Welcome to the 2025-2026 School Year!!

Authorized by
Julesburg School District RE-1

Student & Parent Handbook
High School

2025-2026

www.codca.k12.com

Let's get started!

Welcome to Destinations Career Academy of Colorado

The Destinations Career Academy of Colorado ("CODCA") High School Student and Parent Handbook, 2025-2026, is intended to guide students and parents/guardians in the operations of the school. CODCA is a Colorado public senior high school operating statewide under the authorization and oversight of the Julesburg School District RE-1 ("JSD"). CODCA, a publicly funded online school, is part of a national network of online schools operated by Stride K12, Inc.

CODCA is accredited per Colorado state regulations and the Northwest Association of Accredited Schools (NWAC).

Policies contained herein have been approved by the Julesburg School District RE-1.

In the event of an emergency or a crisis, an automated voice message will be called out and those same details will be posted to social media as well as the local news, as appropriate. Any imminent event that occurs during a school sponsored social gathering, parents/guardians will be notified, and any necessary updates will follow the above notification process and outlets.

Annual Calendar
Click here to access this year's calendar: CODCA_Calendar_25-26

Letter From the CODCA Head of School

Dear Destinations Career Academy Student and Learning Coach,

It is our honor to welcome all new and returning students and their families to Destinations Career Academy of Colorado (CODCA)!

The 2025-2026 school year marks our tenth year as a Career and College Readiness School, where we serve students in grades 4 through 12. CODCA, authorized by Julesburg School District RE-1, exists to meet the diverse needs of all individuals in a student-centered environment, where students realize their full potential in the core academic courses, as well as in Colorado Board-Approved Career Readiness/Technical Educational (CRE/CTE) programs and pathways.

Our mission at Destinations Career Academy of Colorado is to inspire each student through meaningful, individualized, and engaging learning opportunities to prepare our graduates for successful careers in the 21st century. CODCA's online learning instructional model will leverage research-based, 21st century

learning skills to facilitate self-motivated, collaborative, life-long learners who participate, and lead productively in our society.

Our experienced and highly qualified faculty members aim to provide excellent educational solutions for students throughout the State of Colorado. CODCA offers outstanding core academic courses, as well as 21 full career pathway programs at our high school, and one exploratory pathway at our middle school, which allows students to explore courses and opportunities in a career field of interest. Our courses are motivating, enriching, and relatable to real world experiences after high school. Graduates of CODCA are prepared for college, the workforce, and to be productive citizens in their lives ahead.

Our highly qualified faculty members, all Colorado state-licensed, are eager and excited to share their vast knowledge and experience throughout the upcoming school year. Our teachers have worked hard to prepare an enriching course of study designed to educate and stimulate a passion for learning.

If you have any questions or concerns now, or throughout the school year, please contact our office and we will ensure the appropriate member of our administrative team assists you.

Please join us throughout the year for our Coffee Talk/SAC Meetings. Please always feel free to share with us your ideas on ways to improve our school and make the 2025-2026 school year the best experience for all involved.

Warm regards,

Amy Cook, Head of School

Staff Contact Information

Click here to access the CODCA Staff Contact List:

School Roles

Teacher Role

Teachers at Destinations Career Academy of Colorado play a crucial role in providing a high-quality online learning experience. They are responsible for developing and implementing lesson plans aligned with state standards and the K12 curriculum, using various instructional methods to engage students. They design and administer assessments, providing timely and constructive feedback, and adapt instruction to meet diverse student needs. Teachers also maintain regular communication with students through email, messaging, and virtual meetings, responding promptly to inquiries. They track student

progress, identify those needing additional support, and provide necessary interventions. Additionally, they offer regular office hours for one-on-one or small group support.

Administrator Role

Administrators at Destinations Career Academy of Colorado are responsible for student and school success. Their duties include but are not limited to:
1. Feedback, Observation and Evaluation of all staff
2. Continual student and school data analysis and strategic planning for school improvement
3. Ensuring financial stability
4. School operational duties
5. Human Resources compliance
6. School Compliance to District, State and Federal requirements
7. Developing and sustaining positive culture for all students, staff and other stakeholders
8. Career and College Readiness planning and implementation
9. All school program implementation
10. Ensuring the school's mission and vision are played out each and every day

Policies

Non-Discrimination Policy

The Destinations Career Academy of Colorado does not discriminate on the basis of race, color, national origin, sex, disability, housing security, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.[1] In addition, lack of English skills will not be a barrier to admission and participation in any school programs or activities. Additionally, offered CTE opportunities are without regard to race, color, national origin, sex, or handicap. CODCA provides procedural processes to any person calling attention to a grievance wherein the institution follows for investigation of the issue. Complaints accepted verbally, written or by appointment in an in-person or virtual face-to-face meeting. Each party pertaining to the complaint receives notice of complaint and all parties receive a timeline of actions of procedure within 10-days of notification to all parties of such a grievance. The following person is the designee to handle inquiries regarding the non-discrimination policies:

Denise Dutton, Special Programs Administrator
ddutton@k12.com | 720-460-0959

For further information regarding the Department of Education's Office for Civil Rights, visit https://www.ed.gov/about/ed-offices/ocr#home or call 1-800-421-3481.

Section 504 and Title II (ADA) Information

CODCA has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Denise Dutton, Special Programs Administrator
ddutton@k12.com | 720-460-0959

Title IX Information

CODCA does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to educational programs and activities. As required by Title IX, CODCA does not discriminate based on gender, in its educational programs and activities. The following person has been designated to handle inquiries regarding the Title IX non-discrimination matters:

Denise Dutton, Special Programs Administrator
ddutton@k12.com | 720-460-0959

SB 23-296 Colorado Discipline

The act requires a public school that enrolls students in any of grades kindergarten through 12 (public school) to accept formal reports of harassment or discrimination in writing or in person; by phone, e-mail, or online form. A report received by a public school that alleges harassment or discrimination is confidential. The act requires a public school to:

- Handbook, Learning Coach Community and monthly newsletters have links to discrimination reporting.
- Students shall be considered Excused Absence if they are attending appointments related to any Discrimination related events.
- Accommodations and supportive measures will be provided to a student experiencing harassment or discrimination.

Title VI and Race, Color and National Origin Discrimination Information

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Title VI states that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Programs and activities that receive Federal financial assistance from the United States Department of Education (ED) are covered by Title VI. ED maintains an Office for Civil Rights, with 10 regional offices and a headquarters office in Washington, D.C., to enforce Title VI.

Non-Discrimination Procedure, Appeals Process, Complaint Form and Contact Information

Procedure
Formal   Complaint
Dispute Notification Form

Appeals Process

In accordance with Federal and State OCR (Office for Civil Rights) Guidelines, any student who believes that CODCA, or any of the school's staff, instructors, and/or administrators have inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), and/or Section 504 and Title II of the Rehabilitation Act of 1973 (disability) may make a complaint which shall be referred to as a formal grievance. However, whenever possible and practical and informal solution to the complaint is encouraged and should be attempted with the school's Head of School.

If an informal acceptable solution cannot be attained, the student shall commit the complaint to writing, audio file or in-person interview and formal grievance procedures shall commence. The complainant may file her/his complaint directly with the Office for Civil Rights, United States Department of Education, and/or use the internal grievance process set forth as follows:

Step 1. An alleged formal discrimination grievance (pertaining to any above-named regulation or title) complaint should first be made to the Head of School within ten (10) school days from the date of the incident. The HOS has ten (10) school days to decide and formulate a course of action for all involved. However, it should be noted, there is no time limit or statute of limitations on a complainant's decision to file a formal complaint.

Step 2. If not resolved at Step 1, the decision may be appealed to the District's Compliance and Family Engagement Coordinator within five (5) school days from the date of the Step 1 decision:

Step 3. If not resolved at Step 2, the decision may be appealed by the complainant to the Office for Civil Rights/Denver Office, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3052

Denise Dutton, Special Programs Administrator
ddutton@k12.com | 720-460-0959

Admission and Enrollment

Admission

CODCA is a full-time, online public-school serving students across the state of Colorado in grades 4-12; CODCA High School serves students in grades 9-12. Full-time status is defined as students enrolled in 5 or more courses each semester. CODCA is available to students who qualify for public school funding and meet admission criteria. Should the JSD Board of Education determine to make enrollment available to students not qualified for public school funding, CODCA will provide a tuition schedule to the Colorado Department of Education ("CDE").

CODCA complies with applicable state regulations regarding student privacy. For the safety of all students, CODCA reserves the right to ask students whether they have been convicted of a crime and the nature of the offenses. If the CODCA Head of School or designee deems that admitting the student would pose a significant risk to the health and safety of the other students, the Head of School may deny the student admission to the school.

Additional information on the *Julesburg School District* can be found here: www.julesburg.org.

Part-Time Status

CODCA is a full-time program. Only students enrolled in Julesburg School District (JSD) and partnering DCA Direct districts may enroll in CODCA courses on a supplemental basis as agreed to by CODCA, JSD, and partnering DCA Direct districts.

Open Enrollment

Students who currently reside in the State of Colorado can enroll in CODCA. Approval for enrollment is dependent on the student meeting CODCA admissions criteria.

CODCA may reject an application for the following reasons:

- School does not have appropriate programs or is not equipped with the necessary facilities to meet the special needs of the student.
- The student does not meet the established age requirement criteria for participation in the school or program.
- The student has been expelled or is in the process of being expelled from another school.
- The student has engaged in behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or school personnel.
- The student has graduated from the 12th grade or already received any document evidencing completion of the equivalent of a secondary curriculum.
- The student does not meet immunization requirements mandated by state law. See Vaccine Exemptions.

If enrollment is denied, or the student withdraws from CODCA, further placement considerations must be based on a new and separate application for admission to CODCA.

Intra-District Transfer

Students who currently reside in JSD may transfer into CODCA with approval from CODCA/JSD.

If a transfer is denied, or the student withdraws from CODCA, further placement considerations must be based on a new and separate application for admission to CODCA/JSD.

Enrollment Application

The online Enrollment Application may be accessed on the CODCA website. The Enrollment Application collects parent information, student information, as well as background demographic and marketing information. The CODCA website provides additional instruction to applicants.

CODCA will collect and evaluate all Enrollment Applications to approve or deny enrollment based on admissions requirements. CODCA will maintain contact with those applicants who apply after the enrollment deadline and before the start of the current enrollment period to establish continued interest.

Mid-Year Enrollments

CODCA offers a limited number of spots for Semester II enrollment. The 25-26 semester II portal opens November 3rd, 2025 and closes January 9th, 2026. The first step toward enrollment acceptance for Semester II is proving student applicants are both academically and behaviorally sound. CODCA counselors will review all student application records, including the current grade report from the applicant's school to determine soundness based on CODCA Enrollment Requirements. Next, the applicant and a CODCA counselor must have an enrollment call to discuss and finalize semester II enrollment details such as course selections, and CTE program choices, as well as finalize any documentation needs. Finally, following the call with the counselor the applicant student receives a notice of enrollment acceptance.

Enrollment Requirements

A student must satisfy all requirements outlined in the CODCA admissions policy to be considered fully enrolled at CODCA.

All documents and forms requiring signature must be completed by the parent/guardian (or student over the age of 18) and submitted by mail, fax or email.

