



Colorado International Language Academy Student & Parent Handbook

2026-27

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540 Elkton Drive

Colorado Springs, CO 80907

719-645-8063

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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 and 30% in grades 6-8) 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.

Notice of Nondiscrimination

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Colorado International Language Academy does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, need for special education services, pregnancy, or being a parent/caregiver. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, is a prohibited form of discrimination.

The Board has adopted policies to handle discrimination complaints in alignment with federal and state law.

· [Harassment and Discrimination Investigation Procedures for Students](#)

[Sex-based Harassment Investigation Procedures](#)

If you have a complaint about discrimination or harassment as it pertains to Colorado International Language Academy, please contact one of the coordinators below.

Compliance Officer

Shaunna Kimble

540 Elkton Drive, Colorado Springs, CO 80907

skimble@cilaschool.org

719-645-8063

Title IX Coordinator

Shaunna Kimble

540 Elkton Drive, Colorado Springs, CO 80907

skimble@cilaschool.org

719-645-8063

Inquiries about the application of Title IX may be referred to the school Title IX Coordinator, the [Department of Education's Office for Civil Rights](#), or both.

Americans with Disabilities Act (ADA), Section 504 Coordinator

Carina Schmidt

540 Elkton Drive, Colorado Springs, CO 80907

cschmidt@cilaschool.org

719-645-8063

Justice-Involved Youth Coordinator

Jennifer Smith

540 Elkton Drive, Colorado Springs, CO 80907

jsmith@cilaschool.org

719-645-8063

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex, gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil

Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 950 17th St., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 825, Denver, CO 80202.

1. Introduction

This Handbook provides considerable information and addresses many of the expectations for parents and students at CILA. This Handbook is not intended to cover everything and is meant to be a general description of CILA rules and expectations. This Handbook is subject to interpretation and modification at any time by the administration.

1.1 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.

1.2 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.

1.3 CILA Vision and Mission Statements

Our vision:

We envision students becoming confident leaders with knowledge, respect, and understanding across cultures.

Our mission:

To develop globally minded students through language learning, cultural experience, and rigorous academics while preparing them for life.

1.4 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.

2. Student Life

2. 1 Student Fee Policy

A classroom supplies and materials fee of \$35 will be charged annually. 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.

CILA will provide a math workbook, as well as a language immersion workbook to the students. **If the student loses any of these workbooks and requires a new one, CILA will charge \$20 for the replacement workbook.**

Transportation Fees:

- Regular Rates \$450 per first student, per school year (\$100 per additional sibling)
- First payment (\$225 + \$50/sibling) due by October 1st
- 2nd payment (\$225 + \$50/sibling) 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.

2.2 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 (i.e. application) by the deadline set forth in the Enrollment Timeline for admission in the subsequent school year.

Enrollment for the following school year typically begins in January of the current school year, and is open through the end of May of the current school year. Applications for any given school year may be submitted before the January immediately preceding that school year, but will not be considered until that January. After May, enrollment is still available, but certain grade levels, language, and program combinations may become restricted based on class size and space available.

- Enrollment for new students will be subject to space available. Students may apply with flexible preferences regarding program and language, and shall be given the opportunity to enroll in their first choice of any such combination which matches the student's grade level when there is space available.
- If more students apply than there exists space in a given grade level, program, and language combination, the remaining students shall be placed in a prioritized lottery pool that corresponds with that grade level, program, and language. Any program and language combination that allows for students of multiple grade levels, such as the combination of the 1 day a week Homeschool Enrichment program and any offered language, shall share the same lottery pool across all such grade levels.
- Lottery pool priority shall first be given to children of current CILA staff members, then siblings of current CILA students. Siblings are defined as those students sharing one or more parent(s) and/or guardian(s). Within any level of priority, a sub-level shall be assigned in order of a student's earliest available start date, as to prevent a student seeking a delayed start date from inhibiting the education of another student who is available to begin attending sooner.
- Any lottery pool for a particular grade level in the full-time program shall be given priority over all half-day program lottery pools at that corresponding grade level. If space exists simultaneously for more than one language at a particular grade level in the full-time program, the corresponding lottery pools for all languages in the full-time program at that grade level shall be combined for purposes of filling that space.
- Students are allowed to be in multiple lottery pools at once if their program and language preferences are flexible and such lottery pools encompass that student's grade level. A student's priority in a lottery pool is subject to change if

a new priority becomes applicable to that student (e.g. a student with no other priority in a lottery pool who has a sibling that becomes enrolled at CILA after the student enters the lottery pool shall gain the applicable priority associated with the sibling of a current CILA student, and a student shall conversely lose such priority if all siblings of that student cease to be enrolled at CILA).

- If space becomes available for a lottery pool, students will be selected from the lottery pool at random, after taking into account priority within the lottery pool, until either: all such space is filled, or the lottery pool has been emptied. The parent(s) or guardian(s) of a student selected from a lottery pool shall have 3 business days to respond to a selection; failure to do so shall discard the selected student, and a new student shall be selected. If a student is selected from a lottery pool but declines enrollment, a new application will be required in order to re-enter the lottery pool. This process will be applied continuously throughout the school year.

Review, and acceptance or rejection, of an Intent to Enroll during the open enrollment period for a given school year shall generally occur within 3 business days (delayed during holidays, breaks, or other school closures) of submission during the enrollment period, and email notification shall be sent during the same business day that this determination is made. A Registration Packet link will also be included in this email notification for accepted students (unless otherwise notified of a different date the Registration Packet shall be sent in that notification email).

For students enrolling prior to April 17th for the upcoming school year, the deadline to submit completed Registration Packets will be May 1st (prior to the upcoming school year). Example: a student is accepted for the 2022-2023 school year (first day of school: August 15th, 2022) on March 29th, 2022. The deadline for the Registration Packet submission is May 1st, 2022.

For students enrolling on or after April 18th (prior to the upcoming school year), families will have 14 days to complete and return the Registration Packet. Example: a student is accepted for the 2022-2023 school year on May 1st, 2022. The deadline for the Registration Packet submission is May 15th, 2022.

For enrollment acceptance occurring less than 14 days before the start of the school year, Registration Packets must be completed and returned prior to the first day of attendance. Example: a 1st grade student is accepted on August 8th, 2022, and the first day of school that year is August 15th, 2022. The Registration Packet must be completed before the start of school on August 15th, 2022 for that student to start attending on the first day of school, or that student's attendance shall be delayed, and that student will miss school, until the Registration Packet is completed.

For enrollment occurring once a school year has already commenced, the family shall be informed of the expected first day of attendance, determined on a case-by-case basis considering multiple factors such as the upcoming school schedule, assessment schedule, and in coordination with teachers. The Registration Packet shall be due before the start of the first day of attendance, otherwise attendance shall be delayed until the Registration Packet is completed. Example: a kindergarten student moves to the area in September of 2022. and is accepted on Thursday, September 8th. The first day of attendance is planned to be Monday, September 12th, and the Registration Packet must be completed before the start of school on Monday, September 12th in order for the student to begin attendance that day.

It is vital that Registration Packets are completed in a timely manner, as described above, in order for the school to obtain the necessary information to meet State and Federal mandates regarding proper documentation, to ensure the safety of the student (for reasons relating to guardianship, transportation & care, and health needs & concerns such as allergies), and to properly plan for staffing needs. Therefore, failure to complete the Registration Packet within the deadline may result in the student losing their place at CILA, and acceptance being rescinded.

Currently-enrolled students are automatically re-enrolled for the following school year and do not participate in the lottery provided they complete an Intent to Return by May 1st prior to the following school year. If an existing student fails to complete the Intent to Return by this deadline, that student may be subject to a prioritized waitlist lottery pool.

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, gender identity, gender expression, pregnancy, being a parent/caregiver, 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.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age

Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator, Barbara Rutter, CILA Compliance Officer, 303 Austin Bluffs Pkwy, Colorado Springs, CO, telephone 719-645-8063, or directly to the U.S. Department of Education, Office for Civil Rights. In compliance with the Colorado Crown Act, any practices or references in any handbooks or policies of the School related to prohibiting discrimination on the basis of an individual's race shall include a person's hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. Specifically, without limitation, such hairstyles as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps, and no policy herein shall be construed as prohibiting such.

