

Stone Creek Charter School

Parent & Student Handbook 2018-2019



Stone Creek Charter School

Edwards & Gypsum

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stonecreekschool.org

Welcome and Introductions

The SCCS administration, staff, teachers and board of directors welcomes you to the 2018-2019 academic school year. We look forward to working with each student and family as part of a vibrant, rigorous, fun, and trusting learning community.

Please read and review the following **Parent Teacher Handbook** with your student to gain an understanding of the important and exciting programs at Stone Creek Charter School. We are proud to roll-out new initiatives and welcome several new teachers to the school, as we have all worked hard over the summer to prepare for another school-year.

You are receiving this handbook electronically for your convenience and to reduce paper-waste. Please sign the Agreement Form on page 2 of this document and return to school no later than your son/daughter's scheduled Back to School Night.

Feel free to reach out to the Board or the Administration with any questions, concerns, or ideas. We welcome your feedback and your participation in our learning community.

Thank you for entrusting your children to us. We look forward to a successful year ahead.

Sincerely yours,

The SCCS Staff and Board

Parent & Student Agreement:

Parents and students must acknowledge that they have read, understand, and agree to the policies, requirements, and standards described in this Handbook by signing and returning this signature page to the office. We only need one signed form per family.

Student 1 Signature: _____ Date: _____

Student 2 Signature: _____ Date: _____

Student 3 Signature: _____ Date: _____

Student 4 Signature: _____ Date: _____

Parent/Guardian 1 Signature: _____ Date: _____

Parent/Guardian 2 Signature: _____ Date: _____

Executive Principal Signature: Jason Mills Date: August 1, 2018

Special Advisory from the Board and Executive Principal

This year's Parent Handbook has been rewritten and contains many new procedures, programs, and updates. These changes reflect a continuing process as we update our procedures and may not currently be reflected in our Governance Manual. The Administration and Board of Education will continue to work on aligning and editing our Governance Model to reflect the changes in this Handbook.

Thank you in advance for your patience. The formal process to make the changes with the Board of Education and our Chartering Authority take more time than the summer months allow.

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Section 1.0 – SCCS Culture and Climate Overview

The purpose of this handbook is to familiarize students and parents with Stone Creek Charter School’s culture, ethos, norms, and procedures, as well as their rights, responsibilities, and the consequences of their behavior. The following are important highlights of educational philosophy and beliefs that allow our school community as a whole to be successful.

- **Academic Growth:** We value, pursue, and measure year-over-year growth for each individual student, regardless of individual academic status. We believe all children, regardless if they enter the classroom above or below grade level, should achieve a year of academic growth.
- **Academic Accountability:** We measure the academic success of each student through longitudinal indices and share that data with parents and students so we can, together, set and pursue realistic academic goals.
- **Character & Values:** We believe strong character complements learning. We foster the virtues of Excellence, Integrity, Respect, Responsibility, Perseverance, Intellectual Curiosity, and Kindness. We hold our employees and volunteers to the same values and standards as our students, as they are student role models.
- **Parental Involvement:** Parents should participate actively in all aspects of their child’s education. Parents will be respected, expected, welcomed, and involved.
- **High Expectations:** We hold our students to high expectations and demand outcomes that can happen only from self-discipline and inspired effort.
- **Results:** We believe that grades do matter; however, we do not teach towards any specific “standardized” test. We teach and value the acquisition of skills and knowledge to better prepare our students for success in high school and as global citizens.
- **Accountability:** We hold students, teachers, parents, and administrators accountable to clearly defined goals.
- **Instructional Differentiation:** By using frequent student assessments and real-time data, teachers work hard to differentiate lesson plans to meet the needs of each student, whether that means pushing some students to delve deeper into the material or scaffolding other students with additional support to master the basics.
- **Research-Based Programs:** Teachers rely on a diversity of teaching strategies, classroom management techniques, and curriculum that have been proven successful.
- **Literacy for All:** We strive to ensure that all students are literate by identifying students with reading and learning difficulties and providing research-based interventions for them.

- **PBIS & Discipline:** A structured environment where positive behavior is identified, modeled, and recognized promotes a strong school culture and climate. Discipline protocols are clearly identified and attempt to be responsive to the needs of students and the wellbeing of the entire school community.
- **Communication:** We promote students' ability to communicate effectively through multiple media, but especially written and oral communication. Written and oral communication skills are an indispensable talent required for meaningful scholarship and civic participation.
- **Project-Based Learning:** Students will identify, create, and build hands-on interdisciplinary projects to solve real-world problems and showcase their skill development in core subject areas.
- **Transparency:** Informed students and parents are effective and empowered. Expectations and results are communicated rapidly and clearly. Questions are encouraged and answered respectfully.
- **Art Appreciation:** Art, literature, and music help inspire students to excel and express their creativity. Staff attempts to infuse multi-disciplinary projects and materials across our curriculum to strengthen and enrich our students' appreciation of the arts.
- **Passion:** Our employees, students, and volunteers love what they do and work to perfect their craft.
- **Health & Wellness:** Healthy students are in a better position to learn and excel. We support the health and wellbeing of our students through dynamic movement, healthy habits, and emotional support.

Section 1.1 – Our Vision, Mission, Values, and Strategic Intent

SCCS Vision

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

SCCS Mission

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.

SCCS Strategic Intent

SCCS empowers students to succeed academically, thrive physically, lead confidently, and live boldly.

SCCS Core Values

SCCS is a values-driven organization. Our core values are central to our program and to our results. We recognize and celebrate these values in our students throughout the year at our virtues ceremonies - as these virtues are embedded in everything we do as a learning community:

- **Excellence:** Excellence is doing ones best, not necessarily being the best. Its consistently putting forth your best effort and upholding high personal standards.
- **Integrity:** Being truthful, fair, and trustworthy in your words and actions - doing as you say and saying as you do.
- **Respect:** Appreciating the value of a person or an object through your words, actions, and attitude. Treating people with common courtesy, respecting others’ personal property and time, and seeking to understand others’ viewpoint.
- **Responsibility:** Able to be trusted and or depended upon to complete tasks, follow directions, and own up to your actions.
- **Perseverance:** To persist in anything undertaken despite difficulty, obstacles, or discouragement; continue steadfastly.
- **Intellectual Curiosity:** Eager to learn, explore, and question things to gain a deeper understanding.
- **Kindness:** The quality of being friendly, generous, and considerate of others.

Section 1.2 – Academic Philosophy and Approach

Academic Philosophy

Our living mission as teachers and administrators is to “develop the mind, excite the spirit, and change the world.” We ask ourselves routinely if we are on track to accomplishing this through our words, actions, deeds and planning.

SCCS believes that all students have within them the capacity for greatness. Although not an Outward Bound or expeditionary learning school, we do incorporate much of their philosophy into our everyday learning and curriculum, and our teachers are inspired by its approach and mission.

The following ten principals were drawn from the ideas of Kurt Hahn and other education leaders for use in Outward Bound and [Expeditionary Learning Education](#) (EL Schools). SCCS recognizes that these design principles align with its philosophy of education and does its best to reflect these same principles in the teaching and learning in our community.

Expeditionary Learning Design Principles

- | | |
|-----------------------------------|---------------------------------|
| • The primacy of self-discovery | • Collaboration and competition |
| • The having of wonderful ideas | • Diversity and inclusion |
| • The responsibility for learning | • The natural world |
| • Empathy and caring | • Solitude and reflection |
| • Success and failure | • Service and compassion |

In addition, we believe that students experience learning best when it is active, social, investigative, adventuresome, relevant, successful, and accountable. Furthermore, we create and develop authentic learning experiences through engaging classwork, fieldwork, service, and adventure to capture all elements of the learning experience.