All incoming and returning students are required to sign the CODCA Parent/Guardian, Learning Coach and Student Performance Agreement Student Performance Agreement (SPA). The SPA is considered an

understanding of the expectations of enrollment for the entire school year at CODCA. During the first three (3) weeks of school, all students will engage in the compliance period/Readiness Term. Please see student performance agreement (SPA) for all details and expectations.

Residency Requirement

CODCA is a publicly funded school. Students who are, or will be, residing in the state of Colorado for the 2025-26 academic year are eligible to attend if they meet the applicable eligibility criteria.

Families must provide a written Affidavit of Residency using the form provided by CODCA that is executed by the student's parent/guardian or the student if 18 years of age or older.

Age Restrictions

Students who reach the age of 21 prior to October 1 for the school year for which they are enrolled are not eligible to attend CODCA. Students who turn 21 years old after October 1 for the school year for which they are enrolled may remain enrolled until they complete the school year.

Suspended/Expelled Students

A student who has been long-term suspended or expelled from CODCA and wishes to be considered for entrance or readmission to CODCA must appeal to the CODCA Head of School.
Readmission Appeal Form
CODCA and JSD *may refuse* to allow a student who is expelled and/or suspended to enroll during the term of the expulsion if the student was expelled for one of the following reasons:
1. Possessing or using an illegal drug at school or a school function
2. Selling or soliciting the sale of a controlled substance while at school or a school function
3. Committing a third-degree assault involving assaulting another and inflicting substantial bodily harm
4. Possessing a weapon on school grounds.
5. Threat to harm, use firearms or other violent behavior.

Earned Credit Requirements for New and Re-Enrolled Students

Students who apply for initial enrollment or re-enrollment at CODCA must be able to complete their education within a specified period of time consistent with the laws of Colorado and the rules and regulations of the CDE. Only students who have earned the minimum number of credit hours required below based on the age of the student at the time of enrollment will be fully admitted to CODCA at the high school level. A member of the school counseling team will determine the number of earned credit hours based on an evaluation of school transcripts and homeschool portfolios where applicable.

Age as of October 1	Earned Credit Requirement

17	6
18	12
19	18
20	20

Continuing Students

Students who enroll at CODCA must complete the school year and demonstrate adequate academic progress to be eligible for continued enrollment the following year. Adequate academic progress is defined as earning a minimum of four (4) credit hours during the most recent academic year at the high school level.

Students who have not earned the minimum number of credit hours or course completion required for continued enrollment may seek an appeal form to fill out and submit to the HS Principal. This form is available from the Counselors at CODCA. The principal shall review and rule on the appeal within five (5) business days from the date of receipt thereof. CODCA in its sole discretion may require students requesting to return the following year to complete credit recovery courses or take other appropriate action as a condition to granting readmission.

Credit for High School Courses

Unless a high school course is specifically designated as pass/fail, credit/no credit, or satisfactory/unsatisfactory credit course, credit is assigned by percentage/letter grade.

To earn credit for a high school course at CODCA, students **must complete their course and** earn at least 60% of the total points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus and supersede this policy.

Students with extenuating circumstances may petition the principal to receive pass/fail, credit/no credit, or satisfactory/unsatisfactory credit for an academic course.

Transfer Credits

Students at the high school level may transfer credits from any accredited institution. Students wishing to transfer credits based on home schoolwork or portfolios or coursework completed at a non-accredited

institution may petition CODCA to have credits accepted. CODCA reserves the right to refuse transfer credits from non-accredited institutions or for home school experiences.

Graduation requirements for students who transfer into CODCA after completing at least one semester of coursework at an accredited institution will be amended on a case-by-case basis. CODCA graduation requirements will be pro-rated as necessary to reflect student's progress toward graduation at past schools.

Transfer students must provide or authorize transfer of official transcripts for all previous high school work prior to approval of enrollment.

Factors to be considered in the evaluation of student's progress toward graduation will include:

- The number and type of credits earned at previous school(s)

- The number of credits possible in each semester

- The definition of credit at previous school

- A transcript analysis and course matching conducted by CODCA

- The number of semesters left until graduation

Home School Credits

CODCA may evaluate homeschool curriculum and award Pass/Fail credit to a student's transcript based upon the Home School Credit submission. Please contact your guidance counselor for more information on this process.

Registration/Course Selection

Students will be guided to select and register for courses that will meet their school needs and graduation requirements. A member of the school Student Support Team will contact every student to discuss the enrollment process, select courses and develop an Individualized Learning Plan. All courses must be approved by school administration prior to the completion of enrollment.

[2025-2026 General and CTE Class Catalog](#)

Student/Parent Orientation

All students are required to attend the first week of orientation and onboarding sessions. Failure to attend all onboarding and orientation sessions could result in Enrollment Review and Academic Probation at CODCA. Parents/Guardians who are Learning Coaches are all invited and encouraged to participate in the Learning Coach/School Accountability Sessions that will be held throughout the year.

CODCA follows the National Standards for Family-School Partnerships. Click here to view the standards.

Programs

Special Programs at CODCA

Special programs at CODCA are designed to support diverse student needs and ensure equitable access to learning opportunities. These programs include Special Education (for students with disabilities under IDEA), 504 Plans (for students with disabilities not requiring special education), Multilingual Learners (ML), Gifted and Talented (GT), and supports for Migrant, Foster, and Homeless Youth under the McKinney-Vento Act. Each program offers targeted services, accommodations, or enrichment to help students thrive academically, socially, and emotionally. For more information about any of the following programs, please contact the Special Programs Academic Administrator, Denise Dutton, at 720-460-0959 or ddutton@k12.com.

CODCA utilizes Child Find to ensure any individual with a disability or special ability is found, identified, located, evaluated, and served according to their needs at CODCA.

Special Education

At CODCA, our mission is to inspire students through meaningful, individualized, and engaging learning experiences. In alignment with this mission, CODCA welcomes students who receive Special Education services through an Individualized Education Program (IEP).

When a student enrolling at CODCA has an existing IEP or is in the process of being evaluated for special education eligibility, our Special Education Coordinator will guide the enrollment process. This may include collecting relevant documentation, such as recent evaluation data, eligibility determination, the most current IEP, and any behavior intervention plans.

As part of the evaluation process, a multidisciplinary team—which includes qualified school personnel, the student's parent(s)/guardian(s), and any necessary service providers—will convene for an eligibility determination meeting in accordance with the Exceptional Children's Educational Act (ECEA Rule 4.03(8)(b)(iii)). During this meeting, the team will review the student's evaluation data to determine whether the student qualifies for special education services under one of the disability categories defined by the Individuals with Disabilities Education Act (IDEA).

If the student is found eligible and in need of specially designed instruction, the IEP team will develop an Individualized Education Program. This plan outlines the student's unique learning needs, goals, and the specialized supports and services required to ensure meaningful access to education.

504 Plans

Under Section 504 of the Rehabilitation Act of 1973, students with a disability that substantially limits one or more major life activities may be eligible for accommodations and support services. These services are designed to ensure equal access to education and full participation in school programs.

If a student qualifies under Section 504, CODCA will develop a 504 Plan outlining the specific accommodations needed to support the student's learning. Our goal is to identify and remove barriers that may prevent students with disabilities from accessing the curriculum and participating fully in school life.

Multilingual Language (ML)/English as a Second Language

In alignment with the state of Colorado's commitment to providing equitable educational opportunities for students whose primary language is not English, CODCA is dedicated to supporting Multilingual Learners (ML).

CODCA uses research-based instructional models to support language development and academic achievement. We assess student progress regularly and evaluate the effectiveness of our programs, instructional methods, and service delivery to ensure that every English learner receives the support they need to succeed in both language acquisition and academic content areas.

** Professional interpreter services may be requested at any time for parents/guardians of students with a primary language other than English by contacting Denise Dutton at ddutton@k12.com or 720-460-0959.

Gifted and Talented

CODCA screens students for Gifted and Talented (GT) services through a referral and request process. Students may be identified in one or more areas of academic strength or talent aptitude based on a body of evidence.

Once a student is formally identified, CODCA will schedule a meeting with the student and their family to collaborate on setting individualized goals and designing a learning plan. This plan will outline appropriate programming, enrichment opportunities, and supports tailored to meet the student's unique strengths and learning needs.

Our goal is to ensure that each gifted learner receives meaningful challenges and the opportunity to reach their full potential.

MTSS (Multi-Tiered Student Supports)

CODCA follows a multi-tiered system of support that supports all students and ensures that each student can access the curriculum by receiving the appropriate level(s) of support. Teachers use a data-driven instructional model to identify and meet varying student needs within their classrooms. These supports

will be developed within each academic team and communicated to the family. These supports can include but are not limited to a student success plans, increased communication, required meetings, academic interventions, social-emotional interventions, attendance referrals, attendance plans, power hour attendance, etc.

Homelessness, Migrant, and Foster Care Liaison

The McKinney-Vento Homeless Assistance Act of 1987 is a federal law that protects the rights of students experiencing homelessness. Under this law, students cannot be denied access to education or school-related activities due to a lack of permanent housing or missing documentation. For example, a student without enrollment records due to homelessness must still be admitted, and arrangements—such as travel support for testing—may be made if housing instability limits their ability to attend in person.

The goal of McKinney-Vento is to provide equal educational access and prevent students from being singled out or excluded due to their housing situation. Students cannot be denied participation in academic or extracurricular programs because of where or how they live. Schools are also required to support students in re-engaging with education if homelessness has caused frequent absences.

However, services under McKinney-Vento can only be provided when a family formally identifies their situation using the school's McKinney-Vento form. Without this documentation, CODCA is not permitted to excuse absences or offer related services, even if staff are aware of a family's circumstances.

Additionally, students in foster care are granted the same educational rights as all CODCA students. We work closely with caregivers and appropriate agencies to ensure full access to school programs and supports.

Vision and Hearing Screening

Hearing and Vision testing will be done at the Westminster office for anyone as a drop-in basis on the 1st Monday of every month, except when an observed holiday, from 9:30am to 2:30pm. We will also schedule Vision and Hearing tests, by appointment, for students needing one for Special Services meetings. Appointments can be scheduled with Susan Wall, please contact Susan Wall at 303.728.6200 Ext 1011 to set up an appointment. The results of the testing will be kept confidential and placed in the student's cumulative file and sent to SPED staff as needed.

Title I School

Destinations Career Academy of Colorado is identified as a Title I school.

CODCA Free and Reduced Lunch Program 2025-2026

Let Us Help with Lunches!

Support for our students goes beyond the classroom. We are thrilled that we are able to help families who qualify and have complete documentation for free and reduced lunch. e are able to offer a monthly grocery stipend to families who qualify for our free and reduced school lunch program.

How It Works:

CODCA students who qualify for the free and reduced lunch program will receive $1.50 for each day of logged attendance. (*The $1.50 may increase depending on the number of students in the program.*)

At the beginning of each month, Learning Coaches will receive a grocery gift card for the total amount their student earned in the previous month. Students must be actively enrolled at the beginning of each month to receive the gift card. (Please be sure to update your mailing address if moving or moved since filling out the document to qualify for this benefit.)

Please look for an email in August with the 2025-2026 documentation link to the required family income paperwork.

