

**2025-2026 Student & Parent Handbook
Elementary & Middle Schools**



At CODCA, we welcome students into an inclusive and supportive environment that enables all to reach their highest potential through individualized learning, career exploration, and personal growth. Our core values of excellence, connection, perseverance, and respect empower students to succeed today and prepare for tomorrow.

Authorized by Julesburg School District RE-1

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Policies and procedures listed in this handbook may be changed without prior notice at the discretion of Destinations Career Academy of Colorado hereinafter referred to as CODCA in this handbook. Any alterations to this document will be communicated to affected parties by e-mail and/or mail and/or classroom announcement. Julesburg School District RE-1 retains full governance authority to oversee Destinations' operation of the school.

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Welcome to Destinations Career Academy of Colorado

The Destinations Career Academy of Colorado (“CODCA”) Middle and Elementary Schools 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 elementary (grades 4-5) and middle school (grades 6-8) 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](#)

Letter From the CODCA Team

Dear Destinations Career Academy Student and Learning Coach,

It is our honor to welcome all new and returning students and their families to Colorado Destinations Career Academy (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 welcome students into an inclusive and supportive environment that enables all to reach their highest potential through individualized learning, career exploration, and personal growth. Our core values of academic excellence, connection, perseverance, and respect empower students to succeed today and prepare for tomorrow.

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. You can find the schedule [here](#). 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,

Teri Cady, Head of School

Shawn Ehnes, Julesburg Superintendent

Staff Contact Information

CODCA Staff Contact Click [HERE](#)

Teacher Role

Teachers at Destinations Career Academy of Colorado play a crucial role in providing a high-quality online learning experience. They develop and implement lesson plans aligned with state standards and the K12 curriculum, using various instructional methods to engage students. Teachers 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

Title I School

Destinations Career Academy of Colorado is not identified as a Title I school.

Parent Teacher Conferences

Parent Teacher Conferences are held twice 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.

Admission

CODCA is a full-time, online public-school serving students in grades 4-12. 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 *Julesburg School District* can be found here: www.julesburg.org.

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:

Adelita Shepherd, Designated Non-Discrimination Coordinator, Compliance and Family Engagement Coordinator | 8601 Turnpike Dr., #100, Westminster, CO 80031 | ashepherd@k12.com | 303.399.4702

For further information on notice of non-discrimination, visit <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#S8> for the address and phone number of the office that serves your area, 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.

Adelita Shepherd, Designated Non-Discrimination Coordinator, Compliance and Family Engagement Coordinator | 8601 Turnpike Dr., #100, Westminster, CO 80031 | ashepherd@k12.com | 303.399.4702

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 on the basis of gender in its educational programs and activities. The following person has been designated to handle inquiries regarding the Title IX non-discrimination matters:

Adelita Shepherd, Non-Discrimination Coordinator, Compliance and Family Engagement Coordinator, 8603 Turnpike Dr., #100, Westminster, CO 80031. ashepherd@k12.com | 303.3994702.

Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.

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.

Adelita Shepherd, Designated Non-Discrimination Coordinator, Compliance and Family Engagement Coordinator | 8601 Turnpike Dr., #100, Westminster, CO 80031 | ashepherd@k12.com | 303.399.4702

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 click [HERE](#). | **Formal Complaint Form** [HERE](#).

[Printable version of M-V, Migrant or Foster Care Resolution Dispute 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

Adelita Shepherd, Designated Non-Discrimination Coordinator, Compliance and Family Engagement Coordinator | 8601 Turnpike Dr., #100, Westminster, CO 80031 | ashepherd@k12.com | 303.399.4702

Part-Time Status

CODCA is a full-time program. Only students enrolled in JSD grades K-12 may enroll in CODCA courses on a supplemental basis as agreed to by CODCA and JSD. Additional students enrolled at CODCA through CODCA Direct are considered part-time as well.

Open Enrollment

Students who currently reside in the State of Colorado may 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.

Residency Requirement

CODCA is a publicly funded school. Students who are, or will be, residing in the state of Colorado for the 2024-25 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.

Special Programs at CODCA

For more information about any of the following programs, please contact the Special Programs Academic Administrator, Denise Dutton, at 720-460-0959 or dedutton@codca.org.

[Special Programs Handbook](#)

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

The mission of CODCA is to inspire students through meaningful, individualized, and engaging learning opportunities. Therefore, CODCA’s enrollment includes students who are receiving Special Education services per an Individualized Education Program (IEP). The enrollment process is led by the Special Education Coordinator to discuss the next steps in the special education evaluation process which may include further documentation such as evaluation data, determination of disability, most recent IEP, and behavior plans.