Academic Approach

The foundation of Stone Creek Charter School’s curriculum is rooted in the educational model of Core Knowledge and is anchored in the Colorado State Standards. The Core Knowledge sequence was developed to provide students with a rich vocabulary and broad knowledge-base on which future instruction can build, broaden, and deepen. The ultimate goal is to ensure that all children are given access to the same knowledge base that assures later educational success. Thus, the Core Knowledge curriculum provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year-after-year. This core content spirals through the grade levels, becoming more sophisticated and detailed in each successive grade. It is intended to drive the language arts, social studies, and science curricula taught in the elementary school.

Our Core Knowledge program is complimented by K-8 Singapore Math, Lucy Calkins’ Writer Workshop, Step-up to Writing, and character education based on the Virtues Project. In addition, Stone Creek Charter School implements instructional programming influenced by project-based learning (PBL) and Expeditionary Learning (EL) models.

At SCCS, we believe that creating a positive, inclusive culture of learning and a rich, engaging climate is imperative to our success. We are committed to small class sizes to foster an intimate learning environment. We want to capture an environment that exemplifies the mantra, “we are a crew, not passengers” on this educational journey.

Section 1.3 – 6 P’s & the Attending Skills for Success

SCCS fosters and models the following learning behaviors for its students. Teachers, students, and volunteers should hold ourselves to the same standards of behavior and strive to model these for our students.

The 6 P’s for Success:

- Prompt
- Prepared
- Polite
- Participate
- Produce
- PMA/Positive Mental Attitude

Attending Skills for Success:

- Maintain Appropriate Eye Contact
- Reflect Positive Body Language
- Provide Appropriate Feedback
- Be “In the Moment”
- Ask Clarifying Questions
- Assume Good Intent

While this handbook serves to elaborate on the specific policies and practices that enable us to live out these values, a handbook cannot possibly define or cover fully all that comprises a student/family/school experience or the dynamic nature of our learning community. If you ever have any questions, reach out to the Administration and your teachers.

Section 2.0 – 2018-2019 SCCS School Personnel

SCCS recruits, hires and trains the best personnel we can identify and supports them in the pursuit of excellence in their craft. We work hard to build a strong and supportive academic and enrichment team of certified professionals. A list of SCCS personnel for the 2018-2019 academic year can also be found at stonecreekschool.org.

Section 2.1 – SCCS Administrative and Academic Support Staff

[Amy Osborne](#) – Office Manager – Edwards Campus
[Alejandra Martinez](#) – Office Manager – Gypsum Campus
[Carrie Kirkutis](#) – Director of Operations
[Siri Reynolds](#) – Assistant Principal
[Joey Peplinski](#) - Assistant Principal
[Jason Mills](#) - Executive Principal

Edwards Campus

[Betsy Otis](#) – Kindergarten
[Claire Lipman](#) – First Grade
[Tara Moriarty](#) – Second Grade
[Kim Davies](#) – Third Grade
[Patty Murphy Ruh](#) – Fourth Grade
[Rachel Halzel](#) – 5-8 Language Arts
[Molly Gamble](#) – 5-8 Math
[James Guthrie](#)– 5-8 Science
[Bethany Classick](#) – 5-8 Social Studies
[Melissa Mathews](#) – 5-8 Language Lab/TA

Gypsum Campus

[Meghan Cahill](#) – Kindergarten
[Christine Teichman](#) – First Grade
[Marissa Stauffer](#) – Second Grade
[Sarah Olson](#)-Third Grade
[Jussi Kurronen](#) – Fourth Grade
[Chelsea Holmes](#) – 5-8 Language Arts
[Ruth Thompson](#) – 5-8 Math
[Kyle Jessup](#)– 5-8 Science
[Jenn Stiebel](#) – 5-8 Social Studies
[Cashe Jones](#) – 5-8 Language Lab/TA

Section 2.4 – Specialists, Specials, & Support Staff

[Sarah Ast](#) – Speech

[Cynthia Blancke](#) – International Language Program Coordinator/English Language Learner Specialist

[Cindy Cassidy](#) - Special Education

[Sara Cross](#)- School Counselor

[Tara Goike](#) – K-8 Art & K-4 Physical Education

[Gabby Martin](#) – K-8 Music

[Amy Moser](#) – Special Education & Reading Specialist

[Tracy Scheriff](#) – English Language Learner Specialist (ELL) & Reading Specialist

[Eula Schulz](#) – Speech

[Megan Shull](#) – OT

[Bianca Zamora](#) – GT/ALP Support/TA

Section 2.5 – SCCS Board of Education Members

Robyn Dill - Interim President and Gypsum Parent

Katie DeMore - Treasurer and Edwards Parent

Susan Tulk - Secretary and Community Member

Shannon Dodds - Director and Edwards Parent

Sarah Hughes - Director and Edwards Parent

Jenny Lau - Director and Edwards Parent

Section 3.0 – Academic Calendar 2018-2019

The Stone Creek Charter School Calendar can be viewed on our website at

<http://www.stonecreekschool.org/my-sccs/school-calendar>.

Section 3.1 – Holidays and Breaks

September 3 - Labor Day No School

October 22 - No School

November 19 - November 23 Thanksgiving Break

December 24 - January 4 Holiday Break No School

January 21 - No School

February 25 - No School

March 25 - 29 - Spring Break No School

April 29 - No School

May 27 - Memorial Day - No School

June 12 - Last Day of School

Sections 3.2 – Middle School Enrichment Days/Schedule

All SCCS middle school students participate in our middle school Enrichment Program. Enrichments provide in-depth, hands-on experiences outside the classroom. These unique offerings allow our students and teachers to explore the world around them and tap into the resources and expertise in the Vail Valley. These days lend themselves to fun-filled adventures full of laughs, comradery, and active, engaged learning.

At the beginning of each quarter, SCCS staff will share with students and parents the available options for the subsequent Enrichment series. Typically, each Enrichment series will be planned and supervised by the same teacher/sponsor for the entire series. When students choose a theme/option, they are committing to the entire 3- or 4-day thematic series.

Please review the SCCS calendar for the 18 dedicated Enrichment Days. Please note that on these days, drop-off and pick-up times/locations may vary pending on which enrichment your child participates.

The cost for each theme/series will vary depending on the activity. SCCCS tries to offer a wide range of activities that vary in cost. The listed cost is for the entire session and should be paid at the time of sign-up. Unfortunately, refunds for missed days are not possible. If you are unable to pay online or need to seek financial assistance* to participate, please contact Carrie Kirkutis at office@stonecreekschool.org as soon as possible to make arrangements to participate.

Families should sign up online at www.stonecreekschool.org/store at the beginning of each quarter. Space is limited in each program, so be sure to sign up right away. If your top choice is filled, you will have to pick another program.

All teachers will be running enrichment programs on each designated enrichment day, so there will be no classes taught during enrichment days. All students must sign up for a program. For any planned absences, please fill out [Student Absence Form](#).

*Please note: Financial assistance is based on completion and submittal of a qualifying [Economic Data Survey](#). Please see Carrie if you have further questions or are in need of assistance.

Section 3.3 – K-4 Field Work and Learning Adventures

K-4 classes will participate in field trips, field work opportunities, and learning adventures to help connect students to the world around them. Individual teachers will communicate with their classroom parents about specific plans for field trips, library visits, and other adventures. These outings often take place on Fridays.

Section 3.4 - Grading Periods & Quarterly Report Cards

November 2 - End of First Quarter
January 25 - End of Second Quarter
April 5 - End of Third Quarter
June 12 - End of Fourth Quarter - Last Day of School

Section 4.0 – SCCS Financial Commitments

State funding of charter schools is not sufficient to cover all our academic operations and our capital costs for equipment and facilities:

- It costs roughly \$12,000 per year to educate your child in a fully loaded robust curriculum.
- SCCS only receives about \$8000 from the State of Colorado each year.