Additionally, CODCA does loan out computers based on financial need. The program will also allow families to participate in the ISP subsidy program, summer school discounts and graduation gown assistance.
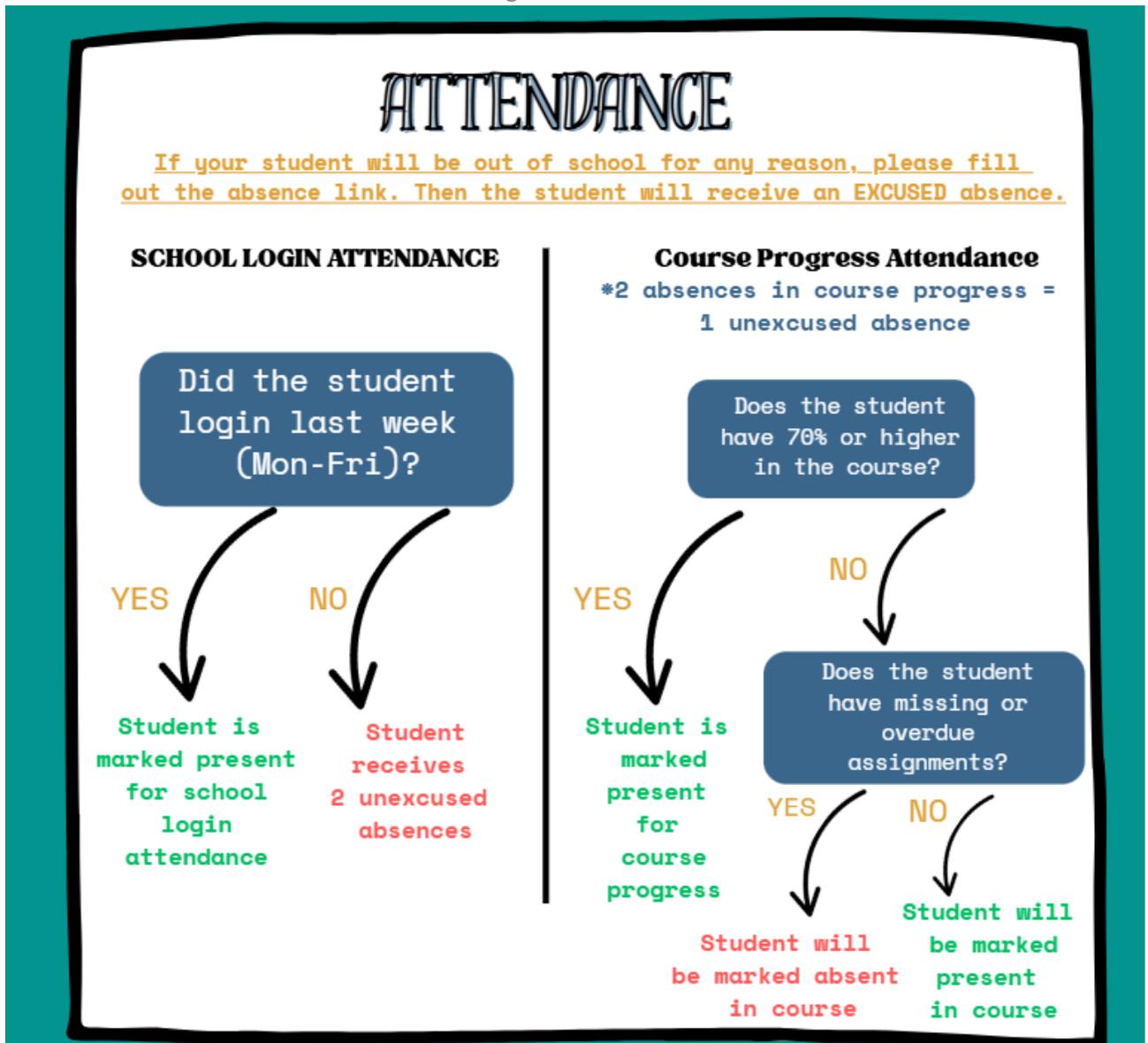
A digital "Application for Free and Reduced-Price School Meals" form is distributed to all CODCA families at the time of their enrollment and at the beginning of each school year for returning families and can be obtained at any school website or school staff member. CODCA's families only need one application for all students in their household. The school cannot approve an application that is not complete, so be sure to fill out all required information.

QUALIFICATIONS FOR FREE OR REDUCED PRICE?

a.   All children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), the Food Distribution Program on Indian Reservations (FDPIR) or Temporary Assistance for Needy Family (TANF (also known as Colorado Works) – Basic Cash Assistance or State Diversion), are eligible for free meals.
b.   Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
d.   Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
e.   Children may receive free or reduced-price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced-price meals if your household income falls at or below the limits on this chart. Detail on income eligibility guidelines is available on the USDA website:http://www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm

Attendance Policy

Student attendance is based on school login AND course progress. The course progress attendance is calculated for each course. It will be calculated at the start of the week based on the grade and missing assignments from the previous week. If a student has a grade of 69% or lower and has missing or overdue assignments, they will be marked absent in that course. Two course absences equal one unexcused absence. See below for how missing attendance is calculated.

ATTENDANCE

If your student will be out of school for any reason, please fill out the absence link. Then the student will receive an EXCUSED absence.

SCHOOL LOGIN ATTENDANCE

Did the student login last week (Mon-Fri)?

YES → Student is marked present for school login attendance

NO → Student receives 2 unexcused absences

Course Progress Attendance

*2 absences in course progress = 1 unexcused absence

Does the student have 70% or higher in the course?

YES → Student is marked present for course progress

NO → **Does the student have missing or overdue assignments?**

YES → Student will be marked absent in course

NO → Student will be marked present in course

CODCA uses email, phone calls and automated systems to notify parents and/or learning coaches of attendance concerns. Parents and learning coaches are also encouraged to monitor student attendance, including course grades and progress through their logins.

When attendance becomes a concern, whether the concern is rooted in login attendance or course progress or both, these concerns may be escalated to administration.

Chronic Absences/Truancy:
Students with 10+ absences will be asked to meet with the administration along with a parent or learning coach to begin an Attendance Intervention Plan (AIP). Non-participation in AIP or wrap-around support could result in a face-to-face meeting with the administration team to discuss attendance. Failure to participate in a meeting can result in withdrawal from school.
Wellness checks could be done at any time there is chronic absenteeism or during the truancy process.

Expectations

Students enrolled at CODCA can expect to virtually attend school for 1,056 hours per school year (176 school calendar days per school year), or 6-hours per school day. **Attendance at CODCA includes completing and submitting work assigned by all academic teachers and Staff by due dates; attending on-line live course lectures each day as the student's schedule indicates; participate in completing all mandated assessments; keep current with communication from school Staff, responding to email and phone calls within 24-hours.** CODCA complies with Colorado Compulsory Attendance Law which states enrollment for all school aged children between the ages of 6-16 is mandatory to avoid chronic absenteeism and truancy complications.

All students under the age of 17 are responsible to be in school each day, per Compulsory Attendance Law **22-33-104. Compulsory school attendance** Minor's statutory privileges, including but not limited to driver's permit/license may only be scrutinized in a court of law. Students aged 17 and above school voluntarily in the state of Colorado.

If you know your child will be missing school for any reason (unexpected illness, religious observance, bereavement), please fill out this form so we may alert his/her/their teachers they will be from class.
Destinations Career Academy of Colorado Absence Form - 2025-2026

Maternity/Paternity Leave Policy

Students must contact their school counselor or student support staff by the end of the first trimester. Please share the anticipated due date of the baby at that time so that any necessary accommodation can be made. Once the baby is born, the parent must contact his/her counselor within 24 hours by phone or email. We want to ensure that proper and timely notification is made so that supports are put into place. Upon delivery of the baby, the student (mother and/or father) will be awarded two weeks (10 school days) of maternity/paternity leave. After the 10 school days, the student will have the option of a reduced course workload for four weeks (20 school days) as identified by each individual teacher. The student will be responsible for all the content in each course and must coordinate the reduced workload

expectations with each teacher. If the student fails to notify his/her counselor or student support staff of the birth or of the anticipated due date, the policy will not be applicable, and accommodations will not be awarded.

Family Expectations

Parent-Guardian/Learning Coach Responsibilities:

• Monitor behaviors of my student(s) and the Home Learning Environment to ensure it is always appropriate for all learners while utilizing the web camera for the online school.

• Unless otherwise noted, Learning Coaches and Parents/Legal Guardians are not permitted to be present during online instruction. The objective with this policy is to ensure a peer-to-peer classroom environment for the students.

• Ensure my student can log into Class Connect sessions, providing reliable Internet connectivity and technology—including but not limited to working PC or laptop computer, web camera, audio devices and printer.

• Check Home Learning Environment before turning on the camera to ensure compliance with the definition provided in this policy and provide reasonable monitoring during the time that the webcam is being used. The appropriate use of web cameras is required in all live Class Connect sessions unless working technology is **temporarily** unavailable. Students and LC are required to communicate technical issues with their Academic Team for resolution.

• CODCA asks that background sounds remain at a minimum during Class Connect sessions—TV, radio, human voices cannot be a distraction to the others in class connect sessions.

Recommended Backgrounds:

- Student sitting in front of a wall/blank space so no one can wander into viewing area.
- Students may choose to sit in front of window with the curtain drawn to allow for a neutral backdrop.
- Family may purchase a project board and set up behind the student for privacy.
- CODCA encourages families to get creative with their 'home classroom'. We value all our families and respect your individuality and circumstances.

Student Responsibilities:

- Checks the home learning environment before turning to the camera setting.
- Reviews the tools for online platforms to use webcam and microphone/headset for each class.
- Attends and participates in all required live class connect sessions.
- Use appropriate language and behaviors during classes.

Instruction

Highly Qualified Teachers

CODCA meets all federal and state requirements to utilize highly qualified teachers for all core academic positions, including English, Math, Science, Social Studies, designated World Languages, and Arts.

Student Support Team -Counselors

Our Student Support Team at Destinations Career Academy of Colorado is available to assist students in acquiring and using lifelong learning skills in the academic, career and personal and social domains. Destinations' counselors enhance academics, encourage self-awareness, foster interpersonal communication skills, provide career awareness, develop employment readiness, and impart related skills to all Destinations' students. Our counselors provide academic development in which the student is given the opportunity to grow academically while in school, prepare for life after graduation, and understand the relationship of academics to the world of work, and to life at home and in the community. Specifically, counselors at Destinations will aid students in choosing a pathway that will consist of individualized course work, geared to prepare them for future careers. These pathways will be determined based on students' interests and strengths.

Personal and Social Services are based on activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives.
Individual Learning Plans (ILP/ICAP) consist of ongoing activities that assist students to plan, monitor, and manage their educational, personal, and career development. Students are given opportunities to evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed and may be delivered on an individual or group basis. Individual planning sessions include a review of each student's educational and career options and include strategies of individual assessment, individual advice, and transition planning.

The counselors are an integral part of the enrollment and registration processes, ensuring all students are on-track to graduate. Counselors participate in the enrollment process through the Counseling Interview, where student selection of their courses is completed.

