



CCA Comprehensive Handbook

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Definitions:

Policy: Established and approved by the CCA Board of Directors. See CCA Board Policy for details on how policies are changed.

Practice: Established by the CCA Director. Practices can be modified at the discretion of the school administration based on operational needs.

Section I: Introduction

CARDINAL COMMUNITY ACADEMY (CCA)

3101 Weld County Road 65 Keenesburg, CO 80643

Phone: 303-732-9312

Fax: 303-732-9314

Office Hours:

7:00am - 4:00pm

School Hours Grades K-8: 7:30am - 3:30pm, Tuesday-Friday

Email: info@CCASchool.net

Website: www.ccaschool.net

Welcome

I am honored and grateful to welcome you as a member of the professional community at CCA.

Cardinal Community Academy (CCA) is proud to be a school of excellence with an emphasis on providing a rigorous and well-rounded Core Knowledge education for our students, while continuously emphasizing the character traits that will guide our students to become productive and caring citizens. Together, we have the opportunity to accomplish these goals with our students through the autonomy that we have as a charter school, the support that we have from our families, and the diligent work of highly competent and dedicated teachers.

At CCA, your expertise and experience as an educator is highly valued, and we are all considered educators, no matter your specific position within the school. There will be continuous opportunities throughout the school year to collaborate with other educators and families with the goal of providing the best education possible for our students. Additionally, we understand that the modeling of high-level thinking, continuous learning and integrity is imperative as we ask our students to learn and grow, both academically and socially. Regardless of your position, we have an important role in fulfilling the mission and vision at CCA. The work is guaranteed to be challenging, exhilarating and rewarding. It is my expectation that you will also grow as a professional through our work together and the opportunities that we have to learn from other experts. I look forward to seeing what we can accomplish together!

Very sincerely,

Jerry Archuleta, Director

Employee Handbook Overview

This manual is designed to acquaint employees with Cardinal Community Academy (CCA) and to provide employees with a general understanding of the school's personnel policies. Contained in this manual employees will find background information about CCA, detailed descriptions of the school's professional expectations of its employees, as well as descriptions of the policies, programs, and benefits available to eligible employees. Employees are required to familiarize themselves with the contents of this handbook, and are encouraged to direct questions to the administration, should any arise.

This handbook cannot anticipate every situation, nor can it answer every question about employment at CCA. It is not an employment contract and it is not intended to create contractual obligations of any kind. While this document does not take the place of your employment contract, it does provide a more detailed description of the partnership the school expects to develop with each one of its employees. Our success as a school is dependent upon the success of our employees, and vice versa. As such, we must form a partnership through which the school fulfills certain obligations to its employees, while its employees simultaneously fulfill certain obligations to us. While not exhaustive by any means, this documents details many of those obligations. Each employee's willingness and ability to fulfill the obligations detailed here is one of the ways in which success at CCA will be determined.

To retain necessary flexibility in the administration of policies and procedures, CCA reserves, to the extent not expressly prohibited by law, the rights to unilaterally change, revise, or eliminate any of the policies and/or benefits described in this handbook.

Employees of CCA are responsible for being knowledgeable about RE-3J District's policies and the contents of this handbook. RE-3J District Policies are available on the district website at the following link: www.re3j.com under "Policies".

Acknowledgement Policy: Each prospective employee will be required to sign a form acknowledging that the employee has received, read, had an opportunity to ask questions regarding, and has understood the policies.

School Calendar

The annual CCA calendar is available on the CCA website at the following link: <http://www.ccaschool.net/>

Cardinal Community Academy Mission

The mission of CCA is to serve students' needs to achieve educational excellence by providing a well-rounded curriculum while encouraging a love of learning in a safe and positive environment.

We believe this statement can be well paraphrased as this:

Character

Community

Achievement

“Soaring to Educational Excellence”

What Makes Charter Schools Unique?

Charter schools are tuition-free, public schools that are independently run and have greater flexibility and freedom than a traditional public school. Through this autonomy, they have the opportunity to create a specific academic focus, use innovative approaches, and create an overall culture that recognizes and respects the neighborhood in which it resides.

The first charter school was founded in Minnesota in 1992, and Colorado followed close behind when its first charter school opened in 1993. Although initially described as a fad in education, there are currently over 5,000 charter schools, with some states being more open to charters than others. For example, charter schools serve approximately 3% of students across the United States, whereas the state of Colorado serves nearly 10% of students through charters. Clearly, Colorado has been a leader in the charter school movement, and the numbers continue to grow.

Although charter schools do have certain freedoms, there is a common misconception that they are not held accountable for their academic performance. In reality, charter schools are granted autonomy in exchange for the school's agreement to be held accountable for academic results. In other words, they are highly accountable. These requirements are outlined in the charter agreement made between the school and the authorizer. Additionally, charter schools must adhere to the requirements set forth by No Child Left Behind, and in Colorado, the requirements established by The Education Accountability Act of 2009 (SB 09-163).

Charter schools serve only a fraction of students in the United States, but they are having a big impact on education reform. However, it is important to note that not all charters are created equal. There are often vast differences in regard to curriculum, instructional approaches and overall philosophies. Nevertheless, charters are great examples of “what can be” when autonomy is granted. Educators across the country are taking a close look at what is working, as well as what is not working within charter schools. When charter schools are self-reflective with a goal of continuous improvement, they will surely impact other charters, as well as our traditional public schools.

Curriculum at Cardinal Community Academy

The Core Knowledge Sequence has been the backbone of the curriculum implemented at CCA since its inception in 2000. Since that time, the Core Knowledge Sequence has proven successful in providing a broad and well-rounded education that was intended by the school's original founders and outlined in CCA's mission statement. Further, the Sequence provides rich and rigorous content that supports the Colorado Academic Standards.

The Core Knowledge Foundation, founded by E.D. Hirsch in 1986, describes the Core Knowledge Curriculum through the 3C's: Coherent, Cumulative and Content-Specific. The Sequence is built on the premise that there is a lasting body of knowledge across the subject areas that students should understand. This knowledge builds as students' progress through the grades, assuring that students have the necessary background knowledge to deepen their learning in subsequent grades. Moreover, this cumulative sequence eliminates the gaps and repetitions that are often observed in schools, and because it is content-specific, there are no questions about what students will be learning from grade to grade.

As recommended by the Core Knowledge Foundation, CCA has adopted specific programs in the areas of mathematics and language arts that align well to the Sequence and Colorado Academic Standards. The following is a list of these programs, with a brief description of each:

Core Knowledge Language Arts Program

The Core Knowledge Language Arts (CKLA), used in grades K – 5 at CCA, is a program based on decades of cognitive science research revealing that reading is a two-lock box, a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills Strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening and Learning Strand. Together, these two strands unlock a lifetime of reading for all students.

The Listening and Learning Strand was developed to support much of the specific content in the Core Knowledge Sequence in science, social studies and literature. Additionally, we know from research that students' listening comprehension outpaces their reading comprehension throughout elementary school. In other words, students can understand what is read to them before they can actually read and understand the same material independently. Moreover, once students begin reading independently, they need to fully comprehend what they are reading, which is highly dependent on content knowledge, language and vocabulary. It is through the Listening and Learning Strand that students build this essential knowledge and vocabulary, not to mention that it is interesting and engaging too!

The Skills Strand ensures that reading and writing are taught in tandem. Much like the Riggs program that we continue to use, the students practice blending (reading) and segmenting (spelling) the sound spellings that they've learned. The Skills Strand also teaches handwriting, the writing process, and grammar. Toward the end of second grade and into third grade, the Skills Strand and Listening and Learning Strand become very integrated in that the science and social studies content are embedded in nearly everything, including the texts that students read.

