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# Parent/Student Handbook

Colorado Springs Charter Academy

2010/2011



2577 North Chelton Road

Colorado Springs, CO 80909

719-636-CSCA (2722)

719-636-2726 Fax

[www.cscharter.org](http://www.cscharter.org)

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## WELCOME

Welcome to Colorado Springs Charter Academy! The staff would like to welcome all new and returning families to CSCA for the 2009-2010 school year. We look forward to working with you as partners in creating an inviting and effective learning community. The school operates under the following founding ideas:

### *Vision*

We kindle enthusiasm to craft bold and effective citizen-scholars.

### *Mission*

Colorado Springs Charter Academy is love for community expressed in action. We are entrusted with dear purchase, to bind our students' days of innocence and joy with structure, content and character. To accomplish this, we cultivate the individual potential of all our students by:

- Providing academically rigorous, proven, content-rich educational programs;
- Developing incisive analytical skills and well-stocked minds;
- Fostering self-advocacy, passion, citizenship, and exemplary character;
- Holding individualized high expectations;
- Involving and welcoming parents and community members.

## SCHOOL PERSONNEL

### *Administration*

Head of School.....Thomas Schuck  
Academic Dean .....Debbie Dorsch  
Director of Operations .....Dave Ranals  
Administrative Executive Assistant.....Channa Dillie  
IT Coordinator .....Melissa Gallagher  
Office Assistant.....Pauline Jones  
Office Assistant.....Lee Serna

### *Classroom Instructors/Aides*

K (Full-Day).....Lorraine Trujillo / Margaret Herjezcki  
K (Half-Day).....Julie Headle/ Jan Wydra  
1<sup>st</sup> .....Mary Keith/Tracy White  
1<sup>st</sup> .....Megan Henderson/Lynda Kenyon  
2<sup>nd</sup> .....Allison Stamer/Zaneta Hadley  
2<sup>nd</sup> .....Samantha Wienke/Alexis Campbell  
2<sup>nd</sup> .....Amanda Livingston/  
3<sup>rd</sup> .....Ashley Groves/Nichole Shackleton  
3<sup>rd</sup> .....Tamara Baldwin/Shawna Lindemuth  
4<sup>th</sup> .....Desirae Goodwin/Margie Myers

4<sup>th</sup> ..... Ellen Harroun/Regina Davis  
 5<sup>th</sup> ..... Kristy Brogan/Danielle Weiss  
 5<sup>th</sup> ..... Sarah Dahlberg/Betsy Albers  
 6<sup>th</sup> ..... Kristina Kuyper/Susan Matarrese  
 6<sup>th</sup> ..... Delores Sorensen/Elise Mosher  
 7<sup>th</sup>(Grammar & Social Studies) ..... Rachel Stennett  
 7<sup>th</sup>(Science & Social Studies)..... Carah Barbarick  
 8<sup>th</sup>(Literature & Social Studies)..... Megan Evans  
 8<sup>th</sup>(Math & Social Studies) ..... Kristin Grieshaber  
 Middle School Aide ..... Donna Wagner

**Specials Instructors**

Art ..... Patty Oelschlager  
 Music..... Scott Olson  
 PE..... John Asp  
 Spanish..... Zuleika Sweetman  
 Special Education..... Vanessa Sandstrom  
 Title 1 ..... Leslie Riese

**SCHOOL CALENDAR**

Student/teacher contact days=180

4 <sup>th</sup> Independence Day	<b>JULY 2010</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<b>AUGUST 2010</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					11 <sup>th</sup> Saxon Testing (new 7/8 grade students) 13 <sup>th</sup> Open House 6-7 pm Ice Cream Social 16 <sup>th</sup> First Day of School (Noon Dismissal) 17 <sup>th</sup> First Full Day of School 19 <sup>th</sup> Parents Night @CSCA 6:00-7:30pm														
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1<sup>st</sup> Fall Break (No School)  
 11<sup>th</sup> Veterans Day (No School)  
 19<sup>th</sup> Progress Reports (2<sup>nd</sup> - 8<sup>th</sup> grade)  
 24<sup>th</sup> Thanksgiving Holiday (early dismissal at Noon)  
 25-26<sup>th</sup> Thanksgiving Holiday (No School)

NOVEMBER 2010						
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10<sup>th</sup> Progress Reports (2<sup>nd</sup> -8<sup>th</sup> grade)  
 21<sup>st</sup> Winter Break (early dismissal at Noon)  
 21<sup>st</sup> End of Second Quarter (40 days)  
 Dec. 22-Jan.3<sup>rd</sup> Winter Break (No School)

DECEMBER 2010						
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3<sup>rd</sup> Teacher in-Service (no students)  
 4<sup>th</sup> School Resumes  
 4<sup>th</sup> Third Quarter Begins  
 14<sup>th</sup> Report Cards (K-8 Sent Home)  
 15<sup>th</sup> CSCA Lottery  
 17<sup>th</sup> Martin Luther King Holiday (No School)

JANUARY 2011						
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23	24	25	26	27	28	29
30	31					

11<sup>th</sup> Progress Reports (1<sup>st</sup> - 8<sup>th</sup> grade)  
 21<sup>st</sup> Presidents Day (No School)  
 23-25<sup>th</sup> CSAP Testing Grade 3  
 25<sup>th</sup> Progress Reports (1<sup>st</sup> -8<sup>th</sup> grade)  
 25<sup>th</sup> Science Fair

FEBRUARY 2011						
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27	28					

Mar.1-Apr.8<sup>th</sup> CSAP Testing Grades 3-8  
 16<sup>th</sup> End Third Quarter (50 days)  
 17<sup>th</sup> Fourth Quarter Begins  
 21-25<sup>th</sup> Spring Break (No School)  
 28<sup>th</sup> School Resumes

MARCH 2011						
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27	28	29	30	31		

1<sup>st</sup> Report Cards (K-8 Sent Home)  
 15<sup>th</sup> Progress Reports (1<sup>st</sup> -8<sup>th</sup> grade)  
 29<sup>th</sup> Progress Reports (1<sup>st</sup> -8<sup>th</sup> grade)

APRIL 2011						
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24	25	26	27	28	29	30

13<sup>th</sup> Progress Reports (1<sup>st</sup> -8<sup>th</sup> grade)  
 23<sup>rd</sup> Graduation 7:00pm  
 27<sup>th</sup> Last day of school (Noon dismissal)  
 End of Fourth Quarter (45 days) (2 snow days built into calendar)  
 31<sup>st</sup> Snow day make-up (if necessary)

MAY 2011						
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29	30	31				

1<sup>st</sup> Last Day for teachers

JUNE 2011						
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26	27	28	29	30		

# ATTENDANCE

## *School Hours*

Student hours are:

	All Full-Day Grades	Half-Day K: Morning	Half-Day K: Afternoon
<b>Monday – Thursday</b>	7:55 AM – 3:15 PM	7:55 AM – 11:15 AM	12:00 PM – 3:15 PM
<b>Friday</b>	7:55 AM – 1:30 PM	7:55 AM – 10:30 AM	11:00 AM – 1:30 PM

Classes begin promptly at 8:00 AM. Students are to be in their seats ready to begin work at that time. We ask that all students arrive between 5 and 15 minutes before their scheduled start of class.