Unlike a school district, we cannot ask Eagle County residents to vote for a bond or mill levy to support our unfunded needs and to enrich our academic programming. And even if/when Eagle County does successfully vote for a tax increase, SCCS does not have access to those funds as we are not an Eagle County school but rather an independent public charter authorized by the state of Colorado.

What does this mean for our SCCS families and students?

Our SCCS community must make up the difference or cut back on spending. SCCS works hard to create budget transparency and instill confidence among its community members that each dollar is responsibly spent. That said, it is very important to the success of the school, that parents have a real understanding of the responsibilities and challenges of operating a school spread across 3 campuses.

We work hard to provide a quality, dynamic, and rich learning environment. We are a nimble and efficient team. We are creative in the use of our limited funds; we are frugal and responsible in our expenditures.

Nonetheless, we must rely on our families' generosity to help fulfill our budgetary needs and deliver the level of academic enrichment our parents and students desire.

We realize that finances can be tight for many families, and it may be difficult for all families to participate at the same pledge level. We would love to work with you to minimize the impact a pledge may have on your family. To that end, please consider donating an amount appropriate for your family's circumstances and/or [signing up](#) for a smaller recurring payment each month.

Section 4.1 – SCCS Requested Fees

Fees may change annually. They are set by the SCCS Board of Directors. Fees can be paid by check or on-line at the SCCS website. Please work to pay your fees on time or work with administrators to arrange for a payment plan. If unable to pay, please contact Carrie Kirkutis at office@stonecreekschool.org to seek a Board approved waiver/exemption from fee requirements.

Section 4.2 – List of Annual Fees and Payments

Materials and Technology Fee:

\$300.00 per student each year

This is an annual per-student fee, the value of which will be set by the Board of Directors. These funds help maintain our classroom computers, computer network, and other administrative and classroom technology. This fee does NOT cover your student's Chrome Book purchase for students in grades 5-8.

Kindergarten Fee

\$250 per student each month

All-day kindergarten is not fully financed by the State of Colorado. This requires parents to pay a monthly fee for each of their children enrolled in Kindergarten. The fee is consistent/competitive with surrounding districts' full-day kindergarten fees and market provided options.

Enrichment Days & Fees (Middle school only):

Price Varies by Activity

SCCS offers elective learning opportunities for its students monthly throughout the year. There are **18 Enrichment Days** scheduled for the 2018-1019 school year. Often there are choices between possible electives on each Enrichment Day. Parents will be responsible to cover the costs associated with the chosen elective. Families can request financial assistance to support some/all Enrichment options. Please speak with the Director of Operations to request "scholarship support." Financial scholarship is based upon qualification through the Family Economic Data Survey.

SCCS Annual Financial Contribution:

Optional Amount per Family

These funds help support the annual operating budget of the school, including teacher salaries, academic support services, special education, gifted programming, electives, and re-occurring/deferred maintenance and other future facility needs.

We have suggested Pledge Tiers to help every family find the level that best fits their situation:

- Tier 1- **Develop the Mind Members** \$295
- Tier 2- **Excite the Spirit Members** \$595
- Tier 3- **Change the World Members** \$995
- Tier 4- **GO BOLDLY! Members** \$1,695 and beyond

While we have defined these tiers to help guide our families, any amount is appreciated and helpful. The more participation we get at any level, the stronger we will make SCCS for our children. Our goal is to get **100% participation** – at any level. Thank you.

How can families make a contribution?

- All donations to the school are tax deductible.
- It is **easy** to donate! Just go to <https://www.stonecreekschool.org/store> and [click](#) the 'Operational Pledge' button. You can change the amount to what you would like to pledge in the checkout process.
- Families are also able to contribute anonymously if they choose.

Additional Fundraising Opportunities:

Throughout the year, fundraising activities and opportunities will be presented to our learning community and to the broader Vail Valley community. These events include our annual Jog-A-Thon and golf tournaments. These opportunities are meant to supplement the above requests, not supplant them.

Section 4.3 – No Cash Policy

To ensure the best record keeping practices, SCCS has determined that the school will not accept cash payments of any fees or kindergarten tuition. SCCS encourages parents to use the online store available on the school website to pay their fees most efficiently.

Section 4.4 – Tax Deductions

Stone Creek Charter School is a 501(c)(3) organization, therefore eligible donations are tax deductible. Fees and purchased items such as the technology fee, book fair purchases, or golf tournament teams are not tax deductible. Please consult a licensed tax advisor when deciding which donations to claim on your tax return. Our EIN is: 20-4596400.

Section 5.0 – Student Privacy and Rights

SCCS is responsible for its students' privacy and strives to uphold their rights. The administration, staff, and volunteers take this responsibility seriously. If you ever have questions regarding these rights, either as a parent or a volunteer, please contact an administrator immediately.

Section 5.1 – FERPA

Student education records are confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, including SCCS, and non-compliance can result in the loss of those funds.

Confidential education records may include, but are not limited to, student registration forms, publicly posted grades, grading other's papers, student information displayed on a computer screen, and social security numbers linked to names. Employees who work with or around education records are required to keep this information secure and protect the rights of students.

FERPA provides that:

- Parents have the right to inspect and review their child's education records (any records from which the student can be individually identified), to the exclusion of third parties. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level ("Eligible Student").
- Parents and Eligible Students have the right to request that a school correct records found to be inaccurate or misleading.

- Institutions may not disclose information about students, nor permit inspection of students' records, without written permission from the parent or Eligible Student, unless such action is covered by exceptions as stipulated in FERPA.

If you have questions regarding the application or coverage of FERPA at SCCS, contact the Principal immediately.

Parents/guardians have the right to file a complaint with the U.S. Department of Education concerning alleged failures by SCCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is listed below for your convenience:

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

Section 5.2 – Reporting Child Abuse or Neglect

SCCS employees, staff, and volunteers shall abide by all laws and policies regarding the reporting of child abuse or neglect.

The SCCS protocol is as follows:

- If a volunteer or parent has a concern regarding the abuse of a student, they should speak with the principal immediately.
- If an employee suspects child abuse, he/she will report the suspected abuse to the Principal immediately.
- The Principal will require the reporting employee to document the information in writing giving clear and specific details.
- The ultimate responsibility for reporting rests with the mandated reporter, as defined by Colorado statute (C.R.S. § 19-3-304). At SCCS, the report will be made jointly by the Principal and reporting employee.
- If the employee makes the report independently, the employee must notify the Principal immediately.
- The Principal will notify the President of the Board of Directors when suspected child abuse is reported.

Section 5.3 – Team Member and Student Relationships

SCCS employees, parents, and volunteers shall, at all times, maintain a professional relationship and exhibit a professional demeanor in their interactions with students. Further, employees and volunteers shall refrain from engaging in any actions or conduct of a sexual nature (verbal or physical) directed toward a student, including, but not limited to, sexual advances, activities involving sexual innuendo, or requests for sexual favors or sexually explicit language or conversation. Employees and volunteers shall

not form inappropriate social or romantic relationships with students, regardless of whether or not the student is 18 years old or older.

Section 5.4 – Code of Conduct

SCCS is a community with a strong commitment to hold each student accountable to a high standard of character development and achievement. All faculty, staff, and volunteers' behavior and interactions with students must reflect this approach. In addition, SCCS employee and volunteer interactions with students and parents must reflect and model SCCS's core values and virtues at all times.

Section 6.0 – Student Health, Safety, and Transportation

SCCS takes seriously the health, safety, and well-being of our students.

Section 6.1 – Administering Medicine

SCCS cannot administer medicine to your child without a doctor's note and a copy of the prescription. If your child requires medication to be kept on-site for any reason, please contact the school office to set up an appointment to make these arrangements. If your child has any serious allergies or emergency medical protocols, we encourage you to work with the administrative staff to develop a Student Health Plan for your student.