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 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 \$35 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.

2. 3 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 7:55 am. Elementary school students are dismissed at 3:15 pm. Middle school students are dismissed at 3:25 pm. These hours are required to meet state standards of attendance. A morning assembly will be held over the school's PA system beginning at 7:55 a.m. each morning. School assemblies on special occasions will be held in the Student Center and parents are welcome to attend.

Absences

Parents/Guardians must 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
- Therapy, medical, legal, or victim services related to an incident of harassment or discrimination
- Student is removed from school for disciplinary reasons
- A student who is absent for an extended period due to physical, mental or emotional disability.
- A student who is pursuing a work-study program under the supervision of the school.
- A student who is absent in observance of an established religious holiday.
- 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.

If a student in an out-of-home placement (as that term is defined by C.R.S. § 22-32-138(1)(e)), is absent due to court appearances and participation in court-ordered activities, such absences shall be excused. The student's assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.

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. Requests for Excused Absences will only be approved if a plan to make up missed learning is proposed. Please be advised that teachers are not required to provide school work if the requested absence exceeds one school week.

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 4 unexcused absences in one month or 10 unexcused absences in a school year, students are declared as habitually truancy and may be reported as truant to Child Protective Services and/or referred to truancy court proceedings.

If absences in one trimester exceed 10% of school days in that trimester, CILA reserves the right to ask for an excusal note from a medical professional.

Tardies

- Students will be marked tardy at 8:01 am.
- Students arriving after 8:00 a.m. **must** be signed in by a parent or guardian at the front office.

2. 4 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 school building 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 multi-purpose area. Supervision will be provided in these areas. At 7:45 am, all students who are not eating will line up for pick-up by their teacher. 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 in the car lane at the entry-way on the first floor. Due to parking restrictions and traffic flow during dismissal, parents must use the carpool lane to pick up their student. Please refer to the traffic procedures posted on our website: <https://cilaschool.org/parent-resources/policies-procedures/pickup-dropoff/>

Parents are discouraged from checking their students out prior to the 3:15 pm dismissal time. Please refrain from talking to your student's teacher during dismissal to ensure teachers can adequately supervise their students during dismissal. For urgent matters, please arrange a meeting with the teacher.

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.

SchoolPass – Attendance and Dismissal Management

CILA uses **SchoolPass** for all attendance and dismissal tracking. **All parents are required to use SchoolPass** to report:

- Student absences
- Tardies
- Early dismissals
- Any changes to a student's standard dismissal plan

Important Guidelines:

- **All changes to dismissal plans must be entered into SchoolPass by 2:30 PM.** This includes who is picking up the student, if the student is riding the bus or not, or if the student will attend after-school activities.
- to keep phone communications clear, please only call the school after 2:30 PM to make changes in emergency situations.
- **Parents are responsible for keeping SchoolPass updated.** Students will be dismissed according to what is listed in SchoolPass. If there is a conflict between what a student says and what is in SchoolPass, SchoolPass will be followed. For example, even if a student says, "My mom told me not to ride the bus," if SchoolPass says the student is riding the bus, they will be placed on the bus.

SchoolPass is simple to use and can be accessed in two ways:

- **Mobile App:** Available for free in the Apple App Store or Google Play Store
- **Web Version:** <https://cilaschool.school-pass.net/default.aspx>

If you have questions or need help setting up your account, please email mrurnells@cilaschool.org.

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 will meet in a designated area of the school building. The YMCA is open daily from 6:30 am- 6:00 pm (excluding school hours). The YMCA is open to all CILA students ages 5-12. 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 childcare@ppymca.org to find out what your options are on these days.

2. 5 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:

- Students are required to wear a polo shirt Mondays-Thursdays. Polo Colors/Polo Dress Colors-**Red, Navy Blue, Royal Blue, and Gold**
- Bottom Colors (Pants, Shorts, Skirts, Skorts/Scooters, Jumpers)-**Navy & Khaki**
Skirts must be skorts or students should wear shorts underneath skirts
- Plaid Skirt/Jumper-**"Blue Red Plaid"** on French Toast Website: <https://www.frenchtoast.com/>
- Socks/Leggings/Tights Colors-**Navy Blue, 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-Must be **Solid colors and plain in Red, Navy Blue, Royal Blue, or CILA branded from the Spirit Store**. Hoodies can only be worn as an outdoor layer and must be taken off in the classroom.
- Long Sleeve Shirts under Polos-Must be **plain in color and in uniform colors, or black or white**.
- 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, wheels, or light-up shoes.
- Plain/Solid Headbands only. No headbands with animal ears or large accessories.

FRIDAYS ONLY: Students may choose to wear a CILA spirit t-shirt on Fridays only. If students are not in a Spirit t-shirt, they must wear regular Uniform Polo.

Attire NOT permitted

- | | |
|--|---|
| <ul style="list-style-type: none"> • Hats (except for religious observances) • Headbands with animal ears, etc. • Sunglasses (only for recess) • Baggy pants/shorts • Ripped/torn clothing • Low-cut, midriff shirts/blouses | <ul style="list-style-type: none"> • 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.

2.6 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 D for a complete statement of the BEARS values and the BEARS Song.

2.7 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.

CILA’s board-approved Discipline Policy can be found in Appendix F.

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. CILA's board-approved Cell Phone Policy can be found [HERE](#). 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. This includes smartwatches.

Parents with important messages for their children should contact the front office to leave a message. Students are not allowed to make or receive calls during school hours. 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. This includes stuffed animals and blankets. 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

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.

7.0 Suspensions and expulsions for students in grades K-2 will be in accordance with the limitations imposed by C.R.S. 22-33-106.1.

Suspension and Expulsion Policy

This policy can be found under Appendix F.

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 E of this document.

3. Academic Philosophy and Standards

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

1. 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 in elementary school and 30% immersion in middle school
2. 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.
3. 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.
4. 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)

3.1 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).

4. Safety and Security

4.1 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.

4.2 Drug Free Campus

The use of alcohol, marijuana, or illegal drugs is prohibited on the school's premises. Possession of illegal substances or unauthorized potentially toxic substances is prohibited. Any adult who appears to be inebriated, intoxicated, or otherwise under the influence of mind-altering or polluting substances is required to leave the premises immediately. The use of tobacco in any form is prohibited on the school's premises.

4.3 Student Searches

In order to maintain the security of all students, the School authorizes staff to conduct searches of students and their belongings if the authorized staff person has reasonable suspicion to believe that the search, which must be reasonable in scope, will result in evidence that the student violated the law or a school policy or otherwise

constitutes a potential threat to the health, safety, or welfare of the school, self, other students, school personnel, or any other person lawfully on school property or attending a school function.

In addition, a school official may search school owned property (i.e. lockers, laptops, desks, cabinets, etc.) at any time for any reason.

4.4 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 on the second floor.
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 or prior to your visit at: <https://www.cbirecordscheck.com/>
6. Email results to: Background@cilaschool.org

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. is required to complete a background check prior to volunteering.

Thank you for helping to keep CILA safe!

4.5 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.

5. Community Involvement

5.1 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 around \$6.00. 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

5.2 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 and maintain 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/or 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 information will be given early in the school year and will include information about CILA's curriculum, assessments, report cards, and the proficiency levels students are expected to meet. This information will be either given during an in-person event or distributed via electronic means (informational flyers, videos, etc.) 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.

5. 3 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 performances, parent-teacher conferences, 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.

5.4 Family Educational Rights and Privacy Act

Family Educational Rights and Privacy Act (FERPA) is a federal privacy law that gives parents certain protections with regard to their children's educational records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. Parents or guardians have the right to inspect and review their child's education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the office regarding an alleged failure by a school to comply with FERPA. The school officials at CILA are the Executive Director and Director of Business and Admissions.

