

STONE CREEK CHARTER SCHOOL GOVERNANCE MANUAL

Adopted by the SCCS Board of Directors August 20, 2008
Sections Added and Revised as noted through
February, 2011

VISION

To be the preeminent school of choice educating all children of the community to be great citizens who excel in academics, arts, music, foreign language, technology, physical education and character development.

(Revised 9/2/2009, Resolution 2009, Number 17)

SCCS MISSION STATEMENT

Provide student education and individual development in a safe environment that is rigorous, culturally diverse, sequenced and research based so that students achieve academic excellence and become self-motivated, competent and lifelong learners.

(Revised 9/7/2010, Resolution 2010, Number 6)

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Section 01: INTRODUCTION

Stone Creek Charter School ("SCCS") is a public charter school operating under the laws of the State of Colorado. The following policies apply to SCCS. The policies do not create liability. Failure to enforce a policy(s) is not a waiver of the policy(s).

Parents and students should refer to the SCCS Parent/Student Handbook for current operating procedures and requirements pertaining to these Policies.

Section 02: NON-DISCRIMINATION/HARASSMENT

1. Commitment. SCCS is committed to a policy of nondiscrimination/harassment in relation to race or color, sex, religion or creed, national origin, marital status, sexual orientation and disability. SCCS policies, programs and activities should foster a climate of inclusiveness in which all individuals have the opportunity to participate, to be heard, and to be acknowledged for their dignity and worth and for their unique role in the pluralistic nature of our school community. Students and staff who feel safe and welcome are more likely to perform more effectively.

2. Publication of Policy. The Principal, or their designee, shall notify students, parents of students, sources of referral of applicants for employment, applicants for employment and employees, that SCCS does not discriminate in relation to race or color, sex, religion or creed, national origin, marital status, sexual orientation and disability in school educational programs or activities, or in employment decisions.

3. General Information. The purpose of this nondiscrimination/harassment policy is to prevent conduct or communication that is directed at a person's particular characteristics as defined in **paragraph 5.0**, and that is likely to substantially disrupt the educational environment or interfere with the rights of others. Nothing in this policy shall be construed to prohibit discipline of a student or staff member for conduct which, although it does not rise to the level of harassment as defined here, otherwise violates one or more of SCCS's policies.

4. Objectives

- a.** To promote the rights and responsibilities to all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
- b.** To focus on education about and publication of policies of nondiscrimination so that all personnel, students and community members are in a position to promote and contribute to a positive climate of inclusiveness.
- c.** To carefully consider, in all decisions made which affect SCCS, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
- d.** To implement recruitment, compensation, fringe benefits, job classification, in-service, promotion, termination and grievance

procedures which promote the focus of inclusiveness and prevent discrimination in any area of employment.

e. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.

5. Definitions – any person found to be in violation of this policy is subject to discipline, including, but not limited to, reprimand, probation, demotion, suspension, expulsion, termination, or cessation of business.

a. "Staff member" means all teachers, student teachers, para-educators, support staff, administrators, bus drivers, custodians, nutrition services workers, coaches, contractors, and other agents of the school, whether employed by the school or by a contractor or subcontractor of the school, or acting in a volunteer capacity.

b. "Harassment" includes, but is not limited to unwelcome verbal, written or physical conduct based on a student's or staff member's actual or perceived race, religion, creed, color, national origin, marital status, sex, sexual orientation or disability which has the effect of substantially undermining or detracting from, or interfering with, the victim's educational or work performance or access to SCCS resources and activities, or creating a hostile, offensive or intimidating school environment. Such conduct can include, but is not limited to, derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, or the display or circulation of written materials or pictures when such conduct creates a hostile, offensive or intimidating school environment or substantially undermines or detracts from, or interferes with, the victim's educational or work performance or access to SCCS resources and activities.

c. "Racial harassment" includes, but is not limited to, unwelcome verbal, written or physical conduct, directed at a person's race or color, such as, racial slurs, taunts, or insults when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational or work performance or access to SCCS resources and activities.

d. "Sexual harassment" includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress, or a staff member's work environment or employment; or
2. Submission to or rejection of such conduct by an individual is used as a component of the basis for decisions affecting that individual; or
3. The conduct has the effect of substantially undermining and detracting from, or interfering with, a student's or staff member's educational or work performance or access to SCCS's resources and activities, or creating an intimidating, hostile or offensive environment. Sexual harassment can include, but is not limited to, unwelcome verbal, or physical conduct of a sexual nature, such as sexual gossip or personal comments of a sexual nature, sexually suggestive language, sexual jokes, comments or anecdotes, offensive touching, pinching or grabbing, or restraining someone's movement when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational or job performance or access to SCCS's resources and activities.

e. "Religious or creed harassment" includes, but is not limited to, unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion or creed, such as religious slurs, taunts or insults when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational or job performance or access to SCCS's resources and activities.

f. "National origin harassment" includes, but is not limited to, unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin, such as ethnic slurs, insults or taunts when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational or job performance or access to SCCS's resources and activities.

g. "Marital status harassment" includes, but is not limited to, unwelcome verbal, written or physical conduct, directed at the characteristics of a person's marital status, such as taunts, insults or slurs regarding pregnancy or the status of being an unwed mother or father when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's

educational or job performance or access to SCCS's resources and activities.

h. "Sexual orientation harassment" includes, but is not limited to, unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation, such as ridicule, taunts, insults or slurs when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational or job performance or access to SCCS's resources and activities.

i. "Disability Harassment" includes, but is not limited to, unwelcome verbal, or physical condition, such as intimidation, ridicule or insults based on the manner of written or physical conduct, directed at the characteristics of a person's disabling mental condition, speech or movement, cognitive ability, receipt of educational services outside the general education environment, or other manifestation of a person's disability when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational or job performance or access to SCCS's resources and activities.

6. Reporting (student). Any student who believes that she/he has been harassed by a person subject to this policy, or who witnesses conduct that she/he believes might constitute harassment, shall report the conduct to a person designated under this policy as a principal or designee or department head or designee. An employee who witnesses conduct or who receives a report that she/he believes might constitute harassment under this policy shall report the conduct to a principal or designee, department head or designee. A complaint or report may be made either orally or in writing.

7. Reporting (staff members). Procedures for staff members to report alleged violations of this policy are included in The SCCS Employee Handbook.

8. Consequences:

a. The Principal shall take appropriate action, beginning with initiation of an investigation. Consequences may include, but are not limited to, disciplinary action where warranted, in all cases where the investigating official concludes that this policy has been violated. Any person who is determined to have

violated this policy may be subject to consequences including but not limited to, warning, exclusion, suspension, expulsion, transfer, remediation, termination or discharge. Action taken for violation of this policy shall be consistent with the requirements of any applicable state and federal law and SCCS policy. Depending on age and circumstances, educational interventions, rather than, or in addition to, discipline shall be appropriate.

b. SCCS will provide recommendations and interventions for the victim (e.g. counseling, etc.) as appropriate.

9. Engaging in Retaliation or Making a False Report:

- a.** It shall be a violation of this policy for any person to retaliate against a person who alleges harassment or who testifies, assists or participates in an investigation, proceeding or hearing relating to harassment allegations. Violation of this anti-retaliation provision may exist regardless of whether the underlying complaint of harassment is substantiated.
- b.** Retaliation may take the form of intimidation, reprisal or harassment, and shall be subject to the reporting, investigation, and enforcement procedures set forth in this policy.
- c.** Any person who knowingly makes a false report of harassment shall be subject to disciplinary action in accord with SCCS Policies.

10. Mandatory Response to Report:

- a.** Any staff member who witnesses conduct, or otherwise has reasonable cause to believe that conduct which, either as a single incident or if continued or repeated, could constitute harassment, has the duty to take action, including reporting to the Principal or designee, or department head or designee to stop the conduct. Administrators have the duty to take those actions reasonable and necessary to prevent the conduct in the future. When a student reports such conduct to a staff member, the person to whom the conduct is reported shall refer the report to the Principal for informal or formal resolution in accord with the procedures related to this policy.
- b.** In the event the staff member is unable to take appropriate and prompt action after witnessing or receiving a complaint about conduct that could constitute harassment, the staff member must report the incident or complaint to Principal as soon as possible after witnessing or receiving the complaint.

Section 03: HEALTH & WELLNESS

Nutrition Education Goals

SCCS will provide a learning environment for teaching students healthy eating. SCCS will promote the integration of nutrition education into the regular teaching plans.

Physical Activity Goals

Discourage the use of withholding recess as a classroom practice in order to promote physical activity. Provide physical education opportunities with the goals of at least weekly 30 minute or more of organized physical activities, recess twice per day and health and wellness opportunities as provided by each teacher.

Nutrition Standards for All Foods Available on School Campus during the School day

Provide healthful food choices for classroom parties and fundraiser activities. Discourage the use of food/candy as rewards/incentives in class room.

Goals in the School Meals Program

Provide adequate time for students to eat in a pleasant environment.

Goals for Other School-Based Activities Designed to Promote Student Wellness

SCCS website shall involve parents in good nutrition and physical education activities. Parents will be encouraged to supply healthy foods for classroom celebrations.

Goals for Measurement and Evaluation

Principal and SCCS board will monitor the policy implementation. An Annual School Survey will be conducted to include a question asking for parental feedback on effectiveness of policy.

Communicable Diseases and Long Term Illnesses

Admission to SCCS may be denied to a child suffering from a disease whereby his or her attendance is detrimental to the welfare of other

pupils. This would include any disease, infectious condition, or illness which may reasonably be considered to pose an unacceptable risk of being communicated to others. Parents are requested to notify the school principal if their child contracts a communicable disease, infectious condition, or illness and to keep any child temporarily affected thereby out of school until the condition is no longer communicable or until he or she has fully recovered.

A child suffering from a long-term physical illness by which he or she is unable to receive reasonable benefit from the ordinary educational program may be determined to be a child with disabilities under state and federal law. Any child determined to have a long-term illness, disease, or infectious condition that is known or reasonably suspected to be communicable, shall be evaluated, staffed, and placed in an appropriate educational program in accordance with applicable law. When appropriate, the Colorado Department of Health may be requested to become involved.

Neither this policy nor the placement of a child in any particular program shall preclude the SCCS administration from taking any temporary actions, including removal from the classroom, as deemed necessary to protect the health, safety, and welfare of the child or others.

Immunizations

No student shall be permitted to attend or continue to attend Stone Creek Charter School without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal or other reasons as provided by law.

- Students who do not submit a certificate of immunization or present a valid exemption will be denied admittance until proof of current immunizations is received or such certificate of exemption is received.
- If there is danger of an epidemic from any of the communicable diseases for which an immunization is required, no exemption or exception shall be recognized. A student who is not immunized shall be excluded until the epidemic is over.

The administration shall set appropriate regulations to comply with the law.

Section 04: WEBSITE PUBLISHING

Philosophy

The goal of the SCCS website is to provide our school community, as well as the community at large, with access to SCCS educational information via the web to promote resource sharing, collaboration, innovation, and communication.

Website Use

- a) Parent and staff information, projects and pictures may be used on SCCS website.
- b) Student pictures and projects may be used on SCCS website.
- c) At no time will student personal information be shared on website.
- d) Information, projects and pictures on the SCCS website can be viewed and/or copied by anyone in the world with access to the Internet and unless a website Opt Out form has been filed thereby precluding the posting of student work.
- e) SCCS assumes that unless notified in writing, all information, projects and pictures are free from any copyright or trademark issues.

SCCS website use will be subject to Policy Sections 22 and 23

Opt Out Option

Parents/guardians may "OPT OUT" of website use. The OPT OUT Form must be executed each school year and given to student's homeroom teachers.

STONE CREEK CHARTER SCHOOL
WEBSITE 'OPT OUT'

As a parent/guardian, I am exercising the right to "opt out" and request that my student's individual photos, name or projects are not published on the SCCS website or in any other advertisements or publications.

As a student, I am exercising the right to "opt out" and request that my individual photos, name or projects are not published on the SCCS website or in any other advertisements or publications.

School Year: _____

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

**BOTH PARENT/GUARDIAN AND STUDENT MUST SIGN THIS
FORM**

Section 05: CLOSED CAMPUS

SCCS is a closed campus for all students. All students will be required to carry their ID at all times. During the academic day the “**out of bounds**” areas will be designated by the Principal. Violations are subject to school discipline.

Section 06: TELEPHONES & ELECTRONIC DEVICES

All cell phones and electronic devices must be off while in school. Electronic devices are not allowed to be used during the school day. This includes receiving or making cell phone calls. Office land-line telephones may only be used with the permission of the teacher and for urgent reasons. Violation may result in confiscation of the electronic device and disciplinary action.

All parents/guardians, visitors and volunteers are required to comply with this policy.

Section 07: ILLEGAL SUBSTANCES

SCCS has a “zero tolerance” regarding illegal substances. The use, possession or sale of illegal substances (alcohol, narcotics, marijuana) or drug related paraphernalia is prohibited. Violators will be subject to strong discipline, including suspension, expulsion and referral to law enforcement agencies.

Section 08: WEAPONS

REVISED: Resolution 2010, Number 2

SCCS has a "zero tolerance" regarding weapons. Students are not to bring weapons, or items that can be used as weapons, to school at any time. This includes knives of any kind, guns, or simulated guns, brass or metal wrist/arm covers, neck bands, etc. Disciplinary action may include suspension, expulsion and referral to local law enforcement.

Violations where it is specifically determined that a student had brought to school or possessed a firearm at the school shall result in a mandatory expulsion for not less than one year unless a shorter or longer term is approved in writing by CSI. Referral to the local law enforcement agencies and/or juvenile delinquency system shall be mandatory for any student who brings a gun or weapon to the school.

“Firearm” is as defined in the Gun Free Act, Section 921(a), Title 18 United States Code.

SCCS shall keep records of all weapons violations as prescribed by CSI.

Section 09: BULLYING

The State of Colorado Defines Bullying as: “Any written or verbal expression, or physical act or gesture, or a pattern thereof, which is intended to cause distress upon one or more students in the school, on the school grounds, in school vehicles, at a designated school bus stop, at a school activities or sanctioned events.”