Section 6.2 – Background and Reference Checks

Volunteers who will be alone with students and unsupervised by a Teacher of Record or Employee of the School, must undergo a background check, similar to those required for Substitute Teachers.

Current employees and volunteers should immediately disclose to the Principal any criminal or felony convictions that occur during the course of employment or if volunteering. If unreported convictions are revealed in a criminal history check or otherwise discovered, the employee or volunteer will be separated from the organization. The decision to terminate an individual for any violation of this policy is solely at the discretion of SCCS.

Section 6.3 – Student Transportation Policy

The safe operation of motor vehicles is very important at SCCS. The following shall apply to all persons operating the school van(s) or operating their own vehicles to transport students for any reason or for school business:

- SCCS reserves the right to order and review employee and volunteer Motor Vehicle Records as part of the standard background check policy. These reports are subject to SCCS's commercial auto policy underwriting guidelines, established by the insurance carrier during the applicable coverage period.
- Employees or volunteers must always have a valid driver's license when operating a school van or their own personal vehicle when used for student transportation or school business.
- All employees or volunteers who drive for SCCS business (i.e. a field trip) must provide SCCS with a copy of their current Automobile Liability insurance showing proof of compliance with the minimum statutory limits required by Colorado, a copy of their driver's license, and a signed and dated waiver.
- Seatbelts are an essential element of our driver safety policy/procedures. All employees, volunteers, and students must wear seatbelts while transporting students and must make sure that students are wearing seatbelts.
- Driving non-employee passengers in school vans either during or after normal business hours can be a major liability to SCCS. Therefore, no SCCS employees are allowed to transport non-employees in any SCCS vehicle unless prior approval by the Director of Operations is granted.
- Only authorized employees are allowed to operate the school van for school business use only, unless prior approval has been granted by the Executive Director.
- Employees or volunteers convicted of major citations* may not be permitted to transport students or operate any vehicle on school business.
- While driving a personal vehicle for school business, and in the event of an accident, the employee's or volunteer's insurance coverage acts as the primary insurance coverage for damages. Evidence of this insurance as well as a copy of the employee's or volunteer's current motor vehicle report (MVR) must be kept on file and updated annually or upon insurance and license renewals. SCCS is not liable for collision damage on an employee's or volunteer's vehicle.
- SCCS always prefers that staff do NOT drive students in their personal cars.

***For the purpose of this policy, major citations include, but are not limited, to:**

- | | |
|---|---|
| • Driving Under the Influence of Drugs or Alcohol | • Possession of an Opened Container of Alcohol in a Vehicle |
| • Failure to Stop for an Accident | • Speed Contest |
| • Homicide, Manslaughter or Assault Arising Out of the Operation of a Motor Vehicle | • Drag or Highway Racing |
| • Driving with a Revoked or Suspended License | • Attempting to Elude a Police Officer |
| • Reckless Driving | • Hit and Run |

Section 7.0 – The School Day - Arrival, Dismissal, and Attendance

We ask that parents abide by the following protocols to help expedite arrival and dismissals. We recognize that the traffic at peak times can be frustrating, but in order to promote safety, it is important for all families to abide by the below procedures.

Section 7.1 – Carpool Line

The safest way to drop your child off in the morning and pick them up in the afternoon is to participate in the carpool line.

- Parents must remain in their vehicles when in the pickup/drop-off spots in the carpool line.
- Please refrain from cell phone use during pickup/drop-off; it creates a safety hazard.
- Lengthy conversations with staff during pickup/drop-off are not allowed as a courtesy to all families in an effort to keep the line of cars moving.

Section 7.2 – Student Drop-Off

Please drop off students between the following windows of time and not any earlier. Be respectful of teachers' and administrators' limited planning and meeting times. Students will not be allowed into their classrooms until the beginning of the allowable drop-off time. There will not be supervision on the playgrounds before these times.

Gracious Savior Church (K-4)	7:45 to 8:00 am
Edwards Interfaith Center (5-8)	7:45 to 8:00 am
Gypsum Campus (K-8)	7:45 to 8:00 am

Section 7.3 – Late Arrivals and Tardies

Students who are not in their seats at the start of the school day will be considered tardy. It is the responsibility of parents/guardians to ensure that students arrive at school on time.

- Students who arrive after 8:00 are considered tardy.
- The first three tardies in the school year are considered excused.
- 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.
- Storms and highway accidents will be considered, and the tardy may be forgiven on those days at the discretion of the Administration.

Section 7.4 – School Start/Dismissal Times

Site:	Morning Bell:	Dismissal:
Edwards: Gracious Savior Church (K-4)	8:00 am	3:15 pm
Edwards Interfaith Center (5-8)	8:00 am	3:15 pm
Gypsum Campus (K-8)	8:00 am	3:15 pm
Friday Dismissal All Campuses		12:30 pm

Section 7.5 – Student Pick-Up at End-of-Day

There is a 15-minute grace period after the dismissal bell for parent pick up. Please be prompt. Teachers often have meetings and other responsibilities after school. After-school Program Fees may be charged after the end of the pick-up window – which is 15 minutes after the dismissal bell.

Section 7.6 – Snow/Inclement Weather Special Procedures

Each campus and site will establish and publish their unique drop off and pick up procedures for inclement weather. Please be patient. We do our best to balance convenience and safety.

Occasionally, students may be required to remain in designated classrooms at the end of the day and will be called to the car pool line upon their parent’s arrival, so they are not standing outside in inclement weather while they wait.

Section 7.7 – Leaving School Early

Please note the following guidelines when leaving school early:

- A parent, guardian, or another “authorized” person **MUST** sign-out a student before leaving the school campus if a student is departing before daily dismissal.
- If the student is going to leave with someone other than a parent or guardian, the parent must grant permission in writing in advance of the pickup, indicating the name and relationship of the person making the pickup.
- Any person authorized to make an early pickup must be known to the child.
- Office personnel request that the student report to the office to sign out for the day.
- All early student pickups must occur before the regular dismissal and pick up times. During the regular dismissal and pick up period, parents may not enter the school as it is disruptive.

Section 7.8 – Required Attendance

Attendance in class is an integral part of the educational process, and students are required to be in attendance every day that school is in session each academic year. Parents, guardians, and legal custodians of students are obligated by state law to ensure the child's attendance.

Section 7.9 – Absence Due to Illness

Please notify the school before 8:00 am if your child will be absent due to illness. We account for every student and tracking down missing students takes time away from other office responsibilities.

- Please call or email the office manager to notify them each day of an absence.
- In all cases of serious and/or communicable disease and upon the advice of any doctor or health official, we expect all parents to take all possible actions to protect the student body and staff from the spread of communicable diseases. Please notify the school administrator with any relevant information that would pertain to the health of other students.

Section 7.10 – Student Sent Home Due to Injury or Illness

If a student becomes injured or ill during the day, teachers will send the student to the office. Parents will be notified and asked to pick up their child from school if it is deemed necessary. Otherwise, students will be comforted and then return to the classroom to continue their learning.

Make sure you have filled out your appropriate emergency contact information in advance of the school year. Please do your best to proactively keep it up to date if your or your emergency contacts' information changes for any reason.

Section 7.11 – After School Activities

A student who was absent during a school day for an illness or an unexcused absence will not be allowed to participate in any after school activities on that day.

Section 8.0 – Daily Schedules

SCCS encourages teachers to keep a daily routine and schedule to reinforce basic classroom management. Daily schedules are also encouraged to allow for greater differentiation and ability grouping opportunities between grade levels. Like anything, however, schedules may change unexpectedly.

Section 8.1 – Lunch

Students are required to bring a cold sack lunch daily unless other accommodations are made in advance. Microwave accessibility is not available as it is simply not feasible to reheat meals for all students on each campus. Please plan accordingly.