Virtual Classroom Sessions

Students are required to attend all virtual classroom sessions as communicated by their instructors and other school support staff. These sessions may include but are not limited to: General and targeted group class connect sessions. Students are expected to notify instructors if they will be temporarily missing a live virtual session and make any necessary arrangements for watching the recording of the session or getting instructions for assignment parameters. If students have a circumstance that prevents them from consistent live classroom attendance, contact your counselor or an administrator to discuss the flex eligibility terms.

Flex Model

The **Flex Model** is designed to provide our students with greater flexibility in their learning experience. This model is particularly beneficial for students who are involved in sports, the arts, hold jobs, or are enrolled in concurrent enrollment programs.

Key Features of the Flex Model:
- **Attendance Flexibility:**
  Students who maintain a grade of **C or higher** in all classes will not be required to attend live sessions. This allows them the freedom to manage their time effectively and accommodate their extracurricular commitments. The students will be required to keep up with all course work as expected.
- **Encouraging Independence and outside passions:**
  The Flex Model encourages students to take ownership of their learning. By managing their own schedules, they can develop important skills such as time management and self-discipline, which are essential for future success. In addition, this flex model allows students to embark upon a highly rigorous education, while simultaneously giving time for students to focus on outside passions.
- In order to be a part of the flex model- parents will have to send an email to the school principal at aschriner@k12.com to explain why they feel this model will be best for their student.
- All approved students will be added to a list and distributed to teachers so that they are not required to attend all class connect sessions.

We believe that this model will provide our students with the opportunity to balance their academic responsibilities with their personal interests and commitments effectively. We encourage open communication between families, students, and teachers to ensure that this model works well for everyone involved.

** Flex students that qualify for Special Education services or ML students will still have mandatory Class Connect sessions that cannot be marked optional. **

If a student begins to struggle academically and their grades fall below a C, administrators will meet with the student and LC to discuss solutions and a possible transition back to our regular school model. This transition ensures that they receive the support and resources they need to succeed in their studies.

Parent/Student Escalation School Policy

If a student and/or learning coach has a conflicting situation with a staff member or curricular matter at CODCA, the student/parent should follow the steps below:

1. Communicate first, via phone and email, with the teacher, counselor, or staff member involved in the situation.
2. If a student/LC and the staff member cannot resolve the situation through conversation and/or meetings, then the student/LC should contact Mrs. Amber Schriner (School Principal) through email to set up an appointment to discuss. Her email is aschriner@k12.com.
3. If the Principal and student/LC cannot resolve the situation, the school Principal will escalate the situation to the Head of School, Amy Cook at acook@k12.com. Students and LCs may also contact the Head of School if the situation is not resolved with the school Principal.
4. If the situation cannot be resolved at the school level, the Head of School will work with the District Superintendent of Julesburg School District to ensure the situation finds a solution.

Parent Teacher Conferences

Parent Teacher Conferences are held 2x per year (mid semester). These conferences are essential for fostering collaboration between parents, teachers, and students to support student success. These meetings provide a structured opportunity to discuss a student's academic performance, behavior, and overall well-being. During these conferences, teachers share insights on strengths, areas for improvement, and challenges, helping parents understand their child's progress and develop strategies for improvement. Behavioral and social development is also addressed, offering feedback on a student's interactions and engagement.

Career and Technical Education

Career Academy

At **Destinations Career Academy of Colorado**, we provide a robust education for 9th-12th grade students. In addition to core academics, students will also be career and college ready by exploring career options and discovering their passions through course offerings and pathways in these high-demand fields.

Students will learn and explore unique skills and content which connect to a career ahead and courses are relatable to life beyond high school. Students will also learn essential life skills such as job interview preparation, college application readiness, collaboration and leadership skills, and communication techniques.

Students can gain an edge by earning college credits (through our enhanced Concurrent Enrollment program) while participating in internship opportunities. They can also earn industry recognized certifications upon graduation from a specific pathway/s. Counselors and staff will work with all students to identify a pathway and select courses towards the pathway completion goal. Through the ILP process, counselors will continue to support students as they work through their chosen pathway.

Career Pathways: See CTE S'more Newsletter for additional course details. Course handbook HERE.

CTSO Activities

Destinations students can participate in Career and Technical Student Organizations (CTSOs) that align to the pathways currently offered. CTSOs are a chance to learn and enhance both technical and professional skills that will help students in their future career path. Students will have opportunities to take virtual workshops and attend leadership conferences that focus on topics such as: leadership, work ethic, goal setting, public service, resume writing, interviewing and much more. Students will be invited to compete in State and National competitions that showcase their technical skills and abilities with students across Colorado. If you have any questions, contact your counselor for more information.

CTSOs and corresponding programs/pathways are included in the image above.

Clubs/Events

Clubs

In addition to CTSOs CODCA may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups that relate to subject matter covered by the curriculum. Such organizations shall operate within the framework of state statutes, Board policy, administrative rules, and the parameters of the learning program.

The administration shall develop general guidelines for the establishment and operation of student organizations within Destinations Career Academy of Colorado. Among other provisions, such guidelines shall require the approval of the administration prior to the formation of any club or organization in the school and the assignment of at least one faculty advisor to each approved student organization.

All student organizations are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy.

The administration is responsible for determining that the purpose of a student organization is related to the curriculum. If the administration denies a group the right to organize and conduct meetings as a curriculum-related student organization, then students may seek permission to meet as a non-curricular student organization in accordance with policy 5134.1. *(IGDA Student Organizations, Equal Access Act, C.R.S. 22-1-117, C.R.S. 22-1-118.)*

The School has established the following guidelines for curricular or school-related student clubs:

- Each curriculum club shall have a faculty or staff member appointed as the advisor.
- The advisor must attend every meeting of the student organization.
- The administration or designee shall approve the club advisor.
- All activities of the club must have prior approval of the advisor.
- Club funds shall be subject to deposit, audit, and disbursement in accordance with the regulations of the administration and the All School Fund Account.
- A list of clubs will be made available.
- Club advisors shall be responsible to approve the content of all promotional materials and club announcements.
- All clubs shall comply with applicable school policies and procedures.

Events

Events will be advertised in monthly newsletters. These events will contact information so that families can reach out to ask further questions. There will also be sign-up links for each event. Please RSVP if you are planning on having your student attend the event. More on event and in-person conduct is below in Conduct section.

Academics- Curriculum

Add/Drop Period

Students are permitted to drop a course up to the 10th school-day of the semester. If a student drops a course after day 15 of the semester (for semester long courses), the course will show up on the student's transcript with a designation of "WF".

Students are encouraged to keep in mind that they must earn 23 credits to graduate from CODCA, and that the maximum load for any given semester is seven (7) half-credit courses without administrative approval. We advise students to pay close attention to the Add/Drop dates for the semester, and to use the withdrawal option only when necessary.

Administrative course drops: If a student has less than a 10% in their course after the first 15 days of their school start date, they can be withdrawn from that course automatically by the school administrator. In these cases, the school administrator will email the family and let them know they are in jeopardy of losing the course and that they must show progress by a specific date or be taken out of the course. If the student has not shown progress by the indicated date, they will lose their privileges of taking that course and will be withdrawn from it.

Course Load

Students at the high school level may take up to seven (7) 0.5 credit courses through CODCA each academic semester, to include Finding Your Path (FYP). Students cannot drop below five (5) 0.5 credit courses during the semester--four core/elective plus FYP. Course loads can be allocated between blocks in any semester as determined by any member of the Student Support group.

Honor Roll

Students with a 3.5 and up to 3.79 GPA and above will be awarded an Honor Roll Certificate at the end of each semester.
Students with a 3.8 GPA or above will be awarded a High Honor Roll Certificate at the end of each semester.

Class Standing

A student's high school grade level is determined by the year he or she entered ninth grade. Each year a student attends high school counts as one grade level. For example, if a student has attended high school for 2 years then his or her third year would be his junior year or 11th grade. A cohort grade level does not determine when a student will graduate from high school. This is determined by the number of credits earned and the fulfillment of all other requirements. Students will remain in the cohort class for enrollment and state assessment purposes (CMAS, PSAT, SAT) for the duration of the school year and will be promoted each fall based on completing another school year. Class standing will be calculated at the beginning of each semester.

High School Credit for Middle School Students

8th Grade Middle School students who complete and pass high school courses have the option to earn high school credit for that course. These courses include school identified High School Math courses and High School Career and Technical Education courses. 8th grade Middle School students enrolled in High School courses will work directly with counseling to determine if high school credit will be earned. Students and Learning Coaches will complete a contract identifying if they would like to receive the high school credit. CODCA MS - HS Credit Contract.docx

Course Fees

CODCA is a publicly funded, tuition-free, online high school. Courses and related materials are provided for full-time students who are residents of Colorado at no charge. However, if fees do exist for a specialized course or CTE program, those fees will be collected at time of course enrollment. Scholarships may be available for those students experiencing financial hardship that can be proved using the Family Income Form.

Low-Enrollment Courses

Some elective courses are dependent upon enrollment. Students are encouraged to register early to secure their place in the course. Students will be informed during the registration process if they need to select an alternate course; they will automatically be enrolled in the alternate course if their original course choice is not ultimately offered.

Life Experience Courses

A limited number of courses are available that allow students to earn credit for life experiences such as Student Athlete, Performance Studio, Internship, Work Experience, and other CTE opportunities. Students who wish to participate in these experiences must register for the associated courses and complete the requirements of the course, including logging time spent on the activity, providing documentation of instruction or training, and meet the minimum contact/supervisory conditions

established in the course syllabus. Mentors may not be family members. Please contact your counselor for more information.

Health and Family Life/Sex Education

CODCA believes a comprehensive health education program is an integral part of each student's education. The health education program should emphasize the functioning and proper care of the human body and encourage the development of lifelong, positive health habits. In addition, it should inform students about potential physical and mental health hazards they are likely to encounter in various life situations and help them make sound, intelligent decisions when they are confronted with choices that could affect their health or that of others.

Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings or closely held personal beliefs of the student or of the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality no reason must be given by the parent/guardian when requesting the exemption.

Sex Education can be found in the following CODCA courses and units.
High School Health – Human Sexuality

If a family expresses concern over the human sexuality unit in the school's health course, the teacher will provide alternate material for this student during this unit. The family will communicate directly with the teacher in this case for the alternate assignment. The teacher will excuse the human sexuality material (without penalty) and replace it for the student with alternate content. The alternate content will be approved by school administration prior to delivery to the family. Examples of alternatives are included below.

·   Research current health events/trends and create a mini-project to demonstrate learning of info – (GMO's, Current diet trends, current workout trends - CrossFit, Hot yoga, etc.} and their pros and cons. OR
·   Create an Advocacy project of a student's choice to defend a health topic the student feels strongly about – no smoking, drug-free areas, lowering teen pregnancy stats, no bullying, etc.

Concurrent Enrollment Options

"Concurrent enrollment" means a student is simultaneously enrolled in Destinations Career Academy of Colorado and in a public institution of higher education.

 The State of Colorado provides several options for high school students who meet high school standards to begin college early. The purpose of these options includes promoting content standards, providing

academic challenges, and providing access to academic courses that may not be available at a local high school to meet high school graduation requirements.