SCCS Defines Bullying as: “Bullying” is a verbal or written expression or physical act or a pattern of behavior, which lacks empathy and intentionally intimidates or causes distress to one or more members of the school community. Bullying is a willful, deliberate and hostile activity. It can include physical harm, verbal abuse and forms of exclusion. It is never justified.

The victim is never responsible for being the target. Responsible bystanders intervene by reporting the incident to an adult, reaching out to the victim, and/or trying to stop the bullying.

Character qualities important to bullying issues are: integrity, respect, kindness, self-control, responsibility, citizenship, humility, cooperation, honesty, and appreciation of individual strengths and cultural backgrounds. Another valuable character quality to the issue of bullying is empathy, “taking the perspective of another person and feeling what he or she feels”.

SCCS has “no tolerance” for bullying. Students who bully will be subject to the following disciplinary protocol:

Documentation of each offense will be logged in the Behavior Binder located in the office. Information will also be recorded in Power School.

1st Offense:

Student is removed from the situation.

2nd Offense:

Student is removed from the situation.

Phone call to parents by principal.

3rd Offense:

Student is removed from the situation.

In school suspension; duration to be determined by Principal.

Development of a behavior plan (parent, student, teacher, and Principal)

4th Offense

Student is removed from the situation.

Out of school suspension; duration to be determined by the Principal.

Parent/Student conference required for return.

Behavior plan developed at readmission conference.

5th Offense

Student is removed from the situation.

Extended out-of-school suspension; duration to be determined by Principal.

Parent/Student conference required for return.

Behavior plan developed at readmission conference.

A student will go before the SCCS Board of Directors after the fourth Tier 4 violation or a combination of Tier 1-4 violations that are habitual in nature. When a student is asked to appear in front of the Board of Directors, they must prepare and present a 200 word essay explaining (1) why they are in front of the SCCS Board, (2) why the action(s) are harmful to themselves and the school community, and (3) an action plan explaining in detail how they will change their behavior in the future. At this point, the Board and the Principal will decide what action will be taken. See Section 11, "Discipline Policy."

6th Offense

Expulsion hearing.

Section 10: ATTENDANCE POLICY

(Revised 12/4/2008, Resolution 2008, Number 3)

Daily attendance in all classes is one of the most significant factors in a student's achievement at SCCS. The following policy is designated to help keep students in school and increase their potential to succeed. See also the Parent/Student Handbook for additional operating procedures and requirements.

Attendance Guidelines

Parent/Guardian will be notified of every unexcused absence.

Any student who has more than three (3) unexcused absences will have their Good Standing status negatively impacted. See Section 16.

Students and parents will be notified at the following stages:

1. On the third unexcused absence, or as soon as possible thereafter, a contract conference will be held with the student and their parent/guardian, and a contract drafted and agreed to.
2. On the fourth unexcused absence, a conference will be held with the student, parent/guardian and Principal and a plan drawn up that assures the student's and parent's compliance with attendance requirements and for making up missed work. If compliance of the plan is not followed, the Principal has the authority to withdraw that student from all classes with failing grades.

3. Exceptions to this policy are as follows:

- Students absent from school due to participation in school-sponsored activities, athletics, clubs, or field trips.
- Students absent from school due to unusual circumstances: i.e., required to report as a result of a court order, extended absence beyond three days due to death in the immediate family (parent, brother/sister, grandparent, aunt/uncle); absence due to an Act of God; absence due to a verified physical, mental or emotional disability beyond three days requiring hospitalization or homebound instruction; any absence due to religious reasons.

STUDENTS MUST BE PROPERLY SIGNED OUT AND WAIT FOR PARENT/GUARDIAN NOTIFICATION BEFORE LEAVING CAMPUS. NOT DOING SO IS EQUAL TO AN UNEXCUSED ABSENCE.

Prearranged Absences

Any parent/guardian who is aware in advance of reasons that will cause their student to be absent from school should obtain/complete a Prearranged Absence Form and turn it into the school office five school days prior to the absence. This includes doctor and dental appointments, hospital stays and family trips. This form requires approval signatures by the Principal and teacher. Students who are not meeting academic standards will not have extended leave for family trips approved. If parents take students out of school without approval will be considered to not be in Good Standing the following school year.

ALL PREARRANGED ABSENCES WILL COUNT TOWARDS THE ABSENCE LIMIT UNLESS THERE IS AN EXTRAORDINARY CIRCUMSTANCE AS DETERMINED BY THE PRINCIPAL.

Make-Up Work

Students are allowed ONE DAY to make up assignments for each day they have missed. The prime responsibility for assuring that make-up work is completed rests with the student. The only exceptions are for special circumstances and must be approved by the teacher.

Tardiness

It is the responsibility of parents/guardians to ensure that students arrive at school on time. Being more than 1 minute late to school will count as a tardy. The first three tardies in the school year are considered excused. See Section 16. Tardies to school in the morning are handled in the school office and require both the parent/guardian and student to report upon arrival at any time such that the student is not in their seat at the start of the school day. Being 30 minutes or more late will considered an unexcused absence for the purpose of student Good Standing.

Attendance reporting requirements count a student as being 'in attendance' if they participate in half the classes in a day.

Section 11: DISCIPLINE GUIDELINES

(Revised 8/3/2010, Resolution 2010, Number 5) **Definitions of Student Discipline:**

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of the rights of others.

The SCCS discipline codes are based on four elements of conduct: contributing to a safe and orderly environment; respect for self, others, and property; using class time productively; and accepting responsibility for our choices.

It is the main interest of the school to encourage students to correct undesirable/ unacceptable behavior, attendance, or attitude problems whenever reasonably possible. Progressive discipline means that students who violate a rule the first time face disciplinary action commensurate with the violation. Further violations will result in stronger disciplinary action/suspension.

Ideal discipline is self-directed and self-controlled. School, community and parents share the responsibility for helping students develop self-discipline. The primary force in the establishment of discipline within our schools is the student. SCCS believes in using a team approach when deciding disciplinary actions, but the ultimate decision on discipline lies in the hands of the Principal/Headmaster, or for severe infractions, may include the Board of Directors when appropriate.

Discipline Philosophy:

The goal of SCCS in regards to discipline is to create a safe, respectful, and responsible environment where learning can take place on a daily basis. SCCS faculty will use its discretion in its choice of disciplinary measures depending upon the child's age, the infraction, and the pattern of behavior the child displays. SCCS bases discipline on its philosophy that children act more responsible and respectful when expectations are clearly defined. SCCS also believes that good discipline requires the concerted effort of students, parents and teachers. This team effort helps encourage and support students while they grow, mature, and become responsible learners. Embedded in the core of the SCCS philosophy is the belief that all teachers should be able to teach without interruption, and that all students should be able to learn without interruptions.

Disciplinary Actions:

Classroom teachers are responsible to insure that students are aware of behavior and learning expectations. The teacher must rely upon their best judgment when making decisions regarding consequences for inappropriate behavior. Having high expectations and enforcing them consistently is critical in order to maintain a civil and safe learning environment. Disruptive students must not take away learning time from themselves and/or other students.

Although it is the classroom teacher's responsibility to initiate disciplinary action for inappropriate behavior, the ultimate decision on disciplinary consequences lies in the hands of the Principal/Headmaster.

The following actions will result when a student is disruptive and interferes with teaching and learning.

Level I Warning:

If a student is disruptive they will be given a verbal warning. Parents will be contacted by the teacher either by phone or e-mail. The parents and student will be informed that a second infraction in that class will result in a behavior referral.

Examples of **Level I** unacceptable behavior:

- General disrespect to teachers, staff or other students
- Back talk or rudeness
- Interfering with and distracting others during learning
- Name calling
- Loud or annoying behavior
- Inappropriate gestures
- Not following rules
- Inappropriate language
- Habitual dress code violations
- Public display of affection
- Harassment (verbal, physical or emotional)

Level I Violation:

If the student fails to respond to the verbal warning the student will receive a disciplinary referral. The teacher will have the student call parents and explain that they were disruptive in class. The teacher will then follow up with the parent. The teacher may choose to have the student spend time during recess, lunch or after school for detention.

If a student receives three Level I Disciplinary Referrals, the following will result: One day In School Suspension (ISS) or One day Out of

School Suspension (OSS) dependent on the student's attitude, cooperation and truthfulness.

Level II Violation:

The following **Level II** infractions will result in the student receiving a disciplinary referral:

- Gross or repeated insubordination
- Bullying (verbal, physical or emotional)
- Truancy (cutting class/school)
- Lying
- Cheating (zero for assignment)
- Stealing
- Vandalism or defacing property

The student will be sent to the Principal/Headmaster who will have the student call parents and explain why they made an inappropriate choice. The Principal/Headmaster will then follow up with the parent. A Level II violation will result in one or more of the following consequences; restitution if appropriate, ISS or OSS dependent on the student's attitude, cooperation and truthfulness.

****These offenses qualify as "habitually disruptive" and may result in expulsion per **Colorado Revised Statutes** 22.33.106. **Colorado Revised Statutes** provide for expulsion upon the third OSS during the course of the school year.**

Code III Violation:

The following **Level III** infractions will result in immediate OSS and possible recommendation for expulsion from school:

- Extortion
- Fighting
- Assault
- Possession or distribution of drugs or alcohol
- Any behavior deemed felonious

****These offenses qualify as "habitually disruptive" and may result in expulsion per **Colorado Revised Statutes** 22.33.106. **Colorado Revised Statutes (CRS)** provide for expulsion upon a third out of school suspension during the course of the school year.**

Code IV Violation:

The following **Level IV** infractions will result in immediate OSS and expulsion for up to one year from school:

- Carrying, bringing, using or possessing a dangerous weapon without the authorization of the school

- The sale of a drug or controlled substance as defined by CRS 12-22-303
- The commission of an act which if committed by an adult would be robbery or felonious assault as defined by CRS

PARENT/STUDENT DISCIPLINE AGREEMENT

(Date)

Dear Stone Creek Charter School Student and Parent:

To maintain a safe learning environment for everyone in our school, it is important that you understand our behavior expectations and how disciplinary issues will be handled.

Classroom teachers are responsible to insure that students are aware of behavior and learning expectations. The teacher must rely upon their best judgment when making decisions regarding consequences for inappropriate behavior. Having high expectations and enforcing them consistently is critical in order to maintain a civil and safe learning environment. Disruptive students must not take away learning time from themselves and/or other students.

Although it is the classroom teacher's responsibility to initiate disciplinary action for inappropriate behavior, the ultimate decision on disciplinary consequences is the decision of the Headmaster.

The following actions will result when a student is disruptive and interferes with teaching and learning.

Level I Warning:

If a student is disruptive they will be given a verbal warning. In the primary grades this might include the teacher moving a student from green to yellow or red. Parents will be contacted by the teacher either by phone or e-mail. The parents and student will be informed that a second infraction in that class will result in a behavior referral.

Examples of **Level I** unacceptable behavior:

- General disrespect to teachers, staff or other students
- Back talk or rudeness
- Interfering with and distracting others during learning
- Name calling
- Loud or annoying behavior
- Inappropriate gestures
- Not following rules
- Inappropriate language
- Habitual dress code violations
- Public display of affection
- Harassment (verbal, physical or emotional)

Level I Violation:

If the student fails to respond to the verbal warning they will receive a disciplinary referral. The teacher will have the student call parents and explain that they were disruptive in class. The teacher will then follow up with the parent. The teacher may choose to have the student spend time during recess, lunch or after school for detention.

If a student receives three Level I Disciplinary Referrals, the following will result: One day In School Suspension (ISS) or One day Out of School Suspension (OSS) dependent on the student's attitude, cooperation and truthfulness.

Level II Violation:

The following **Level II** infractions will result in the student receiving a disciplinary referral:

- Gross or repeated insubordination
- Bullying (verbal, physical or emotional)
- Truancy (cutting class/school)
- Lying
- Cheating (zero for assignment)
- Stealing
- Vandalism or defacing property

The student will be sent to the Headmaster who will have the student call parents and explain why they made an inappropriate choice. The Headmaster will then follow up with the parent. A Level II violation will result in one or more of the following consequences; restitution if appropriate, ISS or OSS dependent on the student's attitude, cooperation and truthfulness.

***These offenses qualify as "habitually disruptive" and may result in expulsion per Colorado Revised Statutes 22.33.106. Colorado Revised Statutes provide for expulsion upon the third OSS during the course of the school year.*

Level III Violation:

The following **Level III** infractions will result in immediate OSS and possible recommendation for expulsion from school:

- Extortion
- Fighting
- Assault
- Possession or distribution of drugs or alcohol
- Any behavior that could be defined as felonious by an adult

***These offenses qualify as "habitually disruptive" and may result in expulsion per Colorado Revised Statutes 22.33.106. Colorado Revised Statutes (CRS) provide for expulsion upon a third out of school suspension during the course of the school year.*

Level IV Violation:

The following **Level IV** infractions will result in immediate OSS and expulsion for up to one year from school:

- Carrying, bringing, using or possessing a dangerous weapon without the authorization of the school
- The sale of a drug or controlled substance as defined by CRS 12-22-303
- The commission of an act which if committed by an adult would be robbery or felonious assault as defined by CRS

***These offenses require mandatory expulsion per Colorado Revised Statutes 22.33.106.*

Please return this signed to your student's homeroom teacher. Thank you for your cooperation in keeping our school safe for all.

We have read and read and understand the consequences for inappropriate behavior at Stone Creek Charter School.

Student Signature & Date (Grades 5-8 required)

Parent(s) Signature & Date

Section 12: GROUNDS FOR SUSPENSION, EXPULSION OR DENIAL OF ADMISSION

The following shall be grounds for suspension, expulsion or denial of admission from SCCS:

- (a) Continued willful disobedience or open and persistent defiance of proper authority;
- (b) Willful destruction or defacing of school property;
- (c) Behavior on or off of school property which is detrimental to the welfare or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or to other children; except that, if the child who creates such threat is a child with a disability pursuant to CRS 22-20-103(1.5), such child may not be expelled if the actions creating such threat are a manifestation of such child's disability. However, if such child shall be removed from the classroom to an appropriate alternative setting within the district in which such child is enrolled for a length of time which is consistent with federal law, during which time the school in which such student is enrolled shall give priority to and arrange within ten days for a reexamination of such child's individual education plan to amend such plan as necessary to ensure that the needs of such child are addressed in a more appropriate manner or setting which is less disruptive of other students and is in accordance with the provisions of article 20 of this title. Nothing in this paragraph (c) shall be construed to limit CSI's (SCCS's school district) authority to suspend a child with a disability for a length of time which is consistent with federal law.