## *CSCA Attendance Policy*

The State of Colorado’s Compulsory Attendance Law, JH/JHB (7104), establishes the expectation that all children between the ages of seven and sixteen be registered and attending school. Excused absences are defined as those due to illness, both temporary and extended, those that occur when the student is in the custody of the court of law or its agencies, and those approved by the Head of School.

## *Philosophy*

In order for our students to succeed academically it is of the utmost importance that they regularly attend school. Frequent absences may lead to poor academic work and possible academic failure.

Developing a habit of regular and punctual attendance will help a student throughout his/her educational experience. Poor attendance is a major cause of poor grades and other problems as well as resulting in additional work for both the student and the teacher.

## *Parent Cooperation*

Colorado Springs Charter Academy requires cooperation from parents in the matter of school attendance and punctuality. Parents should:

- Ensure your child arrives and is picked up on time each day.
- Schedule routine medical and dental appointments after school hours when possible.
- Schedule family vacations during the school’s vacation days and notify the school prior to any planned absences.
- Inform the office of any absences.

## *Absences*

Students are required to be in school except in cases of emergency, illness, or religious observance. It is the parents’ and/or guardians’ responsibility to inform the school of an absence.

Parents must call the school office **before 8:30 a.m.** of the day of the absence **or it will be marked “Unexcused.”** School officials will notify parents/guardians of the absence.

### *Excused Absences*

The Head of School and/or his designee will grant excused absences with substantiated reason. The following will be considered:

- A student who is temporarily ill or injured or whose absence is approved by the Head of School on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature that cannot be taken care of outside of school hours.
- Requests for ongoing prearranged absences shall be considered on a case-by-case basis. To qualify, the student must agree to abide by an educational contract agreed upon by student, parent/guardian, teacher and the Head of School.
- A student who is absent for an extended time due to physical, mental or emotional disability.
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval of the administration.

The following may be considered an excused absence at the discretion of the Head of School:

- Serious illness or death in the family.
- Family emergencies or hardships.
- Religious observances when requested by parent or guardian.
- Absence required by a legal body or social agency.
- Family vacations. Although strongly discouraged, such excuses shall be prearranged with the Head of School **with no more than five days total per school year being granted as excused absences.** If a student has poor attendance or poor academic performance, the administration shall deny an excused absence for vacation purposes.

The administration may require suitable proof regarding the above exceptions, including a written excuse from a medical provider.

Unless otherwise exempted by the Head of School, students must be present at least 90% of school days. When a student reaches 9 total absences within a semester, or 4 within a month, a letter will be sent home to parents/guardians indicating that continued absences may materially affect the student's progress. When a student reaches 18 total absences, the Head of School will notify the parents in writing of the student's possible retention.

### *Unexcused Absences*

An excused absence is defined as one not covered by one of the preceding exceptions. Students who are suspended or dismissed shall be considered unexcused. If a student is absent and the parent does not notify the school through email or phone by 8:30 a.m. on the same day, this will constitute an unexcused absence. Each unexcused absence shall be entered into the student's record. The Head of School or designee shall notify the parents or guardians of the student orally or in writing.

Parents/guardians shall be required to furnish an explanation for student absenteeism either in writing or orally. Absences not explained within two days after returning to school shall be recorded as unexcused unless unusual or extenuating circumstances exist as determined by the Head of School.

In accordance with law, the Head of School may impose academic penalties that relate directly to academic time missed while unexcused. The school administration shall develop regulations to implement appropriate penalties. Students and parents or guardians may appeal to the Board for exceptions to this policy or the accompanying requirements imposed the Board and Head of School as conditions granting any exceptions.

### *Habitual Absenteeism*

If a student is absent from school or class four unexcused absences in one month or ten unexcused absences from class or school during a school year, the student may be considered habitually absent. If the student is deemed to be habitually absent, a meeting between Administration and the parents should be called to determine the direct facts and circumstances and to evaluate a course of action that would be in the best interest of the child's educational process. Additionally this evaluation would include, but not be limited to, a home visit by a Colorado Springs Charter Academy staff member. The parents should be notified of the meeting via registered mail (with a signed receipt). If the parents do not allow a visit or attend the meeting, CSCA Administration's decision shall be final unless overruled by the CSCA Board. A habitually absent student can be involuntarily withdrawn from the Colorado Springs Charter Academy by the Administration.

### *Tardiness*

Tardiness is defined as the appearance of a student after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents or guardians shall be notified of all penalties regarding tardiness. Parents and students share responsibility for being on time to school. If your student is tardy, it is necessary for you as a parent to come in to the office and sign the student in.

Excessive tardiness shall be referred to the administration for consideration as an attendance problem. **For the purpose of attendance, five tardies are equal to an unexcused absence.**

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter class. Teachers shall honor all passes presented in accordance with this policy.

Legal Refs: C.R.S. 22-33-101 *et seq.* (School Attendance Law of 1963)

### *Leaving School Early*

A parent or guardian MUST sign out students before leaving the school campus. If the student is going to leave with someone other than a parent or guardian, the parent must grant permission. Office personnel will request that the student report to the office once the parent has signed the student out for the day.

## *After-School Activities*

A student who was absent during a school day will not be allowed to participate in any after-school activities on that day.

## *Make-Up Work*

One day for each day that the student has been absent will be allowed for make-up work. It is the **student's** responsibility to find out what work was missed. Tests announced before the student's absence will be given the extended time only if arrangements have been made prior to a student returning. Credit for work missed during excused absences will be allowed when the required work has been satisfactorily completed within the time specified. No credit will be given for any student for any class or portion of a class during which time the student was absent without an acceptable excuse. Students with unexcused absences are responsible for work missed and are expected to make it up.