Destinations Career Academy of Colorado (CODCA) recognizes the value of offering concurrent enrollment opportunities to all students who will be successful in college-level courses. To set students up for success, CODCA requires that a student must demonstrate the necessary academic preparedness to be eligible for concurrent enrollment. Academic preparedness is demonstrated by maintaining grades of "C's" or above in the prior semester's coursework; having no previous failing grade in a concurrent enrollment or AP course; abiding by all CODCA Concurrent Enrollment steps and associated deadlines (including the interest survey by October 15th for enrollment in Spring Semester and April 15th for Fall Semester as well as the submission of all required forms by November 15th and May 15th respectively); and choosing to enroll only in courses that align with the student's ILP/ICAP and on-time graduation plan. Further, due to the nature of rigorous standards and advanced coursework in college courses, CODCA strongly recommends that a student takes no more than 2 college courses per semester (6 college credits). If a student desires to take more than the recommended 6 CE credits, he/she will need special approval from his/her/their counselor and school administrator.

Eligibility

Students in the ninth through twelfth grades who are under the age of 21 are eligible to apply to a public institution of higher education for enrollment through the concurrent enrollment program if he or she:

a.   is deemed by the student and parent/guardian on the advice of the administration to be in need of course work at a higher academic level than that available at school
b.   is deemed by school personnel to show a high degree of maturity, responsibility, especially regarding potential for completing post-secondary courses
c.   finds that the post-secondary course(s) selected aligns with the student's Individual and Career Academic Plan (ICAP)
d.   is deemed by school personnel to need a different environment, and
e.   has given advance written notice to the school specifying the courses in which the student intends to enroll.
f.   shows academic preparedness by attending CODCA for 1 semester and obtaining grades averaging A's and B's.

When a student enrolls in courses at a public institution of higher education for high school credit, the school and the participating institution will enter into a written cooperative agreement which will include, but not be limited to, the requirement that the school will pay the tuition up to the in-state community college tuition rate for the credit hours taken in any one academic semester. The agreement will include statements that any courses taken by students under this program will also qualify as credit toward earning a degree or certificate at the institution of higher education.

The school will not pay for transportation or any other fees including books or other materials.

The school will not pay for summer school courses at the institution of higher education.

Except as noted below, the school will be responsible for paying the public institution associated with post-secondary courses taken by the student. In general, the requirements for transferring course credit from a college/university include providing official documentation from the college or university including the course title, the number of credits, and the student's final grade. In most cases, a 3-credit hour college course can be counted as 1 high school credit. (ENG 101 = 3 college credits = 1 high school unit, Spanish 101 = 4 college credits = 1.25 high school units).

To learn more about the standards and policies the Colorado Department of Education sets forth regarding concurrent enrollment click here.

Colorado Revised Statute Article 35 Concurrent Enrollment Programs Act

Work Based Learning
At Destinations Career Academy of Colorado, Work-Based Learning (WBL) is an essential component of our CTE Programming, representing the intersection of education and industry. Our industry partnerships ensure that students have the workforce readiness skills and career exposure needed for success in a wide range of high-skill, high-demand, and meaningful careers.

Through career-awareness experiences including career-readiness workshops, industry guest speakers, work-site tours, and more, students have the opportunity to explore career pathways and develop career readiness skills.

Students have the option to enhance their career readiness through WBL experiences, including clinicals, credit-for-work opportunities, internships, pre-apprenticeships, and industry-sponsored projects, all of which are eligible for transcripted credit. Students interested in pursuing credit for these WBL opportunities are required to consult with their high school counselor for detailed course information and requirements. Please refer to the WBL Program Policies below.

- WBL Program Policies:
  - Students acknowledge that the primary purpose of WBL is educational and, therefore, agrees to abide by the WBL Program Policies and that of Career Wise policies (if applicable).
  - A student must comply with the school attendance policy and place of business leave policies to participate in the program.
  - A student whose WBL placement is terminated for any reason is to report to the Work Experience/Internship Teacher.
  - Personal business handled at the WBL placement is prohibited. Friends or family are not to visit the student at the WBL placement. A student is to be on time at school as well as the WBL placement.

- Parents should understand the student's responsibility to the training WBL placement and not interfere with the performance of his/her/their duties.
- Business rules for dress and personal hygiene will be observed.
- Students must abide by all school rules and regulations and consider themselves under the jurisdiction of the school while at the WBL placement.
- Transportation to and from the WBL placement is to be arranged by the student/parent/guardian.

CODCA Summer School

CODCA offers summer school to currently enrolled students. To be eligible for summer school, a student must have completed the school year at CODCA previous to the summer session. Summer school is primarily a credit recovery focused session in ELA, Math, Science, and Social Studies. However, several elective courses are also offered. Summer school has a tuition cost for each course, to be covered by the CODCA students. In the spring of each year, school counselors will disperse summer school information for the summer session.

Grading and Testing

Grading policies are in compliance with state and school guidelines. Grading information and other course-specific information are provided online within each course.

The following grade scale will be used to determine letter grades for high school courses:

GRADE SCALE			
Percentage	Letter Grade	Un-Weighted Grade Point Value	*Weighted GPA
90-100%	A	4.0	5.0
80-89%	B	3.0	4.0
70-79%	C	2.0	3.0
60-69%	D	1.0	2.0
0-59%	F	0.00	0.0

*Please note: Only AP and Concurrent Enrollment courses earn a weighted grade point average. CODCA uses a 4-point scale for the purposes of determining GPA for high school students. The grade point average for CODCA high school students is calculated as follows:

1. Each student's grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
2. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
3. The minimal passing mark is D (1.0).
4. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.
5. Marks for Incompletes ("I") will be calculated as a 0.0 until the grade is replaced by a letter grade.
6. Courses marked as Withdrawals ("W" and "WF") will not be included in GPA calculations.

Zero Policy

Teachers will input zeroes at the end of the day every Friday. Students have 1 week from each assignment/test/project due date to continue to submit work that is still considered "on time." Students should check their "gradebooks" for each course on a regular basis to see what zeroes they have, rather than relying on "overdue" notifications.

Late Work Policy

If there are extenuating circumstances in which a student could not submit work within the week of the due date, that student should communicate with his/her/their teacher to come up with a plan for catching up. All teachers will work with students willing to submit work to come up with a successful plan to meet the standards of that course.

Incomplete Grade

Students who do not complete a course by the end of the semester are eligible for a course grade of "Incomplete" under the following conditions:

- A documented illness has interrupted the student's work for more than two weeks during the course of the semester

OR

- Unavoidable family responsibilities have interrupted the student's work for more than two weeks during the course of the semester.

An "Incomplete" shows up as an "I" on the semester transcript; if the student does not complete the course within the time period allotted, the "I" will be replaced by the actual grade he/she earned for the course (points earned/points possible).

Students must make a formal, written request to the Principal at least two weeks in advance of the last day of the semester, citing the reasons for which he/she is requesting the "incomplete" and giving a detailed plan for completing the course within the requested time frame.

Incompletes are granted at the discretion of the course instructor and Principal. When evaluating a request for an Incomplete, the Principal will consider total points attempted, student responsiveness to the teacher, and student's specific circumstances during the semester.

Appeals Process

Students wishing to appeal a final grade in a course must follow the appeals process, including:

- Submit a written request for a detailed copy of the student's grade book from the course instructor.
- Identify in writing any assignments that he/she would like re-evaluated.
- Explain in writing why the student believes the grade on each of the identified assignments should be revised.
- Submit to the course instructor.

School Operations

Registration Process

Information about the CODCA registration process and timeline is available by contacting K12 or by going to www.k12.com.

Change of Student Information

As soon as there is a change in student information including, address, telephone number, emergency contacts, or any other important directory information, the Learning Coach will update this information through their Online Learning System account within two (2) school days of the change.

Voluntary Withdrawal

To voluntarily withdraw a student from CODCA, parents/guardians (or students who are 18 years of age or older) should notify the school counselor in writing as far in advance of the withdrawal as possible. A

withdrawal form must be completed before a student is withdrawn. All requests for transfer of student records will be initiated by the school in which the student will be enrolled.

To return hardware and materials, students will be contacted by CODCA/K12 for return options. CODCA will send the student pre-addressed postage-paid shipping materials. The student is responsible for packaging materials and sending the computer and materials back to the school in good condition.

Student ID Numbers

Upon registration in CODCA, administrative personnel will obtain the student's State Identification Number. School Identification Numbers differ from State Identification Numbers in that School ID numbers are automatically generated by the Student Information System when the student's information is entered into the system.

Report Cards

Report cards will be generated and mailed following the end of each semester, semesters' start, and end are noted on the school calendar.

Transcripts

Requests for official transcripts must be submitted in writing to the CODCA Registrar. Students 18 years of age or older must make the request. For students under 18 years of age, the parent/guardian must make the request. Official transcripts will be forwarded to colleges, educational institutions and/or employers to which students are applying, provided there are no unpaid fees or fines. Official transcript requests will be processed within ten (10) business days.

Assessments

Required Assessments

All students enrolled and attending CODCA shall participate and take part in all school, district and statewide assessments. These tests are conducted during a one week period in the spring, usually during the latter part of April. The specific dates will be determined early in the school year. CODCA will do its best to have testing sites in close proximity to every family, but there are cases where travel up to 60 miles one-way may be necessary.

Families are required to make their students available for up to 3 days of testing during the week of testing, no exceptions. This includes making needed travel arrangements to have your students at the testing site as early as 7:30 am and picked up as late as 5 pm.

The State and College Board Assessments include the following:

August/September STAR assessments, grades 9-11 (virtual)
August/September ML WIDA Screener **(in person)**
January STAR assessment, grades 9-11 (virtual)
January/February ML ACCESS **(in person)**
May STAR assessment, grades 9-11 (virtual)
CMAS 11 April **(in person)**
Colorado PSAT Assessment, grades 9 and 10 April (**in person**)
Colorado SAT assessment in April, grade 11 (**in person**)

School Assessments:

STAR: Grades 9-11, (3 times per year in home environment)
Summit Course Interims Grades 9-11

**Dates and locations will be announced after the winter holiday for on-site assessment.

Students who fail to confirm their scheduled testing date and site for State and College Board assessments and/or fail to complete the required assessments may be locked out of the Learning Management System and subject to the Withdrawal policy for non-participation.

National Standardized Achievement Testing

Because the following standardized achievement and proficiency tests are often important to college admissions, CODCA will post test information, including registration deadlines, testing dates and locations, test fees, etc., for various College Board/SAT tests on the school calendar and/or announcements section of the learning management system.

CODCA's school code is 061-436 for College Board testing and test preparation modules for state and national tests.

Counseling

Individual Career and Academic Plans

All students in the 9th through 12th grade at CODCA will develop and maintain a personalized Individual Career and Academic Plan (ICAP), in conjunction with a graduation plan that ensures readiness for postsecondary and workforce success. The ICAP is an individualized plan, developed by the student and his or her parent/guardian, in collaboration with their school counselors. It will be designed to assist a student and his or her parent/guardian in exploring the postsecondary career and educational opportunities available to the students, aligning coursework and curriculum, applying to postsecondary institutions, securing financial aid and ultimately entering the workforce.

The ICAP will include contextual and service learning activities performed by the student that establish connections between school-based instruction and the world of work, careers and learning outside of school. Every student and his or her parent/guardian will have assistance in the development of the ICAP. All personalized ICAPs will be reviewed on an annual basis.

