free of injurious items.

F. Notification Requirements

1. If there is a reasonable probability that restraint might be used with a particular student, designated appropriate school personnel shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. The restraint procedures (including types of restraints) that might be used;
 - b. Specific circumstances in which restraint might be used; and
 - c. Staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

G. Documentation Requirements

1. If restraints are used by any school personnel or contracted personnel, a written report shall be submitted within one school day to school administration.
2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
3. A written report based on the findings of the staff review required by paragraph H. below shall be e-mailed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
 - a. The antecedent to the student's behavior if known;
 - b. A description of the incident;
 - c. Efforts made to de-escalate the situation;
 - d. Alternatives that were attempted;
 - e. The type and duration of the restraint used;
 - f. Injuries that occurred, if any; and
 - g. The staff present and staff involved in administering the restraint.
4. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

H. Review of Specific Incidents of Restraint

1. The School shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. Staff review of the incident;
 - b. Follow up communication with the student and the student's family;
 - c. Review of the documentation to ensure use of alternative strategies; and
 - d. Recommendations for adjustment of procedures, if appropriate.
3. If requested by the School or the student's parents, the School shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

I. General Review Process

1. The School shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the School is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
 - a. Analysis of incident reports, including all reports prepared pursuant to paragraphs G.1 and G.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
 - b. Training needs of staff;
 - c. Staff to student ratio; and
 - d. Environmental conditions, including physical space, student seating arrangements and noise levels.

J. Staff Training

1. The School will ensure that staff utilizing restraints are trained in accordance with 1 CCR 301-45. Training is provided within three months after the start of the school year.

2. Training shall include:
 - a. A continuum of prevention techniques;
 - b. Environmental management;
 - c. A continuum of de-escalation techniques;
 - d. Nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
 - e. Methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
 - f. Appropriate documentation and notification procedures.
3. Retraining shall occur at a frequency of at least every two years.

K. Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. § 26-20-111(3); and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. § 18-1-901(3)(e).

L. Complaints

A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of the School utilizing the School's Grievance Policy and/or the state complaint procedures established pursuant to 1 CCR 301-45.

Adopted: October, 2021

LEGAL REFS.:

[C.R.S. § 18-1-703](#) (use of physical force by those supervising minors)

[C.R.S. § 18-1-901\(3\)\(e\)](#) (definition of a deadly weapon)

[C.R.S. § 18-6-401 \(1\)](#) (definition of child abuse)

[C.R.S. § 19-1-103 \(1\)](#) (definition of abuse and neglect)

[C.R.S. § 22-32-109.1 \(2\)\(a\)](#) (adoption and enforcement of discipline code)

[C.R.S. § 22-32-109.1 \(2\)\(a\)\(I\)\(D\)](#) (policy required as part of safe schools plan)

[C.R.S. § 22-32-109.1 \(2\)\(a\)\(I\)\(L\)](#) (policies for use of restraint and seclusion on students and information on process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code)

[C.R.S. § 22-32-109.1 \(9\)](#) (immunity provisions in safe schools law)

[C.R.S. § 22-32-147](#) (use of restraints on students)

[C.R.S. § 26-20-101](#) et seq. (Protection of Persons from Restraint Act)

[1 CCR 301-45](#) (State Board of Education rules for the Administration of the Protection of Persons from Restraint Act)