Edwards Campus: At both Edwards Campuses students eat their lunch in the classroom or occasionally outside, weather permitting.

Gypsum Campus: At Gypsum, students eat in the lunch room.

Regardless of location, we expect all students to clean up after themselves and help maintain a clean and safe environment. Please help reinforce these habits with your children.

Section 8.2 – Hot Lunch

Edwards Campus: New this year, SCCS is piloting a new, OPTIONAL fee-based lunch program for the Edwards Campus. Lunch can be ordered Monday through Thursday beginning Tuesday, September 11th. If you are interested in participating, you MUST register as a new customer online at <https://rusticfarmtofork.school lunchchoice.com>.

Please be sure to select Stone Creek Charter School and the correct grade for your student. Under tutorials, the videos will guide you through the ordering process. All orders must be in by 7 pm the night before. You may also order for the week or a month at a time.

Please direct questions to Chelsea Dickens, Rustic Farm to Fork via email, rusticfarmtofork@gmail.com, or phone: 970-855-0047.

Gypsum Campus: New this year, hot lunch is being provided by Heidi's Deli, Monday- Thursday. The lunch program will consist of 4 sessions throughout the school year that last 8-9 weeks. The first lunch session will begin on September 17th and will run until November 15th. The cost is \$5/day and lunch order forms and calendar can be located at the Gypsum Office.

Section 8.3 – Special Occasions

SCCS will modify schedules occasionally throughout the year to accommodate assemblies, field trips, teacher professional development, and conferences. We will work to notify parents in advance of these unique days and schedule changes in advance.

Section 8.4 – Class Parties & Birthdays

School-wide class parties will be limited to 4 per year. Parents may contact the classroom teacher about celebrating a child's birthday. Birthday celebrations are encouraged to occur at the end of the school day and only if approved in advance by the teacher. Party invitations shall not be passed out at school unless either all the girls and/or boys are invited accordingly. Healthy treats are encouraged at all classroom parties.

Section 8.5 – Visitor Sign-In/Out

All parents and volunteers are considered visitors and must sign in and out at the main office and wear a visitor badge. This may feel like an inconvenience, especially within our small learning community, however on any given day we may have substitute teachers on campus who may not recognize parents. We do this for the safety of our children and ask all parent volunteers to respect this request, no matter how frequently you are on campus. Please go to the office to check in prior to knocking on a classroom door with outside access (Edwards campus).

Section 9.0 – Communications and Accountability

The SCCS administration and teachers value strong, consistent, relevant communication between teachers and parents. We strive to keep you and your student informed and we encourage you to feel comfortable reaching out to us as well.

Section 9.1 – Meetings with Teachers

SCCS teachers and administrators value their relationships with parents and encourage parents to contact with them any concerns or questions.

- Each teacher will communicate at the beginning of the year the best and preferred means to reach them whether by phone, email, or text. Please do your best to respect the teachers' preferences as they work hard to prioritize their limited time with your children.
- It is best to contact a teacher in advance and request a time to chat that accommodates both schedules. Please refrain from dropping in unexpectedly.

Section 9.2 – Classroom Communication

SCCS values proactive teacher communication with parents. Each teacher will share their communication plan with families at the start of the year.

Section 9.3 – Power School

Power School gives parents access to students' grades, attendance, and tardies. SCCS encourages parents to use this tool to keep up to date on the progress of your student. Students will be given a log-in and password at the start of the school year. Your access log-in will be the same as your student's.

Section 9.4 – Parent-Teacher Conferences

Parent-teacher conferences are held twice a year at the end of the first quarter and in early spring. If a concern or need for discussion arises that cannot wait, teachers are available to meet by appointment.

Section 9.5 – SCCS Website

SCCS works hard to keep our website, www.stonecreekschool.org, as current as possible with relevant information. Please check back often for the latest updates and important information.

We encourage families to use our online school "Store" to make payments.

Section 9.6 – Broadcast Email

From time to time, we need to get information out quickly to all families. We will do this with an email blast. To ensure that you get these important and informative emails, please sign up at our website, www.stonecreekschool.org, for our bi-monthly newsletter The Pony Express which facilitates the broadcast email.

Section 9.7 – School Board Meetings

School Board Meetings are held the second Wednesday of the month at 6:30 PM. We encourage your participation and welcome your input. Agendas and minutes from the meetings are posted on our website and on the bulletin-board located near the office in the school.

Section 9.8 – SCCS Parent Guild Meetings

Parent Guild Meetings are held the second Wednesday of the month at 6:00 PM. We encourage your participation, please join the meetings to find out how you can make a difference for our school.

Section 9.9 – General Accountability

SCCS complies with all state and federal regulations and policies regarding, but not limited to, discrimination, confidentiality, discipline, financial records and reporting as they apply to the school, its personnel and its students.

Section 10.0 – Academic Procedures

Section 10.1 – Homework

SCCS believes that homework helps foster a student’s self-discipline and responsibility. Homework is an extension of classroom instruction which reinforces newly acquired skills and knowledge. Please expect 10 minutes of homework per night, per grade level, with an additional 20 minutes of reading. Homework requirements vary by teacher. Habitual late or missing work may result in the student failing a class and attendance in a mandatory make-up session.

Section 10.2 – Grading Policies

SCCS uses a total point system in Power School. The four major categories include, yet are not limited to, homework, quizzes, tests, and projects.

Homework is due on the date assigned unless other arrangements are made with the teacher. Late homework is accepted up until the end of the corresponding unit of study, unless other arrangements are made with the teacher.

Please access Power School regularly to check your child’s progress.

Section 10.3 – Grading Scale

A+: 97-100	A: 93-96	A-: 90-92
B+: 87-89	B: 83-86	B-: 80-82
C+: 77 – 79	C: 73-76	C-: 70-72
F: 69 and below		

Section 10.4 – Student Placement

When more than one class is available for placement, the following procedures will be followed. The placement team will assign students creating a balance in gender, special needs (sped, ELL, behavior, gifted, 504), academic performance, and ethnicity.

If a parent feels the placement of their child is not working, they should contact the teacher immediately. Parents may initiate the appeals process as follows:

- Submit a letter to the Assistant Principal stating what the concerns are and what steps have been taken to remedy these concerns with the classroom teacher(s). It must be clear that concerns have been expressed to the teacher(s).
- If an appeal is submitted to the Assistant Principal, a final decision will be made by the Placement Team. The Placement Team will consist of the Principal, the current classroom teacher, the previous classroom teacher when available, and a Specialist Teacher when appropriate.

Section 11.0 – Dress Code

The Student Dress Code is established to support an atmosphere of learning, good conduct and respect for others. At SCCS, 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. Exposed torso skin is unacceptable. We ask that students and parents work in accordance with the teachers and administration to ensure that the dress code is fairly enforced.

Appropriate Uniform Attire:

- Pants and shorts must be khaki, navy, or black
- Collared (polo or button down) or turtleneck shirts, solid color
- SCCS Logo t-shirts purchased from SCCS
- Solid-colored sweater or vest
- SCCS hoodie purchased from PTO or any solid color hoodie
- Hemlines for shorts, skirts and jumpers must be to the knee or just above and must be the following colors: Khaki Navy, Black or Plaid (plaid items to be purchased through Land's End)
- 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 Requirements:

- 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.
- Students may wear T-shirts bearing the SCCS logo purchased from SCCS
- Outerwear is not considered a uniform and is for outdoor use only
- Hairstyle, accessories and color, conservative in nature, non-disruptive

The Principal and teachers are responsible for determining the acceptability of a student's appearance. Occasionally, the Principal will designate Free Dress Days. Students must not have received a disciplinary code since the previous Free Dress Day to participate. On Free Dress Days the general requirements for dress still apply.