All students in 9th-12th grade will be able to take part in college and career readiness programs. During their time at CODCA, all 9th-12th grade students will have a focused pathway to ensure academic success in reaching their post-graduation goals. Counselors, teachers, family members, and students will work in a collaborative effort to help create bi-annual goals, choose appropriate courses, and explore options that align with their strengths and interests. All middle school students are required to take a "Career Explorations" course to help them in choosing their future career/college goals. All high school students are required to take a "Finding Your Path" course to continue their journey towards meeting their post-graduation goals. This college and career focus is implemented as an all-inclusive approach. There are requirements factored in throughout the grade levels within each content area. Examples of these are: research projects, peer presentations, essays, job shadowing, etc. Experiential learning is encouraged, and appropriate credit rewarded.

Graduation Requirements

To earn a diploma through CODCA, students must meet all JSD and Colorado state diploma requirements for their designated graduation year published at the time the student begins course work at CODCA. See below.

Graduation Requirements

Destinations Career Academy of Colorado students must meet the following graduation requirements to receive a diploma:

☐ A Minimum of 23 credits earned in required subject areas described below
☐ Demonstration of College or Career Readiness as shown below

REQUIRED COURSE CREDITS

SUBJECT	CREDIT REQUIREMENTS	HEAR REQUIREMENTS (Higher Education Admission Recommendations for those interested in attending a 4-year university)
ENGLISH	3	4
MATH	3	4
SCIENCE	3	3
HISTORY	3 (.5 must be Govt.)	3
HEALTH/PE	.5	
Financial Literacy	.5	
CTE COURSES and ELECTIVES	10	4 (2 in world languages and 2 in academic electives)
TOTAL	23	

*Additionally, students need to demonstrate career and college readiness in english and math by obtaining an eligible SAT or Accuplacer score OR by taking Concurrent Enrollment, AP, or a specific Capstone course. These options are all listed in the course catalog. Please discuss with the school counselor for more information.

Accelerated Graduation

Graduation at an accelerated rate will be considered upon petition subject to school policy and require administrative recommendation.

The following policies govern accelerated graduation decisions. Students are permitted to take no more than seven (7) 0.5 credits through CODCA during any given academic semester without prior approval of administration. Students and/or families will be fully responsible for fees and tuition associated with non-CODCA courses.

Students need to obtain approval for accelerated graduation *before* undertaking additional course work outside of CODCA.

Valedictorian/Salutatorian

The Valedictorian is the highest-ranking member of a graduating class, and the Salutatorian is the second highest. Rank is determined by the highest overall GPA at the end of the 2nd semester for the graduating students. In the case of a tie, Co-Valedictorians or Co-Salutatorians will be named.   Only students earning a minimum of 6 credits at CODCA high school are eligible for Valedictorian or Salutatorian.

Diploma Authorization

Students who graduate from CODCA will earn a diploma from Destinations Career Academy of Colorado authorized by the Julesburg School District.

Steps for Crisis Intervention

In the event of a possible crisis, the school counselor will contact the student and start the crisis intervention process.

Summary of 3 step process:
1) Risk Assessment
2) Personal Safety Plan
3) Risk Assessment Report Documentation for school

General Guidelines
What is a crisis?
A crisis is when the student's usual and customary coping skills are no longer adequate to address a perceived stressful situation. Often such situations are novel and unexpected. A crisis occurs when unusual stress, brought on by unexpected and disruptive events, render an individual physically and emotionally disabled – because their usual coping mechanisms and past behavioral repertoire prove ineffective. A crisis overrides an individual's normal psychological and biological coping mechanisms – moving the individual towards maladaptive behaviors. A crisis limits one's ability to utilize more cognitively sophisticated problem-solving skills and conflict resolution skills. Crises are, by definition, time-limited. However, every crisis is a high risk situation.
Crisis intervention and management:
The goals of crisis intervention are to lessen the intensity, duration, and presence of a crisis that is perceived as overwhelming and that can lead to self-injurious behaviors. This is accomplished by shifting the focus from an emergency that is life-threatening to a plan of action that is understandable and perceived as doable. The goal is to protect the individual from self-harm. In the process, it is critical to identify and discuss the underlying disorder, dysfunction, and/or event that precipitated the crisis. Involving family, partners, friends, and social support networks is advisable.
 The objectives are to assist the student in regaining mastery, control, and predictability. This is accomplished by reinforcing healthy coping skills and substituting more effective skills and responses for

less effective skills and dysfunctional responses. The goal of crisis management is to re-establish equilibrium and restore the individual to a state of feeling in control in a safe, secure, and stable environment. Under certain circumstances this might require hospitalization.

Conduct and Discipline

Harassment

No one should be subjected to harassment at school for any reason. All stakeholders will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs, or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group based on race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Intimidation, Bullying and Fighting

No one should be subjected to harassment at school for any reason. Therefore, it is the policy of JSD that all students will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group based on race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.
CODCA has a zero-tolerance policy towards intimidation, harassment, bullying and/or fighting.

"Bullying" is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student based on their appearance (such as weight, height, or body size), academic performance, or any characteristic protected under federal and state anti-discrimination laws. Bullying is any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment.

Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others. CODCA will take seriously all implications, physical or nonphysical, and investigate them promptly, thoroughly and with fidelity to end all bullying.

For the first offense of harassment, bullying, or intimidation, the parent(s)/guardian(s) will be contacted via a warning letter and or phone call. Subsequent offenses will lead to suspensions and other discipline

in accordance with the School discipline policy. Depending upon the severity of the offense, local authorities may be involved.

Virtual Classroom Code of Conduct

JSD/CODCA recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school results in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desired expectations held by our community for our children and that the school must provide an environment that ensures the safety and wellbeing of students. For this reason, it is important that the school has clear expectations and guidelines for students.

For a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.
- All students must have a working microphone and participate in each session.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she will be removed from the virtual classroom for the rest of the session.

If a student has been removed from a virtual classroom three times within a month, the student will receive read-only privileges in the virtual classroom for the rest of the semester, or until the instructor deems it appropriate to restore write privileges to the student. Further issues will result in a ban from live sessions, along with a meeting with administration.

Students must not use vulgar, obscene, abusive, or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites.

CODCA administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Students-are expected to engage with the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as an act of attitude of challenge or resistance or behavior

contrary to instructions from a person in a position of authority. Acts of defiance may result in disciplinary action. Defiant acts will be addressed by the principal and appropriate consequences will be discussed with parents/guardians.

Personal Respect

CODCA administrators, instructors, parents, and students know that personal respect is the foundation of learning. Language, comments, or images from any stakeholders that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Inappropriate Behavior

- Insults or attacks of any kind against another person
- Harassment and/or use of threats
- Creating, posting and/or distributing material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
- Engaging in any activity or behavior (online or face to face) that interferes with the safety, welfare, morals, or education of themselves, other students, parents, learning coaches or staff.
- Disruptive behavior which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, visitor, fellow parent, or student regardless of whether or not the behavior constitutes a criminal offense.
- Damaging or destroying school property.
- Abusive or threatening emails or text/voicemail/phone messages or other written communication
- Defamatory, offensive, or derogatory comments regarding the school or any of the students/parent/staff, at the school on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher or administrator, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Contacting someone else's child to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs while attending a school event.
- Making threats or possessing weapons while attending a school event.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of a dangerous weapon as described in the Board's weapons policy.

- Physical assault. The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.
- Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed, orally (including by telephone), in writing, or electronically (e.g., email, messaging, social media, etc.), at an individual, his or her family, or a group.
- Intimidation. An act intended to frighten or coerce someone into submission or obedience.
- Extortion. The use of verbal, physical, or electronic (e.g., email, messaging, social media, etc.) coercion to obtain financial or material gain from others.
- Gang activity and secret student societies.
- Sexual harassment or other forms of harassment as described in the Board's sexual harassment policy and nondiscrimination policy.
- Stalking. The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
- Defiance. A serious act or instance of defying or opposing legitimate authority.
- Discriminatory slurs. Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national origin, gender identity, disability or need for special education services.
- Vandalism. Damaging or defacing property owned by or in the rightful possession of another.
- Tobacco Violations.   Use or possession of a tobacco product on school grounds or at a school activity or sanctioned event. "Tobacco product" shall mean cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and: (a) any other product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to e-liquid, vape juice, vaping oil and similar products; or (b) any device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to a cigarette, cigar, cigarillo, pipe, vape pen or other device used to inhale a vaporized liquid.
- Weapon Violations. Possessing a dangerous weapon on school grounds, at a school activity or sanctioned event without the authorization of the school or the school district.
- Terrorism. A threat to commit violence communicated with the intent to terrorize, or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.
- Should any of the above behavior occur within the school setting, the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from interacting with the school personnel.

Webcam Usage

CODCA and the parents of the students participating in the activities, services, and programs agree that this policy outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement using online platforms such as Engagli and Zoom.

These Face-to-Face platforms will build and develop a partnership between the school and families that will help children achieve the State's high standards. The Home Learning Environment as provided for in this policy includes a visual portion of the site where the student is located that can be seen by others interacting with the student through the webcam and any audible sounds that can be heard by any others interacting with the student.

The Home Learning Environment shall be free of any signs, flags, symbols, words, pictures, or any visual item that may be considered obscene, discriminatory, profane.

To the maximum extent possible, the Home Learning Environment shall not have anything else within view than the student.

The Home Learning Environment shall also be free of any audible sounds, noises, music, profanity, obscenity, or any audible item that may impact the learning environment.

To the maximum extent possible, the Home Learning Environment shall not have any audible sounds that can be heard by any other person interacting with the student except for the voice of the student.

Webcam Clothing Policy

To maintain a professional and respectful learning environment during virtual classes, students are expected to adhere to the following guidelines regarding clothing while on webcam:

1. Wearing clothing that covers traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts.
2. Refraining from any clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are or contain any:
   a. advertisement, symbols, words, slogans, patches, or pictures that:
      - Refer to drugs or controlled substances, tobacco, alcohol, or weapons
      - Are of sexual nature
      - By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or which
      - advocate drug use, violence, illegal activity, or disruptive behavior which is detrimental to the safety and welfare of other students
      - Are obscene, profane, vulgar, lewd, or legally libelous
3. **Consideration for Others:** Students are encouraged to choose clothing that reflects respect for themselves and their peers, contributing to a positive online learning atmosphere.

Failure to comply with this policy may result in removing web cam privileges or suspension.

Nondiscrimination and Bullying

"Bullying" means any written or verbal expression, or physical or electronic act or gesture, or pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any

student. "Bullying" is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student based on his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109 (1)(11)(l)

CODCA has a zero-tolerance policy towards intimidation, harassment, bullying and/or fighting. A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others.

For the first offense of harassment, bullying, or intimidation, parent(s)/guardians will be contacted via a warning letter and/or phone call. Subsequent offenses will lead to suspensions of attending school activities.

The school will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, the school will act appropriately within the discipline codes of the district and will take reasonable action to end bullying. Students can report anonymously to CODCA staff members to avoid retaliation.

Sexual Harassment

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:
- Sexually suggestive looks or gestures
- Sexual jokes, pictures, or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering, or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

Sexting Misconduct

To ensure safety for all students and Staff, CODCA follows Federal Law, as described in the following link. Any instances of inappropriate messaging related to Destinations students or Staff must be reported to the Head of School. See link to law HERE.