During the evaluation process a team of qualified school personnel, parents/guardians, and other relevant service providers will hold an evaluation determination meeting (ECEA Rule 4.03 (8)(b)(iii)) to determine eligibility for one of the disability categories under IDEA. If the student is eligible and requires specially designed instruction, an Individualized Education Program (IEP) will be created; during which the IEP team will review and finalize the proposed details of an appropriate educational program to meet the student’s documented needs.

| Special Education Learning Specialist/Case Manager | Special Programs Academic Administrator |
|---|--|
| Ms. Mimi Moll, ES/MS (4 th -8 th) mmoll@codca.org 970-439-1860 | Mrs. Denise Dutton dedutton@codca.org 720.460.0959 |

504 Plans

Under [Section 504 of the Rehabilitation Act of 1973](#), students may be eligible for certain accommodations or services if they have a disability that substantially limits or prohibits participation in or access to an aspect of a school program. If a student is eligible under Section 504,

CODCA will provide appropriate services and support students by removing barriers to learning for students with disabilities.

| Counselor/504 Coordinator | Special Programs Academic Administrator |
|--|--|
| Mrs. Sarah Jack sjack@codca.org 720-449-6449 | Mrs. Denise Dutton dedutton@codca.org 720.460.0959 |

Multilingual Language/English as a Second Language

In keeping with the intention of the state of Colorado to offer educational opportunities to those children whose dominant language is other than English, CODCA is actively engaged in assessing and analyzing student performance, educational program effectiveness, program delivery structures and instructional processes by implementing research-based structures that support student achievement.

| ELL Teacher | Special Programs Academic Administrator |
|---|--|
| Mrs. Angela Caves acaves@codca.org 720.778.1249 | Mrs. Denise Dutton dedutton@codca.org 720.460.0959 |

** Professional interpreter services may be requested at any time for parents/guardians of students with a primary language other than English by contacting Mrs. Caves or Mrs. Dutton.

Gifted and Talented

CODCA students are screened by referral and request at the beginning of the school year. After identification in a specific academic or talent aptitude area (or more than one area), CODCA will set up a time to meet with the student and family and determine appropriate goals and programming that best meets the student's needs.

| GT Teacher | Special Programs Academic Administrator |
|---|--|
| Ms. Hannah Shaw hshaw@k12.com 720.924.6423 | Mrs. Denise Dutton dedutton@codca.org 720.460.0959 |

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. This support will be developed within each academic team and communicated to the family. These supports can include but are not limited to a student success plan, increased communication, required meetings, academic interventions, social-emotional intervention, attendance referrals, power hour attendance, etc. [CODCA Student Engagement and Attendance Policy](#)

Homelessness, Migrant, and Foster Care Liaison

Mrs. Adelita Shepherd ashepherd@k12.com | ashepherd@codca.org Phone: 303.399.4702

McKinney-Vento Homeless Assistance Act of 1987 is the federal law that provides persons experiencing homelessness certain rights so services cannot be denied due to the circumstance. For example, if a student is experiencing homelessness, he/she/they cannot be denied admission if enrollment documents are missing; or, travel assistance or alternate arrangements may be provided for testing purposes, because the homelessness hinders the student’s ability to travel to the site. The purpose is to create a level playing field where students are concerned. Students cannot be singled out based on their residency status and cannot be denied school activity inclusion based on their geographic situation. If a student is absent due to homelessness, the school is required to assist the family in getting the student adequate access to schooling. Preferential treatment, regardless of intention, is not permissible under M-V law. If a family tells Staff of their situation and they choose NOT to identify using our M-V form, we are not permitted to extend services or to excuse absences due to homelessness. This law also reserves federal funds for shelter programs to assist where applicable. Click [HERE](#) to learn more about McKinney-Vento.

Children in foster care situations will be given the same opportunity as all students. CODCA will work with all necessary agencies and guardians to ensure every enrolled student has access to school. Click [HERE](#) to learn more about McKinney-Vento.

During enrollment, a qualified M-V, Migrant or Foster Care student will receive regular check-in messaging. Each family is welcome to request assistance and CODCA will work to achieve fulfillment, depending upon availability for all students.

Qualified M-V, Migrant and/or Foster Care students are eligible to receive transportation support from CODCA under the federal statutes. Transportation support extends to appropriate school events and state testing, only. Examples of support may include gas cards, Uber/Lyft rides (when/where appropriate), bus passes or other similar provisions.