Section 13: SUSPENSION/EXPULSION OF SPECIAL NEEDS STUDENTS

- 1.** Special education students are neither immune from Stone Creek Charter School's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students.
- 2.** A special education student may be temporarily suspended from school if exclusion is warranted because of the student's disruptive activities and/or actions which present a physical danger to them, other students, school personnel, or school property.
- 3.** A special education student whose behavior is determined to be a manifestation of their special needs may not be expelled but shall have their Individualized Educational Plan reviewed by the appropriate IEP team. The team shall review the IEP for appropriateness of services and the need for a more restrictive or alternate placement. Legal counsel and the SCCS Board of Directors shall be consulted prior to consideration of expulsion of a special education student for misbehavior that is not related to their special need.
- 4.** A special education student whose behavior creates a threat of physical harm to them self or other students may not be expelled if the actions creating the threat are a manifestation of their handicap. However, the student shall be removed from the classroom to an appropriate alternative setting for a length of time which is consistent with federal law. Within 10 days, SCCS shall arrange for a re-examination of the student's IEP to amend the plan as necessary to insure that the needs of the student are addressed in a more appropriate manner or setting which is less disruptive to other students.

Section 14: EXPULSION PREVENTION

1. SCCS staff shall enforce provisions of the student code of conduct so that students demonstrating unacceptable behavior and their parents, guardians or legal custodians understand that such behavior shall not be tolerated and shall be dealt with according to the code.

However, it is the belief of SCCS that all available alternatives should be explored to help students who are at risk of expulsion before expulsion becomes a necessary step. Expulsion shall be regarded as consequence of last resort unless a student's behavior would cause imminent harm to others in the school, or when state law or the school's conduct and discipline codes require automatic expulsion. The principal of SCCS shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.

2. SCCS, working with the student's parent/guardian, shall provide students who are identified as at risk of suspension or expulsion with a plan to help them avoid expulsion. This plan may include recommendations for parent/guardian to seek the following services at their expense.

- a. educational services
- b. counseling services
- c. drug or alcohol treatment programs
- d. family services

In some cases, a remedial discipline plan may be the means by which various intervention and prevention services are identified. Support services may be provided through agreements with appropriate local governmental agencies, community-based organizations and institutions of higher education.

The failure of SCCS to identify a student for participation in an expulsion prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures.

Section 15: PROCEDURE FOR SUSPENSION/EXPULSION OF STUDENTS

Procedure for suspension:

The SCCS Board delegates to the school principal the power to suspend a student for not more than 5 school days for actions described in "Grounds for Suspension, Expulsion, and Denial of Admission," Section 12. The Stone Creek Board may suspend, on the grounds stated in the policy entitled "Grounds for Suspension, Expulsion, and Denial of Admission," a pupil from school for not more than another ten school days, or may delegate such power to its principal; except that the Principal may also extend a suspension to an additional 10 school days if necessary in order to present the matter to the next meeting of the Board, but the total period of suspension shall not exceed 25 school days. As a general rule, a suspension will be 10 days or less.

The following procedures will be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures shall apply.

1. Notice: The principal at the time of contemplated action will give the parent/guardian notice of the contemplated action.

2. Contents of notice. The notice will contain the following basic information:

A statement of the charges against the student.

A statement of what the student is accused of doing.

A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

This information need not be set out formally but should sufficiently inform the student their parent/guardian of the basis for the contemplated action.

3. Informal hearing. Prior to the student's removal from school, a student suspended for a period of 10 days or less shall receive an informal hearing with their parent/guardian before the school principal unless an emergency requires immediate removal of the student, in which case an informal hearing shall be held as soon as practical after removal. The student will be given an opportunity to admit or deny the accusation and to give their version of the events. The principal may go further in allowing the student to present witnesses or they

may call the accuser and hold a more extensive hearing in order to make a proper decision on the contemplated action.

If the student's presence in school presents a danger to persons or property or is an ongoing threat of disrupting the academic process, notice and an informal hearing need not be given prior to removal from school. In this case, an informal hearing shall follow as soon after the student's removal is practicable.

4. Timing. The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the hearing.

a. Notification following suspension. If a student is suspended the Principal will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension, and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the Principal to review the suspension.

b. Removal from school grounds. A suspended student must leave the school building and the school grounds immediately after the parent/guardian and Principal have determined and agreed to the best way to transfer custody of the student to the parent/guardian.

c. Re-Admittance. No student will be readmitted to school until, in the opinion of the Principal, the parent/guardian and Principal have met, reviewed the suspension and substantially agreed to a remedial discipline plan to prevent further disciplinary action. However, if the Principal cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for a scheduled meeting, the Principal may temporarily readmit the student if this is deemed the best course of action.

5. Make-up work. Suspended students shall be provided an opportunity to make up school work during the period of suspension so the student is able to reintegrate into the educational program of the school following the period of suspension. Students may receive up to 100% credit for makeup work which is completed satisfactorily.

6. Formal Hearing. Any student suspended for more than 10 days shall be given the opportunity to request a review of the suspension before the SCCS Board.

Procedure for Expulsion or Denial of Admission

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

1. Notice. The Principal will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian no less than 5 days prior to the date of the contemplated action. Such delivery may be by United States registered mail addressed to the last known address of the student or the student's parent/guardian.

2. Emergency Notice. In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student's parent/guardian have actual notice of the hearing prior to the time it is held.

3. Contents of Notice. The notice will contain the following basic information:

A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.

A statement that a hearing on the question of expulsion or denial of admission will be held.

A statement of the date, time and place of the hearing.

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 such information as is relevant, must be accompanied by their parent/guardian and that they may be additionally represented by a an attorney.

A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

4. Conduct of Review. The expulsion or denial of admission hearing shall be conducted by the SCCS Board of Directors, during an executive session. The hearing shall be closed, with attendance limited to school officials, the student, their parent/guardian, and others, such as an attorney, which the parent/guardian may request to attend. Information regarding the allegations shall be presented by the school. Testimony and information may be presented under oath.

The student shall present their version of the events and relevant information. Technical rules of evidence shall not be applicable, and the Board members may consider and give appropriate weight to such information or evidence he/she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or his representative may question individuals presenting information. A sufficient record of the proceedings shall 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 the same.

The Board will review the evidence and testimony and issue a written decision within five days of the hearing. The Board will make final determination regarding the expulsion of the student and will inform the student and his parent/guardian of the right to judicial review.

5. Parental Responsibility. Upon expelling a student, SCCS will provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right of parents to request that the school provide services during the expulsion. If the parent or guardian chooses to provide a home-based education program for the student, school personnel will assist the parent in obtaining appropriate curricula for the student if requested by the parent/guardian.

If the student is expelled for the remainder of the school year, the CSI (our school district) will contact the expelled student's parent/guardian at least once every 60 days until the beginning the next school year to determine whether the child is receiving educational services. CSI personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school or if the student is committed to the department of human services or sentenced to a juvenile or adult detention facility.

6. Parental Appeal. Parent may appeal expulsion to the Board and CSI in writing, following the steps set forth in SCCS Grievance Policy. However, expulsion remains in place until appeal process is complete.

7. Manifestation Hearing. Process handled by the district (CSI) for suspensions over 10 days or expulsions.

8. Annual reports. The SCCS Board of Directors shall annually report to the State Board of Education the number of students expelled from the school for disciplinary reasons or for failure to

submit certificates of immunization. Expelled students shall not be included in calculating the dropout rate for the school.

Section 16: GOOD STANDING

(Revised 12/4/2008, Resolution 2008, Number 3)

Every family and student is expected to maintain themselves in 'good standing.' A family or student's standing with the school shall be determined by the principal, who shall, in making that determination, consider the following in descending order of importance:

Student conduct, including in-class disruption, bullying, disobedience, and any other conduct resulting in a behavior incident communication slip having been sent home to the parents;

Any episodes of in-school or out-of-school **suspension**;

Academic performance (5-8 grades only), especially including failure of any single subject;

Student attendance, including unexcused absences, excused absences, unexcused tardies, excused tardies, unexcused early departures, excused early departures and any other conduct affecting a student's presence in class and/or causing a disruption;

Parental involvement, including attendance at mandatory school meetings and parent-teacher conferences, payment of fees, and timely payment of required tuition, i.e., pre-Kindergarten and Kindergarten as applicable.

Any assessment made by the Principal that a student or family is not in good standing shall be reviewed by the SCCS Board of Directors for final approval. The BOD shall meet no less than once a quarter to review student and family standing and as additionally deemed necessary by the Principal.

Parents shall receive reasonable written notice with regard to issues that might affect their child or family's standing so that the child or family may take remedial action. Any decision made by the BOD shall be final and not subject to appeal.

Prior to the re-enrollment period each year the principal shall send a list of all students not in good standing to the Board of Directors for review. Decisions by the Board regarding Good Standing are final.

Assessment Protocol for "Good Standing

Any student or family will be considered to be **not in good standing** at Stone Creek Charter School if they score **more than 5** during any school year applying the following point system. A score of **6 or more** **will** jeopardize a student or family's standing with the school and automatic re-enrollment from year to year.

Behavior Infractions:

Behavior Incident Communication Slips...

5 or less will be excused;

6th infraction will result in 2 points;

Each additional infraction will result in 2 additional points.

In-school suspension...

each half-day suspension equals 3 points

each full-day suspension equals 4 points

Out-of-school suspension...

each suspension equals 5 points

Severe and/or continuous classroom disruption will result in 4 points.

Parent Failure to Attend "State of School" and other Mandatory Meetings

2 points per mandatory meeting not attended and without prior notice or explanation;

2 points per parent/teacher conference not attended and without prior notice or explanation;

4 points per meeting requested by the principal and not attended without prior notice or explanation.

All missed meetings must be rescheduled or otherwise compensated for as approved by the Principal.

Student Attendance

More than 3 **unexcused** absences per school year equal 2 points;

More than 30 **excused** absences per school year equal 2 points;

Excessive tardies of more than three in a school year will result in the Principal contacting the parent/guardian and requires a conference and 2 points;

The 8th tardy in a school year results in loss of Good Standing;

Academic Performance (5-8 grades only)

Failed 1 subject equals 2 points

Failed 2 subjects equal 5 point

Student Dress Code Violations

1 point per two infraction

Kindergarten Tuition

Persistent non-timely, partial payment or non-payment without permission equals 10 points

Voluntary Time Contributions

Each year the Board of Directors will set an expected number of volunteer hours per student from each family. This expectation must be met by parents for SCCS to remain viable and to deliver an outstanding educational experience. Failure to meet this voluntary expectation cannot be considered in determining "Good Standing." However every family is asked to consider the quality and effectiveness of their student's experience at SCCS and meet this expectation as fair-value for what is being received.

Notice to be Given

Parents will be given written notice of a child's point accumulation before that accumulation reaches 6. Good Standing results will be reviewed by the Board before becoming final.

Definition of Relevant Terms

"Unexcused" absence is any absence for which no explanation is offered to SCCS staff. Notification to SCCS may be by phone but must be confirmed by a written explanation from the parent/guardian upon and with the return of the student to school.

"Tardy" means any appearance at school more than 1 minute after school start time.

"Severe and continuous classroom disruption" means any in-class conduct which causes the teacher to reprimand or re-direct a student repeatedly during a day. This assessment will be made by individual teachers and will follow the requirements of Section 11, "Discipline Guidelines."

Section 17: CLASSES and ENROLLMENT

(Revised 12/4/2008, Resolution 2008, Number 1;
Further Revised 2/3/2009, Resolution 2009, Number 3, Resolution
2009, Number 9, 5/5/2009 and Resolution 2011, Number 1, 2/1/2011)

Class Structure

1. Stone Creek Charter School will offer classes K-8 and may add pre-K classes.
2. Classes will be limited to one per grade level subject only to conditions as set forth in 4 below.
3. Priority for Enrollment will be as set forth in the Charter, Section K, namely:
 - a) Re-enrollees in Good Standing;
 - b) Teachers' children;
 - c) Siblings
 - d) Lottery waitlist.

All current students in good standing will be permitted to continue their enrollment at Stone Creek Charter School from year to year. No student in good standing shall be excluded from the school simply to accommodate paragraph 2 above. Good Standing status shall be as certified by the Principal.

4. Class size is limited to 26, per our Application and Contract with CSI, in grades 1-8. If, in any grade level, the number of re-enrollment qualified students exceeds 26 or is less than 16, the Board of Directors may consider (1) the creation of a second class for that grade level, (2) the expansion of the class size beyond 26 students, or (3) a multi-grade consolidated class. In considering either of these options, the Board of Directors shall consider the following:

- the likelihood that a second class in any grade level will contain at least 16 students through any month of October;
- whether the average class size will continue to be equal to or greater than 21 students;
- whether appropriate and sufficient physical facilities will exist for all classes;
- whether the proposed Board action will significantly diminish teaching standards and student health, welfare and educational opportunity; and
- whether the proposed Board action enjoys the support of the Principal.

In its deliberations, the Board may consider the establishment of competency-based cross-grade subject classes for all or some subjects and/or the use of supplemental teaching staff, as recommended by the Principal.

Enrollment Policy Stone Creek Charter School (SCCS) welcomes all students and prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. SCCS is required per the federal No Child Left Behind Act (NCLB), as a charter school who will accept startup and implementation funds from the Colorado Department of Education, to annually build class rosters according to a rigorous protocol and to hold a lottery to fill open class positions.

The following sections are provided to show how SCCS will implement the required lottery.

Re-Enrollment It is also a requirement of the NCLB that all families, on an annual basis, reaffirm their desire to re-enroll their children at SCCS. Families will do this by completing the 'Intent to Re-Enroll' form during our "Re-Enrollment Period." This form will be available January 20th each year on our website. It will also be sent home with students. The deadline for Re-enrollment and the form to be returned will be February 5th each year. Each re-enrollment form must be accompanied by the required Books and Materials Fee. If the form and fee are not submitted by this deadline, students will be entered into the lottery with other new students. Students and families must be in "Good Standing" to re-enroll. If not in "Good Standing" students must reenter the lottery process provided all correctable failures have been remediated.