## STUDENT DROP-OFF AND PICK-UP

With the opening of our middle-school facility, CSCA now has two drop-off and pick-up zones. Students in grades 5-8 are to be dropped off and picked up in front of the middle school, using the driveway on the west of the main campus. Drop off and pick up for kindergarten through 4<sup>th</sup>-grade students continues to be in the lane in front of CSCA.

In both areas, please pull all the way forward before stopping. During drop-off and pick-up, parents may not leave their vehicles, and children must always get in or out on the right side of the car. In addition, please follow the one-way arrows, which are clearly marked on all driveways. Note that upon exiting from the middle school loop you may turn to the right only.

For families with two or more children at CSCA, please use the area designated for your **lowest-grade student**. During pick-up, have all older students gather with the youngest one.

Alternatively, you may park on any paved surface adjacent to the gymnasium to escort your children into or out of the school. There are also several new visitor parking spaces near the middle-school entrance. Note, however, that **THERE IS NO PARKING ON CHELTON ROAD**. Cars parked on Chelton Road will be towed at your expense.

## LUNCH

CSCA serves hot lunch every day in the cafeteria, according to the following schedule:

Grades K-2:	11:20 – 11:45
Grades 3-5:	11:50 – 12:15
Grades 6-8:	12:35 – 1:05

Menus, procedures, and payment processing instructions will be available at the beginning of the school year. Students may of course choose to bring a cold lunch to school on any given day. Microwave ovens are available in the cafeteria, and lunch volunteers can assist younger students with their operation.

## COMMUNICATIONS

We create an effective community only when everyone's issues are recognized and respected. To that end, CSCA encourages communication by as many means as possible, including all of the following.

### *School Visits*

The most direct means of communication is personal presence. Colorado Springs Charter Academy welcomes parents and visitors. However, all visitors, volunteers, and parents **must check in** at the school office before continuing on campus, and must wear a school lanyard and visitor's pass at all times.

### *Head of School Newsletter*

The Head of School sends home a newsletter bi-monthly or weekly depending on the need to get information out to the community. One such newsletter is sent home per family and is included in the youngest child's Friday folder. The Head of School newsletter is also posted on the CSCA web page ([www.cscharter.org](http://www.cscharter.org)).

### *Weekly Class Newsletter*

On each Friday every teacher in grades K-3 sends home a newsletter with each child along with a folder of the previous week's work. Teachers in grades 4-8 do this on a monthly basis, at the beginning of each month. The purpose of the newsletter is to communicate academic and social information regarding the classroom on a regular basis.

### *Report Cards*

Colorado Springs Charter Academy divides its school year into quarters, creating four separate grading periods. Upon conclusion of the fourth quarter a final grade will be issued for transcript purposes. Mandatory Parent/Teacher conferences will be held at the end of the first grading period, at which time report cards will be issued. Both parents are expected at these conferences if at all possible. At the end of the second, third, and fourth grading periods report cards will be sent home with students.

### *Teacher Conferences*

Formal parent/teacher conferences will be scheduled at the end of the first quarter, scheduled for October 27<sup>th</sup> and 28<sup>th</sup>. Arrangements for additional conferences may be made at any time with your child's teacher or specials teacher. We urge you to exercise this option should any concern or questions arise. Please send a note or email to set up a time for a phone or direct conference. Your child's teacher will respond promptly.

## *Official Posting Place for Communications*

Meeting times and agendas, community events, and school activities will be posted on a bulletin board near the front entrance and posted on the web site as well. All non-school-related meetings, events, and activities must be approved by the Head of School before posting and will be dated and removed at the end of a two-week period.

## *Suggestion Box*

A general-purpose suggestion box is mounted in the school lobby.

## *Email*

Email addresses for all staff and for the board are posted on CSCA website ([www.cscharter.org](http://www.cscharter.org)). Parents are encouraged to communicate with school personnel with any concerns or suggestions.

## *Social Media*

CSCA maintains a facebook page to promote communication and dialogue among our community—feel free to join the conversation. CSCA also sends weather updates and other announcements via its twitter feed (CSCharter) and to its listserv. Sign up for all of these at CSCA’s web page, under the “Community” link.

## *School Board Meetings*

The school’s Board of Directors meets on the third Tuesday of every month, with agendas and announcements posted in the school lobby and on the CSCA web page ([www.cscharter.org](http://www.cscharter.org)). These meetings are open to the public and include time for public comments. Meetings are at 6:30 unless posted otherwise on the school’s website.

## *Re-Enrollment*

In the spring of each year you will be required to inform the school of your interest in re-enrolling your children for the following year. Space for existing students is guaranteed for the following year, but you must fill out an intent to re-enroll form and a re-enrollment packet by May 6, 2011.

## *Contact Information*

Please notify the office of any changes of your child’s address, phone number, emergency number, or parent work numbers as soon as possible. It is vital that the office keep this information up to date.

## ACADEMICS

### *Core Knowledge*

For years, educators have identified skills that should be taught at each grade level, but content decisions have been left to individual classroom teachers. Thus, a vast disparity of topics is taught depending on the personal interests and expertise of a specific teacher. Curricula across schools and even within schools at the same grade level have been quite diverse.

The Core Knowledge Sequence was developed to provide students with a rich vocabulary and broad knowledge base on which future instruction can build, broaden, and deepen. The ultimate goal is to ensure that all children are given access to the same knowledge base that assures later educational success. Thus, the Core Knowledge Sequence provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year after year. This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.

Our academically oriented program is organized so that the entire class generally works as a single group on grade-level material with ability grouping occurring for language arts and mathematics. Emphasis is placed on the basic foundations necessary for an academically sound education: Reading (with emphasis on phonics), mathematics, English, grammar, geography, history, government, penmanship, spelling, fine arts, physical education, foreign language, and science. Homework will be assigned on a regular basis with the goal of strengthening and enriching daily work.

### *Homework*

Homework is part of our general academic expectations for our students. It prepares students for high school and college, and the work world to be faced upon graduation. It also helps develop a strong work ethic and personal organizational skills. Its immediate educational purpose is:

- to reinforce skills and concepts learned in class,
- to develop study skills and habits, and
- to inform parents of what is being taught in the classroom.

Homework assignments should be expected Monday through Friday of each week. They may be modified to accommodate the needs of your child. If your child consistently is not getting homework assignments finished in the allotted time, please contact your child's teacher. The goal is to reinforce, not burden, the student. Please remember that a middle-school child's homework requirements (both in content and length of time required) will look significantly different from an elementary child's homework requirements.