Section 11.1 – Purchasing Uniforms and SCCS Logo Garb

Articles of clothing can be purchased at any store that sells attire consistent with the above guidelines. However, for your convenience, we are also sharing several links for online ordering:

- The SCCS Parent Guild has made it easier to purchase t-shirts, sweatshirts, hats, etc. Please visit this link: www.stonecreekschool.org/my-sccs/mustang-garb to order your SCCS Garb. It will be delivered directly to you. The latest coupon codes can be accessed here: <https://www.logosoftwear.com/coupons.php>
- SCCS is part of Land's End (www.landsend.com/school) preferred school program. Our Lands End number is 900115841.

Section 11.2 – Dress Code Infractions

Students not in compliance with the SCCS dress code will be asked to comply immediately by borrowing something from the school's exchange inventory, changing, and returning to class promptly. Each student will be given one warning per year. If infractions occur regularly, students can receive an automatic Administrative Referral and disciplinary consequences will follow appropriately.

Section 11.3 – Uniform Exchange Program

SCCS maintains a collection of clean, gently-used uniform apparel. Parents may take any of the donated items for their children's uniforms. If dropping of gently used items, please be sure to wash them beforehand.

12.0 – Social Media and Electronic Device Protocols

Section 12.1 – Cell Phones

Cell phones are not allowed to be used during the school day and must be turned completely off. This includes receiving or making phone calls, playing games, texting, or any other activity. Violation may result in confiscation of the device and disciplinary action. All parents/guardians, visitors and volunteers are asked to comply with this policy when appropriate.

Office land-line telephones may be used with the permission of the teacher for urgent reasons.

Section 12.2 – Chrome Books

SCCS requires upper school students to purchase Chrome Books for daily use in the classroom. Students are expected to come to school with their Chrome Book fully charged and functioning. Students are not allowed to charge their Chrome Books at school unless prior approval is granted by a teacher for extenuating circumstances. Teachers depend on students having access to their Chrome Books daily.

Section 12.3 – Student Use of the Internet, Social Media, and Online Bullying

The Internet and electronic communications (email, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. SCCS believes they should be used in the school as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, SCCS shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or material otherwise harmful to minors, as determined by SCCS. Students shall take responsibility for their own use of school technology devices to avoid contact with material or information that may be harmful to minors. For

purposes of this policy, "School technology device" means any School -owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.

Blocking or filtering obscene, pornographic and harmful information

Technology that blocks or filters material and information that is obscene, child pornography or otherwise harmful to minors, shall be installed on all school computers having internet or electronic communications access. Students shall report access to material and information that is inappropriate, offensive, or otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No expectation of privacy

School technology devices are owned by SCCS and are intended for educational purposes at all times. Students shall have no expectation of privacy when using school technology devices. SCCS reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of school technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through school technology devices shall remain the property of SCCS.

Unauthorized and unacceptable uses

Students shall use school technology devices in a responsible, efficient, ethical, and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of school technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No student shall access, create, transmit, retransmit, or forward material or information:

- That promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- That is not related to school education objectives;
- That contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion;
- That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the School's bullying and/or nondiscrimination policies;
- For personal profit, financial gain, advertising, commercial transaction or political purposes;
- That plagiarizes the work of another without express consent;
- That uses inappropriate or profane language likely to be offensive to others in the school community;

- That is knowingly false or could be construed as intending to purposely damage another person's reputation;
- In violation of any federal or state law or SCCS policy, including but not limited to copyrighted material and material protected by trade secret;
- That contains personal information about themselves or others, including information protected by confidentiality laws;
- Using another individual's Internet or electronic communications account without written permission from that individual;
- That impersonates another or transmits through an anonymous remailer; and/or
- That accesses fee services without specific permission from the system administrator.

Security

Security on school technology devices is a high priority. Students who identify a security problem while using school technology must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students shall not:

- Use another person's password or any other identifier;
- Gain or attempt to gain unauthorized access to School technology devices;
- Read, alter, delete or copy, or attempt to do so, electronic communications of other system users.

Any user identified as a security risk, or as having a history of problems with technology, may be denied access to the Internet, electronic communications and/or School technology devices.

Safety

In the interest of student safety and security, SCCS shall educate students about appropriate online behavior, including cyberbullying awareness and response; and interacting on social networking sites in chat rooms, and other forms of direct electronic communications.

Cyberbullying behavior may subject the perpetrator to consequences as outlined in the SCCS Bullying Policy, Section 13.10.

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and may result in legal action and/or disciplinary action, including suspension and/or expulsion, in accordance with the SCCS policy concerning suspension, expulsion and other disciplinary interventions. Vandalism is defined as any malicious

or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the School or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or School technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized content

Students are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

Assigning student projects and monitoring student use

The School will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications.

Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in the School.

All students shall be supervised by staff while using the Internet or electronic communications. Staff members assigned to supervise student use shall have received training in Internet and electronic communications safety and monitoring student use.

Student use is a privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet, electronic communications and School technology devices is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for damages, and may result in legal and/or disciplinary action, including suspension and/or expulsion, in accordance with SCCS policy concerning suspension, expulsion and other disciplinary interventions. The school district may deny, revoke or suspend access to district technology or close accounts at any time.

Students and parents/guardians shall be required to sign the School's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

School makes no warranties

SCCS makes no warranties of any kind, whether express or implied, related to the use of School technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by SCCS of the content, nor does the School make any guarantee as to the accuracy or quality of information received. SCCS shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

Section 13.0 – Behavior Philosophy and Culture and Climate

All SCCS students are guaranteed important rights and privileges. Among these are the right to live and learn in a safe, orderly, and clean environment. Students have the right to be respected and to have their property respected and protected. SCCS believes that well-informed students will make good decisions, thereby reducing the need for disciplinary or punitive consequences.

Section 13.1 – Positive Behavior Interventions and Supports (PBIS)

SCCS utilizes a PBIS program to promote a positive learning environment. The program will focus primarily in the elementary grades and will help foster and instill a strong SCCS culture as students progress towards middle school where they will be expected to live by the SCCS Virtues. Teachers and administrators will be “capturing” and “rewarding” students for living the SCCS Virtues in a variety of ways:

Classroom Level: Each Classroom will work to make the SCCS Virtues their own and routinely identify specific virtues on which they as a class choose to focus. Teachers will recognize and applaud success through special recognition days per the teacher's initiative (extra recess, pj parties, non-uniform days, popcorn parties, etc.).

Schoolwide PBIS: Each teacher and administrator will distribute “Virtue Vouchers”. Teachers and administrators will routinely and consistently recognize students by handing out Virtue Vouchers that identify which virtue the teacher is recognizing and applauding the student for emulating. Students can submit their Virtue Vouchers each quarter to the school-wide drawing and prize. Students can also choose to use their Virtue Vouchers to “buy back” non-uniform days and/or other PBIS awards throughout the year.

SCCS Virtues Celebrations (All Grades): Quarterly, teachers identify and recognize specific students for emulating specific SCCS Value/Virtues. Students will be recognized among the entire learning community and parent guests.

Section 13.2 – Discipline Policy

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

The discipline policy at SCCS is a collaborative effort on the part of the school, parents, and students. Discipline does not necessarily mean punishment. Discipline does mean the development of attitudes which lead the student to respect the need for rules and the willingness to follow them. Our expectations for student behavior are based on the following criteria:

- Common Sense
- Respect for the Rights of Others
- Right to learn in a Safe Environment
- Self-Respect

Good self-discipline reflects good character. It sends a message about one's commitment to do what is right. The rules that are outlined here enable our students to function within a safe environment.