According to MKV Homeless Assistance Act, the LEA must have procedures that include the rights of the parent, guardian, or unaccompanied youth to appeal decisions related to identification, school placement, transportation, etc.... and the appeal process to resolve disputes. There isn't a federal guideline that says the information MUST be on the website. However, states may have more stricter requirements. [See your state guidelines.](#)

[CODCA Homeless Assistance Act Handbook](#)

[Printable version of M-V, Migrant or Foster Care Resolution Dispute Form.](#)

[Stride K12 M-V Resources](#)

[Foster Care Resource](#)

[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

[Migrant Students](#)

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.

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.

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 a weapon on school grounds.
2. Threat to harm, use firearms or other violent behavior.
3. Possessing or using an illegal drug/controlled substance at school or a school function.
4. Selling or soliciting the sale of an illegal drug/controlled substance while at school or a school function.
5. Committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

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.

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.

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 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 five weeks of school, all students will engage in a three (3) week compliance period/Readiness Term, including a fully synchronous class schedule. Please see student performance agreement (SPA) for all details and expectations.

Mid-Year Enrollments

CODCA offers a limited number of spots for Semester II enrollment. The 2025-2026 semester II portal opens November 1st, 2024, and closes January 13, 2025 (dates subject to change). 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 found in the MS/ES and HS Handbooks. 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 follow-up with any additional documentation needs. Finally, following the call with the counselor the applicant student receives a notice of enrollment acceptance.

CODCA Free and Reduced Lunch Program 2025-2026

Let Us Help with Lunches!

Support for our students goes beyond the classroom. We are thrilled to announce a new benefit to our families who qualify and have complete documentation for free and reduced lunch. Starting August 2024, we will 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 July 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 Internet Service Provider (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. 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 the 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>

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 Engagi 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/location where the student is 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 should be free of any visual item that may be considered obscene, discriminatory, profane. The Home Learning Environment should also be free of any audible sounds that may impact the learning environment.

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 (not an iPad, tablet or smart phone), 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:

- Students sitting in front of a wall/blank space so no one can wonder into viewing area.
- Students may choose to sit in front of a 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:

- Check the home learning environment before turning on the camera.
- Review 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.

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 an Enrollment Review at CODCA. Parents/Guardians who are Learning Coaches are all invited and encouraged to participate in the Learning Coach sessions that will be held throughout the year. See [SAC/Coffee Talk](#) meeting schedule.

CODCA follows the National Standards for Family-School Partnerships. Click [here](#) to view the standards.

Instruction and Curriculum

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 Counselor

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, 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 and understand the relationship of academics to the world of work, and to life at home and in the community.

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 options and include strategies of individual assessment, individual advice, and transition planning.

The counselors are an integral part of the enrollment and registration processes. 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.

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. Amy Cook (Elementary/Middle School Principal) through email to set up an appointment to discuss. Her email is acook@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, Teri Cady. tcady@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.

Academic Operations

2025-2026 Academic Calendar

Annual Calendar Click [HERE](#)

Course Fees

CODCA is a publicly funded, tuition-free, online 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/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.

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.

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 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/LC is responsible for packaging materials and sending computer and course 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.

Student Privacy

The Julesburg School District, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students.

1. Student records are open for review and inspection by parents/guardians. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only.
2. Appointments may be made at the school office to view cumulative records.

Disclosure of Personally Identifiable Information

Parent(s)/Guardian(s) who do not want personally identifiable information (otherwise known as directory information) contained within a student's educational records made public may file a written objection with the CODCA administration regarding the release to the public of such information within ten (10) calendar days following notice of these rights to students.

Model Notification of Rights under FERPA for Elementary and Secondary Schools

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

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

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will schedule for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

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

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

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

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

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

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

· *Consent* before students is required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.

·Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

·Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. CODCA will adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CODCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CODCA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. CODCA will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also

be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.

- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

Directory Information: Family Educational Rights and Privacy Act (FERPA) Model Notice for

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

- Monthly newsletter;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activities where CODCA receives information from students and students' families.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want CODCA and JSD to disclose any or all types of information designated below as directory information from your child's education records without your prior written consent, you must notify the CODCA and JSD in writing by October 5th of the current school year. CODCA and JSD have designated the following information as directory information:

- Student's name
- Address
- Telephone listing

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

Sex Offender Registry

Colorado Statute (**C.R.S. 22-1-124**) requires that each public school provides information to parents and community members identifying where and how they may obtain information collected by law enforcement agencies related to registered sex offenders. The Sex Offender Management Board has prepared a "School Resource Guide to Sex Offender Registrations." This document can be found in .pdf from the Colorado Department of Education Website at: [HERE](#)

CODCA is also providing the following internet search links to various law enforcement agencies operating in the state. For jurisdictions without internet search capability and for jurisdictions not listed in the web page below the appropriate local law enforcement agency should be contacted for more information.