Shurley English

Shurley English is used to support grammar instruction in grades 6 – 8, with an increased emphasis as students' progress into the middle school grades. Brenda Shurley developed Shurley English over 20 years ago when she became frustrated with trying to teach grammar concepts to students in isolation. Shurley English is probably best known for its jingles that help students learn about the different parts of speech, and some

teachers have even challenged the students to develop their own tune for the jingles. Whether students love or hate these jingles, they are hard to get out of your head, and that's the point! Another unique aspect of Shurley English is the use of what is called the "Question and Answer Flow." The students learn specific questions that need to be asked in order to help them identify the different parts of speech within a sentence. Parts of speech are analyzed with the context of the whole sentence, not in isolated units. As students progress through the program, the types of sentences become more varied and complex. The students are then encouraged to use these various sentence types within their own writing. This knowledge of grammar is also important in developing a student's writing. For example, if the teacher says, "Try using a stronger adverb in this sentence," the student needs to know what the teacher is talking about. The Shurley Grammar exercises expose the students to various adjectives, adverbs, prepositional phrases, etc. that can then be used in their own writing.

Singapore Math

Primary Mathematics, the Singapore Math program used in grades K - 5 is based on a program of study introduced by the Ministry of Education in Singapore. Fifteen years after the adoption of its new Primary Mathematics Syllabus, Singapore students lead the world in global Math achievement tests. The curriculum provides students with a solid foundation in mathematics by focusing on visual understanding, connections, number sense, master, and word problems. Concepts in Singapore Math are taught in a concrete – pictorial – abstract sequence. Hands-on manipulatives or real life objects are used to demonstrate the concept, then students use and create pictorial representations. This interim visual step is typically missing from many curricula used in the U.S. It provides a transition from the words to an abstract algorithm. The goal is always to use the concrete and visual components to get to a standard algorithm.

Big Ideas Math

Big Ideas Math is a comprehensive math program that was developed specifically for middle school students. At CCA, this program is used for students in grades 6 – 8, as well as students at the elementary level who are ready to advance. Research shows that students benefit from a program that includes equal exposure to discovery and direct instruction. By beginning each lesson with an inquiry-based activity, Big Ideas Math allows students to explore, question, explain, and persevere as they seek to answer Essential Questions that encourage abstract thought. Instruction is developed with rich and interesting activities that are followed by direct instruction lessons, allowing for procedural fluency, modeling, and the opportunity to use clear precise mathematical language. Additionally, Big Ideas Math has a variety of online resources to support teachers, parents and students.

8 Keys of Excellence

The 8 Keys of Excellence character education program guides young people toward a positive future full of confidence, motivation, creativity, team work, leadership and valuable life principles. To view more about this program visit www.8keys.org.

Riggs

The Writing and Spelling Road to Reading and Thinking, written by the Institute's founder Myrna T. McCulloch, still teaches the phonetic structure of correct English spelling. Twenty-six letters from the 45 sounds of English speech, using 71 common phonograms (letters and combinations of letters which make a single sound in a given word). These are taught in four weeks, simultaneously with dictated letter formation instructions designed to prevent or correct common reversals and to develop cognitive visual/directional motor skills. The intent is to enable them to spell, write and read what they can already say and understand by the end of grade two. (Riggs Institute, 2022)

Cardinal Community Academy Background Information

Cardinal Community Academy (CCA) is the result of a grassroots effort of parents whose students had attended Prospect Valley Elementary. This RE-3J District School was closed at the end of the 1996-1997 school year and students were bused to Keenesburg Elementary beginning that fall.

At first, a small group of Prospect Valley parents met to discuss the possibility of opening a charter school in the area. As they gained confidence, knowledge and momentum, the meetings were advertised and additional community members joined the group.

Initially the school developed high expectations in the areas of academic performance, attendance, and character education. Through many informational meetings, CCA was marketed as a school that would target the college bound students of our community.

As parent and community involvement grew, the group formed many committees to focus on specific areas. The first hope of the community was to acquire the Prospect Valley Elementary building. When that was not feasible, a committee sought a donation of land and later purchased a building.

The curriculum committee put extensive study, reading and school visits into the selection of the Core Knowledge Sequence and commitment to Core Knowledge as the foundation of our educational plan. They also chose specific math, handwriting and phonics programs. They specified at that time that textbooks would be used minimally outside of the math program; instead Core Knowledge would be taught using thematic units and money and library space was allotted to ensure resources would be available for thematic units. Over the next few years, the library was built up with resources from school funding, book fair income, and donations to support that goal. This committee was also responsible for developing the plan for a four-day week, and recommending a twenty student class size limit.

A very active committee began writing the initial charter application with the help of Jim Griffin, President of the Colorado League of Charter Schools. The initial school policies and waivers were created at that time.

To increase public awareness and gain public support, open meetings were held throughout the district and letters of support were gathered.

The first application was delivered to the RE-3J Superintendent on September 30, 1997. Although the application was not approved at that time, it was submitted to the state. After negotiations and additional re-writes, the application was approved.

CCA opened for the 2000-2001 school year with students from all areas of the district. At that time, CCA served grades Kindergarten through 6th, with the fifth and sixth grades in a combined classroom. Sixth grade was separated out for the 2001-2002 school year. Seventh grade was added for the 2005-2006 school year, followed by eighth grade for the 2006-2007 school year. In May of 2007, CCA's first eighth grade class graduation was held. The following year, the first group of students to attend CCA from Kindergarten through eighth grade graduated.

From the beginning, CCA built a reputation of excellence. High student expectations and achievement were recognized throughout the district.

Section II: Organizational Structure

Leadership Philosophy

CCA's leadership philosophy is built on the premise that successful and sustainable organizations engage all constituents in ownership and leadership roles. As such, all constituents, including students, parents, faculty and staff, must assume a voice in the development of the organization.

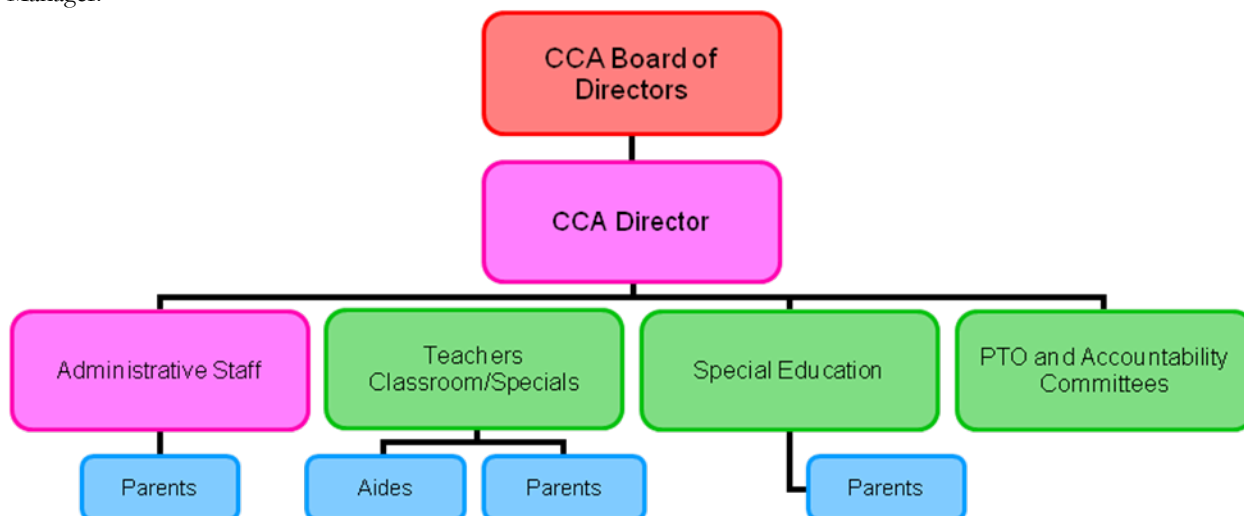
CCA's leadership philosophy holds high expectations for faculty and staff. As opposed to simply asking that teaching faculty, for instance, be masters of instructional craft, we ask that you also contribute your passion, energy, and intellect to the task of building a school of excellence. Just as we ask that our students fully apply themselves to the learning goals defined in our curriculum, we expect that our faculty and staff fully apply themselves to the learning and leadership goals of our professional community.

When an employee signs on to work at CCA, s/he must also sign on to participate in the on-going collaborative work of developing and improving our school. For instance, each year several faculty professional development days are devoted exclusively to reflecting on the organization's strengths and areas of needed improvement. The faculty and staff collaboratively assess feedback from parents and students in order to develop the school's annual goals and accountability plan.