The SCCS Discipline Policy is based on the following assumptions:

- The school's job is to provide high quality and rigorous academic instruction while helping to develop the emotional and psychological growth and wellbeing of all students.
- When students are engaged, challenged, and held to high expectations with predictable norms, fewer behavioral issues exist school-wide.
- The objectives of the school can best be accomplished in an environment characterized by learning, respect for the individual, structure and/or organization, enthusiasm, friendliness, and cooperation.
- SCCS believes it's important to place discipline issues into the appropriate context. One size does not fit all, and automatic minimum consequences leave no room to evaluate the unique circumstances and context of each situation and to apply professional discretion.
- At SCCS, we believe that our students should learn to make good choices based on doing the right thing and following the guidelines they have learned through our work with our Virtues Program.
- We recognize that poor choices are opportunities for growth for our students, and we will work with them to learn from their mistakes and make better choices in the future.
- Students, staff, and the community need to be aware of the school's expectations for student behavior and the consequences if these expectations are not met.
- The SCCS Discipline Policy is in accordance with Colorado Statute.

Section 13.3 – Classroom Behavior Intervention Protocol

Classroom teachers are responsible to ensure that students are aware of behavior and learning expectations. Teachers must rely upon their best judgment when making decisions regarding consequences for inappropriate behavior. Having high expectations and enforcing them consistently is critical to maintain a civil and safe learning environment.

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 Executive Principal, or his/her designee.

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

SCCS Discipline Protocol for the classroom environment has been established to support a uniform climate of high expectations for teaching and learning in every classroom. We feel that students rise or fall to the level of expectations that are presented to them.

The following discipline strategies can be deployed at the teacher’s discretion within the regular course of class-time. These measures are usually relied on by teachers for Level 1 behaviors as described below.

Level I Behaviors (Not limited to the following):

- 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

Level 1 Discipline Strategies Frequently Used by SCCS Teachers, Staff, and Administrators:

Preventive Strategies

Relationship-based Behavior Management & PBIS: This approach relies on teachers knowing their students; building and maintaining good relationships; creating a sense of community; establishing norms for the community; modeling and practicing the way those norms look, sound, and feel; using empowering language; using the power of play; correcting every break in the rules; and when students make mistakes, they are coached in the importance of self-control, taking responsibility for their actions, and making amends.

The focus being on directing students with authority while preserving dignity: using directing language, reinforcing language, reminding language, redirecting language, and finally reflecting language. PBIS also means proactively identifying, modeling, and recognizing positive behavior to reinforce school-wide expectations and norms.

Reflective Strategies

“Take a Break” is used after another kind of redirection fails to change behavior. This is an opportunity for the student to take a self-guided moment to quietly gain self-control. The student sits quietly and listens to what is happening in the classroom but has lost the privilege to participate. Once the student is ready, he/she may rejoin the class activity, per the teacher’s invitation.

Behavior “Reflections”: A behavior reflection is a practice that gives students a chance to get back on track by temporarily moving to another setting outside of the classroom to reflect, refocus, and complete a *Behavior Reflection*. The student brings the reflection back to their teacher upon completion, and they have a quick conference before returning to classroom responsibilities and activities. The student will bring their Behavior Reflection home for a **parent signature and return** it to school the next morning.

Proactive Strategies

Team Conference with Student (Parent may or may not attend) The classroom teacher (and/or other appropriate team members) will schedule a conference with the student. The team will discuss the student’s reflection statement(s) and why his/her behavior is continuing and his/her plans to self-correct.

In-School Restrictions (ISR)/Parent Contact Required: The Executive Principal will assign an In-School Restriction in consultation with the appropriate teacher/s. Staff will complete the appropriate **ISR/Referral Form** and contact the parent. The “ISR” will be connected to a consequence that is determined by the Principal in consultation with the teacher. Review Section 13.5 for greater detail.

Administrative Referral: The teacher will complete the Referral Form and provide any additional documentation. The student will be immediately referred to an administrator. *Ideally all previous interventions should be completed for level 1 offenses. However, that may not always be possible; the list below outlines instances when Immediate Administrative Referral is required.*

Section 13.4 – Administrative Referrals & Discipline Protocols

Level 2 Behaviors Requiring Immediate Administrative Referral (Not limited to the following):

Behaviors/situations which require immediate Administrative Referral include, but are not limited to, the following:

- Repeated Level 1 Violations
- Fighting and/or Physical Violence
- Physical and/or Emotional Threats
- Overall and Consistent Noncompliance/Insubordination
- Racial Slurs
- Sexual Harassment
- Bullying and/or Harassment (verbal, physical or emotional)
- Skipping Class
- Theft/Vandalism

The Executive Principal or his designee will determine the most appropriate consequence for the infraction consistent with Colorado State Statute and applicable CSI Policies. Violation will result in one or more of the following consequences:

- Restitution if appropriate
- Additional academic work that is meaningful and beneficial to the student
- Loss of privileges
- Development of a behavior plan (Parent, Student, Teacher, and Principal)
- ISR, ISS or OSS dependent on the student’s attitude, cooperation, and truthfulness. Duration determined by the Principal.

Section 13.5 – In-School Restrictions (ISR):

SCCS believes it is in the best interest of students to be in school and in their designated classroom learning among their peers. At the discretion of the Executive Principal or his/her designee, a student may be placed on **In-School Restriction (ISR)**. **Please note ISR is distinguished from day-to-day consequences teachers may deploy in their classrooms as they deem necessary. ISR can only be given to students by the Principal or by his/her administrative designee.**

ISR may consist of any of the following:

- ISR can be a partial day or multi-day restriction in which the student reports to a designated area to work on assigned school work under the supervision of another administrator or teacher. This may occur as a replacement of other in-class activities that may be deemed more fun: for instance - project time, independent reading time, academic related games, lunch etc. ISR may occur for a partial day or even a short period of time over the course several days. For instance, a student may be required to report to ISR every day during his/her classroom’s math games period and complete math work on his/her own.
- Recess may be limited/restricted as a consequence
- Loss of Enrichment Day activities and remain in school for the day
- Extended Day on Friday. Remain at school in a learning environment until 3:30. Assigned Work must be completed.

Parents will be notified of a student receiving ISR, and may request a meeting with the Executive Principal or his/her designee regarding the ISR. A Principal/Parent/Student Conference *is NOT* required to re-enter the classroom at the end of the ISR.

If the student fails to obey the rules established for in-school restriction or to fulfill the assignments properly, that student may be assigned further suspension.

Section 13.6 – In-School Suspension (ISS)

As a means for keeping a student in school rather than suspending him/her to a potentially-supervised, out-of-school situation, SCCS has established in-school suspension options at the discretion of the principal. The student is not only removed from the classroom and assigned to a designated work area or designated activity, the student is also denied participation in any school activity for the length of the suspension.

A Principal/Parent/Student Conference is required to re-enter the classroom at the end of the ISS. The same due process provided for out-of-school suspension shall apply.

Parents and administrators are encouraged to collaborate so that the process helps the student learn from his/her mistake. Options for designated activities may include but are not limited to:

- Work related to a course of study assigned by the student's regular teacher(s) for which the student will receive full credit.
- Community service pursued and certified by the student or his/her parents and approved by the principal.
- Reparation, working to repay for damages, resulting from misbehavior.
- Writing letters of apology to those offended or injured.
- Volunteer hours within SCCS facilities at the discretion of the Principal.
- Conducting research on an appropriate topic and writing an essay.
- Giving a speech related to the poor choice.
- Attending workshops, classes, tests, training, rehab, counseling, etc. to learn appropriate skills and behaviors.

Section 13.7 – Level 3 Infractions

Level 3 Infractions violate the wellbeing and safety of the school, its Personnel and/or its students. (Not limited to the following):

- Possession/use of drugs, alcohol, nicotine, tobacco, vaping or related paraphernalia
- Possession/use of/threats firearms, weapons or bombs
- Any behavior deemed felonious by law enforcement

Violators will be subject to strong discipline, which may include the following: suspension, expulsion, and/or possible referral to law enforcement agencies.