District Search Links: <http://www.sotar.us/>

Colorado Link: <http://sor.state.co.us>

Sex Offender Registration Unit

Colorado Bureau of Investigation

Coverage: Multiple categories see website for details.

690 Kipling St., Suite 4000

Denver, CO 80215

Grading and Testing

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

| MIDDLE SCHOOL GRADE SCALE | | |
|---------------------------|--------------|-------------------|
| Percentage Range | Letter Grade | Grade Point Value |
| 90%-100% | A | 4.0 |
| 80%-89% | B | 3.0 |
| 70%-79% | C | 2.0 |
| 60-69% | D | 1.0 |
| 0-59% | F | 0.0 |

| ELEMENTARY GRADE SCALE | | |
|------------------------|------------|--|
| Grade Scale | Starting % | Levels - Meaning |
| 4 | 90% | Advanced – Exceeding Expectations |
| 3 | 80% | Proficient – Meets Expectations |
| 2 | 70% | Partially Proficient - Near Expectations - |
| 1 | 50% | Beginning Level - Developing Skills – Below Expectations |
| 0 | 0 | Lack of Evidence of Learning - Not Meeting Expectations |

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, unless otherwise posted.
4. Pass/Fail 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”) will not be included in GPA calculations.

Zero Policy—

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 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.

Honor Roll

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

Students with a 3.9 to 4.0 GPA or above will be awarded a High Honor Roll Certificate at the end of each semester.

Incomplete Grade

Students who do not complete a course by the end of the semester and 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.

Promotion and Retention Policy Grade Level Promotion—Secondary Students only

The Stride K12 Colorado Academies starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages; numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive body of evidence that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a traditional classroom, students at Stride K12 Colorado will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Retention Policy

In order to ensure that every student is earning an adequate education, the following policy is in place for retention in grades 6-8. If a student is not passing three (3) or more core classes by the end of the

school year, the student will be retained in both courses and grade level. In addition, students must have a body of evidence to support promotion as stated above in the Promotion Policies. Classes that are not passed will be on the student's official transcript. Teachers will notify parents no later than the first business day in May if a student is a possible retention. If a student is retained he/she will be escalated to the MTSS program to start the next school year.

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.

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 near 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 Assessments include the following:

| |
|--|
| August/September STAR assessments, grades 4-11 |
| August/September ML WIDA Screener |
| January STAR assessment, grades 4-11 (virtual) |
| January/February ML ACCESS |
| May STAR assessment, grades 4-11 (virtual) |
| CMAS grades 4, 5, 6, 7, 8, and 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 and locations for state assessments will be announced after the winter holiday for onsite assessments. ***

Students who fail to confirm their scheduled testing date and site for state 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.

Individual Career and Academic Plans—Secondary Students only

All students in the seventh through twelfth grade at CODCA will develop and maintain a personalized Individual Career and Academic Plan (ICAP), in conjunction with an Individual Learning Plan (ILP) 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 middle school students are required to take a “Career Explorations” course to help them in choosing their future career/college 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.

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. Eighth 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 high school credit. [CODCA MS - HS Credit Contract.docx](#)

Conduct and Discipline

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.

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.

Bullying

"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, as 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.

Harassment, 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 on the basis of 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 defined as 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.

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

In an effort 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 CODCA's 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 e-mail.

The student will miss the virtual classroom session from when he/she was sent, and is responsible for viewing the archive. 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.

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 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 in the course of 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.

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.

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 [week of welcome](#) 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. Administrators will also contact students and parents.
- 3rd offense – fail the course

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 on a daily basis. CODCA reserves the right to monitor the contents of email sent and received through the school OLS and LMS.