Under the Family Educational Rights and Privacy Act (FERPA), parents have certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. "Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which the school maintains. They may include, but are not limited to, the following; basic identifying information, academic transcript, attendance records, health records, performance scores on standardized assessments, disciplinary records, records from previous schools. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements

for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend their child's or their education record should write to the school principal, or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

A school is not required by FERPA to afford a parent the right to seek to change substantive decisions made by school officials, such as discipline decisions, grades or other evaluations. FERPA is intended to require only that educational agencies and institutions conform to fair recordkeeping practices; not to override accepted standards and procedures for making academic assessments, disciplinary rulings, placement determinations, and other evaluations. Accordingly, the right to seek amendment of education records cannot be used to challenge a substantive decision unless it has been inaccurately recorded.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or

grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the CILA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

Directory Information

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations that provide school related products and services to students without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require the School to provide military recruiters, upon request, with the following information –

names, addresses and telephone listings – unless parents have advised the School that they do not want their student's information disclosed without their prior written consent.

If you do not want the School to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School in writing by the first day of school.

The School has designated the following information as directory information:

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

Disclosure Without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students

have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

5.5 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.

SchoolMessenger (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.

5.6 CILA School Accountability Committee- CILA IMPACT TEAM (CIT)

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.

5.7 CILA Parent Teacher Organization (PTO)

The PTO meets once a month to plan for upcoming events and fundraisers. PTO Meetings are every second Thursday at 3:30 p.m. and are open to all parents. We welcome all parents and guardians to join us for these meetings.

6. Grievance Procedure

6. 1 CILA Grievance Procedure

Colorado International language Academy believes that, as adults, we must model healthy and respectful communication for our students. The school is committed to promoting healthy communication among students, parents, teachers, and administrators, and encourages school community members to express any concerns directly with the individual involved so that the school's focus remains on student learning. In the interest of promoting the efficient resolution of grievances, the procedures below set forth the process for resolving conflicts and settling differences. This process strives to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

1. **Address Issue with Those Directly Involved.** The grievant must first bring the concern to the attention of the individual(s) directly involved. A meeting should be scheduled where the concerns can be expressed in private and in an environment conducive to resolution. If the grievant brings the concern directly to the attention of the School Leader without first attempting to address the issue at the lowest level, the School Leader may re-direct the grievant to the appropriate level in the process.

A grievant is not required to address the issue with the person directly involved if the grievant is alleging harassment or discrimination.

- In case of grievances relating to allegations of sex-based harassment or harassment, discrimination and bullying based on a protected class, please see the school's Sex-Based Harassment Investigation Procedures Policy available on our website under Legal Information>Title IX Policies.

2. **Address Issue with School Leader.** If a satisfactory resolution is not reached at the lowest possible level, or where the complaint directly involves the School Leader, the concern may then be brought to the attention of the School Leader. The grievant must contact the School Leader within 10 days of the above meeting.

The complaint shall be in writing and shall detail (i) the date of the incident (if applicable); (ii) the School staff member involved; (iii) a description of the incident, decision, or practice that gave rise to the issue; (iv) the conflict resolution strategies that have been attempted thus far; and (v) the grievant's requested resolution. Within five calendar days from the date on which the written statement was received, the School Leader will either issue a written response to the grievant or contact the grievant to schedule a time to discuss the issue. The School Leader will continue to monitor the issue until either a resolution or an impasse is reached.

3. **Prepare a Written Grievance for the Board of Directors.** In cases when the concern has not been addressed at Steps 1 and 2 to the satisfaction of the grievant, the grievant may file a formal written grievance to the School's Board of Directors. The written grievance must detail (i) the date of the incident (if applicable); (ii) the School staff member involved; (iii) a description of the incident, decision, or practice that gave rise to the issue; (iv) the conflict resolution strategies that have been attempted thus far; and (v) the grievant's requested resolution.

Current contact information for the Board can be found on the school website under Get Involved>Board of Directors. Within 10 days from receipt, the Board Chair, or his/her designee, will review the written grievance and provide a written response to the grievant either determining that the grievance warrants full review by the Board or declining to review the written grievance. If the Board Chair, or his/her designee, determines that the grievance warrants full review by the Board, the Board shall review the grievance at its next regularly-scheduled Board Meeting and issue a written decision to the grievant within 10 days of the meeting. If declining review, the School Board's written response to the grievant will explain the reasons for the determination.

While any member of the public is always welcome to speak in an open board meeting, no grievance issue will be addressed by the Board without the grievant having first followed these proper procedures. Issues of employee or student privacy may be addressed in Executive Session, as is legally proper.

4. **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 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 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.

6.2 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

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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>

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, please visit <https://cdphe.colorado.gov/vaccine-exemptions> for more information.
 - 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>

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/THC

As a general rule, prescription medication, including recommendations for medical marijuana, should be administered at home. Prescription medications, including medical marijuana, should only be administered on school property during school hours when administration is medically necessary and cannot reasonably be accomplished outside of school hours.

In those limited circumstances when it is medically necessary, administration of medical marijuana to qualified students, pursuant to a recommendation, on school property shall be in accordance with this policy.

Administration of medical marijuana to qualified students must be in accordance with this policy. Administration of all other prescription and nonprescription medications to students must be in accordance with applicable law and the school's policy concerning the administration of medications to students.

For purposes of this policy, the following definitions apply:

1. "Designated location" means a location identified in writing by the school in its

sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon a school bus in Colorado, or at a school-sponsored event in Colorado.

2. "Medical marijuana" means a cannabis product with a delta-9 tetrahydrocannabinol (THC) concentration greater than 0.3 percent.

3. "Permissible form of medical marijuana" means nonsmokeable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the school when adequate protections against misuse may be made. Forms of medical marijuana not included in this definition may be proposed by the qualified student's primary caregiver to the superintendent, who may authorize such a request after consultation with appropriate medical personnel chosen by the school.

4. "Primary caregiver" means the qualified student's parent, guardian or other responsible adult over eighteen years of age who is identified by the student's parent/guardian as the qualified student's primary caregiver. In no event may another student or a staff member be recognized as a primary caregiver, unless the staff member is the student's parent/guardian. Any primary caregiver seeking access to school property, a school bus or school-sponsored event for purposes of this policy must comply with the school's policy and/or procedures concerning visitors to schools and all other applicable policies.

"Qualified student" means a student who holds a valid recommendation for medical marijuana from a licensed physician and is registered with the Colorado Department of Public Health and Environment for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;

2. The qualified student's parent/guardian signs a written acknowledgement

assuming all responsibility for the provision, administration, maintenance and use of medical marijuana under state law, and releases the school from liability for any injury that occurs pursuant to this policy;

3. The qualified student's parent/guardian or primary caregiver must be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;

4. The school determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;

5. Either the school determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency, or, after administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver may remove any remaining medical marijuana from the grounds of the school, school bus, or school-sponsored event; and

6. The school prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the qualified student (if capable), and the qualified student's parent/guardian.

School personnel may volunteer to store, administer, or assist in the administration of medical marijuana to a qualified student in a designated location if the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;

2. The qualified student's parent/guardian signs a written acknowledgment granting permission for the school personnel who volunteer to store, administer, or assist in the administration of medical marijuana under state law, and releases the school from liability for any injury that occurs pursuant to this policy;

3. The qualified student's parent/guardian or primary caregiver must be

responsible for providing the permissible form of medical marijuana to be administered to the qualified student;

4. The school determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;

5. The school determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency; and

6. The school prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the school personnel who volunteer to store, administer, or assist in the administration of the medical marijuana, the qualified student (if capable), and the qualified student's parent/guardian.

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school property, a school bus, or at a school-sponsored event to administer medical marijuana.

This policy does not apply to school grounds, school buses, or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of school policy concerning drug and alcohol involvement by students or other school policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable school policy.

If the federal government indicates that the school's federal funds are jeopardized by this policy, the Board declares that this policy must be suspended immediately and that the administration of any form of medical marijuana to qualified students on

school property, on a school bus, or at a school-sponsored event must not be permitted. The school must post notice of such policy suspension and prohibition in a conspicuous place on its website.

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 B: 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 Dimensions, which is a highly rated mathematics curriculum worldwide. For literacy, CILA uses Amplify CKLA 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.