Discipline

If a warning is ignored and the behavior continues, the student will be referred to the administration and Counselor. The instructor will email the administration and Counselor the nature of the problem.

Within one school day of receipt of the referral, the student will write out an explanation of what caused him/her to be excluded from the classroom and will develop a three-step plan to resolve the problem.

If a solution cannot be reached, the student will be suspended from class access for the remainder of the day. The Counselor will contact the student's parent by the parent's preferred method of contact (phone or email). The Counselor will copy the instructor and administration on any email communications and will log the communication in the student database. If the parent receives contact by email, he or she must reply to the email acknowledging receipt of the email.

The student will miss the virtual classroom session from where he/she was sent and is responsible for viewing the archived session. If necessary, he/she will be blocked from participating in the discussion board and/or the course itself. Instructors will not readmit any student to the online classroom until they have read and agreed to the student's plan. If the student has been blocked from course access, access will not be restored until the instructor has read and agreed to the student's plan.

If the student doesn't follow through with the agreed-upon plan, he/she will be referred to the administration and Counselor again.

It should be noted that there are instances where this process may be altered. Behaviors such as: violence toward others, bullying harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the administration. CODCA follows Julesburg SD policies on both school suspension and expulsion. See [Julesburg Handbook](#).

The typical process to be followed for violation(s) of the Code of Conduct will be: 1st Offense - (1) day "in school" suspension 2nd Offense - (3) days "in-school" or "out-of-school" suspension. 3rd Offense - Recommended expulsion to the Board of Education

Searches By School Administrators/Staff

Searches of a Student's Person or Personal Effects

The principal or designee may search the person of a student or a student's personal effects on school property or at school sponsored activities or events when reasonable grounds for the search exist. Such searches may be conducted without the prior consent of the student's parent, legal guardian, or legal custodian. However, within a reasonable time following the search, school officials will notify the student's parents that a personal search was conducted.

Searches of a student's person or personal effects are limited to:

1. The student's pockets.

2. Any object in the student's possession such as a purse, backpack, book bag, briefcase, or electronic device; and

3. A "pat down" of the exterior of the student's clothing.

The extent of the search of a student's person or personal effects, as well as the means used to conduct the search, must be reasonably related to the objectives of the search and the nature of the suspected violation. Additionally, school officials conducting the search should be respectful of privacy considerations in light of the age and sex of the student.

Searches of a student's person will be conducted in a private room by a person of the same sex as the student being searched and witnessed by one other adult of the same sex as the student being searched. Searches of a student's person that MAY require removal of clothing other than a coat or jacket will be referred to law enforcement. School personnel will not participate in such searches.

Evidence Seized in a Search

Any item found during a search conducted in accordance with district policy JIH and this regulation and determined to be evidence of a violation of Board and/or district policies, school rules, or federal, state or local laws, shall be immediately seized and tagged for identification. Such evidence will be kept in a secure place by the principal or designee. If such evidence is determined to be evidence of a violation of federal, state, or local laws, the principal or designee shall promptly contact a law enforcement officer to pick up the evidence. Otherwise, the evidence shall be maintained by the principal or designee until it is no longer needed as evidence in a school disciplinary hearing, at which time it will be returned to the parent, guardian, or legal custodian of the student from whom it was seized.

Physical Intervention and Restraint

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical Intervention

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

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

1. to quell a disturbance threatening physical injury to the student or others.
2. to obtain possession of weapons or other dangerous objects upon or within the control of the student.

3. for the purpose of self-defense.
4. for the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for five or more minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Dress Code

Appropriate attire shall be worn at all school activities. This includes but is not limited to the restriction of violent or substance promoting clothing, skimpy outfits that are suggestive and revealing, or other items related to gangs or non-sanctioned groups. The use of attire to conceal weapons, tobacco or other illegal or illicit materials is strictly forbidden. Guardians and authorities will be notified in the event a student is suspected of being in possession of forbidden items.

Academic Honesty

Academic Integrity Code
CODCA has high expectations with regards to academic integrity. CODCA staff and teachers will conduct class sessions with all students, during orientation and in courses at the start of the school year, educating students on academic integrity and our expectations around student authentic work. The academic integrity code has been set up as a way of ensuring that students are following these expectations to the highest degree.   The following practices are violations of this academic integrity code:

Cheating in any manner. Examples of this could be:
  o Submitting any work that was not done by your own hand
  o Allowing other students to submit your work as their own
  o Using any unapproved aids on assignments, quizzes, or in tests (including the internet)
  o Submitting the same work for more than one course or assignment without prior written approval from the instructor(s)
  o Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports
  o Destroying, tampering, or altering another student's work to impede academic progress

Plagiarizing in any manner: Honesty is an essential characteristic of all individuals, and course work honesty is no exception at CODCA. Students' written work must be completely free of plagiarism. Any time you present words or ideas of another person as your own without proper citation of sources (electronic, internet, or print) is considered plagiarism. Some examples are:
  o Utilizing internet chat groups to ask questions and using the responses as your own
  o Utilizing sources excessively even when documented or relying on similar order of sentences while altering a few words or word order

  o Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission

  o This includes the misuse of Artificial Intelligence to complete work that is meant to be independent thoughts, views and ideas

Note: Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook or online material must be cited. For textbook citations, (Author, Page Number); for online material citations, (Unit X, Lesson Y, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student is citing information found on a website, they must provide the complete Web page or site title, URL, author if known, page number if applicable, and publication place and date of the site, if available.

At CODCA, we take our Academic Integrity Code seriously. If there are violations made to the code, there are consequences that will occur. Infractions will be recorded in the student's permanent record. The total number of infractions is not considered per course, but cumulative over the student's time at CODCA.

• 1st offense – teacher will have a meeting with parent and student, discuss the offense, and discuss the best plan of action. This is a chance to educate the student on policy and expectations. In most cases, the student will be able to re-do the assignment after meeting with the teacher.

• 2nd offense – zero on assignment, teacher will have a meeting with the student and parent. Administrator(s) will also contact students and parents.

• 3rd offense – fail the course

High School Policy on AI Usage in Student Work

Purpose: The purpose of this policy is to provide guidance on the appropriate and ethical use of Artificial Intelligence (AI) tools in completing school assignments and assessments.

Policy Statement: Students are encouraged to utilize AI tools as a supplementary resource for learning and completing assignments. However, responsible use is paramount to maintain academic integrity.

Guidelines: Students must disclose the use of AI tools when they have significantly influenced their work. This includes but is not limited to writing assistance, data analysis, and problem-solving.

All submitted work must reflect the student's original thought and understanding. AI-generated content should not replace the student's own analysis or creativity.

Students can use AI tools for brainstorming, generating ideas, or learning new concepts. However, reliance on AI for completing assignments without personal input is discouraged.

Using AI to complete assignments in a way that misrepresents a student's understanding or effort is considered a violation of academic integrity. This includes, but is not limited to, submitting AI-generated essays or solutions as one's own.

Teachers may adapt assessments to account for the use of AI tools, ensuring that evaluations focus on students' understanding and application of concepts.

Violations of this policy may result in disciplinary actions, including but not limited to receiving a zero on the assignment, further investigation, or additional consequences as outlined in the school's academic honesty policy above.

Technology Usage

CODCA has done due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each K12 computer. Students are responsible for installing updates and patches for anti-virus software.

As part of the enrollment process, students sign an Acceptable Use Agreement governing their use of the on-loan hardware (computer, printer, etc.), the internet and e-mail.

Students who are found to be in breach of the Acceptable Use Agreement must return the computer and printer to CODCA. Students/Families who do not comply with the return request will be liable for the cost of the computer, printer, and any other on-loan hardware.

Email

Each student will be issued an internal email account. Students and parents are expected to access and review their email account daily. CODCA reserves the right to monitor the contents of email sent and received through the school OLS and LMS.

Field Trips

Field trips are optional learning opportunities for students. Students are encouraged to attend, but course grades will not be negatively affected by a student's inability to participate. As an optional learning opportunity, students and their families are responsible for any costs associated with the activity or experience, as well as transportation to and from the event. Additionally, all students and learning coaches will need to complete a field trip permission slip per each field trip (digital). In the event a student requires medication, a parent or guardian must be present to administer. Parents/Guardians will be notified if supervision at the event is required. Each Staff member employed at CODCA is CPR certified.

Students and families are encouraged to hold and participate in these CODCA events. Students/Families interested in sponsoring an informal CODCA event must obtain approval from the CODCA Head of School. If approval is not obtained, the event is not a CODCA event.

Informal CODCA events must be chaperoned by responsible adults. Students must follow the Code of Conduct. Students/Families are responsible for transportation to/from events. Parents/Guardians will be notified if supervision at the event is required. Each event will have a corresponding RSVP survey where medical issues and allergies may be listed for student safety.

Parents and family may chaperone events only after obtaining and passing an CBI background check that involves taking fingerprints at a local facility. The background check is run through the federal fingerprint depot and is returned to the school in 3-7 business days. If the check is absent from violent crime convictions, incarceration or other seriously nefarious and convicted behaviors, the adult is then authorized to be present and assist with an event. All other incidents are subject to CODCA Administrative review and may prohibit an adult from participating.

CODCA requests all event chaperones to be either legal guardians or Learning Coaches of currently enrolled students. If a non-legal guardian or non-LC wishes to be a chaperone for a school event prior administrative approval is necessary. Contact Amy Cook at acook@k12.com to request a background check appointment that is free of charge. Please plan ahead, as these results may take up to three weeks to complete.

Full Liability Release form (field trips, school events, etc.) HERE
Full Photo and Story Release form (field trips, school events, etc.) HERE

School Event Conduct

CODCA students are encouraged to participate in formal and informal School events. Students must abide by Student Code of Conduct when attending these events. Students/Families are responsible for transportation to/from events.

Dances and Other School Sponsored Events

CODCA dances may be held at central locations in the state, and will be chaperoned by administrators, parents, and instructional staff. Students are expected to abide by the school code of conduct. Transportation to and from the event is the responsibility of the student and/or family.

CODCA students inviting non-CODCA students must notify the school; the non-CODCA student may be asked to provide an ID upon attending the event. All non-CODCA guests must be under the age of 21.

Prom guests: All prom guests must be under 21 years of age and high school aged. We understand not all guests are enrolled at a high school, however, no guests who are in middle school will be allowed to attend CODCA Prom.

Transportation

Transportation to and from school sponsored events is the sole responsibility of the parent/guardian of the student. Currently, CODCA is unauthorized to provide these services or acquiesce to these requests. We appreciate your understanding regarding this topic.

Materials and Technology

Inventory Identification

All hardware belonging to CODCA is clearly marked with an inventory identification tag or label. Any hardware bearing an inventory identification tag or label is "on loan" to the student for the semester or the school year. School materials (such as books and software) are also "on loan" to the student for the semester or the school year.

Acceptable Use Policy

In enrolling with CODCA, students, and if under the age of 18, their parent(s) or guardian(s) must accept the responsibility of using the computer, printer and course materials, and the system supplied by The School in a responsible and appropriate manner by signing an Acceptable Use Agreement, a legally binding contract.