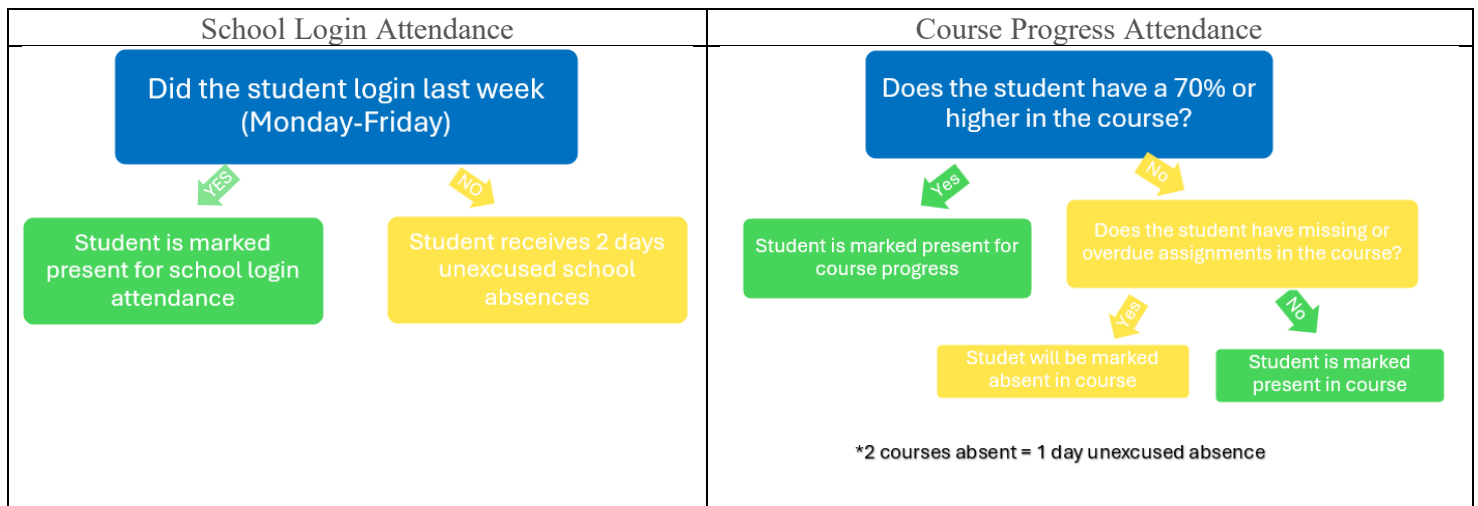
Student Engagement

Attendance

At CODCA, attendance is determined by two factors, logging in and course progress. Each week a student’s total absences are calculated based on their login, grades and assignment completion from the previous week.

Login Attendance: If a student fails to login Monday – Friday they will receive 2 unexcused absences.

Course Progress Attendance: 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.



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.

CODCA Attendance Policy

Students enrolled in grades 6-8 at CODCA can expect to attend school for 1,056 hours per school year (176 school calendar days per school year), or 6-hours per school day. Attendance for grades 4-8 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 years is mandatory to avoid chronic absenteeism and truancy complications.

Students aged 17 and above school voluntarily in the state of Colorado. 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.

Student Activities

Curricular Student Clubs

Destinations students can participate in CODCA clubs (4-12) and CTSOs (6-12). Students will be invited to attend club meetings via the Class Connect schedule. If you have any questions, contact your counselor for more information.

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.

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 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 a 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 accordingly, as these results may take up to three weeks to complete.

Full Liability Release form—download format (field trips, school events, etc.) [HERE](#)

Full Photo and Story Release form—download format (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 the Student Code of Conduct when attending these events. Students/Families are responsible for transportation to/from events.

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 CODCA 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 CODCA 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, “CODCA 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

We are pleased to offer students of CODCA access to computer network resources, online courses, and electronic mail over the Internet. To use these resources, all students must sign and return this form, and those under age 18 must obtain parental permission. Parents, please read and complete this document carefully, review its contents with your son/daughter, and sign and initial where appropriate.

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 daughter or son's work may be considered for publication on the World Wide Web, specifically on his/her school's web site. Such publishing requires parent/guardian permission (see over). 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 school's web site. If published, his/her name will appear on pages with a clear school related purpose and will be included in 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 this 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
- Employment of 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 require 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 bills are due by December of the current year. Paid out by the end of February.
- The January, February, March, April or May bills are 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

| Issue | Who To Contact |
|----------------|---|
| Academic Help | Teacher Staff Contact List |
| Address Update | School Registrar Mrs. Peggy Laverty plaverty@k12.com |