Amplify CKLA

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

Amplify CKLA 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 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 in elementary school and a 30% immersion model in middle school. 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.

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 C: 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-8 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 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 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 interviews, 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 D: 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 E: Physical, Intervention, Restraint and Seclusion
Policy**

To maintain a safe learning environment, trained 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. Such actions shall not be considered child abuse or corporal punishment if performed by trained employees 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. "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).
2. "Complaint" means a signed, written document alleging that there has been a misuse of the use of restraints or seclusion on a student.
3. "Corporal Punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a child. It does not include:
 - a. An amount of force that is reasonable and necessary to quell a disturbance that threatens physical injury to persons or damage to property, necessary for purposes of self-defense, or used to obtain possession of a weapon or other dangerous object within the control of a child; or
 - b. Physical pain or discomfort caused by athletic competition or other similar physical activity in which a child is voluntarily engaged.
4. "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.
5. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to cause such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property. However, if property damage might be involved, restraint or seclusion may only be used when the destruction of property could possibly result in bodily harm to the individual or another person.

6. "Parent" shall be as defined by 1 CCR 301-45.
7. "Positional Asphyxia" means an insufficient intake of oxygen as a result of a body position that interferes with one's ability to breathe.
8. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, and chemicals.
 - 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 for one minute or more. "Physical restraint" does not include:

- i. A physical intervention with a student or holding of a student in a position other than a prone position for less than one minute by a staff person for the protection of the student or others or to prevent or stop the destruction of property
 - ii. Brief holding of a student by one adult for the purpose of calming or comforting the student, not to include holding a student in a prone position;
 - 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 position" means a face-down position.
 - e. "Prone Restraint" means a restraint in which the individual who is being restrained is secured in a prone position.
- 9. "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. Such a time-out requires effective monitoring by staff.
- 10. "School Day" means any day or partial day that students are in attendance at the public education programs, agencies or services or sponsored events.

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 Physical Intervention

Corporal punishment shall not be administered to any student by any school employee.

Within the scope of their employment, trained school employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

- To quell a disturbance threatening physical injury to the student or others, or damage to property;
- For the purposes of self-defense; and
- To obtain possession of weapons or other dangerous objects within the control of the student.

Under no circumstance shall a student be physically held for more than one minute unless the provisions regarding restraint contained in this policy are followed.

D. Basis for Use of Restraint and Seclusion

Restraints and seclusion 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. Restraint or seclusion must not be used as a form of discipline or to gain compliance from a student.
4. School personnel shall:
 - a. Use restraints and seclusion only for the period of time necessary and using no more force than necessary; and
 - b. Prioritize the prevention of harm to the student.

E. Duties Related to the Use of Restraint and Seclusion – General Requirements

When restraints, including seclusion, 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 staff 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;
6. The student is reasonably monitored to ensure the student's physical safety; and
7. A school resource officer or a law enforcement officer acting in the officer's official capacity on school grounds, in a school vehicle, or at a school activity or sanctioned event shall not use handcuffs on any student, unless there is a danger to themselves or others or handcuffs are used during a custodial arrest that requires transport.

F. Proper Administration of Specific Restraints

1. Chemical Restraints shall not be used.
2. Mechanical restraints shall not be used, except:
 - a. When the student is openly displaying a deadly weapon;
 - b. When used by armed security officers or certified peace officers employed by the school who have received documented training in defensive tactics utilizing handcuffing procedures and restraint tactics utilizing prone holds and who have 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 must 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. Prone restraint shall not be used by the school except:
 - a. When the student is openly displaying a deadly weapon;
 - b. When used by armed security officers or certified peace officers employed by the school who have received documented training in defensive tactics utilizing handcuffing procedures and restraint tactics utilizing prone holds and who have made a referral to a law enforcement agency.
- 5. 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. To the extent possible under the specific circumstances, the space should be free of injurious items.
 - c. If the school uses a seclusion room, there must be at least one window for monitoring when the door is closed. If a window is not feasible, monitoring must be possible through a video camera. A student placed in a seclusion room must be continually monitored. The room must be a safe space free of injurious items. The seclusion room must not be a room that is used by school staff for storage, custodial, or office space.

G. Staff Training

- 1. The School shall ensure that staff utilizing restraint or seclusion are trained in accordance with 1 CCR 301-45.
- 2. Training shall include:
 - a. A continuum of prevention techniques; environmental management;
 - b. A continuum of de-escalation techniques;

- c. 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;
- d. Methods to explain the use of restraint or seclusion to the student who is to be restrained and to the student's family;
- e. Appropriate documentation and notification procedures, including monitoring and recording the time duration of a restraint or seclusion; and
- f. Retraining shall occur at a frequency of at least every two years.

H. Documentation, Notification and Individual Review Requirements

1. If there is a reasonable probability that restraint or seclusion 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 or seclusion procedures (including types of restraints) that might be used;
 - b. Specific circumstances in which restraint or seclusion 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. The required notification may occur at the meeting where the student's behavior plan or IEP is developed or reviewed.
3. The school will have procedures to require that the use of restraint or seclusion is documented in the record of the student that was restrained or secluded.
4. If any type of restraint or seclusion is used by any school employee, the employee must provide notice to their school or administration as soon as possible to ensure that the Parent is notified the same day as the use of the restraint or seclusion. The employee must submit a written report within one (1) school day to the school administration or Special Education Coordinator.
5. For any type of restraint on a student or for the use of seclusion, the school principal or designee (assistant principal, special education coordinator) shall verbally or in writing notify the Parent or Guardian as soon as possible but no later than the end of day that a restraint or seclusion was used. Additional

communication and documentation requirements are listed below depending on the duration of the restraint.

a. For a physical restraint on a student that lasts one minute or more but less than five minutes, a Parent or Guardian must be notified in writing on the day of the physical restraint in addition to a verbal notification. The written notice must include the date, the student's name, and the number of physical restraints that day that lasted one minute or more but less than five minutes. If there were multiple physical restraints on that day and one restraint lasted five minutes or more, the Parent shall be informed that they will receive a more detailed written report regarding the longer physical restraint(s) within five calendar days.

b. When an employee uses a restraint on a student that lasts five minutes or more, the school administration shall complete a written report regarding the incident. The school administration shall mail, fax, or email a written report of the incident to the Parent or Guardian of the student no more than five calendar days after the use of the restraint on the student. This applies to employees when they use any type of restraint. The written report must include:

- a. The antecedent to the student's behavior if known;
- b. A description of the incident;
- c. Efforts made to deescalate 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.

A copy of the written report on the use of restraint shall be placed in the student's confidential file.

6. When administration completes the written report, the administration or their designee should also conduct a review of the incident to assure that appropriate procedures were followed and to minimize the future use of restraint when possible. The review shall include, but is not limited to:

- a. Ensuring follow up communication with the student and the student's Parent or Guardian ;
- b. Considering whether there were alternative strategies that could have been used; and
- c. Recommending for adjustment of procedures, if appropriate.

If requested by the School or the student's Parent or Guardians, 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. Annual Review of the Use of Restraint

1. The School shall ensure that a formal review process is established for the appropriate use of restraint, shall conduct the review process at least annually, and shall document the results of the review process in an Annual Restraint Review Report. 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. Analyzing incident reports, including procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
 - b. Considering the training needs of staff;
 - c. Reviewing the staff to student ratios; and
 - d. Reviewing environmental conditions, including physical space, student seating arrangements and noise levels.
3. In a written Annual Restraint Review Report the school will:
 - a. Document the number of students restrained in a year and the total number of restraints in a year. For physical restraints, the report will include: 1) the total number of physical restraints lasting one or more but less than five minutes, 2) the total number of restraints lasting five minutes or more, 3) the number of students who experienced at least one restraint lasting from 1 to 4:59 minutes, and 4) the number of students who experienced at least one restraint lasting five minutes or more. The report will also include differentiated information for mechanical and prone restraints, if any, that were administered by law enforcement or school resource officers,
 - b. Track its own restraints.
 - c. Include an analysis of the data and records reviewed. Without revealing any confidential student data, the School may also include the context for when and why restraints may be necessary to protect students from self-harm or from harming other students or staff.