A professional and enthusiastic posture is beneficial toward maintaining and improving the productivity of the entire school. Each of us needs to be aware of and dedicated to making every minute as productive as possible.

Roles and Responsibilities

While leadership is shared at many levels of the organization, formal authority resides with two primary teams: 1) the **Board of Directors**; and, 2) the **Administration**, including the CCA Director, the Business Manager, and the Office Manager.



The purpose of the **Board of Directors** is to establish philosophy, provide vision, write, review and enforce policies and procedures, and oversee the budget. In addition, the Board of Directors oversees and monitors CCA's adherence to the original intent of CCA organizers as outlined in the charter application. Board members do not collectively or individually participate in managing CCA on a daily basis.

Administration:

The **CCA Director** is responsible for overseeing the day-to-day implementation of CCA's vision and mission. The Director is directly accountable to the Board and is ultimately responsible for ensuring the successful fulfillment of the school's mission and vision. The Director's performance is evaluated against a set of pre-established criteria that measure the school's mission adherence, fiscal health, academic achievement, student conduct, faculty satisfaction, family satisfaction, enrollment stability, organizational viability, legal compliance, and facilities management. The Director shares these responsibilities with members of the school's administrative team, working collaboratively to ensure that the school fulfills its annual goals.

The **Business Manager** is responsible for ensuring the school's fiscal solvency, ongoing financial sustainability, and legal compliance with human resource requirements. Specifically, the Business Manager manages the school's budget, oversees payroll and benefits, and performs all accounting functions. The Business Manager is the primary liaison between the school and its business vendors and the district with regard to purchases, leases, finances and technology.

The **Office Manager/Office Secretary** is responsible for general office and receptionist duties, including but not limited to the management of infinite campus, school account data, student files, purchasing, and parent communications. The Office Manager may be asked to supervise students or perform other activities in support of CCA's day to day operations.

Faculty and Staff: CCA's faculty and staff perform the core of the school's work - they facilitate teaching and learning.

Professional Culture

CCA's professional culture is set up to support the achievement of rigorous performance expectations - both for our faculty and for our students. We have high expectations for all staff members.

CCA believes that great questions lead to great answers: "How can we be a better school?"; "How can I better reach my struggling or high-achieving students?"; "How can I probe for deeper understanding?" As a professional community, we value inquiry and reflection.

One of the expectations of our professional culture is that employees make decisions based on objective data, not subjective opinion. To this end, we ask that faculty members analyze student performance data.

We value each faculty member as an expert both of their instructional craft and of school development. In addition, we ask that all members of our community continue to build their expertise as an on-going practice. CCA believes that adult/professional learners, like students, must continue to build on their base of expertise as a matter of daily practice.

The integration and rigor of our curriculum requires that our faculty and staff proactively work in collaboration with one another. We ask that vertical teams jointly plan their instructional units, and align their benchmarks from grade level to grade level.

CCA believes direct and open feedback is a necessity for excellence. Evaluation at CCA is deemed to be one component of an on-going reflective process. We deem the provision of clear, honest feedback to be a core component of our professional obligation to one another.

Section III: Employment Policies and Practices

Hiring (Policy)

Adopted: September 1998

Revised: September 2002, November 2013 and April 2018

CCA shall advertise notice of employment openings in a manner calculated to attract qualified and interested employees. In any event, there shall be at least one public posting of notice, which may include: (1) posting at an appropriate location within the school district; (2) posting by advertisement in a community newspaper of general circulation; (3) posting at other Core Knowledge schools and appropriate teacher training programs; (4) posting via the internet on sites related to Core Knowledge; and/or (5) written notice to all individuals who have previously indicated interest in like positions and not been disqualified from being hired for such positions. Hiring of the CCA administrator shall comply with the process required by the Open Meetings law for hiring of a school superintendent.

Following solicitation of applications, CCA may require completion of a standardized application; require submission of references; require a writing sample; test or otherwise review English or other relevant language proficiency; conduct background checks or investigations; and conduct interviews, as the hiring committee deems necessary, before extending an offer of employment. The hiring committee may condition any offer of employment on post-offer submission to appropriate medical testing, including drug testing, in compliance with the Americans with Disabilities Act.

CCA holds a waiver for C.R.S. §22-63-201. **CRS Employment - license required – exception** with the Colorado Department of Education that allows employment of teachers outside of the highly qualified requirements. However, CCA will employ highly qualified teachers as defined by the CDE for all core classroom subjects. CCA will seek to offer employment to highly qualified specials teachers but may reserve the right to employ non-highly qualified teachers in these areas of instruction. These areas of instruction will include art, music/band, physical education and STEM.

The hiring committee may be composed of the Director, the affected team Teachers, and others at the discretion of the Director. Individuals assigned to conduct background checks, reference checks, or interviews shall be given instruction on permissible and prohibited inquiries before undertaking such checks or interviews.

Prior to employment, CCA shall submit the prospective employee's necessary information for an initial background screening. This initial screening process will be completed on all prospective employees, both certified and non-certified.

Submittal of fingerprints shall also be a condition of employment for all certified and non-certified prospective CCA employees. No person shall be employed without complying with the fingerprinting requirement. CCA shall release the fingerprints to the CBI for fingerprint processing, utilizing the CBI and FBI files and records. CCA may employ an individual prior to receiving the results of the applicant's fingerprint processing.

In addition, as a prerequisite to employment, all non-certified prospective employees shall submit a completed and notarized form certifying that either:

- The applicant has never been convicted of committing any felony or misdemeanor, excluding misdemeanor traffic offenses or traffic infractions. Or:
- The applicant has been convicted of committing a felony or misdemeanor, excluding misdemeanor traffic offenses or traffic infractions. Additionally, applicant shall specify the felony or misdemeanor for which convicted, the date of such conviction and the court entering judgment of such conviction.

Employment At Will (Policy)

Adopted: September 1998

Revised: November 2013

Employees, or CCA, may terminate the employment relationship at any time, with or without prior notice, warning, procedure or formality for any reason, or no reason. CCA's only obligation being the payment of wages earned and benefits vested through the last day worked. The nature, terms and conditions of CCA's employment contracts cannot be changed by any oral representation or any other writing. In the event of conflict between this disclaimer and any other statement, oral or written, present or future, concerning terms and conditions of employment, the "at will" relationship confirmed by this disclaimer shall control.

Employment Contracts (Policy)

Adopted: September 1998

Revised: November 2013

All CCA employees shall have written contracts. If a person is hired with a provisional or temporary certification, the contract shall be modified to include a provision stating expectations for the person's progress toward full certification. The following provisions shall govern and be considered part of all contracts entered with employees:

1. *Waiver:* The waiver by either party of a breach of any provision of contract or this policy shall not operate as or be construed as a waiver of any subsequent breach.
2. *Amendment or Assignment:* Employment contracts may not be amended, revised or assigned except in writing, signed by all parties.
3. *Applicable Law:* All employment contracts shall be interpreted according to the law of Colorado, excepting those sections of the Education code waived.
4. *Separability:* If, for any reason, any section or portion of these policies or an employment contract shall be held by a court to be invalid or unenforceable, this shall not affect any other section or portion of the policies or contract.
5. *Counterparts:* Employment contracts may be executed in any number of counterparts, each of which, when bearing original signatures, shall be deemed to be a duplicate original.
6. *Notices:* Any notice required by this policy or contract shall be provided in writing and either hand-delivered or sent by certified mail.
7. *Harmless Error:* Procedural or other errors or omissions that do not in fact affect substantive rights shall give rise to no liability under this policy or any CCA employment contract.

Employment of Relatives or Significant Others (Policy)

Adopted: November 2013

Relatives or significant others of employees will receive the same consideration as any other applicant for a job opening and will not be accorded preferential treatment in employment matters. However, related employees may not be permitted to work under the direct supervision of each other because of employee morale, security, and other legitimate business reasons, unless pre-approved by the CCA Board of Directors. In addition, CCA may require a related employee or significant other to transfer or resign if there is a conflict of interest or management problem that cannot be resolved.

In addition, if two employees enter into a significant personal relationship while working at CCA, the above policies and procedures will apply.