Lottery Eligibility To be eligible to enter the SCCS lottery pool, a potential student must be born and have a name. Parents may submit Intent to Enroll forms to SCCS at any time. Only full-time students will be accepted. Any student who resides in the State of Colorado is eligible.

Priority Preferences It is anticipated that enrollment requests will exceed the capacity of the school. As a result, the following criteria will be used to establish priority for admissions:

- (1) Children of "founding families," if any have not already been enrolled, not to exceed 10% of the eligible openings, shall receive preference. A founding family is one in which a family member has volunteered at least 120 hours of time prior to the opening of SCCS in September 2006; or has served as a Board member in good standing at least 3 months prior to SCCS opening in September, 2006; or approved as a founding family by a majority vote of the Board members of SCCS;
- (2) Currently enrolled students in Good Standing;
- (3) Children of faculty and staff;
- (4) Siblings of enrolled students who are in Good Standing;
- (5) Should enrollment exceed capacity for any grade level, a blind lottery will be held within that group to determine the order that students will be admitted. If a student

is chosen in the lottery and there is a sibling or siblings in the lottery who want to attend SCCS, those siblings will be given preference over other lottery entrants so the family can all attend the same school.

Lottery Process **Lottery Process** Should the number of Letter of Intent forms exceed space availability for any grade level, a lottery will be conducted. The actual dates of the Letters of Intent are not relevant. Someone who submits a letter of intent the day before the lottery has the same chance for enrollment, as someone who submitted a letter of intent, months earlier.

The lottery will be held during the first three weeks of February on a day and date set annually by the Board of Directors. At least three SCCS representatives will conduct the lottery. Once class lists are filled, the remaining names will be randomly chosen for a wait list should any vacancies occur during the school year. Any letters of intent received on the on the day of the lottery or later, will go to the bottom of these waiting lists in first-come, first-served order. SCCS will continue to fill open slots until each class is full or until October 1st each school year, the date open enrollment ends. There is no waiting list from year to year. No student will be enrolled after October 1st of each year without approval by the Principal.

Enrollment Notification Parents will be notified of their child's selection for an opening at SCCS through the phone numbers listed on the Intent to Enroll form. Between the day of the lottery in February and August 15, from the time of notification, parents will be given 48 hours to accept enrollment by completing and turning in the enrollment packet, all required documents, the mandatory Books and Materials Fee and the Parent/Student Handbook Acknowledgment Forms. Children of parents declining an opening or who have not returned the enrollment packet by the deadline will be removed from the lottery pool unless and until a new Intent to Enroll form is completed by the parent/guardian. Enrollment notifications offered during any other time than listed above will be given 24 hours to accept the space and turn in the required paperwork and fee.

Enrollment Notification Parents will be notified of their child's selection for an opening at SCCS through the phone numbers listed on the Intent to Enroll form. Between the second Thursday in February and August 15, from the time of notification, parents will be given 72 hours to accept enrollment by completing and turning in the enrollment packet, all required documents, the mandatory Books and

Materials Fee and the Parent/Student Handbook Acknowledgment Forms. Children of parents declining an opening or who have not returned the enrollment packet by the deadline will be removed from the lottery pool unless and until a new Intent to Enroll form is completed by the parent/guardian. Enrollment notifications offered during any other time than listed above will be given 24 hours to accept the space and turn in the required paperwork and fee.

Community Notification SCCS will distribute public service announcements to the media each year at least 30 days prior to the lottery. Further, this policy will reside on the SCCS website and the Colorado Charter School Institute will make information on SCCS available in the same manner as they publicize their other charter schools.

Lottery Process Step by Step

List the Classes. For each grade, define the anticipated maximum number of students who can enroll. If there are multiple classes for a specific grade, combine the totals for that grade.

Hold the Lottery. At the end of the open enrollment period, the second Thursday in February, perform the following steps, in order:

1. List the Potential Students
2. Order the Classes for Queue Building
3. Build the Queues
4. Invite Students

Each procedure is described in detail, below.

List the Potential Students. Organize every student for the enrollment period by grade as follows: Write each potential student's name and grade on an index card. Also list any siblings along with their grades and enrollment status. These cards have check-boxes to indicate the following conditions, if true:

current student, space reserved, enrollment confirmed, founder priority, sibling priority or teacher's child.

Check all those boxes that apply. Check the "sibling priority" box only for those family members where at least one sibling has the "current student" box checked. At this stage, no card will have either "space reserved" or "enrollment confirmed" checked.

Order the Classes for Queue Building. This procedure ranks the classes for queue building, granting priority to those classes with the fewest potential students relative to class size. Ranking them in this fashion makes it most likely to be able to fill each class and best honor sibling priorities. For each grade, determine its percent capacity

by dividing its number of potential students by the class size. Rank the classes by the percent capacity, lowest first.

Build the Queues. This process creates an ordered list, or queue, for each grade, indicating the order in which students have the option to actually enroll. In order of the percent capacity ranking determined above, do the following six steps for each grade:

Order Founders' Students Queue Section I

Shuffle any applicants with founder priority and use this ordered stack as the beginning of the queue for the class.

Order Current Students Queue Section II

Shuffle the current students and append the stack to the queue.

Order Children of Faculty Queue Section III

Shuffle the faculty children and append the stack to the queue.

Order Students with Siblings Queue Section IV

Shuffle any remaining applicants with sibling priority and append the stack to the queue.

Order Remaining Students Queue Section V

Shuffle the remaining applicants and append the stack to the queue.

Reserve Spaces for Current Students. Starting at the top of the stack, check the "space reserved" box for all current students until the class capacity is reached. For any card that has siblings listed, perform the "Increase Priority for a Sibling" procedure for every listed sibling.

After a preliminary queue for every class has been built using the above steps and space has been reserved for current students where possible, then, again using the order of the percent capacity ranking determined above, do the following for each grade to fill out each queue:

Reserve All Remaining Spaces. Starting at the first student whose "space reserved" box is not checked, check the "space reserved" box. If this card has siblings listed, perform the "Increase Priority for a Sibling" routine for every listed sibling. Repeat this "Reserve Spaces" procedure until the class capacity is reached.

If, as a result of this queue building, any class remains unfilled, retain the queue ordering and note the date that open enrollment ended.

New queues are built for each school year. There is no waiting list from year to year.

Invite Students. This process dictates how a classroom opening is filled using the pre-built queue. It is the time when invitations are extended to parents for their children to enroll. This process works both at the beginning of a school year to fill a class, and later when single openings occur. At the beginning of a school year, this process cannot begin until queues are built for all classes.

Extend invitations to all students whose "space reserved" box is checked. This invitation will occur no later than February 25th. Families have 72 hours to enroll, counting from the date we confirm receipt of the invitation (see Enrollment Notification above). Retain the original queue ordering for tracking purposes. If an invitation is declined, remove the student's card from the queue and perform the "Fill an Opening" procedure. Perform such procedures in a first-come, first-served manner. If multiple openings occur on the same date, process them in a random order.

Fill an Opening. This process indicates how a student is selected from an existing queue when an opening occurs. An opening could occur for a number of reasons: a student declines an invitation, a student drops out, a class size is increased, or a new class is added for a grade. Select the first student in the queue. Mark the "space reserved" box on this card.

Perform the "Invite Students" procedure, with a 72 hour time limit for acceptances. If school is already in session or will be within the 1 week window, the invitation must be accepted within 24 hours.

Increase Priority for a Sibling. This procedure occurs when a sibling has space reserved in a class. This action applies to the remaining siblings. Check the "sibling priority" boxes on each of those siblings' cards. For each of these updated siblings' cards, if the queue has not yet been built for this class, do nothing more. Otherwise, if the student is in Queue Section V, randomly insert the student into Queue Section IV. If the immediate card displaced has the "space reserved" box checked, then check the "space reserved" box for this card unless doing so would exceed classroom capacity.

Kindergarten Deferment

The Kindergarten Deferment option privilege applies only to beginning students who have been offered an invitation to attend Kindergarten through winning a qualifying lottery number. Incoming Kindergarten students whose parents determine their child is not ready to begin attendance at SCCS may defer enrollment to the following school-year and will be enrolled according to the process for siblings of continuing

students. Parents must choose this deferral option and notify SCCS prior to May 1st of the year in which the start of Kindergarten was anticipated. Failure to opt for this deferral and to notify SCCS prior to May 1st will result in loss of the option, loss of priority for the next school-year and will require re-entry in the following year's enrollment lottery. Deferment may be used only once per child.

Section 18: FAMILY TIME & FINANCIAL OBLIGATIONS

Materials and Technology Fee

This is a mandatory annual per student fee, the value of which will be set by the Board of Directors, which must be paid at the time of submitting an enrolment or re-enrollment application. This mandatory fee per student for each school year will be determined by the Board of Directors, published with enrollment information and in the Parent/Student Handbook **and will be considered a voluntary contribution to SCCS and is not refundable if the enrollment is voluntarily withdrawn.**

Voluntary Financial and Time Contributions

Each year the Board of Directors will set an expected financial contribution and a number of volunteer hours per student from each family. These expectations must be met by parents for SCCS to remain viable financially and to deliver an outstanding educational experience.

For the each school year these expectations per student will be determined by the Board of Directors and will be published with enrollment information and in the Parent/Student Handbook.

Every family is asked to consider the quality and effectiveness of their student's experience at SCCS and meet these expectations as fair-value for what is being received. Forgiveness because of financial hardship may be granted.

The School implements these voluntary requirements as set forth in the Application. Any requirement that parents commit a number of volunteer hours or make a voluntary financial contribution shall not be a condition of the continued enrollment of any student. Any material changes to the School's Volunteer policy may be made only with the approval of the Charter School Institute and the School's Board of Directors.

Alternative Fulfillment

In recognition that some parents may be unable to fulfill their obligation for some or all of their volunteer hours, two options are available.

Payment-in-Lieu: Without sufficient parent volunteers, SCCS is forced to spend additional money for various forms of assistance; other parents also have to be asked to assume an even greater commitment and burden. From time-to-time, the Board of Directors will set a dollar value to be used by parents to "buy out" their volunteer hour expectation. This option will be approved on a family case by case basis by the Board of Directors upon favorable recommendation by the Principal.

For each school year the cost per "purchased" volunteer hour will be established by the Board of Directors and published with enrollment information and in the Parent/Student Handbook.

Waiver: The Board of Directors may recognize extraordinary situations and waive volunteer requirements and payment-in-lieu. Upon written application and explanation to, and favorable recommendation of, the Principal, the Board of Directors may waive requirements on a family case by case basis. Such a waiver of requirements requires a majority affirmative vote of the Board.

Payment and Waiver are not desirable to the school and negatively impact the quality of education and the learning environment. All parents are urged to meet the expectations using the many opportunities to contribute their time.

Section 19: STUDENT DRESS CODE

(Adopted October 6, 2009 by BOD Resolution 2009, Number 21)

The Student Dress Code is established to support an atmosphere of learning, good conduct and respect for others. At Stone Creek Charter School, we believe that dressing with modesty and dignity is directly related to success in school and in life. We want students to focus on their studies rather than their fashion. Having a dress code levels the playing field for students and lessens the distraction in the classroom. Our goal is to give students the choice in what they wear, and to give them guidelines as to how to look presentable. Dress shall meet acceptable standards of cleanliness and good grooming. Belts are to be worn with pants containing loops (K-2 excused from this belt requirement), exposed skin is unacceptable, and skirts must be of appropriate length. We ask that students and parents work in accordance with the teachers and administration to ensure that the dress code is fairly enforced. Clothing can be purchased from merchants such as Land's End, Dennis Uniforms, J. C. Penny, French Toast, Wal-Mart and Target. We are part of Land's End (www.landsend.com/school) preferred school program. Our number is 900115841.

GIRLS

- Pants and shorts must be khaki or navy
- No cargo or Capri style pants
- Collared or turtleneck shirts, solid color
- Solid-colored sweater or vest
- SCCS hoodie purchased from PTO
- Hemlines for shorts, skirts and jumpers must be to the knee or just above
- Clean athletic OR dress shoes, no wheels or lights; on PE days students are required to have/wear athletic shoes during participation in the class. Crocs are acceptable classroom shoes.

BOYS

- Pants and shorts must be khaki or navy
- No cargo pants
- Collared or turtleneck shirts, solid color
- Solid-colored sweater or vest
- SCCS hoodie purchased from PTO
- Clean athletic OR dress shoes, no wheels or lights; on PE days students are required to have/wear athletic shoes during participation in the class. Crocs are acceptable classroom shoes.

GENERAL

- No logo wear (i.e. IZOD, POLO, NIKE, etc), names and insignias of sports teams, beer companies, other companies, slogans, political statements or phrases, cartoons, etc.
- Snow boots acceptable outside only
- Students in grades 6, 7 and 8 may wear T-shirts bearing the SCCS logo, in Headmaster approved colors, and be exclusively ordered from Land's End.
- Athletic Uniforms allowed on game days
- Outerwear is not considered uniform and is for outdoor use only
- Hairstyle, accessories and color, conservative in nature, non-disruptive
- Tattoos and body piercings are not allowed, except for girls pierced ears

The Headmaster and teachers are responsible for determining the acceptability of a student's appearance. Students not in compliance with the SCCS Dress Code will be asked to comply with the dress code immediately. Free Dress Day will be designated by the Headmaster. Students who have not received any disciplinary codes since the previous Free Dress Day can participate. On Free Dress Day the general requirements for dress still apply. Free Dress days can also be given for other reasons as determined by the Headmaster.

Section 20: SEX OFFENDERS

Notice and Information

The Colorado General Assembly has passed legislation requiring school districts in Colorado to provide information to parents and eligible students (students who are 18 years of age or older) identifying where and how members of the community may obtain information collected by law enforcement agencies related to registered sex offenders.

In compliance with this statutory directive, Stone Creek Charter School is providing the addresses of the various law enforcement authorities operating within district boundaries. Interested parents and community members may contact their local law enforcement agency to seek further information about registered sex offenders residing in these jurisdictions. None of the law enforcement agencies listed will provide information regarding sex offenders over the telephone; therefore in order to access this information, individuals must appear in person at the law enforcement agency located in the city within which they reside and present valid identification of their residency before the information can be accessed. Once valid residency has been established, the individual will be asked to complete a "Sex Offender Advisement Form" to request the desired information. There may be a fee associated with gaining access to the information, and such fees may vary by the various law enforcement agencies.