| | |
|---|--|
| Attendance Questions & Submitted Incorrectly | Teacher Staff Contact List |
| Class Connect (Collaborate) Technical Issue--Engagli | Customer Support: k12.com/support or 866- 512- 2273 |
| Course Change or Missing OLS/LMS Course | Teacher Staff Contact List |
| Course Content Comments & Minor Errors | Feedback in your course from Teachers |
| Course Content Questions & Errors | Teacher Staff Contact List |
| Course Materials Shipping, Missing & Damaged | Customer Support: k12.com/support or 866- 512- 2273 |
| Grades and Scores for Online Assessments | Teacher Staff Contact List |
| Internet Reimbursement (If Available) | Operations Manager Staff Contact List |
| K ¹² Computer Hardware Troubleshooting | Customer Support: k12.com/support or 866- 512- 2273 |
| K ¹² Computer Keyboard, Mouse & Microphone | Customer Support: k12.com/support or 866- 512- 2273 |
| K ¹² Computer Malware/Virus | Customer Support: k12.com/support or 866- 512- 2273 |
| K ¹² Computer Requests | School Staff Contact List |
| K12 Computer Software Updates | Customer Support: k12.com/support or 866- 512- 2273 |
| OLS/LMS Account Set-Up & Login | Customer Support: k12.com/support or 866- 512- 2273 |
| OLS/LMS Error Messages | Customer Support: k12.com/support or 866- 512- 2273 |
| OLS/LMS Navigation | Teacher or Customer Support: k12.com/support or 866- 512- 2273 |
| PDF Links | Customer Support: k12.com/support or 866- 512- 2273 |
| 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 | Teacher Staff Contact List |
| Suggestions & Comments | Feedback in Your Online School--Surveys |
| Transcript Requests | School Registrar Mrs. Peggy Laverty plaverty@k12.com |
| Withdraw | Teacher or School Registrar Staff Contact List |

Addendum to Middle & Elementary Schools Handbook

Elementary School Attendance—

As public-school students enrolled online at CODCA, elementary school students must:

1. Complete lessons weekly in every course progressing roughly 3% per week in each content area
 - Language Arts/Reading- 5x/week,
 - Math- 5x/week
 - Social Studies-5x/week
 - Science- 5x/week
 - Physical Education/Specials- 2x/week
2. Attend at least 80% of required (REQ) weekly class connects

Attendance is reported to the Colorado Department of Education and is calculated based on progress through the curriculum and hours spent in the online learning platform. Grades 4-5 must have 968 hours of attendance annually per Colorado Compulsory school attendance laws.

The Elementary School Academic Engagement Policy is a three-pronged approach to supporting student success through lesson completion, direct instruction attendance, and course grades.

Academic Requirements

- Students must attend 80%+ of required Class Connects (direct instruction)
- Students must maintain progress within 10 lessons of lesson plan in core content areas (lack of mastery is included in lack of progress)
- Student must maintain A, B or C in core content courses

Elementary Grading Policy:

For each grading period, the letter grade is based on the points earned divided by the points possible for the grading period. Students' grades are based on OLS assessments, teacher graded assignments, and participation. Honor Roll certificates are sent each quarter and report cards are sent following the end of each semester. Grades reset at the beginning of the second semester.

Homeroom Teacher and Learning Coach Contact Policy

It is the expectation that all communication (teacher and learning coach) is returned within 24 hours. If a family does not respond to a teacher's attempt to contact through phone call and email, the following process will be followed:

- 1st attempt- teacher calls and follows up with email, requesting contact in within 2 days
- 2nd attempt- teacher calls and follows up with email; calls emergency contact phone numbers; request contact within 2 days
- 3rd attempt- teacher calls and follows up with email; notifies family lack of return communication within 24 hours will result in locked curriculum and escalation to administration

At this point, the administration will set up a meeting with the teacher and the learning coach to support and encourage communication. If communication is still not established, next steps will include contacting the school counselor and a possible Well Check.

Elementary Course Placement

New students will be placed in grade level courses based on age, report cards received from previous school of enrollment, and other relevant information provided by the parent and student. If a parent requests different course placement, then the academic team will gather a body of evidence (including assessments in reading and math) to determine appropriate course placement.

Physical Education

It is so important for all online students to also add some physical activity to their schooling. Getting up and moving between breaks can help learning. Physical activity may include exercise programs, fitness breaks, walking the dog, riding their bikes, or just going for a walk, etc.

Student Progress

CODCA teachers monitor student progress in curriculum via the Online School. Completion of lessons and mastery of assessments generate progress in the OLS. Progressing in a course is different from promoting from a course; final course promotions and marks are determined by the teacher and the completion of the curriculum.

Frequently Asked Questions – Progress

What if a Student Falls Behind Expected Progress? Teachers track student progress on a *weekly* basis. If a student begins to fall behind expected progress, the student's homeroom teacher will contact the student and parent to develop a Plan for Success with the goal to help the student reach on track lesson progress status. Students who are 10 or more lessons behind in 3 or more core content areas may be placed on a Back on Track Plan, per the [CODCA Student Engagement and Attendance Plan](#).

Can a student progress more quickly through the program if they want to? It is at teacher's and administrator's discretion, please contact the subject area teacher to discuss progress.

What if a student enrolls after the beginning of the year? Students who start the year late will be placed at the chronology of the curriculum, the same place in their courses as students who started at the beginning of the year. This will apply to all classes except Math and Grammar, Usage and Mechanics (GUM) unless you have approval from the English or Math teacher.