In addition to regular classroom assignments we would like each child to read, or be read to, at least three times a week—and preferably every day. We believe that becoming a competent reader is critical to becoming a good student, and is the first step to being able to explore the world. By making sure your child is reading at home, you are directly contributing to his or her education. By reading to your child and participating in this process as a parent, you encourage your child's growth and strengthen family ties. By reading in front of your children, you model good habits and

reinforce your expectations. For these reasons we request that you establish a “family reading time” at least three times a week.

The expected homework time allotment for each grade is as follows:

Kindergarten	10 minutes
Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
Grade 6	60 minutes
Grade 7	70 minutes
Grade 8	80 minutes

These are general allotted times and are subject to change depending upon the nature of a given assignment and the student’s personal organizational and study skills. Some days may require less time while others require more.

### *Late and Unlabeled Work*

Full credit will be given for homework, projects, or assignments turned in at any time on the due date. For each day late, up to three, ten points will be deducted from the overall grade of the paper. Assignments over three days late will receive a zero, but are still expected to be completed and turned in.

All homework, projects and assignments are to be completed in the student’s best **cursive** handwriting, including a heading appropriate for the student’s grade. Headings will include name, date, and subject. Students will be asked to highlight their name on their papers to ensure proper credit. If a student’s name is omitted from a paper, that assignment will be posted in the classroom for 24 hours, during which time it can be claimed and redeemed for full credit. After this time, the teacher will make a diligent effort to identify the student, but will deduct 15 points from the overall score for having to do so.

### *Student Organizers*

Organizational skills are so important to lifelong success that we have made them part of our curriculum. Daily assignment books are available for students in grades 2-8.

### *Grading Scale*

The grading scale for **Kindergarten** is as follows:

+	Outstanding
✓	Satisfactorily Progressing
-	In Progress
[no mark]	Not Yet Assessed

The grading scale for **first grade** is:

E	Exceeding
S	Satisfactory Progress
IP	In Progress
N	Needs Improvement

The grading scale is as follows for **all higher grades**:

A (90-100)	Exceptional Achievement
B (80-89)	Above Average Achievement
C (70-79)	Average Achievement
D (60-69)	Below Average Achievement
F (Below 60)	Unsatisfactory Achievement

### *Academic Content Weighting Scale*

Tests and large projects will comprise 75% of each student's grade. Large projects will always have grading rubrics. Homework, assignments, and quizzes will count for the remaining 25% of the student's grade.

### *Cheating*

Cheating is a clear violation of the spirit and practice of Colorado Springs Charter Academy, and is not tolerated. Individual consequences will be handled on a case-by-case basis.

### *Academic Awards (6-8th Grade)*

Colorado Springs Charter Academy encourages students to develop and maintain high academic standards. Special honor is given to students after each quarter's report card who have attained a GPA of 90% or above, with no grade being lower than an 85%.

Students who miss more than five days in a quarter will not be allowed to be on the Honor Roll unless they have a doctor's excuse for the extended absences, or extenuating circumstances, at the discretion of the Head of School. Any student caught cheating will automatically be ineligible for honors regardless of their grade point average.

## **DISCIPLINE**

### *Schoolwide Discipline Program*

Colorado Springs Charter Academy has implemented a school-wide discipline plan based on the Love and Logic Core Beliefs. The Love and Logic model incorporates discipline, responsibility, and academic achievement using research-driven solutions for creating responsible children. This plan mirrors the philosophy of Colorado Springs Charter Academy's "no excuses" core values.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in Colorado Springs Charter Academy.

- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
- Students will be guided and expected to solve their problems or the ones they create, without creating problems for anyone else.
- Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
- Misbehavior will be handled with natural or logical consequences, instead of punishment, whenever possible.
- Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
- Students are encouraged to request a “due process” hearing with the teacher whenever consequences appear to be unfair.
- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities. (Criminal activity includes, but is not limited to, bringing a weapon to school, threats of any type, sexual harassment, etc.).

Every classroom at Colorado Springs Charter Academy will have the same five rules:

- Treat me, as your teacher, with the same respect with which I treat you.
- Your actions may not cause a problem for anyone else.
- If you cause a problem, you will be asked to solve it.
- If you cannot solve the problem or choose not to, I will do something. What I do will depend upon the situation and the person involved.
- If I do something that appears to be unfair, whisper to me, “I’m not sure that’s fair,” and we will talk about it.

Consequences in lieu of punishment:

- will not be punitive, but will allow the student to experience the results of a poor choice, enabling him or her to make better choices
- will be designed to fit the problems of individual students, and they may be different, even when problems appear to be the same

## **Recovery Room**

Recovery room is not to be used as a punishment, but is used when a student becomes disruptive. Each alternative represents a place where a student can go temporarily with the goal of eliminating disruption.

- Another spot in the classroom
- In another classroom
- At school, which may include detention or in-school suspension
- At home, which may include out-of-school suspension

Love and Logic parenting materials are available in the library to be checked out by interested parents.

## *Hallway Rules*

Students are expected to be respectful to others at all times, including in the hallways. The rules for the hallway apply schoolwide and are the same at each grade level:

- Stay in line.
- Keep your hands and feet to yourself.
- No talking at anytime.
- Stay with the group.
- Stay on the right.
- Move quietly.

## *Cafeteria Rules*

- Lunchroom conversations should be quiet. Loud talking and shouting are not permitted.
- Please remain seated during lunch. If needed, you may ask permission to visit the restroom.
- Please do not throw trash on the floor. Pickup all trash around you when you are dismissed for recess.
- Please do not throw or play with your food in any manner.
- Please do not run in the cafeteria.
- Please do not line up for recess or exit the cafeteria until instructed by your lunch supervisor.

## *Playground Rules*

- All games should be played with a concern for others using the playground.
- The playground equipment is to be used properly. If there are questions in use, consult with a teacher or playground supervisor.
- Students will not play roughly, including such activities as tackling or wrestling.
- Shoes must be worn at all times.
- Students will show respect for others and follow instructions given by staff.
- Students must stay within the playground area
- Students may not climb the fence, retaining wall, or any playground equipment not specifically designed for climbing.
- Students must keep all balls and equipment inside of the fence.
- Students may not go out of fence into parking lot area for any reason.
- The whistle means to freeze! (No moving or talking.)
- Students are to stay out of the time-out area unless sent there by the playground supervisor.
- Grass areas are for soccer, football, and other field games. Students should kick or throw balls in these areas only.
- All equipment taken outside should be collected after every recess.
- Students will settle differences peacefully. The principle is: Stop/Think/Plan.