The following is a list of law enforcement agencies serving residents of the Eagle County in which Stone Creek Charter School resides:

Avon Police Department Department

400 Benchmark Road
Avon, CO 81620
PH: 970-748-4040

Minturn Police

243 Boulder Street
Minturn, CO 81645
PH: 970-827-4104

Vail Police Department Department

75 S. Frontage Road
Vail, CO 81657
970-479-2200

Eagle Police

200 Broadway
Eagle, CO 81631
PH: 970-328-6351

Eagle County Sheriff

885 Chambers Avenue
Eagle, CO 81631
970-328-8500

If you have any questions or concerns regarding this information, please feel free to contact the Principal or the President of the SCCS Board.

Section 21: Grievances

Stone Creek Charter School seeks to promote a healthy environment of communication among and between students, parents, teachers and administrators. As a community we encourage respect in our daily communication of wishes and concerns. In the case of classroom concerns it is essential that parents and teachers work together in support of students. To achieve this end parents and teachers should express their concerns to each other directly. This is best done in one-to-one, face-to-face communication. Letters and e-mails are discouraged; they lack the richness and nuance necessary for complete understanding and effective communication. They also bring into the discussion additional parties that may have no role in resolution. If a parent would like to speak with a teacher, he or she may arrange a meeting that is mutually convenient by calling, e-mailing or sending a letter to the teacher to set it up. A teacher is not to be interrupted when conducting a class or otherwise engaged in the educational process for the purpose of an impromptu meeting or to set up a meeting. Parents must also be respectful of the staff's personal time and conduct communications and meetings between the hours of 8 AM and 4 PM weekdays unless the teacher volunteers some other time.

If emotions of any party rise during a meeting, teachers and staff are required to end the meeting and to schedule a follow-up session which is to include the Principal. If after that meeting and committed effort the parent or teacher is not satisfied with the outcome, either may institute the following Resolution Process.

Resolution Process: The Resolution Process provides a means by which conflicts can be resolved. Parents or teachers may initiate this process. A request must be made in writing to the Principal for further action. The request should include a brief explanation of the issue, the steps taken so far and the outcome desired. The Principal will then communicate with all those involved in the conflict. A meeting will be held including all parties during which a plan for resolution will be agreed upon. If the plan is not acceptable or fails to resolve the issue, any party may ask that the Board of Directors to review the issue. The Board may hear arguments from the parties, review prior actions, decisions and evidence and will make inquiry as it deems necessary. The Board President will assign a specific Board Member to manage each individual grievance on behalf of the complainant before the Board.

Guidelines for the effective use of this process include:

- Communicate directly with the primary person involved first, schedule the communications when all parties can focus on the issue without distraction;
- Express concerns factually, calmly and with mutual respect;
- Accept that the other person is just as committed as you are to the education and welfare of the student;
- Before acting, think twice, take a breather and think twice again

Section 22: STUDENT IN-SCHOOL INTERNET AND COMPUTER USE

It is the Stone Creek Charter School's intent to provide Internet and computer access to its staff and students to assist in education and curriculum planning. This Policy applies to all SCCS computers.

Internet Use

The following activities are not permitted on Stone Creek Charter School computers and electronic resources:

- a) Accessing, uploading, downloading, transmitting or displaying or distributing obscene or sexually explicit material; transmitting obscene, abusive, sexually explicit language; violence, terrorist activities, or racial separatism.
- b) Students will not engage in personal attacks including discriminatory, prejudicial, harassing, slanderous, or libelous comments.
- c) Damaging computers, computer systems, or computer networks; vandalizing, damaging, or disabling the property of another person or organization, debilitating or disabling computers, systems or networks through the intentional misuse or overuse of electronic distribution or storage space, e.g. downloading/streaming audio or video files not used in the classroom, or the spreading of computer "viruses" through the inappropriate use of files, diskettes or CD's.
- d) Copying, saving, or redistributing copyrighted material without prior approval or citation; using another person's passwords; trespassing in another person's folders, work or files.
- e) Students will not purchase items online from such sites as Amazon or E-bay.
- f) Use of chat rooms or email.
- g) Students will not use the system for any criminal act such as the sale, production, or trade of alcohol, drugs, weapons or other controlled substances, engaging in criminal or gang activity, threaten the safety of others or theft of records or information.
- h) Students will not use the system for private commercial or for-profit purposes, product advertisement or political lobbying.
- i) Violating local, state or federal statute.

Computer Use

The Stone Creek Charter School provides computers for student use. While the students use these computers on a daily basis it must be

remembered that these computers are the property of SCCS and must be used appropriately. Listed below are some examples of inappropriate use:

- a) Students may not use any instant messenger service at any time.
- b) Students may not access social networking web sites such as, but not limited to, "My Space" or "Facebook".
- c) Students will promptly disclose to their teacher or person in charge any message they receive that contains inappropriate content or makes them feel uncomfortable.
- d) Students do not have permission to load and install software.
- e) If passwords are to be used keep them absolutely secret. Do not share any personal passwords. Log off any computer when leaving a workstation unless requested to do differently by the instructor.
- f) Students may not use the computer to deliberately annoy or harass others.
- g) Sharing of the student's home address, phone number or other information is strictly forbidden.
- h) Food or drinks are not permitted near computers.

Misuse

Violation of the terms of this agreement may result in suspension or revocation of the student's access to the Internet and the use of any electronic resources. Any action taken by a student which is in violation of school rules will be subject to the usual disciplinary actions. Your signature(s) on the attached agreement is (are) legally binding and indicates the party (parties) who has (have) read the terms and conditions carefully and fully understand their significance. Additionally, parents should discuss with their children their own expectations for their child's Internet use.

"OPT OUT" OPTION

Parents may exercise their right to 'OPT OUT' of this use. Parents wishing to take this direction should discuss their concerns with the student's teacher and be aware that their child's educational process may be negatively impacted by opting out.

Section 23: TERMS AND CONDITIONS FOR SAFE USE OF WEB, EMAIL AND INTERNET SERVICES

1. Acceptable Use

The purpose of SCCS Internet Services is to support education at the school, to provide employees with email services and to provide the public with access to school information via the web. Use of the system must be consistent with the philosophy and educational objectives of SCCS. All communications and information made accessible via the SCCS Internet Services should be assumed to be private property subject to copyright and trademark laws, and should not be reproduced without permission of the party who issued the information. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use of the SCCS Web Services and Email for political lobbying, product advertisement, gambling or soliciting customers or investors, is not permitted. Illegal activities are strictly prohibited. Notify system administrators of any violations of these terms and conditions.

2. Expectations

Users are expected to abide by the generally accepted rules of network etiquette and confidentiality. These include, but are not limited to:

- a) Do not produce web pages or emails that contain abusive, obscene, vulgar, defamatory, confidential, or threatening information. Do not post secret or proprietary material.
- b) Use of graphics, sound, or animations which you did not create, must credit the original producer of the material, and state how permission to use the material was obtained.
- c) The system administrator can access SCCS web pages and email and will cooperate with authorities to investigate pages related to, or in support of illegal activities. System use relating to or in support of illegal activities, as well as inappropriate pages may result in revocation of system use privileges, termination of employment, commencement of legal action and/or school disciplinary action.
- d) Treat all communications and information as private property. Staff or student work may be published only as it relates to class projects, courses, or other school related activities and only with the permission of the person who created it.
- e) Posted work must be free of any spelling or grammatical errors.
- f) Never reveal personal information such as your address and phone number or those of students or colleagues. Do not reveal the names of family members.

- g) Never post pictures, projects or audio/video clips of students, employees or others associated with the School or post pictures and include personal information such as name, age, address or phone number without their permission. Pictures should be focused on the activity or project not on the child.
- h) Never publish an individual's personal e-mail address other than a school email address.
- i) Staff must not provide web pages to non-authorized users.
- j) Personal web pages cannot make use of server-side processing, such as CGI, JAVA, ActiveX programming, server-side image mapping, access control, or similar techniques requiring access to or special configuration of the web server software without permission of the administrator.

3. Privileges

The use of SCCS Internet Services is a privilege, not a right, and inappropriate use can result in loss of that privilege. The SCCS system administrator will determine, based on the guidelines outlined in this document and other Board policies, what is inappropriate use of the system. The system administrator may suspend or close an account at any time as required. The Principal may also request that the system administrator revoke or suspend specific user accounts to serve educational or disciplinary objectives. Inappropriate use may also result in disciplinary action, termination of employment, and /or legal action.

4. Reliability

SCCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. Use of any information posted on the service is at the employee's own risk. SCCS specifically denies any responsibility for accuracy or quality of information posted through its services by employees. SCCS will not be responsible for any damages suffered.

5. Vandalism

Vandalism is defined as any attempt to harm or destroy SCCS data, data of other users, or any other web sites that can be reached through the system. Introduction of viruses into the system is vandalism. Vandalism will result in cancellation of privileges, fines, school discipline, termination of employment, and/or legal action as the school believes appropriate.

6. Account Information

SCCS may require new registration and account information from users to continue the service provided. Users must inform system administrators of any changes in account information. SCCS will not provide information about email accounts to other parties.

7. School Community Broadcast Email/Website Postings - The purpose of the broadcast email is to share educational information and information related to all school-sponsored activities or operations.

You may post or request items related to the following be posted on the web site: grants, awards, building events, unique web sites, surplus or needed items, curriculum information, building or student fund raisers, curriculum materials or hardware to give away, information about employee benefits, PERA, etc., information important to any school operation.

Do not post items of this type in on SCCS web site or in broadcast email: personal announcements, non-SCCS fund raisers, items for sale, loan or rent, personal services available, commercial advertisements, political positions or requests, employee association information.

8. Personal Use

Use of SCCS email for personal communications with family and friends is appropriate as long as it does not violate the items in the paragraph above or interfere with work assignments. Employees should have no expectation of privacy when using electronic email. Care should be exercised when using electronic mail, chat rooms, and other forms of direct electronic communications. Never agree to meet with someone you have met online.

9. Right to Review and Open Records

The school reserves the right to review, store and disclose all information sent over the SCCS email system for any legally permissible reason, including, but not limited to determining whether the information is public record, whether it contains information discoverable in litigation or to access School information in the employee's absence. Email sent or received by the Board, the school the school's employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act.

Section 24: STAFF COMPUTER USE

Providing laptop computers for use by school staff requires certain guidelines to protect the laptop and the school network/system and ensure that this technology serves as an effective instructional tool. Use of the computer must be consistent with the philosophy and educational objectives of Stone Creek Charter School. The use of a SCCS laptop is a privilege, not a right, and inappropriate use can result in loss of that privilege.

Staff members agree to the conditions of computer use by reading and signing the Computer Loan and Use Agreement that follows.

COMPUTER LOAN & USE AGREEMENT

- 1.** I agree to follow all SCCS regulations and policies governing the use of the computer as well as all applicable State and Federal laws including copyright and intellectual property law pertaining to software, files and information. Use for political lobbying, product advertisement, soliciting customers or investors, is not permitted. Illegal activities and pornographic, obscene or other objectionable materials are strictly prohibited.
- 2.** The computer is the property of SCCS. If I terminate my employment with SCCS, the laptop computer will be returned to school officials by me immediately. If not returned, I authorize the replacement cost to be withheld from my last paycheck. If my final paycheck is not sufficient to cover the cost, I understand that I am responsible for the remaining balance and the district will not release my PERA until this balance is paid in full.
- 3.** The computer has been provided for my use and I agree not to turn that use over to anyone else without the permission of SCCS.
- 4.** I will not remove or alter any SCCS identification labels attached to or displayed on the computer, nor shall I change identification within the computer, such as the computer name. I will not mark up or apply any stickers or identification labels to the computer.
- 5.** I agree to keep the computer secure and safe. I will assume the risk of loss by theft, destruction, or damage. If, during the loan period, the computer is damaged or returned with any accessories missing, SCCS may charge me the repair or replacement cost. In school loss or damage may be covered by appropriate building accounts. Any loss or damage that occurs outside of school will be covered by me or my home or auto insurance. If not paid within 30 days, I authorize deduction from my paycheck. (It is recommended that the laptop be included under either a renters or homeowner's policy)
- 6.** I agree to report theft, or suspected theft, loss, damage, or malfunction of the computer to school personnel within 1 working day.
- 7.** Upon request, I agree to deliver the computer to SCS staff for technical inspection, repairs, software installations, upgrades, reconfiguration or to verify inventory or other information. This may include random screening.

Section 25: NON-STUDENT & OFF-HOUR CHILDREN ON SITE

The health, safety and welfare of all children are fundamental concerns of the Stone Creek Charter School. For this reason the following requirements apply to students being in the school outside of regular operating hours and to non-students at any time.

- Non-students are not permitted on-site during regular class hours for any reason unless attending or participating in a function specifically open to non-student children or otherwise approved by the Principal.
- Non-students are not permitted to be on-site after hours unless accompanied and supervised by a SCCS student's parent.
- Students on site after hours must be present for an officially permitted after-school activity and must be accompanied by a parent or adult supervisor or under the supervision of a teacher or other instructor.
- Parents or a guardian must pick up students promptly and as agreed following any after-school activity.
- At Wednesday 12:30 dismissal students must be picked up promptly unless engaged in an after school activity beginning immediately after dismissal and are not permitted to remain on-site until some later activity.
- Siblings of students participating in Wednesday afternoon activities, after dismissal at 12:30, are not permitted to remain in the school unsupervised until after that activity awaiting joint pick-up.

**Section 26: ACCURACY, RELEASE AND
CONFIDENTIALITY OF STUDENT & FAMILY
INFORMATION**

Stone Creek Charter School complies with all applicable laws governing the disclosure of student records. In addition we recognize that because we are highly dependent upon parent participation and volunteer efforts, the performance, conduct and financial status of our students and families are subject to unintentional and inappropriate disclosure within our community. Teachers, staff and parents closely work together to accomplish the educational and developmental objectives of SCCS and use student and family information in the course of carrying out our mission and joint responsibilities.