4. No later than June 30, 2024, and by June 30 thereafter, the school will submit the Annual Restraint Review Report from the annual review conducted to the Colorado Department of Education in accordance with 1 CCR 301-45-2.05(5). A member of the public can request any Annual Restraint Review Report by emailing cde_communications_office@cde.state.co.us.

J. Exceptions

The provisions of this policy shall not apply to Peace Officers who are acting in the scope of their employment or in accordance with Section 16-3-109, C.R.S. or to any public education agency while engaged in transporting a student from one facility to another facility or location when it is within the scope of the agency's powers and authority to effect such transportation

K. 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: September 19, 2024

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. 22-1-140 (corporal punishment prohibited – definition)

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)

Appendix F: Discipline and Suspension Policy

School Discipline Administration

Discipline practices will be administered in an equitable manner. Discipline consequences will be age-appropriate. The discipline process will address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

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.

1. Staff Training

Staff training will be provided to ensure that the disciplinary program is effective and that relevant policies and procedures are equitably applied.

2. Non-Discrimination

School staff responsible for implementing this policy shall do so without discrimination based on race, color, gender, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, marital status, pregnancy status, veteran status, disability, or participation in a discrimination investigation.

3. Students With Disabilities

Discipline for students with disabilities shall be in accordance with the student's individualized education plan (IEP), any behavior intervention plan, 504 plan, and applicable laws affording procedural safeguards to students with disabilities.

4. Student Conduct Subject to Disciplinary Action

Student conduct during either curricular or extracurricular activities in classrooms, in school buildings, on and off school grounds, or in school vehicles may be subject to disciplinary action, if such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel. A student is subject to conduct that occurs online if this conduct causes a disruption to the educational environment.

5. Distribution

CILA will post the policy on the school website, in an accessible format for parents and students and a printed copy will be available in the front office of the school. Copies of this policy and school rules will be made available, upon request, to each student and parent/guardian, and upon request, translated in a language that the parent/guardian can understand.

6. Other Disciplinary Interventions

In lieu of suspension or expulsion and in accordance with applicable law, the Principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary depending upon the facts and circumstances of an individual case. Such interventions shall be at the Principal's or designee's sole discretion and include but are not limited to detention, in-school suspension, counseling, participation in the school's restorative justice program or positive behavioral intervention (PBIS) program, completion of a functional behavior assessment and development of a behavior intervention plan, peer mediation, referral to a juvenile assessment center for counseling or other services, or other approaches to address the student's misconduct that do not involve out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system.

7. Procedure for Removal of Disruptive Students from Classroom

A student may be deemed a "habitually disruptive" student, if the student has caused a disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the school year.

A teacher may remove a disruptive student from his or her classroom to ensure the safety of other students in the classroom and to ensure the educational environment in the classroom.

The student and the parent or legal guardian shall be notified in writing of each disruption counted toward declaring the student as "habitually disruptive" and the student and parent or legal guardian shall be notified in writing and by

telephone or other means at the home or place of employment of the parent or legal guardian of the definition of “habitually disruptive student”.

A behavior plan may be developed after the first removal from class and shall be developed after the second removal from class. The plan will include a procedure for due process and if subsequent removals occur, the teacher or Principal will contact the parent or legal guardian as soon as possible. A meeting between the student, parent, teacher, and/or Principal will occur to discuss the behavior and best steps moving forward.

A student will only be removed from a teacher’s class for the remainder of the term of class if the Head of School or designee has developed and implemented a behavior plan for the student.

Note, this process is only for habitually disruptive students. If seclusion or restraint is used, the School will follow the restraint and seclusion policy.

8. Considerations

The following factors may be considered in determining appropriate disciplinary consequences for a student; including suspension and expulsion:

- a. The student’s age;
- b. The student’s disciplinary history;
- c. Similar disciplinary incidents;
- d. The student’s eligibility as a student with a disability;
- e. The seriousness of the violation committed by the student;
- f. The threat posed to any student or staff; and
- g. The likelihood that a lesser intervention would properly address the violation.

9. Grievances

Issues/concerns with student discipline shall be addressed via CILA’s Grievance Policy. Decisions on grievances can be appealed to the school board and thereafter to the CSI Executive Director.

Suspension and Expulsion

Grounds for suspension and expulsion – C.R.S. 22-33-106

1. Continued willful disobedience or open and persistent defiance of proper authority

2. Willful destruction or defacing of school property
3. Behavior on or off school property that is detrimental to the welfare or safety of other pupils or of school personnel, including behavior that creates a threat of physical harm to the child or to other children
 - a. **Note:** if a child who creates the threat is a child with a disability pursuant to section 22-20-103(5), the child may not be expelled if the actions creating the threat are a manifestation of the child's disability.
4. Declaration as a habitually disruptive student
 - a. "Habitually disruptive student" means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned three or more times during the course of a school year.
5. Committing one of the following offenses on school grounds, in a school vehicle, or at a school sanctioned event:
 - a. Possession of a dangerous weapon without the authorization of the school
 - b. The use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5); or
 - c. The commission of an act that, if committed by an adult, would be robbery pursuant to section 18-4-3, other than the commission of an act that would be third degree assault under section 18-3-204, if committed by an adult.
6. Repeated interference with a school's ability to provide education opportunities to other students
7. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property
8. Pursuant to section 22-12-105(3), making a false accusation of criminal activity against an employee of an educational entity to law enforcement authorities or school officials or personnel
9. Pursuant to 20 U.S.C. sec. 7961, a student who is determined to have brought a firearm to school, or to have possessed a firearm at a school, shall be expelled for a period of not less than one year; except that the superintendent of the student's principal may modify this requirement for a student on a case-by-case basis if such modification is in writing.

Suspension and Expulsion for Students in Grades Kindergarten Through Second Grade

Out-of-school suspensions and expulsions for students in grades kindergarten through second will be administered according to state statute (C.R.S. §22-33-106.1). Students in these grades may only be suspended up to three days—and for specific reasons cited in statute—unless a longer period is necessary to resolve a safety threat, or unless the student is recommended for expulsion.

Procedure for Suspension of 10 Days or Less

The Board of Directors has delegated to the Principal, Assistant Principal, and Dean of Students, more than five school days on the grounds stated in C.R.S. 22-33-106(1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106(1)(d) unless expulsion is mandatory under law.

The school will follow all applicable special education rules and regulations pertaining to student discipline, specifically suspensions. **In no case shall the period of suspension exceed 25 school days.** As a general rule, a suspension will be 10 days or less unless the matter poses a significant threat to the safety or wellbeing of other students or staff.

When the term “parent/guardian” is used, it refers to the parent/guardian of students under 18 years of age; if the student is 18 years or older, it refers to the student. All references to parent/guardian are intended to also include legal custodian.

Discipline Determination Meeting

Informal meetings are held for suspensions ten days or less and should be performed immediately. During an informal meeting:

- a. The student shall have an opportunity to explain his or her position regarding the incident constituting grounds for discipline;
- b. The student shall be given an opportunity to admit or deny the accusation; and
- c. In the event of contradictory facts, the school authorities should attempt to ascertain the facts before disciplinary action is taken.

At his or her discretion, the Principal or designee may go further in allowing the student to present witnesses or may themselves call the accuser or hold a more extensive meeting in order to make a proper decision on the contemplated action. The notice and informal meeting should precede removal of the student from school, with the exception of emergency suspension as defined in item 4 below. There need be no delay between the time notice is given and the time of the hearing.

Notice

The Principal or his/her designee shall immediately notify the student and parent/guardian of its decision to suspend. This notice must be provided as soon as the school decides to suspend. Such notice may be oral or in writing. If oral, such notice will be followed by written notice.

Contents of Notice

The notice shall contain the following basic information:

- a. A statement of what the student is accused of doing;
- b. A statement of the basis of the accusation. Specific names may be withheld if necessary;
- c. A statement of what school rules/policies the student is accused of violating;
- d. Period of suspension; and
- e. Time and place for the parent/guardian to meet with the school to review the suspension.