## *Distractions*

A student's attention should be on activities within the classroom, and not on external distractions. In this light, electronic games, music players, personal computers, trading cards, and the like, are not

permitted in school. Although cell phones are allowed on school grounds, they must be turned off and in a student's backpack during school hours.

### *Gum Chewing*

Gum chewing is not allowed on school grounds.

### *Textbooks*

All basic texts are on loan to students for their use during the school year, and so should be kept clean and handled carefully. **We require students to cover their textbooks.** Students who lose or damage a book will be fined for the full cost of a new book.

### *Lockers*

Each middle-school student will be assigned a locker. Lockers are subject to search by the Head of School or a student's teacher at any time. Students may not put locks on their lockers.

### *Detention Procedure*

After-school detention **may be** used with a student as a correctivedisciplinary measure in grades kindergarten through eighth. After-school detention will be at the discretion of the teacher/Head of School. The teacher issuing the detention will notify the student's parents/guardian. Detention must be served on the day assigned. The Head of School and/or his designee will supervise students who are detained after school.

## ADMINISTRATION OF MEDICINE

A school may administer medication to a child only if a parent or guardian has specifically requested such action and there is a reason to administer the medication when the child is at school. A written order from an individual who is licensed to prescribe medications must be on file in the school office in order to administer medication; the form for this is attached at the end of this handbook. Medication may be given legally only by trained school personnel that have participated in the required Medication Administration Training and to whom a registered nurse has delegated the task of medication administration. Neither the school nurse nor her designee is permitted to administer medication unless:

- The medication is in the original properly labeled container. If it is a prescription medicine, the student's name, name of drug, dosage, time for administering, and name of health care provider and current date must be printed on the pharmacy container.
- Written orders from the student's health care provider are on file in the school stating:
  - Student's name
  - Name of drug
  - Dosage
  - Purpose of the medication
  - Time of day medication is to be given

- Anticipated number of days it needs to be given
  - Possible side effect
- The parent/guardian provides written permission to the school to administer a prescription or over-the-counter medication.
  - School personnel keep an individual record of any medications administered by school personnel.
  - Medication is stored in a clean locked cabinet or container.

If your child must have medication of any type, including over-the-counter medicine (such as Tylenol or cough medicine) it must be in a new unopened bottle with all labels intact, accompanied by a doctor's note and your written instruction. By law a school is required to keep all lip balm for chapped lips in the office, as well. A parent can:

- Come to the school and give it to your child at the appropriate time.
- Discuss with your doctor an alternative schedule of medication so that it can be given outside of school hours.

In fairness to those giving the medications and in consideration of safety to your child, these policies must be followed strictly. We ask this not to make things difficult for you, but to insure the health and well being of all students.

## VOLUNTEERING

*“Families need to be involved in improving learning in the home and in every school across the nation if our children are to become more competent scholars and more successful and productive citizens.”*

—U.S. Department of Education

You do not need a teaching certificate to volunteer. You only need:

- A genuine interest in students
- A commitment to your volunteer activity
- Regular attendance
- A cooperative attitude
- Flexibility

### *Confidentiality*

Please keep information and impressions you have about students between yourself and the teacher. A misplaced comment can be devastating to a student, a family, and the volunteer program. If you do have questions or concerns, please talk with the appropriate teacher or the Head of School.

### *Identification*

For the safety of our children, we ask that you:

- Always report to the school office before you begin your day
- Sign in and out on the volunteer sign-in sheet
- Wear a Volunteer Name Badge when in the building

## *Volunteer Hours*

All parents/legal guardians of children at Colorado Springs Charter Academy are expected to volunteer as active, contributing members of the school community. Requiring that families participate in this manner accents the critical part a family plays in the child's education. Volunteering also helps parents experience the philosophy of the school in action.

The volunteer hour requirements are as follows:

- **Two parent family**—both parents in the same household: 40 hours per year;
- **Joint parenting family**—parents sharing responsibility for child's care but living in separate households: 20 hours each parent for a total of 40 hours per year;
- **Single parent family**—one parent solely responsible for child's care: 15 hours per year.

All families are required to sign a yearly volunteer contract, committing to these volunteering requirements. Any member of the child's extended family can work these hours, and all hours worked are to be logged in the CSCA volunteer logbook.

Families who do not complete their volunteer hours will lose sibling priority privileges and will not be eligible to vote in CSCA board elections. Families with incoming siblings must complete at least 60% of their required volunteer hours by March 1<sup>st</sup>, with the understanding that all hours need to be completed by June 30<sup>th</sup>. CSCA retains the right to publish in a quarterly volunteer-hour update all families who fail to complete their hours.

Any family with circumstances that prohibit their ability to perform their volunteer hours must meet with the CSCA Head of School to make alternative arrangements.

## *Volunteer Hours Off-Site*

Those who do clerical volunteer work or telephoning at home, or work outside of the building, should keep a written record of the hours of service. These hours should be posted in the Volunteer Log Book at the next available opportunity.

## *Attendance and Punctuality*

Reliability is expected because teachers and school staff plan for volunteer assistance. If you need to be absent, call the school the day before and ask that the teacher or the volunteer coordinator be told of your absence. If this is not a possibility, please inform the teacher as soon as possible regarding your absence.

Do not accept this responsibility lightly. Teachers will have planned for you; the students depend on you. Volunteer for only the time you can realistically expect to fulfill.

## *Dress Code*

Dress comfortably, but remember that you are a role model for our students.

## *Responsibilities*

Remember that you are in the classroom to help the teacher. Please be sensitive to the teacher's direction and wishes for the students. If you have suggestions about the classroom please discuss these with the teacher before or after school, but not while you are volunteering.

## *Siblings and Preschoolers*

In order to give your full attention to your volunteer time, and because we do not have daycare available, we ask you to not bring your young children to the school while you volunteer.

## *Enjoy the Students*

By giving of yourself, by sharing time, by caring—you are making a difference!