Teachers, staff and parents are:

- Required to comply with all applicable laws regarding disclosure of student information;
- Requested to recognize that they may be dealing with information that is private and sensitive to the families involved;
- Requested to maintain confidentiality and not disclose, comment on or pass judgment on information that they may have access to.

The Family Educational Rights and Privacy Act (FERPA) provides parents/guardians and students over 18 years of age the following rights:

- to inspect and review student's educational records;
- request the amendment of records believed to be inaccurate, misleading or violate the privacy rights of the student;
- to consent, in writing, to the disclosure of any personally identifiable information except to the extent that FERPA and state law provide otherwise;
- to file a complaint with the U.S. Department of Education concerning alleged violations of FERPA;
- to decline, in writing, the publication of any information about the student in any school publication;
- to request that information be provided military recruiting officers.

Disclosure of personally identifiable information can be made without consent to the following:

- school official and teachers working in the school who have a specific “need to know” for use in furthering the student’s academic progress or for maintaining a safe and orderly learning environment;
- officials of another school or school system in which the student seeks enrollment;
- authorities named in FERPA and accompanying federal regulations;
- agencies in connection with a student’s application for financial aid;
- justice agencies investigating a criminal matter related to the student;
- educational testing and accreditation entities for customary, specific, limited and confidential purposes;
- emergency personnel when necessary to protect the health and safety of the student or others;
- anyone if required by a court order or subpoena;
- a court presiding over a legal action when records are relevant.

Section 27: PARENT-TEACHER COMMUNICATIONS

Stone Creek Charter School encourages a healthy environment of communication among and between students, parents, teachers and administrators. As a community we require respect in our daily communication of questions, wishes and concerns. In the case of classroom communications it is essential that parents and teachers work together in support of students. To achieve this end parents and teachers should efficiently and respectfully express their concerns to each other directly. This is best done in one-to-one, face-to-face communication.

Letters and e-mails are discouraged; they lack the richness and nuance necessary for complete understanding and effective communication. They can also bring into the discussion, through "copy" and "forward" messages, additional parties that may have no role in resolution. If a parent would like to speak with a teacher, he or she may arrange a meeting that is mutually convenient by calling or otherwise contacting the teacher to set it up. A teacher is not to be interrupted when conducting a class, or otherwise engaged in the educational process, for the purpose of an impromptu meeting or to set up a meeting. Parents must also be respectful of the staff's personal time and conduct communications and meetings between the hours of 8 AM and 4 PM weekdays unless the teacher volunteers some other time.

Section 28: STUDENT FEES AND CHARGES

Students shall not be charged tuition or fees, except as permitted by law, as a condition of enrollment or as a condition of attendance in any class that is part of the academic portion of SCCS's educational program. Students will be required to pay fees for textbooks, expendable materials and other miscellaneous items.

All student fees and charges shall be set by the SCCS Board of Directors annually and prior to one-time activities. These charges shall remain in place until removed or modified by Resolution. All fees must be used solely for the purpose that they were levied.

All requests and publication of fees and charges shall clearly indicate whether the charge is voluntary or mandatory and the specific purpose for which it will be used. It shall be clearly stated whether or not non-payment of the charge will result in exclusion of the student from any function.

Any student qualifying under federal guidelines for free and reduced price lunch will have fees and charges waived. Other students in exceptional situations may have charges waived by the Board of Directors upon recommendation of the Principal. Application and processing of waivers will respect the privacy of students and families and will remain confidential.

Board approval is not required for the assessment of reasonable fees for field trips, event admissions and for participation in voluntary school-sponsored co-curricular or extra-curricular activities or programs.

Parents may request a written statement of charges, their derivation and their use as provided for by CRS 22-32-117.

Section 29: FACULTY AND STAFF DRESS

Teachers and the administrative staff are role models for students and must at all times be dressed appropriately for their job function and/or activities being conducted. Individual expression in attire is encouraged but a few simple guidelines must be adhered to:

- Dress must not be such that it is a topic for student or parent conversation, concern or envy.
- As role models for students, staff is asked to consider the impact that their personal tattoos and body piercings can have on impressionable children at ages when they may not be able to make good long term decisions. Exposure of personal body-decoration should be minimized at all times.
- Clothing must not be inappropriately sheer, tight, low-cut or revealing so as to be outside of acceptable "business casual" standards.
- All attire must not contain advertisement, symbols, words, slogans logos or pictures that:
 - ✓ Refer to drugs, tobacco, alcohol or weapons;
 - ✓ Communicate any anti-American or anti-social concept;
 - ✓ Denote membership in gangs;
 - ✓ Are obscene, profane, vulgar, rude, lewd or libelous;
 - ✓ Threaten the safety or welfare of any person or group;
 - ✓ Promote any activity prohibited as student conduct;
 - ✓ Disrupt the teaching process.
- Blue jeans are permitted on "casual" days when the students may also wear them and other times approved by the Principal.
- Sandals and open-toed shoes are acceptable professional attire but flip-flops are not.

The Principal is charged with the responsibility of counseling individuals about proper attire as they deem necessary and will interpret and enforce this policy on behalf of the Board of Directors.

Section 30: BACKGROUND CHECKS

Reference Checks

Before employing any person SCCS, and all Colorado public schools, shall conduct a reference check with previous employers pursuant to Section 22-32-109.7(2), Colorado Revised Statutes.

Requirements for Background Screening through CDE

Before employing any person SCCS, and all Colorado public schools, shall conduct a background inquiry with the Colorado Department of Education pursuant to Section 22-32-109.7(1), Colorado Revised Statutes.

The information CDE provides to a public school in response to its inquiry is considered confidential and that penalties exist for unauthorized disclosure and inappropriate use of this information.

To make a required background inquiry to CDE, SCCS may use a computer or telephone:

Computer inquiry

The SCCS hiring official may contact the Colorado Department of Education educator-licensing database via remote terminal to conduct required pre-employment background inquiries. Background and licensure information is available by entering an applicant's social security number in the appropriate blank on the "Licensure Information Screen." (Please note that an inquiry cannot be made using an applicant's name.) When the message "Background Check: Cleared" appears on the information screen for a particular applicant, it means CDE has no adverse information concerning the applicant that meets the dissemination criteria provided in Section 22-2-119, Colorado Revised Statutes. If the message "Background Check: Call CDE (866-6966)" appears on the information screen, the inquiring school official should contact the licensing unit via telephone prior to proceeding with the hiring of the applicant. If the response to an inquiry is "No records were selected," it means CDE has no information in the database filed under the social security number input for the applicant. In such an instance, the inquiring official may consider an applicant for a position not requiring a Colorado educator license or authorization to have a "cleared" background check status and proceed with the hiring process. Assistance in accessing the educator-licensing database and obtaining operating instructions, technical specifications and

the necessary password is available by calling the CDE Help Desk at (303) 866-6833.

Telephone inquiry

The SCCS hiring official may call the licensing unit at (303) 866-6966 to obtain background information on an applicant. When calling for background information, the hiring official must leave a message stating the applicant's name, social security number and date of birth, as well as the hiring official's name, that SCCS is making the inquiry and the school telephone number. A licensing unit staff member will retrieve the message, access the educator-licensing database and contact the hiring official with information regarding the applicant.

Required Criminal History Disclosure

Each person applying to SCCS, or to any public school, for a position of employment for which a license or authorization issued by CDE is **NOT** required and who is selected for such position of employment by the school shall submit to the school a notarized, completed form as follows:

The applicant shall certify, under penalty of perjury, either:

- a) That he/she has never been convicted of committing any felony or misdemeanor; but not including any misdemeanor traffic offense or traffic infraction; or
- b) That he/she has been convicted of committing any felony or misdemeanor; but not including any misdemeanor traffic offense or traffic infraction. Such certification shall specify such felony or misdemeanor for which convicted, the date of such conviction, and the court entering the judgment of conviction. (See Sections 22-32-109.8(1) and (2), C.R.S.)

A person who is enrolled as a student in the school and who is applying for a non-licensed position there does not have to submit a notarized completed form concerning criminal history. (See Section 22-32-109.8(10), C.R.S.)

Required Fingerprint-Based Criminal History Record Checks

Each person applying to SCCS, or any public school, for a position of employment for which a license or authorization issued by CDE is **NOT** required and who is selected for such position of employment by the school shall submit a complete set of their fingerprints taken by a qualified law enforcement agency or authorized employee of the school. (See Section 22-32-109.8(1), C.R.S.)

A person who is enrolled as a student in the school and who is applying for a non-licensed position there does not have to submit a complete set of their fingerprints. (See Section 22-32-109.8(10), C.R.S.)

Conducting fingerprint-based criminal history record checks

SCCS will obtain blank fingerprint cards from the State Forms Center at (303) 370-2165 or from the Town of Avon Police Department at (970) 748-4040.

Print on each fingerprint card the school's CBI account number and the reason for fingerprinting in the designated areas. The reason for fingerprinting must include the applicable Colorado Revised Statute number (e.g., School Employee, Section 22-32-109.8, C.R.S.) Provide the applicant with a blank fingerprint card and instructions for properly completing the card. Inform the applicant that the completed fingerprint card will be submitted to the CBI for the purpose of conducting a state and national fingerprint-based criminal history record check using the records of the CBI and FBI.

Direct the applicant to have their fingerprints taken by a qualified law enforcement agency (Avon Police Department) or authorized school employee and return the completed fingerprint card to the school. Submit the completed fingerprint card to CBI for processing through the Colorado and Federal Bureaus of Investigation.

To set up an account with CBI, contact the CBI Identification Unit at (303) 239-4300.

Mail completed fingerprint cards to:
Colorado Bureau of Investigation
Attn: Identification Unit
690 Kipling Street
Denver, CO 80215

Background Check Notification Prior to Making an Employment Offer

Due to the Colorado law requiring fingerprinting and criminal background checks for all school employees, it is important to notify any interviewee of this requirement and a drug-screening requirement if applicable. No person should be allowed to start employment until the necessary background checks are complete. Generally 4-6 weeks are required for this process. Background checks are done through the Colorado Bureau of Investigation (CBI). For more information, contact the teacher licensure unit at the Colorado Department of Education at 303-866-6628.

****WARNING** Conducting a name and date-of-birth-based search criminal history record check does not meet the requirements for a fingerprint-based criminal history background check indicated in Section 22-32-109.8, C.R.S.**

Requirements for School Notification to CDE

SCCS, and all public schools, are required by state statute and/or regulation to report to CDE a current or former public school employee's misconduct in the following circumstances.

1. Upon initial investigation of a report alleging abuse or neglect in which the suspected perpetrator was acting in his official capacity as an employee of a school, if the county department [of social services] or the local law enforcement agency reasonably believes that an incident of abuse or neglect has occurred, it shall immediately notify the Charter School Institute which shall consider such report to be confidential information; except that the superintendent shall notify the Department of Education of such investigation. (Section 19-3-308(5.7), Colorado Revised Statutes)
2. If an employee of a school is dismissed or resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of the evidence, the board of such school shall notify the Department of Education and the CSI and provide any information requested by the department concerning the circumstances of the dismissal or resignation. The school shall also notify the employee that information concerning the employee's dismissal or resignation is being forwarded to the Department of Education unless such notice would conflict with the confidentiality requirements of the "Child Protection Act of 1987," part 3 of article 3 of title 19, C.R.S. (Section 22- 32-109.7(3), C.R.S.)
3. Whenever a school learns from a source other than the Department of Education that a current or past employee of the school has been convicted of, pled nolo contendere to, or has received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the school shall notify the Department of Education. (Section 22-32-109.7(3.5), C.R.S.)
4. The Board of SCCS, and of any charter school, or its designee shall immediately notify the Department when any dismissal action or acceptance of resignation concerning a school employee is based upon a violation resulting in a conviction, guilty plea, plea of nolo

contendere or deferred sentence as set forth in Sections 15.00 (2) (d) – 15.00 (2) (h) and 15.00 (3) (a) – 15.00 (3) (c) of these Rules. The Board, or its designee, shall provide any information requested by the Department concerning the circumstances of the employee's dismissal or resignation. (1 Colorado Code of Regulations 301-37, 22-60.5-R-15.05(1))

5. The Board of SCCS, or its designee, shall notify the Department when the school reasonably believes that one of its employees is guilty of unethical behavior or professional incompetence as set forth in sections 15.01 and 15.02 of these Rules. The Board, or its designee, shall provide any information requested by the Department concerning the employee's behavior or competence. (CRS 301-37, 22-60.5-R-15.05(4))

In making a required report SCCS contact the CSI for assistance and shall use the CDE Notification Form available for the Department.

Section 31: PETS ON CAMPUS

Pets of any kind are not allowed on school property at any time without a specific purpose authorized by the Principal. Dogs are permitted in vehicles while in drop-off and pick-up lines. Dogs are not permitted on the school site even if on leashes.

Section 32: VOLUNTARY SICK LEAVE BANK

The purpose of the Voluntary Sick Leave Bank is to provide a source of paid leave for an employee (not a family member) who sustains a serious illness or accident and does not have sufficient paid leave accumulated to cover the period of time when (s) he is unable to work, or for the new employee who likewise sustains a serious illness or accident and has not had the opportunity to accumulate adequate leave. The sick leave bank is not intended to cover all types of absences for which an employee has insufficient leave or for absences provided through Worker's Compensation.

REGULATIONS:

1. Any employee who is entitled to paid leave may donate one day of paid leave to the bank and thereby become a member. If the balance in the bank drops below 45 days, the employees who are members will be asked to donate an additional day to retain their membership and eligibility for this benefit.
2. Forty days is the maximum sick leave granted to any member from the bank for any one illness/injury. Employees will only be eligible for the number of days they have in their individual leave account as of the first day of the school year, or the first day of employment if an employee is hired after the beginning of the school year (*i.e. a first year teacher would receive 10 days of paid leave. By donating one day, that first year teacher would be eligible for another 10 days from the sick leave bank should (s) he meet all other requirements. An individual with thirty days of accumulated leave as of the beginning of the school year would be eligible for an additional thirty days from the sick leave bank, etc.*)
3. To become eligible to use the Voluntary Sick Leave Bank, the staff member must have used all of their accumulated paid leave and sick leave. Members are then eligible to make written application to the Human Resource Committee to activate the sick leave bank on their behalf.
4. Intermittent leave for the same illness can also draw from the sick leave bank if intermittent treatment is prescribed by a physician's letter for a life threatening illness. The staff member must have used all of their accumulated paid leave.
5. Requests for use must be accompanied by a letter from the attending physician, on the physician's official stationery, stating the individual is not able to perform the normal duties, the duration and seriousness of the illness, and when the employee may be expected to return to work.