False Progress

Completing more than two lessons per day in any subject area may be considered false progress and may require online assessment demonstration with a staff member. Students are expected to school daily as the OLS loads, completing lessons as assigned by their homeroom teacher. Additional progress, if not coordinated with homeroom teacher, will be considered false progress. Except in Math, and with the approval of the teacher, students should not complete a lesson's assessment and/or mark the lesson complete unless they have completed all learning activities associated with that lesson, including both offline and online components. Students who mark a lesson complete or take an assessment before completing lesson activities are marking false progress and will be subject to the violation consequences below. Students who show more than a 30% jump in an assessment score in less than 10 minutes or who consistently take assessments two or more times may be considered as showing false progress and will be subject to the violation consequences below. It is important that Learning Coaches do not give students the Learning Coach account information or allow students to work in the Learning Coach account.

The following consequences may take place when a student is known to be indicating false progress:

- 1st offense- Warning: Teacher will discuss definition of false progress with student and parent and will reset lessons and/or assessments falsely marked complete.
- 2nd offense- Meeting with student, parent, homeroom teacher, and principal to determine extent of false progress. Lessons and/or assessments falsely marked complete will be reset and placed on a plan to success. Create plan as a team to promote student success.
- 3rd offense- Discussion with Admin regarding enrollment at CODCA.

Completing Curriculum Prior to End of Year

To be compliant with the Compulsory School Attendance Law, students must school until the end of the year (last day of school for students) to avoid truancy. At Destinations Career Academy of Colorado, we encourage our students to spend our entire nine-month school year in the K12 curriculum. For students who complete the curriculum early, we want to ensure active engagement in learning opportunities through the end of our school year.

Course Promotion is an option for students who complete math or ELA prior to April. Students finishing a course prior to April should be reviewed for curriculum progression.

Exceptions to this policy requires administrative approval and may include but are not limited to medical reasons with documentation, documented travel out of the country.

Grade Level Acceleration Policy

Recognizing that students of exceptional potential may benefit from acceleration; administration has established procedures consistent with best practices which take into consideration the whole child to determine grade acceleration eligibility.

PROCEDURES:

- Request: A formal written request for consideration of acceleration can be initiated by a parent/guardian, teacher, counselor, school administrator, or GT Coordinator.
- Review of Data:
 - The school gathers data and the student's current school administrator, or the current administrative designee (Lead Teacher or GT Coordinator) reviews appropriate student data required by the Request for Consideration of Acceleration.
 - The decision to proceed with further evaluation shall be made by the student's current Principal or designee.
 - The request for acceleration is not to be pursued if the student data gathered on the Request for Consideration of Acceleration does not warrant it.
- Individual Assessment: If the student's current administrator decides to proceed, the school will utilize a multi-faceted review of the student's mental abilities, aptitude, and achievement. The current Principal will designate a school contact person who coordinates collection of the remaining data. If the current administrator decides not to proceed, he/she should communicate, in writing, this decision to the parent(s)/guardian(s) of the student.
- Acceleration:
 - A Committee, consisting of the student's current administrator or administrative designee, an administrator from any other affected school, a current teacher of the student, the student's guidance counselor, and the student's parent(s)/guardian(s), will review the data collected. While factors of the whole child are considered, the recommendation regarding acceleration is to be determined by the academic instructional needs of the student. If those needs can be met by current placement, acceleration is not recommended.
 - If the Committee and parents/guardians arrive at a unanimous recommendation for acceleration, the Committee prepares an acceleration plan. If the decision is not

- unanimous, the student’s placement is not changed.
- The student’s current Principal reviews the recommendation of the committee and makes a final, non-appealable decision regarding the acceleration. However, if an affirmative above-grade acceleration decision would place the student in a grade level outside the student’s current school placement, the principal of the school where the student would be placed (if an affirmative above-grade acceleration decision is made) will make a final, non-appealable decision regarding the student’s acceleration.
- Recordkeeping: Upon the conclusion of the acceleration process, results of the Consideration for Acceleration shall be placed in the student’s permanent record, and the review will be forwarded to GT Coordinator.
- Monitoring: School staff to include teachers, GT Coordinator/staff, and administration will monitor accelerated student placement and performance in accordance with the plan developed by the committee.