Equal Employment Opportunity (Policy)

Adopted: September 1998

Revised: November 2013, November 2021

CCA does not discriminate with respect to any of its programs or activities, in employment, admissions, or otherwise, on the basis of race, color, sex, gender, gender expression, sexual orientation, national origin, ancestry, legal alien status, religion, creed, age, disability, veteran's status or marital status of employees, students, parents, guardians or other persons with whom an otherwise qualified individual has a social relationship and any other basis provided by law.

Employees must recognize that just as they are protected from discrimination they are obligated not to discriminate.

Any person who believes they have suffered discrimination at CCA, or who wishes to present any other grievance, claim or complaint is entitled to make an appropriate report to the CCA Director or, if the Director is implicated in the alleged discrimination or grievance, to the President of the CCA Board. If the alleged discrimination concerns an action of the Board, the party claiming discrimination is entitled to ask for reconsideration of the Board action and shall explain specifically what discrimination it believes took place. Any report made to the Director which is denied may be appealed to the Board by written notice to the Board President. The Board shall give priority to investigation, review and action on reports of alleged discrimination.

Immigration Law Compliance (Policy)

Adopted: November 2013

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with CCA within the past three years, or if their previous I-9 is no longer retained or valid.

Conflicts of Interest (Policy)

Adopted: November 2013

CCA expects all faculty and staff to scrupulously avoid conflicts between the interests of the school, and their own personal, professional, and business interests.

All employees are responsible for ensuring that they do not place themselves in any position that will conflict with their responsibilities to CCA.

No employee of CCA shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with duties and responsibilities in the school.

To avoid placing a staff member in a position where she/he may have a conflict of interest, employees shall not be permitted to receive money for tutoring any student they have in class, or upon whose evaluation or assignment they will be called upon to pass. Further, no tutoring will be carried on in the school building, without permission from the Director.

Access to Personnel Files (Policy)

Adopted: September 1998

Revised: November 2013

Personnel files shall be maintained in a confidential fashion as required by law. The Board will, by resolution, identify the custodians of these files. Employees who wish to review their own file should contact the Director. With reasonable advance notice, employees may review their own personnel files in CCA's offices, in the presence of an individual appointed by CCA to maintain the files.

Access to Medical Files (Policy)

Adopted: September 1998

Medical files or information shall be maintained in a confidential fashion and only distributed as allowed by the Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.

Payroll Deductions (Practice)

Employees at CCA are paid once per month, on or before the 15th of the month. Deductions from employees' gross pay period earnings are of two types: mandatory and voluntary. Mandatory deductions are those required by law, court order or other legally compelling influence on payroll. CCA is required by law to make the following deductions from an employee's check:

- Federal Income Tax
- State Income Tax
- Medicare
- Court-ordered garnishments (when required by law)
- Public Employee Retirement Association (PERA)

The amount of tax deductions depends on the employee's income level, marital status and the number of allowances the employee claims on the W-4 form.

Voluntary deductions are those requested by the employees to be made on their behalf and may include family medical and/or dental insurance, retirement contributions, etc. Voluntary deductions will not be made without the employee's written request or authorization, and advanced approval from the administration.

CCA is not authorized to give its employees advice about payroll deductions. Employees are encouraged to consult with their personal accountant or tax advisor should they have questions about their payroll deductions and their tax implications.

Time Records for Hourly Employees (Practice)

Non-exempt and hourly employees are required to accurately track their work hours on a daily basis on a school-approved timecard. At the end of the pay period, timecards must be signed by the employee. Employees are prohibited from marking or signing the time record of another employee or knowingly allowing someone else to mark or sign their time records.

Year-End Procedure (Practice)

At the close of each school year, employees are required to complete a year-end procedures checklist which explicitly details annual obligations that must be fulfilled prior to summer break. The administration will sign the employee out once this checklist is completed.

Exit Procedure (Practice)

Upon termination of employment, every attempt shall be made to gather constructive feedback from the exiting employee.

Use of School Property (Policy)

Adopted: March 2001

Revised: November 2013, March 2021

Any group that is not sponsored by CCA and wants to use CCA facilities must submit a completed Facilities Use Request to the CCA office. Request forms are available in the CCA office.

CCA-sponsored events shall have first priority for use of CCA facilities, followed by community-based youth organizations, then non-community-based youth organizations, and last priority will be given to other organizations upon approval.

Organizations that work with school-age youth and promote CCA objectives (Scouts, 4-H, Campfire Girls, Athletic Teams, etc.) may not be charged payment or rent. For-profit organizations and adult groups shall be charged according to the fee schedule.

The Facility Use Request must be signed by the responsible person or persons who will agree to care for said property and also agree to pay for damage that may occur while the facility is under the care of such person or persons.

All requests must be renewed each sport season and, in the case of clubs, each school year which is August to July. Any request for use exceeding three months duration may be subject to board approval. Any time CCA is closed for health reasons, the facilities will not be used.

The CCA Director and/or CCA Board of Directors reserve the right to deny use of CCA facilities if such use is not in the best interest of CCA or conflicts with a CCA-sponsored event.

Section IV: Employee Benefits

General Leave (Practice)

Teachers' regular working hours are 7:00 a.m. – 4:00 p.m, daily, Tuesday through Friday. Additional time may be required to conduct parent/teacher conferences, attend meetings or other school related functions, or staff development activities as required.

If a staff member is ill and needs a substitute, they must notify the Office Manager no later than 6:00 am that day. If the absence is going to last longer than one day, they must notify the office on a daily basis by 3:30 pm. All staff members must fill out an absence form for each absence. The form should be filled out in advance, once the absence is known. In the case of illness, the form should be filled out the day the staff member returns.

Complete lesson plans and outlines for any special duties must be left for the substitute teacher. Failure to do so may result in disciplinary action up to and including termination of employment.

Leave Policy (Policy)

Adopted: September 1998

Revised: November 2013, October 2022

Each contracted full-time employee of Cardinal Community Academy is granted 8 days of leave. Leave will be adjusted accordingly for all part-time employees.

Sick leave shall be used for an employee's mental or physical illness, injury, health condition or disability or for the illness of members of his/her immediate family. "Immediate family" shall include husband or wife, children, grandchildren, mother, father, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, grandmother or grandfather of either the employee or the spouse of the employee. Sick leave may also be used for anyone permanently living within the employee's household or for the care of a relative who is solely dependent on the employee.

Evidence of illness may be required for approval of sick leave pay.

Discretionary leave shall be for personal matters that do not qualify for sick leave, such as bereavement, religious holidays, and other important personal obligations, and not for use as vacation leave. Discretionary leave shall be for personal business that cannot be postponed until a time when school is not in session and will be granted by the Director.

Advanced notice for discretionary leave is requested. Discretionary leave will be discouraged in conjunction with the beginning or end of any school vacation or school term. Employees who leave early for a holiday or vacation period may receive a payroll deduction equal to the per diem amount of their annual contract if leave is not approved.

For each day of absence beyond the sick/discretionary leave benefit, a deduction of one day's salary will be determined by dividing the employee contract salary by a number equal to the number of days worked during the school year. For an absence of more than a half day, including an employee's planning period, a full day will be charged to the sick leave allowance. For an absence of one-half day or less, including the employee's planning period, a charge of one-half day will be made.

Obviously, if all time is used as discretionary leave and an illness strikes, nothing will be left to protect your income against unexpected absences. Cardinal Community Academy does not offer vacation leave as vacations may be taken during scheduled school breaks.

Any accrued days over 20 days for full time or the pro-rated share of days for part-time employees, shall be purchased by Cardinal Community Academy for the preceding term in September at half the current substitute teacher pay if the employee is returning to the school. When an employee leaves Cardinal Community Academy and has been an employee of the school for 15 consecutive years, is leaving the school in good standing with appropriate notice and at the end of a contracted period, the employee will receive reimbursement of 25% of the unused leave – reimbursed at substitute teacher pay.

BEREAVEMENT LEAVE

A maximum of four (4) bereavement leave days per year may be granted to all eligible employees in case of the death of an employee's immediate family member (grandfather, grandmother, grandchildren, father, mother, sister, sister-in-law, brother, brother-in-law, son-in-law, daughter-in-law, husband, wife or child of either the employee or the spouse of the employee). Absence necessitated by a death in the employee's family of someone other than a member of the immediate family must be approved in advance by the Director.