6. At the discretion of the Human Resource Committee, the applicant may be asked to submit to a physical examination by a physician chosen by the Human Resource Committee. If required, the examination will be at the expense of the School.

7. The Human Resource Committee will, in written form, notify the applicant of the action taken on the request to utilize the sick leave bank.

8. A member employee withdrawing from the sick leave bank or terminating employment may not withdraw contributed day(s).

9. Open enrollment in the bank is limited to the first month of employment or between August 15 and September 14 of each year. 8.

10. Staff members receiving or eligible to receive Worker's Compensation or long-term disability benefits, will not be eligible to make application to the sick leave bank.

11. The following disabilities are excluded from utilization of the sick leave bank:

- a. intentionally self-inflicted injury while sane;
- b. alcoholism or narcotics and drug addiction unless such drugs were administered on the advice of a physician;
- c. commission of a felony;
- d. elective or cosmetic surgery;
- e. accident or sickness arising out of and in the course of any occupation for wage or profit.

12. Licensed employees may at their discretion donate from their current year's allocation of paid leave days to another employee who has exhausted their sick days and sick bank days. The employee who wants to donate one or more days may request a Sick Leave Bank Donation Request form from the Human Resource Committee. The formula for donating unused sick leave is as follows: - Annual Salary divided by number of contract days for the year equals daily rate. Credit toward need of an employee equals daily rate multiplied by the number of days being donated from the current year. The credit is applied to another employee against that person's need. The need is established through the following formula: - Hour rate of pay multiplied by number of hours worked during a day plus cost of base pay for temporary replacement multiplied by number of days required total need.

13. Donated days must be received by the Human Resource Committee within 30 calendar days after the commencement of when the donated days would be utilized. Donated days received after this timeframe will not be processed.

14. If a separation of employment occurs or if an employee has used their leave days themselves, that employee is not eligible to donate their accumulated days to another employee.

15. Days can be donated for maternity leave only in instances where it is determined and documented by a physician to be medically necessary.

16. Days can be donated to individuals that must be absent due to their own documented illness, the documented illness of an immediate family member (spouse or child) or the documented illness of an individual that the employee has documented legal guardianship of.

17. One employee may have a maximum of 40 days donated to them in one contract year, or up to 1/2 of what is in the bank, whichever is less.

Section 33: STAFF SELECTION, RETENTION AND REDUCTION

Stone Creek Charter School is an “at will” employer. From time-to-time staff will be added, reduced, individuals terminated or asked not to return the following school year. The decision making process has many aspects and is challenging. Some of the considerations taken into account will include:

Experience...In a small school we need teachers and staff who have a broad range of experience in different grade levels, different curriculums, and different subjects;

Team Work is Essential....We need teachers and staff who will compromise with one another to make things work for the students. We need faculty with successful experiences in teaming. It is not helpful on a team to promote your own agenda and be unwilling to compromise.

Work Ethic...is a high priority. Faculty must be professional people who are on time and well prepared daily. Personal matters are not to interfere with their ability to be at work and present on a daily basis.

Management Skills...Larger classes and the inability to dis-enroll troublesome students require teachers with exceptional management skills who will be able to bring order and efficiency to the classroom. This is essential in managing not only the classroom but the transitions that will occur as grouping and changing students increase.

Ability to Differentiate...Curriculum adaptation for students at both ends of the continuum is required. Demonstrated understanding of this concept, seeking out help from others if having difficulty will be important here. Support from parents of students with special needs (Sp. Ed. and gifted) must be effectively secured.

Contribution to the School Outside of the Classroom...

Participation on committees and shared leadership are important as we develop our school and programs. We need people who have the skills and the time to participate at this level.

Section 34: GIFTED STUDENTS

Gifted Identification

- 1.) At Stone Creek Charter School we use multiple instruments for screening and identifying gifted learners by gathering a body of evidence as outlined by CSI.
- 2.) We give students and parents at 3rd grade and above an opportunity to qualify by filling out the parent inventory, teacher inventory or a self nomination form.
- 3.) All students nominated and having a parent permission form (next page) will be tested using the Cognitive Abilities tests unless another standardized cognitive assessment, such as a WISC, has been administered by a qualified professional.
- 4.) All students that scored at the 95% level or higher on any standardized achievement test will also qualify for testing.
- 5.) All this information will be used to qualify the child in the GT committee review, where the CSI identification grid will be used to make a final determination.
- 6.) A child will qualify for the gifted program by meeting the one or more of the following requirements:
 - WISC score of 132 or above is automatic qualification
 - Cogat score on any one area about 98%
 - Cogat score of 95% on 2 areas
 - Students scoring in the 95% in both Reading and Math in the NWEA will qualify
 - Students scoring in the 98% in either Math or Reading in the NWEA qualify
 - Students scoring Advanced in the CSAP may combine with other test scores and inventories to qualify.
 - Students scoring in NWEA or CSAP with advanced scores will be looked at for further testing.
- 7.) The Iowa Acceleration Scale will be used when whole grade acceleration is being considered. This process includes the parent as a team member.
- 8.) Each identified child will have a PLP developed and implemented.
- 9.) Each identified child will be given the opportunity to attend enrichment classes for at least one hour per week in area(s) of giftedness. These groups will be flexible groupings including children that are not formally identified.
- 10.) Each identified child will be required to complete and present an independent study project once per year.

11.) The yearly PLP and goals will be written during a conference time with the student, parents and teacher.

12.) GT curriculum and intervention programming will be decided by the GT committee options available are: Enrichment (in class or pull out), HAWK grouping (pull out), Curriculum compacting, ability grouping, testing out, Independent Study, grade acceleration.

Dear Parents,

Your child _____ is being considered as a potential candidate for Gifted and Talented Program services. The Gifted Program is designed to identify and address the needs of gifted and talented students, whose academic needs are so advanced that special services are required to help them meet their full potential. We consider teacher nominations, parent nominations, academic achievement scores (CSAP) and rapid language acquisition, as we look for students who may require these services.

In order to proceed with the identification process, we are asking for permission to assess your child using the following aptitude test the Cognitive Abilities Test (Verbal, Quantitative, and possibly the Nonverbal batteries). Please complete the information below, and return it to your child's school, if you believe that your child would benefit from the additional challenges offered by the Gifted and Talented Program.

Sincerely,

Gifted Program

**Enriched Accelerated Gifted Learning Experiences
(Must be completed prior to testing)**

Student's Name _____ Birth Date _____

Mailing Address _____ Town: _____ Zip _____

Physical Address _____ Phone _____

Grade _____

Teacher _____ Date Submitted _____

Has this student participated in ESL? _____

If yes, has this student exited ESL? _____

Has this student participated in a gifted program in another school district? _____

If yes, when? _____ School Name and Address _____

Has this student received other special educational services? _____

If yes, please describe? _____

Has this student been tested for gifted programming before? _____

If yes, when? _____ Where? _____

Additional comments or observations: _____

I, _____, give my permission for my child,

_____ to be tested for the Gifted program.

Signature _____ Date _____

Section 35: PURCHASE ORDERS & CHECK REQUISITIONS

Complete the Purchase Order Form (3 part form):

1. Properly complete purchase order with proper back-up attached.
2. All PO's need to be approved and signed by Principal as well as a BOD Member.
3. White copy is to go to the SCCS Accountant's Office (place in her box).
4. Yellow copy to Vendor (if needed).
5. Pink copy to be filed in office binder until order arrives.
6. When order arrives, check against packing slip, attach packing slip /invoice with remaining copies and give to SCCS Accountant.

Checks are to be requisitioned using the following Form

**Stone Creek
Charter School
Check Request
Form**

Request No.

Payable To:

Date Due:

Mailing Address:

Invoice #:

Check #

PO #

Amount

Description:

Comments:

Requested
By:

Date:

Approved
By:

Date:

Reason Declined:

Section 36: ASBESTOS POLICY AND MANAGEMENT PLAN

School location: 375 Yoder Avenue, Avon Colorado

Stone Creek Charter School has been certified as having no appreciable amounts of Asbestos or Lead Paint and was not constructed with Asbestos or Lead painted material by the manufacturer.

Parents and Staff will be notified of asbestos or lead in the school annually by a section in Employee and Parent /Student Handbooks.

A notebook containing this management plan and a copy of the current section of the above handbooks will be available in the school office.

One person will be designated under the Asbestos Hazard Emergency Response Act (AHERA) as the Designated Person annually. The duties of this person are those outlined in Booklet EPA 910/R-93-023 How to Manage Asbestos in School Buildings and watching the DVD AHERA Designated Person Self Study Guide provided by the Colorado Department of Public Health and Environment.

Section 37: CONTRACTS

All contracts must be presented to the Board of Directors in final and complete form. Upon motion, second and approval by the Board, they may be signed on behalf of the SCCS by the President, if available, or otherwise by the Vice President of the Board.

Section 38: Board of Director Meetings
(Adopted 12/4/2008, Resolution 2008, Number 5)

Meeting Agenda and Materials:

All meetings must be posted at least 24 hours in advance with a specific agenda. Actions taken at the meeting are limited to the action items listed on the agenda. The agenda and all supporting materials are public documents and will be made available to the public not later than the close of business 4 days prior to regularly scheduled meetings and at the time special meetings are noticed.

Public Comment:

Questions and comments from the public who have signed up 5 minutes prior to the start of the scheduled meeting time will, be recognized to speak at this time on non-agenda items. Each person shall have two minutes to address the Board, but the time can be adjusted at the discretion of the Board President or other Chairperson of the meeting.

Persons, who have signed up 5 minutes prior to the start of the scheduled meeting time, will be recognized to speak on any "Action Items" when the specific "Action" agenda item is on the floor. Each person shall have two minutes to address the Board, but the time can be adjusted at the discretion of the Board President or other Chairperson of the meeting.

The Board is not obligated to respond to any questions or comments. A Board member may also ask for this item to be placed on a future agenda.

Public wishing to comment must be recognized by the President, or Chairperson, and may be asked to come forward to the podium, to state their name and affiliation and to make their comments and questions concise.

Executive Session:

All meetings are open to the public except Executive Sessions.

Communications:

Following all meetings, the Board will post the final form of all adopted documents.

Section 39: Special Educational Needs

(Adopted July 7, 2009 Resolution 2009, Number 11)

See Colorado's Special Education Process flow chart

Identification of Need:

Students that are falling behind in academic performance, social/emotional growth, and/or have behavioral concerns have an opportunity to be assessed for possible learning or emotional differences and difficulties. This will be done through a battery of tests conducted by staff at Stone Creek Charter and at the Charter School Institute. If parents wish to have outside testing done and submit it to the team, the team will take this into consideration.

Students can be referred for special education or testing from both parents and staff members.

Actions:

After referral, the student will be placed in the appropriate tier of the Response to Intervention Tier System (RTI). Modifications, accommodations, and interventions will be generated by the team, and all decisions will be based on a collaborative effort.

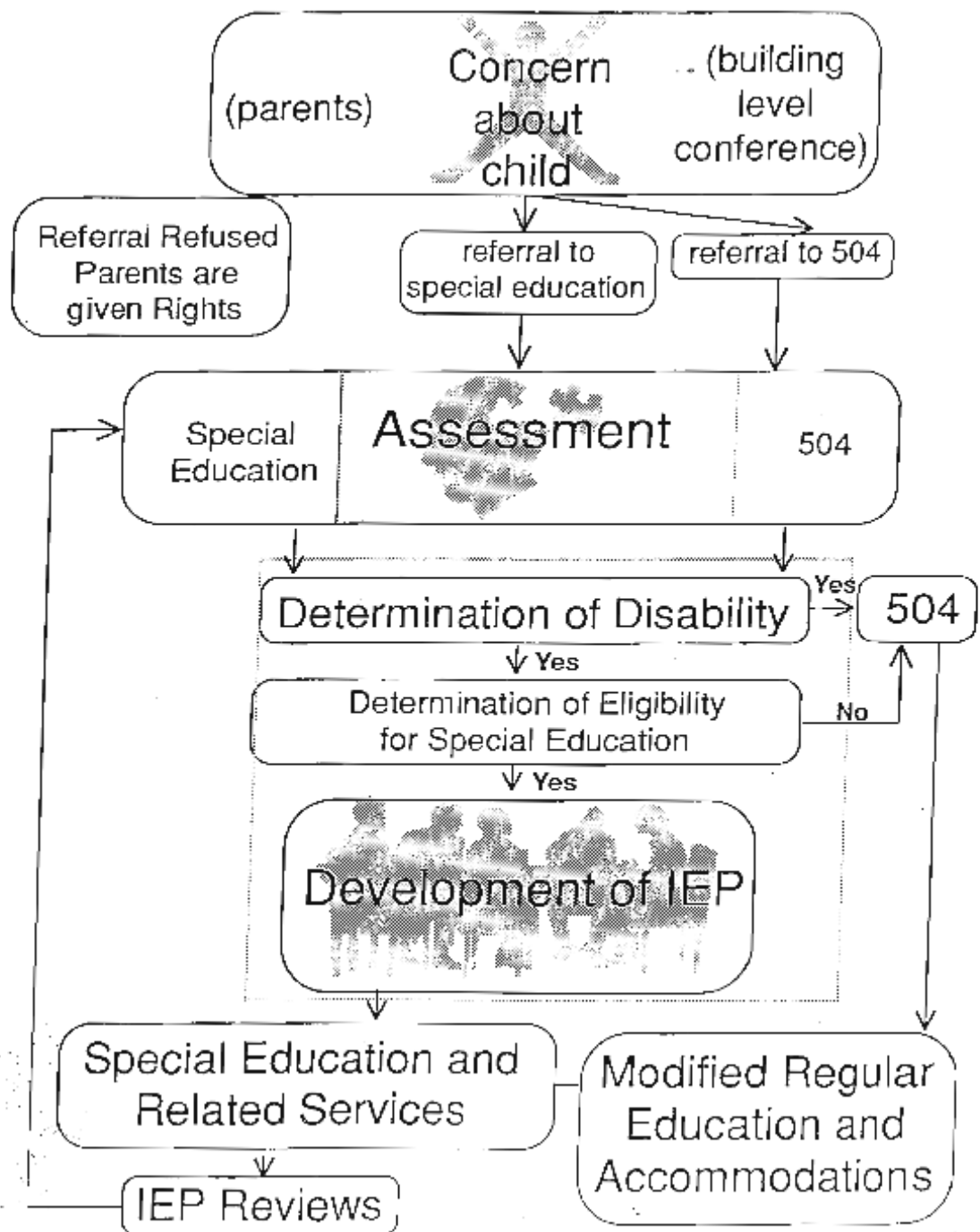
At the end of a predetermined period of time, the team, which shall include, but is not limited to, the teacher or teachers involved in the students education, the parent, specialist, special education staff, outside specialist, administration and the student if and when appropriate, will meet (and continue to meet as needed) to determine the adequacy of the intervention being provided to the student. If the team agrees that the interventions that have been put in place are not assisting the student in being successful and the team agrees that all available interventions have been tried, the team may decide to move ahead with testing. Testing from the school includes, but is not limited to the Woodcock- Johnson Test of Academic Achievement and the Woodcock-Johnson Test of Cognitive Achievement. Testing of a student will only happen with permission from the parents.