Emergency Suspension

If the student's presence in the school presents a potential safety risk or threat of imminent danger, notice and an informal hearing need not be given prior to removal from school. This will apply where a student's presence presents a continuing danger to persons or property or a significant ongoing threat of disrupting the academic process. Notice and informal hearing should follow the removal as soon thereafter as practical.

Removal from school grounds

A suspended student shall be required to leave the school building and the school grounds immediately following a determination by the parent/guardian and the Principal or designee of the best way to transfer custody of the student to the parent/guardian.

If the parent/guardian refuses to keep the student home and drops them off at school on days that the student should be suspended, the student will be placed in in-school suspension until the parent comes to pick the student up.

In the event that a parent/guardian refuses to pick up the student from school, the Principal or designee will have to reach out to law enforcement, as the student would be considered abandoned at that point by the parent/guardian.

Readmittance

No student will be readmitted to school until a meeting with the parent/guardian has taken place or until, in the opinion of the Principal or designee, the parent/guardian

has substantially agreed to review the suspension with the suspending authority. The meeting shall address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.

The Principal or designee shall make every reasonable effort to meet with the parent/guardian of the student during the period of suspension. However, if the Principal or designee cannot contact the parent/guardian or if the parent/guardian fails to appear for scheduled meetings, the suspending authority may readmit the student at their discretion, to complete the readmittance meeting. The Principal or designee shall not extend a period of suspension because of the failure of the Principal or designee to meet with the parent/guardian during the period of suspension.

Make-up work

Suspended students shall be provided an opportunity to make up schoolwork during the period of suspension so that the student is able to reintegrate into the educational program of the school following the period of suspension. Students will receive full or partial academic credit to the extent possible for makeup work which is completed satisfactorily. In determining whether to provide full or partial credit, pursuant to state law, the school will consider their goal which is to reintegrate the student back into the classroom and help prevent the student from dropping out.

Procedure for Extension of Suspensions

The Board of Directors may extend a suspension imposed by a Principal or designee for a period not to exceed 10 school days. The student and the student's parent/guardian will be given written notice of the extension.

Alternatively, the Board of Directors may delegate the authority to extend a suspension for 10 school days to its Principal, but the Principal shall only do so if necessary in order to present the matter at the next meeting of the Board. If it is determined that an additional suspension is warranted, the parent/guardian will be notified as soon as practical.

In no case shall the total period of suspension exceed 25 school days.

Procedure for Expulsion or Denial of Admission

The Board of Directors may delegate to the Principal the ability to deny admission pursuant to the denial of admission criteria listed in C.R.S. 22-33-106(2)-(3).

The Board of Directors may also delegate to the Principal the ability to expel a student pursuant to C.R.S. 22-33-106, for any period not extending beyond one year to the extent permitted by law.

In the event that the Principal or designee contemplates action denying admission to any student or prospective student or expelling any student, the following procedures shall be followed:

1. Notice

Prior to the date of the contemplated expulsion or denial of admission, the Principal or designee will provide written notice of such proposed action to the student and student's parent/guardian as soon as possible. Such notice may be delivered in person, by email, or by United States mail.

2. Contents of Notice

The notice will contain the following information:

- a. A statement of the reasons alleged for the contemplated denial of admission or expulsion;
- b. A statement that a hearing on the question of expulsion or denial of admission will be held;
- c. A statement of the date, time, and place of the hearing;
- d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present defending or clarifying information, and that the student may be accompanied and represented by a parent/guardian and an attorney;
- e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the manner.

3. Conduct of Hearing

The hearing will be conducted by a school hearing officer. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the Board of Directors but including in all events, the student, the parent/guardian and, the student's attorney. Witnesses that may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

Testimony and information may be presented under oath if requested by either party. However, technical rules of evidence will not be applicable, and the hearing officer may consider and give appropriate weight to such information or evidence deemed appropriate. The student or the student's representative may question individuals presenting information.

A sufficient record of proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting it.

The hearing officer will forward its findings to an Executive Officer designated by the Board of Directors who will make the final decision. The Executive Officer will render a decision no later than five school days after the hearing. The decision will be delivered to the student or the student's parent/guardian in the manner described above. The Executive Officer may establish reasonable conditions for readmission as well as the duration of the expulsion, which may not extend beyond one calendar year.

4. Appeal

The student or the student's parent/guardian will have the right to appeal the decision of the Executive Officer to CILA's Board of Directors.. The request to appeal must be in writing and submitted within 10 days of the Executive Officer's decision. The Board of Directors will set the matter for hearing at its next regular meeting.

The appeal will be considered in Executive Session and consist of a review of the facts which were presented and which were determined at the expulsion hearing conducted by the hearing officer, arguments relating to the decision, and questions of clarification from the Board of Directors. No additional facts or evidence may be presented except with approval from the Board of Directors.

Upon conclusion of the review, the Board of Directors may vote to affirm, reverse, or modify the Executive Officer's decision. The Board's decision will be communicated orally and entered in the minutes of the meeting. Upon written request, the Board of Director's decision will be reduced to writing for purposes of further judicial review pursuant to state law.

5. School's Responsibility for Educational Services

Upon expulsion of a student, school personnel will provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion. If the parent/guardian chooses to provide a home-based education program for the student, school personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent or guardian.

Upon request of the student or the student's parent, the school shall provide for any student who is expelled from the school, any educational services that are deemed appropriate for the student by the school. The educational services provided will be designed to enable the student to return to the school in which he or she was enrolled prior to expulsion.

If a student is expelled and is not receiving services through the school, the school will contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. School personnel need not contact the parent/guardian after the student is enrolled in another school or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

6. Students with Disabilities

If a student creates a threat that is detrimental to the welfare or safety of other pupils or of school personnel and that student has a disability, the child may not be expelled if the actions creating the threat are a manifestation of the child's disability.

However, the student will be removed from the classroom to an appropriate alternative setting within the school for a length of time that is consistent with federal law, during which time the school shall give priority to and arrange within ten days for a reexamination of the student's IEP and to amend as necessary. If the student is removed, the school is still responsible for ensuring access to special education services. School is still responsible for ensuring access to special education services per the student's IEP.

7. Readmittance

No student will be readmitted to school until after a meeting between the Principal or designee and the parent/guardian, except that if the Principal or designee cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the Principal or designee may readmit the student.

In accordance with state law, an expelled student shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. The expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion

program as a result of committing the offense for which the student was expelled;

b. There is an identifiable victim of the expelled student's offense; and

c. The offense for which the student was expelled does not constitute a crime against property.

If the school has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

Appendix G: Gang Policy

The board strives to create a safe, orderly, caring, and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors, or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absent acts of violence or crime, the existence of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

A. PROHIBITED BEHAVIOR

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, "gang-related activity" means (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student's gang membership or (2) any conduct engaged in by a student to perpetuate, proliferate, or display the existence of any identified gang. Conduct prohibited by this policy includes:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, or other items with the intent to convey membership or affiliation in a gang;
2. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;

3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang
 4. Requiring payment of protection or insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults, Threats, and Harassment);
 5. inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331); 6. soliciting others for gang membership;
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7. Committing any other illegal act or violation of school system policies concerning gang-related activity.

In addition, the Code of Student Conduct and all student handbooks (or similar materials distributed to parents and students in place of a student handbook) shall contain notice that...

1. Current information on gang-related activities is maintained in the main office at each school;
2. Information on gang-related activities is subject to change, and the principal should be consulted for updates and
3. Wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Code of Student Conduct and student handbook (or other similar materials) shall also provide the addresses of websites that contain additional information identifying gang signs, symbols, clothing, and other gang indicators. In providing this information for students and parents, the Board acknowledges that not all potential gang indicators connote actual membership in a gang.

B. CONSEQUENCES

Before receiving disciplinary consequences for violating one of the subsections above, as listed above, a student shall receive an individualized warning as to what item or conduct violates this policy and shall be permitted to change or remove any prohibited items immediately. A student may be disciplined only if he or she previously received notice that the specific item or conduct is prohibited. The Principal or designee shall

list in the Code of Student Conduct the consequences that may be imposed on a student for violations of these subsections. That the violation was gang-related shall be an aggravating factor when determining the appropriate consequences. Suppose a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence. In that case, the principal shall conduct an intervention involving the principal and/or assistant principal, the student, and the student's parent. Such intervention also may include the school resource officer and others as appropriate. An intervention aims to discuss school officials' observations and concerns and to offer the student and his or her parents information and an opportunity to ask questions or provide other information to the school officials. This policy shall be applied non-discriminately based on the objective characteristics of the student's conduct in light of the surrounding circumstances.