LEGAL LEAVE

Cardinal Community Academy recognizes the importance of the jury system in a democracy and the obligation of all citizens to serve as jurors under appropriate circumstances.

Employees of the school shall be excused for jury duty with no jeopardy to their employment or compensation.

Substitutes for employees, when necessary, shall be obtained in the usual manner and paid by the school.

Any compensation received by an employee for jury service shall be paid by the employee to the school since the employee will not have been penalized for his absence. However, the employee may deduct his travel and other out-of-pocket expenses for jury duty before reimbursing the school.

The Director shall have the authority to request that an employee be excused from service or his service delayed provided the special nature of the employee's qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury service affords to threat to the welfare of the school or the students concerned.

Family Medical Leave Act (FMLA) (Policy)

Adopted: September 1998

Revised: November 2013

CCA complies with federal and state mandated leaves of absence including Military Leave and the Family Medical and Leave Act (FMLA), where applicable. Employees who use this leave shall first use any current or accrued personal days. When an employee has exhausted their personal days, the balance of the leave entitlement shall be unpaid. For additional information, please see the Business Manager.

Medical, Vision and Dental Insurance (Policy)

Adopted: November 2013

Revised: February 2017

Eligible CCA employees receive access to medical, vision and dental insurance benefits.

Per the restrictions of our health insurance provider, enrollment into a designated insurance plan happens once annually during a time-specific enrollment period designated by the insurance provider. Once the enrollment window has closed, employees cannot change their coverage for the year, except for qualifying events.

Health, vision and dental insurance coverage begins the first of the month following the date of employment.

Should an employee's contract end, insurance will expire with the employee's final contract payment (unless COBRA insurance is requested per Colorado State Continuation).

For more details on the health insurance premiums, or for information on the coverage provided by CCA, please contact the Business Manager.

Colorado State Continuation Insurance Coverage (Policy)

Adopted: November 2013

The right to COBRA was created by Federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under CCA's health plan when a "qualifying event" would normally result in the loss of eligibility. Under COBRA, the employee or beneficiary pays the full cost of coverage at CCA's group rates.

The provisions of COBRA only apply to employees who are eligible for the school's medical insurance plan and who participate in the plan prior to becoming eligible for COBRA coverage. For more information on COBRA benefits, please contact the Business Manager.

Workers' Compensation Insurance (Policy)

Adopted: November 2013

CCA provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment at CCA. Please contact the Business Manager for additional details.

Professional Development Days (Practice)

As a learning organization, CCA places great value on the continual learning and growth of its employees. As such, we allocate substantial time and resources toward supporting professional development.

Through its professional development program, the school seeks to hold its employees, and itself, accountable to high quality learning.

From time to time, the school's administration may request an employee's attendance at school-wide, mandated teacher work days or professional development sessions (for instance over the summer). These are required professional development opportunities mandated by the school to ensure its continuous improvement.

In order to encourage employees to seek the maximum amount of professional development each year, professional development days do not roll over from year to year.

Retirement (Policy)

Adopted: November 2013

Revised: February 2019

All employees contribute to the Colorado Public Employees Retirement Association (PERA). Per state law, the current required deduction will automatically be withheld from employee paychecks. In addition, CCA matches this contribution with a percentage amount determined by PERA. For more information visit the PERA website at www.copera.org.

An optional deduction toward a 401K/403B may be elected. For additional information, please contact the Business Manager.

Jury Duty (Policy)

Adopted: November 2013

CCA complies with all jury duty regulations specified by law.

Section V: Salaries & Evaluations

Salary Administration (Policy)

Adopted: September 1998

Revised: August 2006, November 2013

CCA seeks to provide compensation that is fair, equitable, appropriate to the market, reasonably calculated to provide a living wage, and likely to result in retention and long term service of employees.

The initial rate of salaries for employees will be established by the CCA Board by resolution at the time a new position is created. The number of job classifications will be kept to a minimum and employees performing the same job will have comparable compensation.

Before adopting salaries for each year, the administration shall undertake at least the following study and review:

1. Comparison of CCA positions with all salaries offered by all geographically contiguous school districts.
2. A review of potential elements or components of salary increases and progressions, including: longevity pay, cost of living increases, merit or performance-based pay, skills-based pay, pay for educational achievement, extra or multiple duty pay, fringe benefits, leaves, holidays, and vacation periods.

Though CCA will seek to provide the compensation suggested by its survey and review, this may or may not be possible given budgetary constraints. In addition to salary, CCA will provide PERA pension contributions and may provide other benefits.

Teachers who are asked to return for the next school year will be offered employment contracts in late spring. Salaries will be quoted based on the experience level and education level for which they are presently qualified according to school records and according to the CCA Teacher Salary Schedule.

If a teacher earns enough credit hours to put him/her at a higher level on the salary schedule and wishes to apply to be moved to a higher level, the following **steps must be taken no later than September 1 or February 1** of that school year:

1. The teacher must provide CCA with written documentation of the additional hours taken. The documentation must be official transcripts, certificates, or grade cards from an institution of higher learning. All credits must be graduate level credits; AND
2. The teacher must request, in writing, that he/she be issued a new contract at the higher level based on the new documentation.

If the teacher fails to meet the requirements as listed above, the salary listed on the original contract will remain the same for that school year. The teacher may then submit the transcript information at some point during that school year in order to be eligible for the salary/step increase for the following school year.

Professional Evaluations (Policy)

Adopted: September 1998

Revised: November 2013

Certified academic employees will be formally evaluated by the CCA Director. Evaluations must include, at least, direct observation of the teachers, review of teacher work (e.g., lesson plans, communications home to parents, tests), review of student work (e.g., papers, tests, projects), survey of parent opinion, and at least one consultation/discussion with the teacher. Evaluations must address, at least, evaluation of the teacher in the areas of teaching performance; relations with community and parents; relations with other professionals; and work habits. Employee evaluations will be conducted on an annual basis in accordance with SB 191. In addition, the Board shall also prepare an evaluation report regarding the CCA Director in accordance with SB 191.

Corrective Action (Practice)

CCA expects and is committed to supporting high quality performance from employees. If an employee does not meet the school's professional expectations, disciplinary action and/or dismissal may result. Although employment with CCA is based on mutual consent and both the employee and CCA have the right to terminate employment at will, with or without cause or advance notice. CCA may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps – verbal warning, written warning, corrective action plan, or termination of employment, depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Grievance (Policy)

Adopted: November 2013

Constructive criticism motivated by a sincere desire to improve the quality of the educational program, or to equip the school to run more effectively is welcomed by the CCA Board of Directors.

The CCA Board of Directors believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. CCA Director
3. CCA Board of Directors

Any complaint about school personnel shall always be referred back through proper channels before it is presented to the Board of Directors for consideration and action.

When a complaint is made directly to an individual CCA Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the teacher or CCA Director as appropriate.
2. If the person will not personally present her/his complaint to the teacher or CCA Director, the Board member shall then ask that the complaint be written and signed. The Board member may then refer the complaint to the CCA Director for investigation.
3. If at any time the person making a complaint feels that s/he has not been given a satisfactory reply from a teacher, s/he should be advised to consult with the CCA Director, and if still not satisfied, to request that the complaint be heard by the Board of Directors.
4. The written grievance should be delivered to the President or Secretary of the Board at least one week prior to the next scheduled board meeting and presented at the meeting.

Grievances should not be brought to the Board of Directors as a matter of public comment, as this does not give the Board sufficient time to consider the issue(s) and address them through the collective governance process. The Board of Directors will not hear matters that do not follow this grievance process.

Section VI: General Policies and Practices

Admissions and Enrollment (Policy)

Adopted: March 2002

Revised: September 2018, April 2019

Cardinal Community Academy welcomes all students and will meet the requirements of Colorado State Statute 22-30.5-104(3), ensuring equal access to all. CCA will not discriminate on the basis of disability, race, creed, color, sex, gender, gender expression, sexual orientation, national origin, age, religion, ancestry, marital status, or need for special education services or any other basis provided by law. No student will be denied admission due to academic performance.