This Agreement contains certain promises of students concerning the use of course materials, computer and printer ("Hardware") and other systems that The School may provide access to that enable a Student's online education (e.g., learning management system (LMS), student information system (SIS) and internal email, ("Systems")). The Hardware, Systems, and course materials (collectively, "The School's Property") are intended to provide a means for educational activities only.

The laws of the State of Colorado govern the agreement. The rights of use stated in the Agreement are not transferable to another party. [Acceptable Use Agreement](#)

Internet Use Agreement

Introduction

General Network Use
The network is provided for students to conduct research, complete assignments, and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school setting. Access is a privilege - not a right. As such, general school rules for behavior and communications apply and users must comply with standards and honor the agreements they have signed. Beyond the clarification of such standards, CODCA is not responsible for restricting, monitoring, or controlling the communication of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Internet / World Wide Web / Email Access

Access to the Internet and email will enable students to use thousands of libraries and databases. Within reason, freedom of speech and access to information will be honored. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Publishing to the World Wide Web

Parents, your student's work may be considered for publication on the World Wide Web, specifically on his/her/their school's web site. Such publishing requires parent/guardian permission. The work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to the student's parent/guardian.

Unidentified photos of students may be published on school websites, illustrating student projects and achievements. In addition, your daughter or son's full name may be considered for publication on his/her/their school's web site. If published, his/her/their name will appear on pages with a clear school related purpose and will be included to further instructional and/or co-curricular activities. Permission for such publishing does not grant permission to share any other information about your son/daughter, beyond that implied by their inclusion on the web page(s). If you do not want your child's photo or name to be published on the website, please indicate this on the Release of Information form (Photo/Video Release portion), which can be found included in your enrollment packet.

To use networked resources, all students must sign and return a form, and those under age 18 must obtain parental permission. The activities listed below are not permitted:
-Sending or displaying offensive messages or pictures
-Using obscene language
-Giving personal information, such as complete name, phone number, address or identifiable photo, without permission from teacher and parent or guardian
-Harassing, insulting, or attacking others
-Damaging or modifying computers, computer systems or computer networks
-Violating copyright laws
-Using others' passwords
-Trespassing in others' folders, work or files
-Intentionally wasting limited resources

-Employing the network for commercial purposes, financial gain, or fraud violations may result in a loss of access as well as other disciplinary or legal action.

Web Filtering on Student Computers

All K12 student computers have McAfee web filtering installed complying with the Children's Internet Protect Act (CIPA). This program cannot be turned off.

Distribution of Textbooks, Materials & Technology

Most courses have instructional material integrated into the course. In some cases, textbooks or other materials are sent to the student. Students/families are responsible for expenses associated with materials for selected non-core courses.

Computer hardware will be shipped to students via USPS, FedEx or DHL with delivery confirmation. Shipments will carry insurance to cover the cost of replacing the system. Students/families will be notified of the delivery via email, the expected arrival date, and the tracking number of the package(s). The student or a parent/guardian must sign for the package.

Destinations Reimbursement Policy for Internet Service

Internet Service Provider (ISP) Reimbursement Policy
Families who meet all of the following ISP Reimbursement Requirements will be reimbursed at the rate of $15.00 per eligible month.

Requirements:
- Students must be enrolled on the last day of each semester being paid out.
- Completion of all Benchmark Assessments required during the student's enrollment.
- Students must be eligible for free/reduced lunch as determined by the National School Lunch Program standardized form.
- Students who have a current Individualized Education Plan that requires assistive technology will receive an Internet service provider subsidy of $15.00 per month if they are enrolled on the last day of the semester being paid out.

Procedure:
- The Legal Guardian is required to submit one entire internet bill for any month during each period. The link to request for payment and dropbox to upload an internet bill will be sent out 2 weeks before the submission due date in email.
- The September, October, November or December bill is due by December of the current year. Paid out by the end of February.
- The January, February, March, April or May bill is due by May of the current year. Paid out by the end of July.
- Those families who miss the deadline will have to wait for the next rebate check run

- Families are also required to have the following documents for enrollment for each student within the household:
  - Proof of residency and notification form(s) with the current address

Rules for Reimbursement
- The ISP reimbursement check will be for the actual amount of the internet up to and not to exceed $15.00 per month.
- If the household has no internet, then there will be no reimbursement
- Multiple Occupancy notarized document can be used to support documentation of a household if the person who signed the Multiple Occupancy is named on the internet bill

Families should submit internet service provider bills or statements by mail, fax or scan/email to the local school at:

Address   Destinations Career Academy of Colorado
               8601 Turnpike Dr, Suite 100
               Westminster, CO 80031

Phone: 1-303-728-6200

Fax: 1-303-728-6266

Email: coloops@k12.com

Insurance Coverage

School insurance will not cover stolen, lost or fire-damaged equipment. We highly recommend adding the laptop to the household's homeowners/renter's insurance policy. Without the insurance protection against stolen, lost or fire-damaged equipment, the student and their family are financially responsible for replacement costs for any equipment damaged by fire, lost or stolen. All technology packages must be insured up to $2,000.

Return of Textbooks, Materials & Technology

Textbooks and other course materials must be returned within 14 calendar days of the last day of the semester, or from withdrawal, during which the materials are used. Students/Families will be assessed a replacement fee for any and all materials that are not returned by that time. The fee will be removed upon return of the materials. K12 will issue families return labels upon the end of each semester.

Stolen or Damaged Laptop Process

Students must report a stolen or damaged laptop to the school immediately. Students and/or parents are responsible for all damaged or stolen laptops.

Screen Share

Students agree to share their computer screen with school administrators if necessary to identify and/or resolve technical issues with any school issued equipment.

Student Resolution Matrix

Issues	Who To Contact
Academic Help	Teachers
Address Update	Form from School Counselor
Attendance Questions & Submitted Incorrectly	School Counselor
Class Connect (Collaborate) Technical Issue--Engagli	Customer Support: k12.com/support **or** 866- 512- 2273
Course Change or Missing Course	School Counselor
Course Content Comments & Minor Errors	Feedback in your course from Teachers
Course Content Questions & Errors	Teachers

Course Materials Shipping, Missing & Damaged	Customer Support: k12.com/support **or** 866- 512- 2273
Grades and Scores for Online Assessments	Math or ELA Teacher
Internet Reimbursement (If Available)	Operations Manager kpodsedek@k12.com
K¹² Computer Hardware Troubleshooting	Customer Support: k12.com/support **or** 866- 512- 2273
K¹² Computer Keyboard, Mouse & Microphone	Customer Support: k12.com/support **or** 866- 512- 2273
K¹² Computer Malware/Virus	Customer Support: k12.com/support **or** 866- 512- 2273
K¹² Computer Requests	Homeroom Teacher
K12 Computer Software Updates	Customer Support: k12.com/support **or** 866- 512- 2273
Account Set-Up & Login	Customer Support: k12.com/support **or** 866- 512- 2273
Course Error Messages	Customer Support: k12.com/support **or** 866- 512- 2273
Course Navigation	Teachers

Return Course Materials	Customer Support: k12.com/support **or** 866- 512- 2273
Return K12 Computer Equipment	K12 Computer Returns: computer-returns@k12.com **or** 866-571-4310
Return Labels (Need Additional UPS Labels)	Customer Support: k12.com/support **or** 866- 512- 2273
School Events & School Community Logins	Mrs. Monique Brewer
Suggestions & Comments	Feedback in Your Online School--Surveys
Transcript Requests	School Registrar | Ms. Adelita Shepherd ashepherd@k12.com
Withdraw	School Counselor

2025-2026 Parent/Guardian, Learning Coach and Student Performance Agreement

Destinations Career Academy of Colorado

The following terms identify commitment to online learning at the Destinations Career Academy of Colorado as a student and as a Learning Coach or a parent/legal guardian.

I agree that failure to comply with the terms of this Parent/Guardian and Student Performance Agreement may result in student de-activation from Destinations Career Academy of Colorado.

The first 3 weeks of student enrollment is a Readiness Term. All student enrollment at the Destinations Career Academy of Colorado for the 2025-2026 school year is conditional on meeting the following requirements during the first 3 weeks of school. As a school of choice, it is Destinations Career Academy of Colorado's intent to ensure all students and families understand the attendance policies of our school.

As a student, I agree to:

- Attend and participate in all orientation and onboarding sessions beginning August 18th for new students and August 19th for returning students.
- Participate and complete the CODCA STAR assessment in August
- Complete Quarter 1 ICAP/ILP (individual Career and Academic) meeting with counselor. Students will continue working on their ICAP/ILP throughout the school year through quarter meetings, counselor block and completion of Finding Your Path.
- Complete and submit all assignments for each course as assigned by teachers, by the end of each school week.
- Reach out to teachers, counselors, or a member of the support team for academic or social/emotional support.
- Attend all class connect sessions and small groups assigned by teachers.

After the first 3 weeks of school, I continue to agree to the following for the remainder of the year:

- Participate and complete CODCA and state assessments throughout the school year as follows:
  CODCA Testing- all required
  -January STAR assessment, grades 4-11 (virtual) No opt out
  -May STAR assessment, grades 4-11 (virtual) No opt out
  State Testing- Attend and participate OR fill out state opt out form for the following:
  -CMAS grade 11 April (Face to Face)
  -Colorado PSAT Assessment, grades 9 and 10 April (Face to Face)
  -Colorado SAT assessment in April, grade 11 (Face to Face)
  *Dates, times and locations will be sent to students/families via email/school announcements
- Log on to each course every school day (Monday – Friday) to complete and submit the required readings and assignments for the day, and to attend required live sessions. If live sessions cannot be attended, I must communicate with my counselor and/or administrator to apply for the flex model.

- Complete coursework by due dates and continue to keep up to date on work submissions for the week by the end of the school day each Friday. If a student is on an IEP, 504, or ELL plan, please work with teachers regarding an alternative timeline when needed.

As a Learning Coach or Parent/Guardian and as a student, we agree to:

- Contact a teacher/staff member as soon as possible if unable to complete an assignment (due to illness or extreme situation) by the due date. We will fill out the extended absence form, also found in newsletter and on the web site if the student will be out of school.
- Read and follow the work submission policy and late work policy provided by each course teacher.
- Comply with the school's attendance policy and log in and submit work daily. The student account will be disabled after 10 school days of non-participation. An enrollment review will begin after 15 days of non-participation. Details of this policy can be found in the parent-student handbook.
- Earn a minimum of four (4) credits each school year to continue enrollment at CODCA the next school year.
- Check and respond to email from codca.org account daily. Email response time is no more than 48 hours. If we have any questions or concerns, we will contact the appropriate staff member for help.

As a Learning Coach or Parent/Guardian, I agree to:
- Log into Online school account each week to monitor student's level of engagement at CODCA. Additionally, I will contact my student's teachers or support team with any problems accessing my student's information.
- Ensure my student attends their daily required class connect sessions.   If my student cannot attend live sessions due to work or extracurricular commitments, I will communicate with the counselor and administrator about applying for the flex program.
- Participate in any virtual meetings required by administration to address any concerns related to student's academic success and wellbeing.
- Maintain a consistent and reliable internet connection. If there are connectivity issues/disruptions or outages, I will help my student with a backup plan to connect to the internet and attend school.
- Contact CODCA with any change in personal information such as address, phone number, legal name, email address, etc.