Appendix H: Internet Policy

It is the policy of CILA to:

- (a) prevent user access to its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications;
- (b) prevent unauthorized access and other unlawful online activity;
- (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and
- (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Internet Safety Policy

To the extent practical, steps shall be taken to promote the safety and security of users of the CILA online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the CILA staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet following this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Information Technology or designated representatives.

The Director of Information Technology or designated representatives will provide age-appropriate training for students using CILA Internet facilities. The training provided will be designed to promote the CILA commitment to:

- a. The standards and acceptable use of Internet services as outlined in the CILA's Internet Safety Policy;
- b. Student safety concerning:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student or guardian will acknowledge that he/she received the information, understands it, and will follow the provisions of the acceptable use policies.

Appendix I: Sex-based Harassment Policy

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

School's Commitment

The school is committed to maintaining a learning environment that is free from sex-based harassment. It is a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone that reports sex-based harassment or participates in a harassment investigation.

Sex-based Harassment Defined

Pursuant to Title IX of the Educational Amendments of 1972, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
3. Sexual assault, dating violence, domestic violence, or stalking.

Pursuant to state law, sex-based harassment means any unwelcome physical, verbal, pictorial, or visual conduct or communication directed at a student or group of students based on sex, sexual orientation, gender identity, or gender expression. To be considered sex-based harassment, the conduct or communication must be objectively offensive, and must meet one or multiple of the following:

1. A school employee conditioning education benefits, services, or opportunities on submission to the conduct or communication; (i.e., quid pro quo)
2. A school employee making educational decisions affecting the student based on submission to, objection to, or rejection of the conduct or communication; or

3. The conduct or communication unreasonably interferes with the student's access to their educational service or creates an intimidating, hostile, or offensive educational environment.

Reporting, Investigation, and Sanctions

Students are encouraged to report all incidents of sex-based harassment to either a teacher, counselor, or principal in their school building and file a complaint, through the school's complaint process addressing sex-based discrimination. All reports and indications from students, school employees, and third parties must be forwarded to the Title IX Coordinator.

The school will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sex-based harassment. If the school determines an act does not qualify as sex-based harassment under Title IX, it may still qualify as sex-based harassment under state law and school policy, in which case the school will continue the investigation in accordance with the appropriate procedures.

All matters involving sex-based harassment reports must remain confidential to the extent possible as long as doing so is in accordance with applicable law and policy and does not preclude the school from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sex-based harassment will not reflect upon the individual's status or affect grades.

The school will take appropriate corrective action to make the harassed student whole by restoring lost educational opportunities, prevent harassment from recurring, or prevent retaliation against anyone who reports sex-based harassment or participates in a harassment investigation. A formal report or finding of harassment will not be required before the school takes corrective action.

Notice and Training

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy and complaint procedures to all school schools and departments. All communications regarding this policy must be written in simple and age-appropriate language. The policy and complaint procedures must be referenced in student and employee handbooks, described in hard-copy notices posted at schools, and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and school employees will receive periodic training related to recognizing and preventing sex-based harassment. School employees must receive additional periodic training related to handling reports of sex-based harassment.

Investigation Procedures

The school is committed to maintaining a learning environment that is free from sex-based discrimination, including sex-based harassment. It is a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone that reports sex-based discrimination or harassment or participates in a harassment investigation.

Definitions

For purposes of this regulation, these terms have the following meanings:

- **“Complainant”** means an individual who is alleged to have been subjected to conduct that could constitute sex-based discrimination or sex-based harassment under Title IX.
- **“Decision Maker”** means an individual(s) who assesses the relevant evidence, including party and witness credibility, to decide if the school has met the burden of proof showing the respondent to be responsible for the alleged sex-based harassment. The school’s decision maker may be the head of school, another designated administrator, or a third party.
- **“Disciplinary Sanction”** means a consequence imposed by the school on a respondent who is found to have violated this policy. Sanctions are designed to remedy and prevent the recurrence of discrimination, harassment, and/or retaliation. Disciplinary sanctions may include: Loss of privileges, no-contact order, suspension, expulsion. This list is not exhaustive and other sanctions may be put in place, depending on the individual situation.
- **“Education Program or Activity”** means locations, events, or circumstances over which the school exercises substantial control, including disciplinary authority, over both the complainant and respondent and the context in which the sex-based harassment occurs.
- **“Respondent”** means an individual who has been reported to have violated the school’s prohibition on sex discrimination.

- **“Sex Discrimination”** is discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- **“Sex-based Harassment”** is a form of sex discrimination and includes sexual harassment and other harassment on the basis of sex that satisfies one or more of the following:
 1. Quid pro quo harassment. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
 2. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the education program or activity; or
 3. Specific offenses. Sexual assault, dating violence, domestic violence, or stalking.
- **“Supportive Measures”** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to the complainant or respondent to restore or preserve the party’s access to the education program/activity, including safety measures, or provide support during the grievance procedures, before or after the filing of a formal complaint or where no formal complaint has been filed. Possible supportive measures include: academic support, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual no-contact directives, leaves of absence, changes in work/school locations, access to identified trusted adults at school, increased monitoring of locations, safety planning and referral to outside agencies and supports.
- **“Remedies”** means measures provided, as appropriate, to a complainant or any other person the school identifies as having had their equal access to the school’s education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person’s access to the education program or activity after the school determines that sex discrimination occurred. Remedies may include: Counseling, updating policies, staff or student training, accommodations.
- **“Retaliation”** means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing under this policy.

- **“Title IX Coordinator”** means the employee designated by the school to coordinate its efforts to comply with Title IX responsibilities. The Title IX Coordinator will also objectively evaluate the credibility of parties and witnesses and synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each situation.
 - o The school's Title IX Coordinator is Shaunna Kimble (skimble@cilaschool.org).

Complaint Resolution Process

Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. Throughout the investigation, the school will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.

The school will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes. Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

No person can serve as a Title IX Coordinator or decisionmaker if they have a conflict or interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters. **As used in this regulation, the term “Title IX Coordinator” refers to the Title IX Coordinator or their alternate.**

The Title IX Coordinator must offer and coordinate supportive measures, as appropriate, for both the complainant and the respondent. A complainant may request modification of supportive measures if circumstances have changed materially, or they disagree with the school's decision to provide, deny, modify, or terminate supportive measures. Challenges of a school's decision must be submitted to the Title IX Coordinator within ten (10) days of the decision, and an impartial employee other than the Title IX Coordinator will review the challenge.

1. Making a complaint

A complainant, or a parent or guardian with the legal right to act on the complainant's behalf, may file a complaint with the Title IX Coordinator. Complaints are an oral or written request that objectively can be understood as a request for the school to investigate and make a determination about alleged discrimination. If a complaint is given to a school employee, the school employee will promptly forward all information regarding the complaint to the Title IX Coordinator. Complaints must be filed within 180 days of the event giving rise to the complaint or from the date the complainant could reasonably become aware of such occurrence. The complainant will receive assistance as needed in filing a complaint.

Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation, is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary sanctions.

2. Evaluation and Dismissal by Title IX Coordinator

Within five school days after a complaint is received, the Title IX Coordinator will determine if the alleged conduct occurred in the school's education program or activity. If the alleged conduct is not part of the education program or activity, the complaint must be dismissed under these procedures.

At any point throughout the investigation, the Title IX Coordinator may dismiss the complaint if the respondent cannot be identified or is not participating/employed in school programs or activities or the complainant voluntarily withdraws the complaint and the Title IX coordinator declines to initiate a complaint.