Any child who will reach the age of five (5), on or before September 15th, shall be eligible to attend kindergarten provided that proof of age is furnished at registration. Proof of age can be a valid birth certificate, an appropriate court order or such other information as the administration deems sufficient.

Kindergarten enrollment will be on a first come first serve basis for the first 75% of class enrollment. Students who are on the list after the first 75% will be placed in a lottery that will be held at the regular March CCA Board Meeting. Students with siblings enrolled at CCA will be drawn first, followed by students without siblings. The lottery will establish a fixed rank order for all students on the waiting list. The waiting list will be available for viewing in the office after the lottery is held. If students enroll after the lottery list is determined, they will be added to the bottom of the waiting list in the order in which they enroll. Students from all other grade levels are accepted on a first come first serve basis, with siblings given priority on each wait list.

Enrollment for each grade will be cut off when the class size reaches 20 students. Classes will be permitted to exceed 20 students, up to 22 for the following circumstances:

- A team decision has been made to promote or retain a student.
- A staff member wishes to enroll his/her child. A staff member is any individual formally employed by Cardinal Community Academy who receives an IRS Form W-2.
- A class can only exceed 22 students for special circumstances per Board discretion.

At any point that the class size drops below 20 students, the wait list will be activated, regardless of the time of year. However, the Principal may hold a spot open until the following school year if the opening occurs in the last quarter of the school year. Once space is available in a classroom, families will be notified according to date of enrollment request, with priority given to students with siblings already enrolled at CCA. Siblings are defined as any two students who share a legal parent/guardian.

Once a family is notified of an available spot in a classroom, the family will be given 36 hours to notify CCA of their intent to either take the position or remain on the waitlist. Parents will be notified by phone and email, depending on the information provided on the enrollment form. If the decision is made to remain on the waitlist, the student will be placed at the bottom of the list. Students will be taken off of the list when parents do not respond to communication from CCA.

Student Attendance and Punctuality (Practice)

It is the belief of the staff and the CCA Board of Directors that a commitment to consistent, punctual attendance is a necessary component of a successful education. It is the parents' or guardians' responsibility to make regular school attendance a priority within the home. Parents/guardians should call the school office (303-732-9312) regarding an absence within an hour after the school day begins.

The student school day will begin at 7:30 a.m. and end at 3:30 p.m., Tuesday through Friday. Students should be dropped off at the school no sooner than 7:20 a.m. and picked up promptly at 3:30 p.m. The school office will be open from 7:00 a.m. to 4:00 p.m., Tuesday through Friday. It is very important that students be at their desks ready to learn no later than 7:30 a.m. each morning.

Make up of work missed during absences is expected. It is the responsibility of the student to request and pick up any assignments missed due to absence. A minimum of one day for each day of absence will be allowed for the student to make up work, but students are expected to make up all work in a reasonable amount of time as allotted by the teacher.

With a preplanned absence, parents/guardians should notify the school office regarding the dates or times to be missed at least two days in advance. The student needs to check with the teacher prior to leaving to collect assignments that will be missed. If the lessons are not available in advance, the student must make up the work when he/she returns.

Attendance Policy (Policy)

Adopted: June 2009

Revised: August 2018

Regular attendance is an important component of a student's success in school. Chronic absences and/or tardies can quickly create a snowball effect in which students begin to fall behind academically and even socially. Chronic absenteeism is defined as a student missing up to 10% of the school days in a year. At Cardinal Community Academy, this would equate to approximately 14 days in a school year, nearly one full month of school. Under Colorado State Law (C.R.S. §22-33-101), the responsibility of regular attendance lies with the student and the parent. When absences are unavoidable, communication between parents and students, the office staff and the child's teacher is critical.

Make-Up Work

Absences will be documented as either excused or unexcused, depending on the circumstances behind the absence. For excused absences, students will be permitted to make-up the work missed. There will be two days allowed for make-up work for each day of absence. However, classroom discussions and activities cannot be easily duplicated, and the teacher is under no obligation to duplicate those experiences for the student. Students at the elementary level (K-5) are expected to work collaboratively with the teacher to compile missing work due to an absence. Students at the middle school level (6-8) are expected to take a more independent role and should contact each of their teachers concerning missing work upon return to school. This includes arranging a time to make up any assessments that were missed during the absence.

Should a parent choose to keep a student out of school for reasons other than illness or other unique circumstances, teachers may choose not to prepare lessons prior to the student's departure but rather give the missed work to the student after their return. The decision to give students work prior to a student's absence is solely at the teacher's discretion, and it should be understood that lessons and plans may change during a student's absence.

Excused Absences

- An absence due to temporary illness or injury
- An absence due to physical, mental or emotional disability
- An absence due to a documented medical appointment
- An absence due to a school-sponsored activity, including students leaving early for their own sporting events.
- Pre-arranged absences approved by the principal
- An absence due to religious instruction
- An absence due to a serious family emergency (ie. Funeral)

Parents/Guardians must notify the school on the same day of their student's absence by calling or emailing the school office. A physician's note will be required after 4 consecutive days of absences due to illness.

Pre-arranged absences typically include family vacations. Although it is encouraged that families take their vacations outside of the scheduled school year, it is understandable that these opportunities may be unavoidable and can even enhance a student's education and experiences beyond the classroom. With prior approval from the principal, these absences will be excused provided the student has not already missed more than 10 school days and the student is in good standing in all classes. (ie. passing grades in all subjects and no missing assignments)

Unexcused Absences

Unexcused absences are any absences that are not covered by any of the excused absence reasons. These may include, but are not limited to, the following:

- Oversleeping and/or alarm failure
- Personal grooming appointments (hair, nail, tanning, etc.)
- Shopping/errands
- Family vacations that have not been pre-approved
- Needing sleep or rest
- Leaving school early or arriving more than 30 minutes late without an acceptable reason
- Needed at home (ie.babysitting)

Tardies

Any student arriving after 7:30 a.m. is tardy. A student who arrives after the start of the school day should check-in at the office to receive a tardy slip. Attendance will be taken for middle school students at the beginning of each class period. Students will be marked as tardy should they arrive in class after the bell rings. All tardies will be marked as unexcused unless there are extenuating circumstances that are approved by the teacher and/or principal. Middle school students who receive 3 or more unexcused tardies in a week will receive a detention, which could impact their eligibility to attend class trips.

Communication

- When a student has reached eight absences in a year (excused or unexcused), a letter will be sent to the parents.
- When a student has reached 10 absences in a year, a meeting between the principal, the parents and the student will take place to create a plan that will decrease student absences and ensure that the student continues to meet grade level expectations.
- When a student has reached 14 absences in a year, a letter will be sent to the parent stating that the next absence will result in a referral to the Juvenile Assessment Center (JAC).

If chronic absenteeism is shown to be preventing a student from meeting the learning expectations at his/her grade level, a meeting will take place between the principal, teacher and student (if applicable) to determine if retention is necessary

Attire (Practice)

CCA believes that proper dress is instrumental in conveying and upholding an attitude of dignity and respect, which is a part of our Mission Statement.

Staff members shall serve as positive role models for their students through good personal grooming and wearing appropriate clothing. Shorts are not permitted unless there is a special activity such as a field trip that would call for such attire; a picnic, or other activity that might soil good clothing. Tank tops and spaghetti straps are not allowed. Appropriate sleeveless shirts are acceptable.

All students are expected to be clean, neat in appearance, and dress appropriately at all times. Unkempt appearances must be corrected. Extremes of any kind or wearing apparel that calls undue attention to the person or interferes with the functioning of the classroom are not acceptable. Halter-tops, spaghetti straps, bare midriffs, half-shirts, muscle shirts, and spandex or other tight-fitting shorts or tops are not permitted. Any article of clothing that promotes tobacco, alcohol, illegal drugs, slander or violence is not allowed. Writing or pictures on clothing must be inoffensive and free of innuendo or smut. Loose fitting shorts and/or skirts are permissible, but they must be long enough to reach mid-thigh. All tops must be at least two fingers wide at the shoulder. Hats may not be worn in the building. Students will go outside for recess and physical education classes in all but the coldest or wettest weather, and are expected to dress appropriately. Students may be kept inside for these activities if the temperature is below 20 degrees or extreme weather such as rain, snow, or high winds are present.