Section 13.8 – Possession/Use of Weapons

Students are not to bring dangerous weapons, or items that can be used as weapons, to school at any time. This includes knives of any kind, guns, 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.

The SCCS Policy Manual defines “Firearm” as 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 13.9 – Grounds for Suspension, Expulsion or Denial of Admission

Students will be barred from campus during the duration of their suspension. The following shall be grounds for suspension, expulsion, or denial of admission from SCCS:

- Continued willful disobedience or open and persistent defiance of proper authority.
- Willful destruction or defacing of school property.
- Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or to other children.
- Declaration as a habitually disruptive student, as defined in section 22-33-106(1)(c.5), C.R.S.
- Commission on school grounds, in a school vehicle, or at a school activity or sanctioned event of any of the offenses listed in section 22-33-106(1)(d), C.R.S.
- Repeated interference with a school’s ability to provide educational opportunities to other students.

- Making a false accusation of criminal activity against an employee of the School to law enforcement authorities or to School officials or personnel.
- For those students receiving services under an IEP or 504 Plan, any decision regarding suspension, expulsion or denial of admission will be made in accordance to the terms of the IEP or 504 Plan and the requirements of federal law. Nothing in this paragraph 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 13.10 – Bullying Policy

The State of Colorado Definition of Bullying: “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 activity or sanctioned events.”

SCCS defines bullying as 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.

At SCCS, we expect responsible bystanders to intervene by reporting the incident to an adult, reaching out to the victim, and/or trying to stop the bullying.

Bullying will result in an automatic Administrative Referral. The Principal or his designee will determine the appropriate consequence as outline above.

Any accusation of bullying will be taken seriously and reviewed by the administration. The administration will provide a quarterly report to the board summarizing the nature and dynamics of reported bullying on campus and how the administration, teachers, and students are addressing the behaviors and supporting impacted students.

Section 14.0 – Harassment Policy

Harassment and Sexual Harassment

SCCS expressly prohibits any form of employee, student or volunteer harassment based on race, color, religion, gender, national origin, age, disability, sexual orientation, gender expression, or any other status protected by federal, state or local law. Improper interference with the ability of SCCS employees, students or volunteers to participate in the learning community will not tolerated.

Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Harassment also includes hostile work environment situations, where an individual makes the work environment uncomfortable for a co-worker through various non-explicit discriminatory actions.

Sexual harassment is considered to be:

Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in the learning community;
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's place within the organization;
- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
- Conduct includes offensive comments, jokes, innuendoes, and other sexually oriented statements;
- Sharing sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The above examples are not limited to harassment based on gender or sexual orientation. Harassment of any kind or based on any protected class is not tolerated by SCCS and may include a repercussion up to and including termination of employment, suspension, and/or expulsion.

Section 14.1 – Harassment and Discrimination Grievance Procedure

The Principal and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Adults and students in the learning community are responsible for respecting the rights of other. If you experience any harassment based on your gender, race, national origin, disability, sexual orientation, gender expression, or another factor protected by law, believe that you have been treated in an unlawful, discriminatory manner, or witness the discrimination of a co-worker, student or volunteer, follow the Grievance and Complaint Procedure below.

To report a violation of the policies outlined above, including EEO, harassment or sexual harassment, you are encouraged to file a timely complaint to enable prompt investigation and correction of any behavior that may be in violation of these policies.

Grievances should be initiated **within fourteen days** of the date you knew or reasonably should have

known about the action giving rise to the grievance.

Grievance and/or complaint procedures shall be in accord with the following guidelines:

Level 1: You should submit a written request to the Principal to meet and discuss the concern. To assure the concern is addressed promptly and not delivered in a manner in which the Principal may not be aware of the complaint, you shall hand the Principal in person the written request for a Level 1 meeting.

Level 2: If you are unsatisfied with the resolution determined at Level 1 meeting, you may file a written appeal to the President of the Board of Directors of SCCS within ten days of receipt of the Level 1 decision. Upon completion of the investigation, the President of the Board of Directors will issue a written decision.

If, after investigation, SCCS determines that an employee, volunteer or student's behavior is in violation of this policy, appropriate disciplinary action will be taken up to and including termination of employment, suspension, or expulsion.

Grievances and/or complaints will be kept as confidential as practicable. The Principal and the Board of Directors' President may employ any additional procedures as needed to implement this policy.

Section 14.2 – Reporting Ethical & Harassment Concerns

SCCS is committed to maintaining the highest standards of conduct and ethical behavior and promotes an environment that values respect, fairness and integrity. All staff, board members, consultants and volunteers shall act with honesty, integrity and openness in all their dealings as representatives of the organization. Failure to follow these standards may result in disciplinary action, up to and including termination of employment, dismissal from one's board or volunteer duties and possible civil or criminal prosecution. SCCS will investigate any suspected fraudulent or dishonest use or misuse of SCCS resources or property.

Staff, board members, consultants and volunteers are required to immediately report suspected fraudulent conduct pursuant to the procedures set forth below.

Definition of Fraudulent or Dishonest Activity include, but are not limited to, financial improprieties, accounting or audit matters, ethical violations, or other illegal or improper practices.

Examples include:

- Forgery or alteration of documents.
- Fraudulent financial reporting.
- Misappropriation or misuse of SCCS resources, such as funds or other assets.
- Authorizing or receiving compensation for goods not received or services not performed.
- Authorizing or receiving compensation for hours not worked.

This list is not exhaustive but intends to provide examples of possible fraudulent or dishonest activity.

Section 14.3 – Reporting Fraudulent and Unethical Misconduct

A person's concerns about possible fraudulent use or misuse of resources or property should be reported to the Executive Principal immediately. If, for any reason, a person finds it difficult to report his or her concerns to the Executive Principal, the person should report the concerns to the President of the Board of Directors.

Please refer to reporting protocol in section 14.1 in the Parent Student Handbook for guidance on how to submit a concern.

To facilitate reporting of suspected violations where the reporter wishes to remain anonymous, a written statement may be submitted to the Principal and/or the President of the Board of Directors.

While SCCS will strive to conduct a full investigation into all allegations of wrongdoing, reporters should recognize that SCCS may be unable to fully evaluate a vague or general complaint, report or inquiry that is made anonymously.

Section 14.4 – Investigation of Fraudulent and Unethical Misconduct

Investigations will be initiated by the Principal and/or the President of the Board of Directors, beginning with a plan for investigation including a determination of who will conduct the investigation.

Depending on the suspected activity, independent experts may be retained, including auditors, attorneys, IT professionals, etc.

Supervisors, staff members and volunteers should not, under any circumstances, perform any investigative or other follow-up steps on their own. A supervisor, staff member or volunteer who becomes aware of suspected misconduct should not:

- Contact the person suspected of wrongdoing in order to further investigate the matter or demand restitution.
- Discuss the case with anyone other than the person to whom he or she is reporting the alleged wrongdoing and persons performing the investigation on behalf of SCCS.

All relevant matters, including suspected but unproved matters, will be reviewed and analyzed, with documentation of the receipt, investigation and outcome of the complaint.

Appropriate corrective action will be taken, if necessary, and findings will be communicated back to the reporting person as appropriate.

Section 15.0 – Classes and Enrollment

Section 15.1 – Enrollment & Re-enrollment Policy

Stone Creek Charter School (SCCS) welcomes all students and prohibits discrimination on the basis of disability, race, creed, color, gender, gender orientation, national origin, religion, ancestry, or need for special education services.

All families, on an annual basis, must reaffirm their desire to 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 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 in February on a date established by the Board. Each re-enrollment form must be accompanied by the required Materials and Technology Fee. If the form and fee are not submitted by this deadline, the student will be considered along with all new students seeking enrollment.