## *Field Trip Driver/Chaperone Guidelines*

- All drivers for field trips must provide insurance documentation showing coverage of \$100,000/\$300,000 (please provide to school office).
- All drivers for field trips must provide a copy of their driver's license (please provide to school office).
- All drivers for field trips must complete the forms entitled Driving Record and Questionnaire for CSCA Car Drivers and CSCA Application for Volunteer Drivers (please provide to school office).
- Siblings from other classrooms are not to attend another sibling's field trip. Please do not bring younger siblings on field trips. This can hinder the responsibilities of the driver/chaperone on the field trip.
- Please do not take side trips (for ice cream or to McDonald's, for example).
- Please do not smoke when children are present.
- Please keep the children for whom you are responsible in your sight at all times.
- Never allow children to go to the restroom or anywhere alone.
- We ask that you follow the map provided. In case of an accident or car trouble, you will be in the path of the other drivers.
- Please be sure to drive safely, abiding all traffic laws.
- Everyone must be in a seat belt.
- Please do not allow children to move around when the car is moving.
- Cell phone use is not allowed while driving.
- In case of an emergency, please dial 911 and then notify the school (636-2722) of the emergency.

## INCLEMENT WEATHER

All children should be sent to school with appropriate clothing for our frequent and sometimes drastic weather changes. Students will go out every day for recess unless the temperature drops to 20° or below, or in the case of severe weather. Our bias is always in favor of fresh air, exercise, and the opportunity to enjoy the beautiful Colorado outdoors.

### *Snow Day Policy*

Colorado Springs Charter Academy uses every available resource to help us with the decision to cancel school because of inclement weather or unsafe road conditions. We sincerely ask and urge parents to help with the decision as far as their own children are concerned. **If the parent's judgment is that it is too hazardous to send his or her child to school—the parent is encouraged keep the child at home. Students will not be penalized for such absences and will be given ample opportunity to make up missed assignments.**

### *Announcements*

In the case of bad weather, parents and staff should listen to local radio or television stations or check the CSCA web site ([www.cscharter.org](http://www.cscharter.org)). These locations will broadcast information about the delayed start of school, canceled school, or early dismissal of school due to bad weather. The Head of School will make every effort to make decisions regarding school delays by 6:00 AM.

Weather announcements will also be broadcast on CSCA's email listserv and via its twitter feeds. Subscribe to either of these at the *Community* page on CSCA's website.

### *Two-Hour Delayed Start*

If adverse weather conditions appear to be developing by 5:30 AM, the Head of School may delay the start of school for two hours. Should this happen, local stations will be informed by 6:00 AM that the starting time for CSCA will be delayed two hours.

Below is a listing of the stations that will be notified about a snow delay:

- KKTV TV – Channel 11
- KOAA TV – Channel 5
- KRDO TV – Channel 13
- KXRM TV – Channel 21
- KVOR Radio – 0740 AM
- KOA Radio – 0850 AM
- Klite Radio – 106.3 FM
- KRCC Radio – 91.5 FM
- KBIQ Radio – 102.7 FM

By 7:00 AM the decision will be made to either open school with a two-hour delay or to cancel the day. If the decision is to hold school, the two-hour delayed start will be honored and no additional radio announcements will be made. With that decision, all classes, including half-day kindergarten, will begin at 10:00 AM and end at the normal time. If the decision is to cancel school, local radio

stations will be informed by 7:00 AM. If a two-hour delay occurs on a Friday, morning kindergarten will be canceled for that day.

## *Severe Weather*

In the event of a thunderstorm with lightning in the near vicinity, children will be held inside the building until the weather subsides or their transportation has arrived at the end of the school day. If children are delayed more than a few minutes, they will be permitted to call home.

## **ANTI-BULLYING POLICY**

CSCA prohibits acts of harassment or bullying. CSCA has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

“Harassment or bullying” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cellphone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. These “characteristics” will be referred hereafter as these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function.

“Harassment” is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from CSCA's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Bullying” is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from CSCA's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,

- is based on a pupil's actual or perceived distinguishing characteristic(see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

CSCA expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

CSCA believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for CSCA and community property on the part of students, staff, and community members.

CSCA believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, CSCA prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The following factors, at a minimum, shall be given full consideration by the Head of School in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

### *Factors for Determining Consequences*

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

### *Factors for Determining Remedial Measures*

Personal:

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits

- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental:

- School culture
- School climate
- Student-staff relationships and staff behavior toward the student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

### *Examples of Consequences*

- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

### *Examples of Remedial Measures*

Personal:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Environmental (Classroom, School Building):

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Targeted use of monitors (e.g., hallway, cafeteria)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for involved staff
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to Family counseling
- Involvement of parent-teacher organizations
- Involvement of community-based organizations
- Peer support groups

CSCA requires the Head of School and/or the Head of School's designee to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Head of School or the Head of School's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

CSCA's board requires the Head of School and/or the Head of School's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Head of School and/or the Head of School's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

CSCA prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Head of School after consideration of the nature, severity, and circumstances of the act.

CSCA understands the harm that harassment or bullying can cause to a victim, and extends its full range of resources to mitigate those effects. Such efforts may include the reciprocal benefits of a bully's restitution and restoration, counseling, therapy, parent conferences, and other measures deemed in the student's best interest.

CSCA prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with school policies, procedures, and agreements.

CSCA requires the Head of School to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions. The Head of School shall develop an annual process for discussing the school policy on harassment and bullying with students and staff.

CSCA shall incorporate information regarding the policy against harassment or bullying into each school employee-training program and handbook.

## **FIREARM POLICY**

### ***Purpose***

It is the intent of Colorado Springs Charter Academy (CSCA) to provide a safe and secure environment for students, employees, and visitors by establishing preventative measures, holding perpetrators accountable, and providing assistance and support to victims. This policy specifically addresses the school's position on firearms and weapons to provide a safe working and learning environment for students, employees, and visitors at all school-owned or -controlled properties.

### ***Policy***

CSCA maintains a strict policy prohibiting firearms and weapons in the school community, including legal and authorized weapons. Use of any firearm, explosive, weapon, dangerous chemical, or biological agent on school property or at any school function is prohibited. Other prohibited items include, but are not limited to, swords, razors, nunchakus, hatchets, pellet or BB guns, knives,

paintball guns, and bows and arrows (collectively weapons). Furthermore, all firearms as defined in the *Gun-Free Schools Act*, Section 921(a) of title 18, United States Code, shall also be considered firearms for purposes of this policy.

Students, faculty, and staff are not allowed to carry and/or possess firearms or weapons at any time while in the school buildings or property, whether or not licensed to do so. School "property" includes, but is not limited to:

- Buildings
- Sidewalks or walkways
- Lawn areas
- Playgrounds
- Open or undeveloped lands

Students, volunteers, faculty, and staff are also prohibited from carrying and/or possessing weapons at any time while working or attending school or school-related events, whether or not on school property, including, but not limited to:

- Driving school vehicles at any time; and
- Driving privately owned vehicles used in the course of conducting school business or activities.