Upon dismissal, the Title IX Coordinator will promptly notify the complainant as to the basis of the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, the respondent will also be notified. Additionally, the school will provide both parties with an opportunity to appeal the dismissal. Dismissals may be appealed on one of the following bases, if it would change the outcome: new evidence, procedural irregularities, or a conflict of interest.

Allegations in a dismissed complaint may constitute discrimination or harassment, in which case the investigation will continue under the associated school policy. A dismissal does not prohibit the complainant from pursuing other remedies under state or federal law, nor does it prohibit the school from addressing the allegations in any manner the school deems appropriate.

If the dismissal is appealed, the school will: notify the parties of any appeal, including notice of the allegations if not already provided; implement appeal procedures equally for the parties; ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint; ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations; provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the school will offer supportive measures to the complainant and respondent, and take other prompt and effective steps to ensure that prohibited sex discrimination does not occur, including directing the parties to the school's Harassment and Discrimination Investigation Procedures Policy. [\[AS1\]](#)

3. Initial Meetings with the Parties

Following this determination, the Title IX Coordinator will begin the investigation in a reasonably prompt manner and take the following steps:

a. *Initial meeting with Reporting Party, if any, and Complainant:* The Title IX Coordinator will meet with the complainant to provide the information detailed in paragraph (c) below. If the complainant does not want to proceed with their complaint, the Title IX Coordinator may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.

b. *Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the Title IX Coordinator will meet with the respondent and, if this individual is a student, their parents/guardians in order to obtain a response to the complaint. At the initial meeting, the Title IX Coordinator will provide the respondent written notice as to the allegations against them and give the respondent a chance to respond to those allegations.

The Title IX Coordinator may meet with the respondent to advise them of the allegations even if the Title IX Coordinator determines, after meeting with the Complainant and any reporting party, that there is no merit to the allegations.

c. *Notice of Allegations.* At the initial meetings, the Title IX Coordinator will provide to both the complainant and respondent notice of the allegations, which includes the following information:

- i. Available supportive measures;
- ii. Copies of the school's Nondiscrimination Policy ;

- iii. Timeline for the investigation process and the school's legal obligations;
- iv. Information on the informal resolution process, if offered;
- v. Sufficient information regarding identities to allow parties to respond;
- vi. Retaliation is prohibited;
- vii. Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or a description of the evidence; and
- viii. Additional notice will be provided if the school decides to investigate additional allegations.

If the complainant or respondent is a student with a disability, the Title IX Coordinator must consult with the student's IEP/504 Plan Team to determine supportive measures and other actions that comply with the requirements of federal law.

4. Informal Resolution

When the Title IX Coordinator deems it appropriate, an informal resolution process may be instituted with an impartial facilitator who is not the Title IX Coordinator or decision maker. Informal resolution is not appropriate in all circumstances. It may only be used if both parties must agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution is not available in cases where a school employee is alleged to have sexually harassed a student.

Prior to initiating an informal resolution process, both parties must be provided written notice explaining the allegations, the requirements of the informal resolution process, that either party has the right to withdraw from the informal resolution process, that an agreement at the conclusion of the informal resolution process would prevent the parties from initiating grievance procedures arising from the same allegations; the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and what information the school will maintain and whether/how that information could be disclosed for use in the investigation, if informal resolution is not successful and the investigation resumes.

Generally, the informal resolution process should be completed within sixty school days from the parties' agreement to the process, unless good cause is shown.

5. Formal Complaint Grievance Process

If informal resolution is inappropriate, unavailable, or unsuccessful, the Title IX Coordinator or their qualified designee will investigate the complaint and provide a

report to the decision-maker, who will determine whether discrimination occurred. Any designee must be free of bias and able to act with independence. Either party may raise a concern regarding lack of qualification or bias by contacting the Title IX Coordinator.

The burden is on the school - not on the parties - to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The Title IX Coordinator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

a. *Collect Evidence:* The Title IX Coordinator will collect evidence, including, but not limited to: statements by any witness to the incident and any available physical or documentary evidence; evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct. Evidence may be collected by interviews with parties and witnesses, reviewing information, requesting written statements, or ways as appropriate.

During the investigation, the Title IX Coordinator will presume that the respondent is not responsible for the alleged sex discrimination until a determination is made (the "presumption of innocence" standard). The Title IX Coordinator may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. However, the Title IX Coordinator will protect the complainant from inappropriate questions and evidence about the complainant's prior sexual history and will not make credibility determinations based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the school to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- i. Evidence protected under legal privilege or provided to a confidential employee, unless waived voluntarily;
- ii. A party's or witness's records that are made or maintained by a recognized health professional or paraprofessional in connection with the provision or treatment, unless voluntary, written consent for use in the grievance procedures is obtained;

- iii. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless offered to prove someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment.
- b. *Report*: Within sixty calendar days of the receipt of the complaint, the Title IX Coordinator will issue a report to the decision maker. The Title IX Coordinator's report must be advisory and must not bind the decision maker to any particular course of action or remedial measure.
- c. *Determination*: The decision maker will determine whether discrimination or harassment occurred, by applying the preponderance of the evidence standard. In making the determination, the decision maker will consider the following:
 - i. The degree to which the conduct affected the complainant's ability to access the school's education program or activity;
 - ii. The type, frequency, and duration of the conduct;
 - iii. The parties' ages, roles within the school's education program or activity, previous interactions, and other relevant factors;
 - iv. Location and context of the conduct;
 - v. Other sex-based harassment in the school's education program or activity;
 - vi. Any other relevant considerations.

The decision maker will notify the parties in writing of the determination that sex discrimination occurred under Title IX including the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal.

6. Disciplinary Sanctions and Remedies

If there is a determination that sex discrimination occurred, the Title IX Coordinator will coordinate the provision and implementation of remedies to a complainant and other impacted individuals; coordinate any disciplinary sanctions and notify the complainant; and take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur.

Disciplinary sanctions will not be imposed until the grievance procedures are completed, and parties will not be disciplined under Title IX for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

7. Appeal

The investigation is closed after the decision maker issues a decision, unless either party appeals the decision within 10 days by making a written request to the decision maker detailing why the decision should be reconsidered.

Grounds for appeal will be limited in accordance with applicable law, to either a: procedural irregularity that affected the outcome of the matter; new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or the Title IX Coordinator or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the specific complainant or respondent that affected the outcome of the matter.

Both parties shall receive written notice of any appeal and both shall have the opportunity to submit written statements either in support of or challenging the written determination. The head of school or designee shall have up to ten (10) school days to arrange for and hold a meeting with each of the parties if the party so desires. Following the meeting, the head of school or designee shall have ten (10) school days to provide a written decision to the parties. Appeal decisions defer to the original decision, making changes to the determination only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so. The Head of school or designee may 1) affirm the written determination; 2) overturn the written determination, or 3) send the report back for additional investigation. The Head of school or designee's decision to affirm or overturn the report is final.

Notice and training

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of these procedures to all school schools and departments. The policy and complaint procedures must be prominently posted on the school's website, referenced in student and employee handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and school employees will receive periodic training related to recognizing and preventing sex-based harassment. School employees must receive additional periodic training related to handling reports of sex-based harassment. Title IX Coordinators, Decision Makers, Informal Resolution Facilitators, and other persons involved in the grievance procedures or with authority to modify or terminate supportive measures must receive additional periodic training specific to their role relating to handling reports of sex-based harassment as required by law.

The Title IX Coordinator must monitor the school for barriers to reporting information that may constitute sex discrimination under Title IX. Additionally, all employees who are not confidential employees must notify the Title IX Coordinator when the

employee has information about conduct that may reasonably constitute sex discrimination under Title IX.

Adopted: September 19, 2024

LEGAL REFS.:

20 U.S.C. §1681 *et seq.* (Title IX of the Education Amendments of 1972)

42 U.S.C. §2000e *et seq.* (Title VII of the Civil Rights Act of 1964)

C.R.S. 22-1-143 (definition of harassment or discrimination)

C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)

C.R.S. 24-34-301 *et seq.* (Colorado Civil Rights Division procedures)

C.R.S. 24-34-401 *et seq.* (discrimination or unfair employment practices)

C.R.S. 24-34-402(1.3)(a) (definition of "harass" in employment practices)