Audio Visual (Practice)

All materials utilized in the classroom should be relevant and pertinent to the scope and sequences of the current lessons being taught. All AV materials utilized should be previewed and specific concepts to be taught should be identified. Students should be instructed to take note of the identified concepts. Follow-up activities pertaining to the AV material should be planned. Any video shown should be a “G” rated video. Please check the copyright laws for classroom use. “PG” rated videos may be shown with parental permission.

Building Access and Security (Practice)

It is the employee's responsibility to keep track of their key and maintain the building's security. Before leaving for the day, the following steps must be taken:

1. Close securely and lock outside classroom door
2. Close and lock all windows
3. Close window blinds/shades
4. Close indoor hallway and classroom doors
5. Shut off lights
6. Stack chairs
7. Pick up trash on the floor
8. Shut off the air conditioner (heat should be left on during the winter at a reasonable temperature)

After school, students should be held in the classroom until they are picked up by their parents, guardians, or a car-pool adult.

Students should not be allowed to move around the building after 4:00 pm. When talking to a parent of a student, the student should remain in the classroom during the conversation. If privacy is needed, the student should be instructed to stay in the hall right by the classroom door. The same guidelines apply for car-pooled students.

Students should never be allowed to enter another classroom without permission from the teacher or other school personnel. Unsupervised students are not allowed to be on the playground after school.

Child Abuse/Neglect Reporting (Policy)

Adopted: November 2013

Revised January 2018

The Colorado Child Protection Act specifically requires school officials and employees to report known or suspected cases of child abuse (including emotional, physical, or sexual abuse) or neglect and circumstances which might reasonably result in abuse or neglect. As an automatic reporting agency, it is our legal obligation to report any reasonable suspicions.

Definition of Child Abuse: Child abuse is considered to be a non-accidental physical or mental injury caused by the acts or omissions of a child's caretaker (parent, guardian, teacher, childcare supervisor, etc.).

Definition of Neglect: Neglect is considered to be failure on the part of a child's caretaker to provide adequate food, clothing, shelter, supervision or medical treatment.

Definition of Sexual Abuse: Sexual abuse is considered to be any physical contact or verbal attack of a sexual nature, with or without physical force or violence.

Reporting Procedures: Colorado State law requires CCA to comply with the Child Protection Act. When a school employee has reasonable cause to suspect that a student has been subject to abuse or neglect, they must immediately inform the Weld County Department of Social Services. All reports must be filed within 24 hours of their suspicion. Failure to report promptly may result in civil and/or criminal liability.

Child Abuse/Neglect Files: The Director keeps a child abuse/neglect file on all students for whom a suspicion of abuse/neglect has been filed. These files are strictly confidential, and are stored in a locked, fire proof cabinet in the office. Such documentation cannot be stored in teacher files.

Employee Obligations: School officials or employees are not permitted, by law, to contact the student's family or other persons to determine the cause of the suspected abuse or neglect. Nor is it the responsibility of school officials or employees to prove that the student has been abused or neglected. Once a report has been filed with the Weld County Department of Social Services, the responsibility for investigation and follow-up lies within that agency.

A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

In the event that a staff member suspects that another staff member is the perpetrator of child abuse or neglect, a report must be filed and submitted to the Director immediately upon suspicion. The Director will respond to the incident both as a suspected child abuse case and as a human resource issue.

Children of Staff (Practice)

All children of employees will be expected to uphold the same behavioral standards and procedures as their student peers. This means that staff children are not permitted to be in their classrooms or in the hallways prior to, or after school, they are not permitted to run in the building, or to play unsupervised during work hours.

No child is permitted to wander unattended during professional development sessions, nor are they permitted to attend said meetings. Should a staff member fail to enforce the above rules with their child(ren), it will be requested that said parent make arrangements for their child(ren)'s care.

Classroom Coverage and Dismissal (Practice)

Definite classroom rules and guidelines for expected behavior should be posted in the classroom and be discussed thoroughly and frequently with all students, with a copy kept in the office.

Students should never be left unattended in a classroom before school, during recess, during lunchtime, or after school. If students need to stay in during recess, staff should stay with them or have other adult personnel monitor them.

Students should not be released to go with anyone during the school day unless the office has been notified. Unauthorized people in the building should be immediately directed to the office.

Students of estranged or divorced parents will be released to go with either natural parent unless CCA has, in its possession, a copy of the court order granting custody to one parent.

Any parent or guardian who wishes to pick up their student from school during school hours must first sign the student out at the school office. Reasons for early dismissal should be legitimate appointments that cannot be dealt with outside of regular school hours; i.e., dentist, doctor, etc. CCA's four-day week is designed to allow students and staff to take care of these needs outside of regular school hours.

For safety purposes, all students will be held in their classrooms after school until picked up by a proper adult authority. Parents, guardians, carpool drivers, and others should be prompt in picking up their student(s) in the classroom and keep them at their side until they get in their vehicle to leave.

Classroom Schedule (Practice)

Each teacher should complete a classroom daily schedule/daily teacher's aide schedule by the end of the second week of school. The teacher should keep a copy, a copy should be turned in to the Office Manager and a copy should be given to the Director.

Colorado Compliance (Policy)

Adopted: November 2013

CCA is an asbestos free school. However, to comply with state and federal regulations, we have an asbestos management plan. If interested, please check at the office.

Communications and Conduct with Parents and Students (Practice)

Teachers and administration should document and save all communications with parents and guardians regarding academic issues, behavioral issues, or parental concerns. This applies to conferences, impromptu meetings, emails, and phone conversations. Staff should use a parent communication log to track these communications and should then file the log in the appropriate student file stored in the office. If a parent raises a significant concern to a teacher, or if a teacher and parent have a particularly contentious conversation, the Director should be made aware of the communication.

Teachers are asked to always listen to and try to understand parental concerns. However, if a parent or guardian is being unnecessarily rude, disrespectful, or confrontational with a teacher, the teacher has the right to end the conversation. In such circumstances, the Director should always be notified. If a teacher is concerned about communication with a particular parent or guardian and feels that mediation is needed, that teacher can ask the Director to be present when a conference or meeting is held.

On-going communication between teachers and parents is vital to help ensure high student achievement and general welfare. In addition to the regularly scheduled and occasional parent/teacher conferences, each classroom teacher will send out a weekly general class note to the parents. Contents of the notes should include, but not be limited to: topics being studied at that time in the various subject areas, any special activities or projects the parents need to be aware of, “good news” items to inform the parents of student achievements and successes, items requested from parents to help with class needs, and so on. Teachers should provide the Director with a copy of these general notes each week.

Academic accountability is increasingly important to today’s parents. To this end teachers should:

- Teach the curriculum as prescribed by the school.
- Send home materials frequently. Parents are normally interested and have a right to know about the materials their students are studying in school.
- Test frequently and keep accurate records on student progress.
- Report student progress or lack thereof to parents several times per year through report cards, phone calls, conferences, and brief notes to parents. Keep a record of all such parent contacts.
- Make comments specific to the student involved. The parents will be pleased if the teacher truly knows and is concerned about their student.

Confidential Information (Practice)

Many employees will be exposed and have access to information which is of a confidential nature. Such information should not be shared with unauthorized personnel or other members of the community not related to the student in question (e.g., other students, parents of other students or board members). As a general rule, student information should be shared only with the student, the student's parents/guardians, collaborating Teachers (i.e., other teachers who teach the same student), and administrators who deal directly with the student.

In addition to being responsible for keeping all confidential student records in a secure, locked location, it is an employee's responsibility to be discreet and to protect student confidentiality when discussing individual students. It is unacceptable to discuss students in front of other students or in front of parents. This mandates that all professional conversations about students happen in private locations.

Violations of this practice may lead to disciplinary action up to and including termination.