CSCA also prohibits school visitors from carrying and/or possessing weapons on school property or attending school events (field trips, sporting events, entertainment). Non-employees include, but are not limited to, vendors, visitors, customers, and potential customers of the school.

## *Procedure*

All individuals are encouraged to be alert to the possibility of violence on the part of employees, former employees, students, visitors, and strangers. Employees and students shall place safety as their highest concern and report all acts of violence, threats of violence and possible dangers. It is the responsibility of every administrator, student, and staff member to take any threat or violent act seriously and report acts of violence and threats to the appropriate authorities as set forth in this policy. Reports of any suspected violation of this policy should be made immediately to any one or more of the following:

- Office (719-636-2722)
- Head of School
- Administrators
- Teacher
- Staff member
- School Official
- Local Law Enforcement (911)

Any such individual who is reported or discovered to be in possession of a firearm or weapon will be asked to remove it or turn it over immediately. Failure to comply will result in disciplinary actions and/or arrest as described in the "Consequences" section, below.

## *Authorized Exceptions*

The following are authorized exceptions to this policy:

- Visitors who are required to carry a weapon in the scope of their employment would be exceptions to this policy. For example, law enforcement officers are exempt from this policy.
- Employees, students, staff, and volunteers may and use appropriate tools, such as saws, knives, and other such implements necessary for the performance of their job duties or schoolwork.
- Contractors or workers hired by the school to perform a job that requires the use of saws, knives, or equipment that may be seen as a weapon or used as such to cause harm to another individual.

The Head of School must approve all other exceptions.

## *Support*

Colorado Springs Charter Academy shall make every effort to provide a campus and workplace that is free of violence, and to protect and support victims and those threatened or exposed to acts or threats by offering security measures and appropriate resources for providing support and assistance.

## *Consequences*

Any student who is determined to have brought a firearm to school, or to have possessed a firearm at school, shall be expelled for not less than one year. The Executive Director of the Charter School Institute may modify the length/term of the expulsion on a case-by-case basis if such modification is in writing. Any student who brings a firearm or weapon to school will be referred to the appropriate criminal justice or juvenile delinquency system. A record will be kept of all firearm expulsions, including a description of circumstances that, at a minimum, includes: the number of students expelled, the type of firearms concerned, how many expulsions were modified, how many were IDEA students, and how many were referred to “alternative placements.”

Violation of this policy by non-students shall be grounds for disciplinary actions to include but not be limited to termination and prosecution under the law. The school will not tolerate retaliation against any student, employee, or visitor who reports a suspected violation of this policy.

# **ATHLETIC CODE OF CONDUCT**

## *Purpose*

We are committed to the ideals of good sportsmanship and fair play in competition. These expectations are to be followed by our athletes, coaches, parents, fans, booster club, and officials.

## *Value and Philosophy of Athletics for CSCA Students*

Research shows that students who participate in sports/extra-curricular activities programs tend to have higher grade point averages, better attendance records, lower drop out rates and fewer

discipline problems than other students. In addition the sports programs provide valuable lessons for many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Students will learn self-discipline, practice time management, build self-confidence, and develop skills to handle competitive situations. Athletics also provides an avenue for students to meet their physical development needs and helps promote an attitude of lifelong fitness.

It is a privilege to represent CSCA in athletic competition. It is the school's goal to make our students aware of the responsibilities that come along with be a representative for our school. Our coaches will support the schools commitment to character education. Coaches will capitalize on teaching moments and integrate character education through their example and verbal reinforcement of acceptable traits.

### ***Expectations of Parents and Fans***

It is our intent for the athletic programs at CSCA to conduct all events with an emphasis on good sportsmanship, meaning that we abide by the following:

- Realize that the privilege to observe a contest and support activities is not a license to verbally assault others (including coaches, players, officials, and the opposing teams) or to be generally obnoxious.
- Respect the decisions made by contest officials.
- Be an outstanding role model for our athletes by positively supporting teams in every manner possible.
- Avoid the use of profane or obnoxious language and behavior.
- Accept both victory and defeat with pride and compassion.
- Contact the coach not before or during games, but instead outside of that setting—by email, appointment or phone.
- Attempt to understand and be informed of the playing rules.
- Respect the judgment and strategy of the coach and not criticize players or coaches for loss of a game.

Officials and school staff reserve the right to eject any spectators whose conduct is detrimental to good sportsmanship. Misbehavior at sporting events may lead to prosecution or school disciplinary action.

### ***Tips for Parents to Help Athletes Succeed in Athletic Programs***

We are completely aware that the success of your child comes from the continued support you give him or her. These tips are endorsed by the Colorado Athletic Directors' Association.

- Make sure your son/daughter know that, win or lose, you love them, appreciate their efforts, and are not disappointed in them. Be the person in their life that they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, his or her competitive attitude, and his or her actual skill level.
- Be helpful, but don't coach your child on the court or field. Leave that to your child's coach.

- Teach them to enjoy the thrill of competition, to be “out there trying,” to be working to improve their skills and attitudes. Help them to develop the feel for competing, for trying hard, and having fun.
- Try not to re-live your athletic life through your child in a way that creates pressure.
- Don’t compete with the coach—it is tough enough to be a parent.
- Don’t compare the skill, courage, or attitudes of your child with other members of the team.
- Attend parent-coaches gatherings so that you can become acquainted with the coach and understand his or her philosophies and expectations.
- Always remember that children tend to exaggerate both when praised and when criticized. Temper your reactions and investigate before overreacting.

### *Expectations of Coaches*

- Always set a good example for participants and fans to follow, exemplifying the highest moral standards. Treat your own players with respect and fairness.
- Attend all practices, arrive on time, and give adequate notice if practice is to be cancelled.
- Provide a calendar of practice times and game sites.
- Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship the number one priority.
- Inspire in athletes the love for the game and the desire to compete fairly.
- Respect the judgment of contest officials, abide by rules of the event, and display no behavior that could excite fans.
- Treat opposing coaches, participants, and fans with respect. Shake hands with officials and opposing coaches in public.
- Develop and enforce penalties for participants who do not abide by sportsmanship standards.