If parents decide that they would like to go immediately to testing, they are able to request this from the team and it must be completed within 60 days from the date that permission is

obtained. For a full description of your rights and responsibilities as a parent, please refer to CDE's website under Special Education Law, idea.ed.gov, or another user friendly website is wrightslaw.com.

After testing is completed the team will meet to discuss the findings and decide on placement at that time. Placement can include, but is not limited to special education placement (an Individualized Education Plan will be developed), a 504 (a 504 will be developed), or no placement needed and the student continues to have interventions as needed through the RTI system.

Colorado's Special Education Process



Section 40: Faculty Hiring & Placement

(Adopted July 7, 2009 Resolution 2009, Number 12)

Purpose: To achieve our mission and vision, SCCS must hire and retain the best and most qualified teachers. Our recruitment, interview, hiring decision and grade-level placement processes must be fact based, objective and documented. This policy and process is intended to result in the best possible hiring and placements.

New Staff Hiring & Placement Process:

General

1. Resume submitted; Teacher New Hire, Rehire and Grade Placement Evaluation forms (Evaluation Form) initiated by Principal for all new and rehire candidates.
2. Principal identifies teachers to be rehired and consequential needs for new hires. Intent to rehire communicated by Principal by April 1 of each school year.
3. Interview with Principal. The Principal determines if new-hire candidate shall progress to additional interviews and/or further consideration.
4. Application completed and second interview/ day spent at SCCS Candidates will come in and interview with a team of teacher and any others designated by the Principal, spend 1/2 day, interview with their potential teammate in the case of multiple grade-level classes, teach a lesson, etc. The other same grade level teachers must be present to observe and to develop decision-making input.
5. Feedback collected from staff
Input from observing and interviewing teachers given to Principal who solely makes the final hire/grade-placement decisions. Continuing teachers considered along with new applicants for optimal skill mix and grade assignments.
6. References checked for new applicants/ background check completed
7. Offers made according to Principal's hiring and grade level assignment decisions.

Interviews with Principal and Potential Colleagues

First Interview: Interviewers should give a little background information about the school's mission and philosophy, as well as an explanation of a state charter school.

Second Interview: When the applicant arrives for the second interview, his/her application should be complete. Ideally, his/her application is circulated with his/her resume so teachers can further inquire about the candidate.

- Schedule has been pre-arranged by the front office staff
- Applicant should have an opportunity to do the following:
 - i. Observe a classroom lesson
 - ii. Go to the playground with children/ be with children during a break
 - iii. Teach a lesson
 - iv. Meet with teachers: any same-grade teachers and the Advisory Committee.
- Teacher comments collected, read and considered
- Transcripts collected from the candidate
- Principal will be the last meeting of the day.

Decision Making:

The Principal makes all decisions on hiring and grade placements.

a) Employment offers will be made after all references are checked and all interview and evaluation information is considered, and a background check has been completed.

b) Grade placement decisions should be made on a tentative basis prior to any employment offers. Placement of teachers in grades is to be decided as objectively as are hiring. The Principal will carry out final grade placements.

Making an offer:

- Consider how much money is in the hiring pool
- Consider how many years of experience this teacher brings
- Consider the education BA/ MA
- Consider the job you are asking the applicant to do – grade teaching? What extra duties?
- Will you require the teacher to do some sort of professional development over the summer to better their work with Core Knowledge, discipline, or community?
- Consider proposed salary within the context of current teacher’s salaries and ranges.

Staff Rehiring and Placement:

Annually on a scheduled established by the Principal, teachers are asked by the principal to consider if they wish to return to Stone Creek Charter School the following school year. By April 1 of the school year, The Principal will notify any teachers that will not be rehired. Teachers who do not wish to return or are told that they will not be rehired will meet with the Principal and are asked to not tell parents, colleagues, or students of their departure until released to do so by the Principal as described below.

When a teacher informs the administration that they will not be returning, their position will posted, with details and required qualifications, on the SCCS website, the CSI website, and the Core Knowledge Message Board. The Principal may consider posting the position in local or Denver classified advertisements. Once the position is posted, the teacher is welcome to maturely and reasonably inform the community of their June departure. The BOD will schedule the teacher's exit interview.

Teachers desiring to return to SCCS will be considered for rehire and grade assignment based on their resume and performance. An At-Will Employment Agreement, including grade assignment, will be presented by May1 and teachers will be asked to sign their agreements by mid May. If Agreements are not signed by the assigned day, the position will be considered open and available and new applicants will be considered.

Grade Reassignments by Principal:

1. The principal may identify a teacher who would be well placed in another grade level based on the following criteria:
 - His/her teaching style, in the classroom;
 - Management style in the classroom, lunch room and on the play ground;
 - Ability to relate to students at that developmental level;
 - This teacher would complement the already existing team in that grade.
2. The Principal will discuss the reassignment possibility with the teacher considering school and personal benefits and drawbacks of the change.
3. The teacher is given time to consider the placement. He/she can take school time to observe the grade, the teacher who currently teaches that grade, the students and their behaviors. If the

teacher desires, he/she can spend ½ day in the grade to see if they think it would be a good match. Class coverage will be arranged as necessary.

4. If the teacher chooses to change grades, he/she may be asked to take part in the hiring of his/her replacement.
5. If the grade change occurs during the school year, the teacher's At-Will Agreement will be re-written with the new grade level to be taught. The teacher's participation in any merit pool will be based on their performance in both the old and new grade.
6. If the teacher prefers to remain with their current grade, they will be considered for doing so by the Principal within the context of staffing needs of the school.
7. Grade-level reassignments will be considered during the hiring and rehiring process. Any changes made during the re-hiring process will be documented as required above.

Teacher Proposals for Grade Level Reassignment:

1. The teacher may approach the Principal with the proposal *only* if there is a vacancy that is publically known and before discussing the potential change with colleagues.
2. The Principal and teacher will discuss teaching style, management, the developmental level of the desired grade level and the benefits and drawbacks of the change.
3. The Principal will consider all teacher placements in the school determine if the teacher is a match for the new grade and if the total faculty will be strengthen by a move.
4. The teacher who requested the change may be asked to teach a demonstration lesson in the new grade and/or spend a day with the children in that grade.
5. The Principal may inquire of the teacher's current team whether the teacher would be a match for the new grade level.
6. If the reassignment request is during the hiring process, the Principal will consider the decision as part of the staffing

considerations for the new school year. The teacher will have the opportunity to apply, interview, and teach a demonstration lesson in the grade desired.

7. If the teacher's proposed grade-level change is not approved by the Principal, he/she will be considered for rehire at their current or more appropriate grade level.

Rehire of Teachers Who Have Less Than a Full School Year at SCCS:

1. The teacher will be asked to apply as a new applicant for the desired position by submitting, as required, a resume, completing an application, and interviewing with the principal/hiring committee.
2. The teacher will be considered along with all new applicants taking into account their performance and experience at SCCS.
3. To insure impartiality and objectivity, the teacher will not be asked to host other candidates or evaluate the lesson of other candidates.
4. The present teacher will be considered by the Principal for rehire within the complete hire, rehire and placement process.

TEACHER NEW HIRE, REHIRE & GRADE PLACEMENT
EVALUATION

NAME: _____

CANDIDATE FOR GRADE: _____

PART A. GENERAL INFORMATION & BACKGROUND

RESUME REVIEW (attach completed resume)

Education – holds at least a BA: _____

Experience at other schools – at least one year of experience:

REFERENCE CHECK: (ask and record at least the following)

CHECK MADE BY: _____

COMMUNICATION WITH: _____

AT INSTITUTION: _____

DATE OF COMMUNICATION: _____

Tell me about the time (candidate) spent at your school. What were his/her most valuable contributions to your community?

What were (candidate) greatest assets in the classroom? What were his/her greatest deficits?

How would you rate his/her management abilities?

How did he/she interact with his/her colleagues?

Was he/she successful in building relationships with students and parents?

Would you describe him/her as a team player? Why or why not?

What do you wish you knew, if anything, before you hired (candidate)?

Would you re-hire (candidate) and why or why not?

Signature of Individual Conducting Reference Check:

PART B. INTERVIEW(S) (to be completed by every interviewer and must become part of this evaluation and record; attach additional pages as needed)

NAME: _____

CANDIDATE FOR GRADE: _____

INTERVIEWER'S NAME: _____

DATE OF INTERVIEW: _____

Suggested questions and information to be determined:

What attracts you, the applicant, to Stone Creek Charter School?

What do you know about the Core Knowledge Curriculum?

What has been your experience with it, if any? How does your own personal philosophy support or not support the Core Knowledge Curriculum?

Tell ME/us about your experience with character education.

Tell me/us about your experience with classroom management.

Describe a situation where you had a conflict with a colleague.

Describe a typical school day in your classroom from start to finish.

What do you think are the necessary elements for an exceptional school? What contributions do you make?

What has been your greatest challenge as an educator?

What are the characteristics of an excellent teacher?

Describe a challenging situation you have encountered with a parent.

How do you go about planning and implementing a lesson?

You have a class of twenty students. Three of the students are difficult to manage behaviorally. One student has some autistic behaviors that have not been diagnosed. Two students are on IEP's and need accommodations. You also have four students that qualified for the gifted program. How will you respond when you are instructing a lesson? How will you respond on the playground/ lunchroom?

What is your philosophy about parents in the classroom? How can you use parents in a meaningful way?

How do you build relationships with students?

What questions or concerns do you have about Stone Creek Charter School?

Other

INTERVIEWER SUMMARY

Interviewer, what if anything stands out about this candidate and/or their resume?

Interviewer, what makes you think this candidate would be a fit at Stone Creek and why?

Interviewer, do you recommend that this candidate be considered for hire? _____

If no, why?

If yes, suggested grade-level placement _____; Other grades suggested for consideration _____

Interviewer's signature: _____

PART C. RECORD OF PRINCIPAL'S DECISIONS

NAME: _____

CANDIDATE FOR GRADE: _____

Candidate _____ (insert: will or will not) be offered a new or rehire position because:

For grade and class _____; rationale:

Offered Salary: _____; Basis for salary offer:

Education _____

Experience _____

Special Abilities/Experience _____

Other _____

Parity/Equity Considerations _____

Date of Offer: _____

Date of Candidate Decision/Response: _____

Candidate's Decision (accepted or declined) _____

If declined, reasons given

Principal's Signature: _____

Date: _____

Section 41: Exit Interviews

(Adopted June 2, 2009 Resolution 2009, Number 13)

Purpose: Understanding the reasons and any issues underlying the departure from SCCS of students, families and teachers is important to the school's progress and success. Families of withdrawing or not returning students and departing and not returning teachers will be asked to participate in an exit interview with two Board members. These interviews will be carried out and documented using the appropriate following form.



"GO BOLDLY"

STONE CREEK SCHOOL EXIT INTERVIEW

Employee Name: _____	Date of Hire: _____
Role/Department: _____	
Exit Interview Conducted By: _____	Date: _____
Last Day of Work: _____	Effective Date: _____

1. What is your primary reason for leaving Stone Creek School?

2. Overall, I was satisfied with Stone Creek School as a place to work?
Fully _____ Moderately _____ Not Really _____
Comments: _____

3. Did you fully understand what was involved in the job when it was offered?
Fully _____ Moderately _____ Not Really _____
Comments: _____

4. Throughout your employment, were you clearly informed of what was expected of you?
Fully _____ Moderately _____ Not Fully _____
Comments: _____

Please rate and give comments on the following area in relation to your position



"GO BOLDLY"

STONE CREEK CHARTER SCHOOL EXIT INTERVIEW

Student (s) Name: _____ **School Year:** _____

Teacher: _____ **Grade:** _____

Exit Interview Conducted By: _____ **Date:** _____

Parent (s) Name: _____

1. What is your primary reason for leaving Stone Creek School?

2. Overall, I was satisfied with Stone Creek School?

Fully _____ Moderately _____ Not Really _____

Comments:

3. Did you fully understand Stone Creek's Mission and Vision for the students?

Fully _____ Moderately _____ Not Really _____

Comments:

4. Were you clearly informed of what was expected of you as a Parent and volunteer hours?

Fully _____ Moderately _____ Not Fully _____

Comments:

Section 42: Publication of School Information
(Adopted June 7, 2010 Resolution 2010, Number 3)

Purpose: To adequately inform the school community and to comply with state statutes, it shall be the Policy of the Stone Creek Charter School to publish certain information and proceedings on the school website.

Publication of Information: Beginning immediately, and not later than July 1, 2010, SCCS will post and keep current on the website the following information...school budget, audited financial results, monthly or at least quarterly financial statements, any investment result statements, Bylaws, Governance Manual, Parent-Student Handbook, BOD Meeting Agenda and BOD Meeting Minutes which information includes required compliance with the Public Financial Transparency Act (House bill 10-1036) and other state statutes.

APPENDICES

APPENDIX A: SCCS Bylaws

APPENDIX B: Stone Creek Charter School Application
to the Charter School Institute

APPENDIX C: SCCS Contract with the Charter School
Institute