READ Plans

Reading to Ensure Academic Development (READ) PLANS

Per The Colorado READ Act (House Bill 12-1239), a READ Plan is written for students who demonstrate below-grade-level reading proficiencies in grades K-3. While the classroom teacher initiates this plan, the READ Plan is developed and supported by a team of parents, teachers, and other staff as needed. Each member of the team has a role to play in supporting the student’s literacy success and achievement. If a student is on a READ plan at the end of 3rd grade, the plan will remain active in grades 4-12 or until the student is reading at grade level. For more information about the READ Act and READ Plans, please visit:

<http://www.cde.state.co.us/communications/20170710readactfactsheet> (English) or <https://www.cde.state.co.us/communications/spanish-read-act-parent-fact-sheet> (Spanish)

Course List for Elementary Students

| | |
|--|---|
| Math Math 4 Summit Math 5 Summit | Language Arts (LA) ELA 4 Summit CO ELA 5 Summit CO |
| Science Science 4 Science 5 | History History 4 American History A |
| PE Physical Education 4 Summit Physical Education G | |
| Music Spotlight on Music Grade 4 Spotlight on Music Grade 5 | Art Art 4 Intermediate Art: American A |
| Special: Career Exploration for Grades 4 and 5 | |

2025-2026 Student Performance Agreement

Destinations Career Academy of Colorado
[Link to Fill Out Online ES-MS Student Performance Agreement](#) CODCA SPA

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

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 bolded and starred (*) requirements below during the readiness term. 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.

STUDENT AGREEMENT

As a student at Destinations Career Academy of Colorado, I agree to:

- Attend and participate in assigned orientation sessions *
- Complete the Fall Reading and Math STAR Assessments *
- Attend and participate in required class connect sessions *
- Complete and submit assignments by due dates *
- Work with teacher if assignment will be late
- Go to school and log in to each course every school day (Monday – Friday)
- Keep up with schoolwork
- Communicate with teachers and staff
- Check and respond to CODCA Emails
- Reply to calls and texts messages
- Talk with teachers in class

- Participate and complete CODCA and State assessments throughout the school year.
- STAR (Aug/Dec/May) CMAS (April) WIDA (Aug/Sept) ACCESS (Jan/Feb)

Sign below to agree with expectations:

Example-- Joey Smith, student

Parent/Guardian and/or Learning Coach Agreement

As a Learning Coach, Parent or Guardian supporting the above student, I agree to:

Support student compliance with the attendance policy:

- I understand that school is five days a week, Monday-Friday and that my student must log into school every school day and they have required class connect sessions throughout the week. If my student needs or will work best with an alternative schedule, I will work with their counselor to determine if there is a Flex Pathway that my student qualifies for and will meet their needs.
- I understand the school's attendance policy. 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.

Support student through communication with CODCA:

- I agree to check and respond to email from CODCA daily.
- I agree to log into Power School/online school account each week to monitor student's level of engagement at CODCA. Agrees to contact student's teachers or support team with any problems accessing my student's information.
- I agree to update changes to my personal information in PowerSchool or contact CODCA with any changes in personal information such as address, phone number, legal name, email address, etc.

Support student through meeting these requirements:

- If deemed necessary by school staff, I agree to participate in a virtual or face to face meeting to address any concerns related to student's academic success and wellbeing.
- I agree to ensure my student meets state requirements for ML Testing and state testing (including opt out option).
- I agree to maintain consistent internet connection.

- I understand a 4th-8th grade student must pass a majority of their classes to continue enrollment at CODCA the next school year.
- I understand that enrollment is conditional on meeting the readiness requirements identified by the * in the student agreement above.

Sign below to agree with expectations:

Example-- Jane Levit, Learning Coach AND/OR Shane Smith, parent

Updates prior to 2024 Archived

April 2024

Update annual handbook—change of year

May 2024

Updated school calendar link

Updated Foster Care Resources link

Added Appeal Form to Suspended/Expelled policy

Update SPA 2024-2025 link

Updated Acceptable Use Agreement link

Added SB 23-296 to handbook

Enrollment Requirements statement updated removed unnecessary language

Updated Course Fees clause

June 2024

Updated testing list to include WIDA and ACCESS

July 2024

Added Special Programs Handbook and Child Find link

Added National Standards for Family-School Partnerships to CODCA Coffee Talk norms

Updated Coffee Talk schedule for 2024-2025

Updated Student Intervention Team to Student Support Team language

Updated all handbook as school is going from Newrow to Engagli virtual classroom platform

Updated Mid-Year Enrollment dates for 2024-2025

Updated Staff Contact link

Added Teacher Role definition

Added Parent Teacher Conference details

Update to Parent/Guardian, Learning Coach and Student Performance Agreement

Added Flex Plan language from SPA to Virtual Classroom Session section

Added High School credit for Middle School students policy and contract

June 2025

Updated links for 2025 school year