### *Expectations of Team Members*

- Live up to the high standards of sportsmanship established by the program.
- Accept seriously the responsibility and privilege of representing the school and community; display positive public action at all times.
- Cooperate with officials, coaches, and fellow participants to conduct a fair contest.
- Treat opponents with respect.
- Respect the judgment of contest officials; abide by rules of the contest without facial expressions, gestures, or argument.
- Play hard, but play within the rules.
- Win without boasting, lose without excuses, and never quit.
- Communicate to their coach any schedule conflicts prior to that day.
- Attend all practices, arrive on time, and be prepared. Have proper equipment at all practices and games. If circumstances arise where the student cannot attend practice the coach must be notified immediately.
- Meet all eligibility requirements.

### *Eligibility Requirements*

Participation in after school activities is a privilege, and not a right. Students wishing to participate are required to meet standards of personal behavior and academic performance, which are related to

school purposes. For a student to participate on any athletic team, he or she must meet the following conditions:

- Student must be in grades 4, 5, 6, 7, or 8 and enrolled at CSCA.
- The student is, in the judgment of the Head of School, a representative of the school's ideals in matters of citizenship, conduct, and sportsmanship.
- Academic eligibility requires that a student has no less than a C average in any class/subject area. Academic eligibility shall be determined by a check of the student's grades every week from the beginning of the grading period for each class, to the close of the season they are participating in. Students who are ineligible will not be allowed to practice or play in games.
- Students must be present at school for at least 4 hours in order to participate in practice or games that evening.
- Students must have all forms turned in on or by the first day of practice. Students who do not have them turned in will not be allowed to participate until they do.

### *General Guidelines*

CSCA encourages total participation for all interested students and therefore supports a no-cut policy. No student will be discriminated based on race, religion, gender, or economic status.

Coaches are required to play each participant in every contest as long as they meet the eligibility and conduct requirements, attend practices, and show commitment to the team and sport. Coaches may also take into consideration any injuries that may affect performance.

Any student dropping out of a sport must conduct him/herself in a responsible manner. First, the student must make the reasons known to the coach. Secondly, the athlete must return all equipment and clear all financial responsibility with the school. If equipment is lost or not turned in, the athlete will be charged for the replacement of the equipment.

### *Misconduct Penalties*

- If students violate any of the expectations/rules they may be suspended from practices, games or dismissed from the team. Length is to be determined based on the offense by the coach, athletic director, and head of school.
- Athletes who are suspended from school for any reason may not practice or compete during the period of suspension.
- Any player who has been ejected from a match or game shall be disqualified for the remainder of that match or game. In addition, the player shall be ineligible for the next regularly scheduled contest.
- A team member leaving the bench area when a fight occurs during a game will be ejected and serve a one-game suspension.
- Any player ejected from a second match or game during the same season shall be ineligible for the next two contests.
- Any player ejected from a third contest during the same season shall be dismissed from the team.
- A coach, athletic director, or the Head of School are obligated to dismiss a participant from a game or practice if they feel the students' conduct is not appropriate.

## **UNIFORM POLICY**

The school uniform policy was distributed in enrollment packets over summer, and is also available online at CSCA's website. Additional copies are available at the front desk.

# FORMS

# Excused Absence Request Form

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

To: Mr. Schuck and \_\_\_\_\_(Teacher's name)

From: \_\_\_\_\_(Parent's name)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

*Please refrain from taking your child from school during CSAP testing time.*

I request permission for my child to be absent from school on the following day(s), (not to exceed 5 days) \_\_\_\_\_, for the following reason:

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I understand this is a request and the Head of School may decline my request of an excused absence from school. I also understand that this form must be approved before the student's absence will be considered excused. I further understand the academic penalties will apply if the absence is 'unexcused'.

By making this request, I agree to discuss with my child's teacher/s prior to the absence about how and when to complete all the assignments and/or tests that will be missed during the absence.

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(Parent's Signature)

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(Student's Signature)

**\*\*\*Please allow five (5) school days for approval.\*\*\***

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For office use only:

**Approved.** The absence(s) on the following date(s) is/are excused: \_\_\_\_\_

Absences beyond those approved dates are unexcused.

**Unapproved** \_\_\_\_\_



# Physician's Authorization

—for the administration of medication by school personnel at Colorado Springs Charter Academy

Students required to take medication(s) prescribed by a physician during regular school days may be assisted by the school nurse or other designated school personnel. Medications are administered only if the school receives specific written instruction from such physician and the parents or guardian of the student.

## AUTHORIZATION TO ASSIST IN ADMINISTRATION OF MEDICATION

The medication being requested below may be administered by the designated school personnel.

Student \_\_\_\_\_ Grade \_\_\_\_\_ Classroom \_\_\_\_\_

Medication is given for what diagnosis/condition? \_\_\_\_\_

Medication \_\_\_\_\_ Dosage \_\_\_\_\_

Route \_\_\_\_\_ Time of day to be given at school \_\_\_\_\_

Anticipated length of time to be given at school \_\_\_\_\_

Purpose of medication \_\_\_\_\_

Possible side effects \_\_\_\_\_

Doctor, for asthma inhalers only: This student may or may not carry their own inhaler.

Physician  
signature/Stamp \_\_\_\_\_ Date \_\_\_\_\_

## PARENT REQUEST THAT SCHOOL ADMINISTER MEDICATION

I request that medication be administered to my child by the designated member of the school staff in accordance with the instructions on the Physician's authorization. Please give my child their medication at \_\_\_\_\_  
(what time, with food, before PE, special instructions, etc)

I understand that it is my responsibility to furnish this medication in a pharmacy-labeled container indicating: child's name, name of drug, dosage, and instructions for administration.

I will notify the school immediately if the medication is to be changed or terminated or if we change physicians.

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by the school nurse or other designee employed by the CSCA, the undersigned parent or guardian hereby agrees to release CSCA and its personnel from any legal claim which they now have or may hereafter have arising out of side effects or other medical consequences of the medication.

I hereby give my permission for \_\_\_\_\_  
(name of student)  
to take the above named prescription at school as ordered.

Date \_\_\_\_\_ Parent Signature \_\_\_\_\_

My child is enrolled in: Medicaid \_\_\_ CHP+ \_\_\_ Insurance \_\_\_ No insurance \_\_\_

I would like information about CHP+/Medicaid: Yes \_\_\_ No \_\_\_



## Statement of Acknowledgment

This is to acknowledge that I have read the Colorado Springs Charter Academy Parent/Student handbook. I understand that it contains important information about the school's policies, calendar, and discipline programs, as well as other critical information. I further understand that effective school operation depends on its community operating within shared rules and guidelines.

I also acknowledge that I have explained to my student(s) the relevant information within the Discipline, Homework, and Uniform sections of this handbook.

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Parent's Name *(please print)*

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Student's Name

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Parent's Signature

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Date