Controversial/Sensitive Issues (Policy)

Adopted: November 2001

Revised: November 2013

There may be times when controversial or sensitive issues may need to be addressed in the curriculum. Parents may opt-out of a unit study area of instruction for topics that go against their moral beliefs by requesting an alternate assignment from the teacher. Requests to opt-out of whole curriculum areas must be brought to the Director's attention, to be brought before the Board for a final decision. When parents or guardians disagree with the curriculum or the manner in which the curriculum is being taught, the following steps may be taken:

1. The parent may place a phone call or write a note requesting that their student not participate in a unit of study, and request an alternate assignment. The student will not have to participate in the area of instruction in question until the matter has been resolved.
2. The request is given to the particular teacher and a meeting between the two parties is held within five school days, if needed. If the parent continues to have an objection, an alternative assignment will be given. When an alternate assignment is given, it will be with no negative consequences to the student. If the issue is resolved, no further action is needed.
3. If the parent or guardian is still not satisfied, the request can be brought to the Director. The Director must be notified by the teacher if the request involves whole curriculum areas. The Director will schedule a meeting within five school days which will be attended by the parent, teacher and the Director. The Director's decision will be followed unless appealed in writing to the CCA Board of Directors.
4. If the parent is still not satisfied, he or she may appeal in writing to the CCA Board of Directors. The Board must also be notified if the request involves whole curriculum areas of instruction. The Board will make the final decision and give direction that will be binding upon all parties.

Materials will be reviewed using criteria of whether or not they significantly enhance and complete the Core Knowledge Sequence or other instructional areas, and whether or not they are age-level appropriate, well done, factual, or contain controversial elements.

Copyright Law (Policy)

Adopted: November 2013

All employees should abide by all provisions of the United States Copyright Law. Any staff member who willfully violates the Copyright Law shall be held personally responsible for the violation. No legal assistance will be provided by CCA for alleged copyright infringements.

Emergency Plan (Practice)

In coordination with the district and SE Weld County, CCA has adopted and follows the Standard Response Protocol in the event of emergency situations which may arise at the school. Detailed instructions have been provided to all staff members, and a copy of those instructions is available in the office.

The following posters are located inside the school buildings and the classrooms to ensure anyone who is on school grounds during an emergency situation has immediate access to information about how to proceed:

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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In the event of an emergency, parents will be notified via automated phone messages as to where to pick up their students if an evacuation is necessary and other important information as it pertains to the situation.

Family Education Rights and Privacy Act (Policy)

Adopted: November 2013

Revised May 2019

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

Confidential education records include student registration forms, contact information, graded papers, academic records (including report cards), discipline files, social security numbers linked to names, and student information displayed on a computer screen. All school employees are required to keep student information secure and confidential, and to protect the rights of students. Cumulative records of all students should be read during the first week of school, or as soon as they are available.

FERPA prohibits all employees from discussing confidential student information with third parties. For instance, if two students engage in an act that requires discipline together, staff members are prohibited from naming or discussing the other involved student during conversations with the parents. Similarly, should a parent request an explanation of a discipline or academic event that did not involve her/his student, but which transpired in her/his student's classroom, staff members are not permitted to disclose any names or details of the event, nor disclose the resultant consequences.

Failure to comply with FERPA will result in disciplinary action, up to and including dismissal.

Field Trips (Policy)

Adopted: October 2002

Revised: November 2013

Teachers may plan for and include field trips in the educational process of their students, subject to approval of the Director. It is the belief of the CCA Board of Directors that appropriate educational field trips are important and necessary to the academic welfare of our students. Field trips shall serve specific educational purposes, be a normal part of our instructional program and be viewed by all parties as an extension of our regular classroom instruction. Therefore, siblings and other non-CCA children may not attend CCA field trips. Our purpose for this policy is to help enhance the educational experience for our students and to protect CCA from any potentially litigious situation that may arise from the presence of siblings or other children.

The following field trip guidelines must be followed:

- Appropriate application forms must be filled out prior to each trip.
- A field trip is normally an educational experience just like any other class. Therefore, no student should be excluded unless one of the following conditions exist:
 - The student's behavior is such that it might possibly pose a danger to their self, or anyone else in a relatively unstructured setting.
 - The student has not performed academic work prior to the field trip and is academically unprepared.
 - The purpose of the trip is basically for fun and the student's prior behavior or work has not been acceptable.
- All academic field trips should be relevant and pertinent to the scope and sequence of the current lessons being taught.
- All trips must be planned with personnel at the place to be visited.
- A minimum of one supervising adult per 10 students should be on duty during the field trip.
- All overnight field trips must have a minimum of one male and one female adult chaperone.
- Supervising parents should be thoroughly apprised of field trip goals, follow-up activities, expectations of student behavior, how to deal with discipline problems, and how to proceed in case of an emergency.
- Parents may not bring children who are not currently enrolled at CCA on field trips. No exceptions.

Health and Medicine (Practice)

Students should be kept home if they have a fever, cough, sore throat, or any other symptoms of illness. A student who has had a fever should not return to school until her/his temperature has been normal for 24 hours. Likewise, a student should not have vomited within 24 hours prior to returning to school.

It is imperative that the health and safety of all CCA students be protected at all times. Parents will be contacted to take their student home if they are sent to school with a fever, or develop a fever or other illness while at school.

CCA complies with Colorado State law with regard to immunizations.

For special health concerns, it is extremely important that parents notify the student's teacher and the office in writing of their student's health problems and the procedure(s) they wish the staff to employ when dealing with these problems. The staff will take all reasonable measures to accommodate the student.

If a student is injured during recess or any other activity, and there is any question of a broken bone, back injury, unconsciousness, seizing, muscle strain, or other serious condition, the student should NOT be moved. If a student complains of back or leg pain, they should not be moved or allowed to move themselves. The student should lie or sit down and another party should be sent into the building for adult help.

In case of serious illness or accidents at school, the first priority will be for medical attention. Every attempt will be made to contact the parent. If such contact cannot be made, the Director or teacher will exercise reasonable judgment in acting in the emergency. If the parent/guardian cannot provide transportation, an ambulance may be called. CCA will not be responsible for any medical or transportation expenses involved.

Medication at School: In order for school staff to assist students with medication, Colorado State Law requires the following:

- All medication must be in the original container.
- Medicine must be accompanied by a note from a parent providing permission to administer. The note must include a date, the student's name, the name of the medication, the time the medication must be given, the reason for the medication and the parent's signature.
- Medicine must be accompanied by a note from the prescribing physician.

A form is available at the school for the parent to help meet the requirements. Medication should NOT be sent to school in a baggie or envelope. Medication should NOT be sent to school without both the notes from the parent and the physician. Antibiotics and other medication ordered three times a day or less can be given at home (for example before school, after school and at bedtime). Parents and physicians can also fax the required notes to the office at: 303-732-9314.

Over-the-counter, or non-prescription medication may be given at school, using the following guidelines:

- Parents must provide a note stating the name of the medication, the dosage, the time it is to be given,

the reason for the medication and the parent's signature.

- Physician must be prescribing the medication for the student and a note must be provided.
- Non-prescription medication must be sent to school in the original container.

All medications brought to school by students must be kept and dispensed from the Office. No medications may be kept in the classroom or allowed to be taken by the student unless approved by the Office.

High Expectations and Grading (Practice)

CCA has and maintains high expectations for all students, both behaviorally and academically. Students will tend to rise to the level of expectations set and need to be challenged to do their best. CCA expects and accepts nothing less. It is critical to consistently, academically challenge ALL CCA students.

The CCA grading scale is:

- A = 100 – 90%
- B = 89 – 80%
- C = 79 – 70%
- D = 69 – 60%
- F = 59% and lower

Academic Excellence = 4.0 GPA

Honor Roll = 3.5 GPA and above (less than 4.0 GPA)

Parents will be notified immediately if a student is doing “D” or “F” work in any class. Teachers will note the date and pertinent results of the communication and give a copy to the Director. In addition to contacting parents through notes, phone calls, and conferences, report cards will be sent home at the end of each semester.

CCA’s purpose for homework is to provide:

1. Parental involvement
2. Independent practice
3. Reinforced learning

General time parameters for homework have been established. They are: 20 minutes per evening for students in grades K-2; and 30 minutes per evening for students in grades 3-8.

Seat work that should be completed during class time may have to be taken home if the student does not finish it in the allotted class time. Unfinished seatwork is not considered assigned homework. If homework is an ongoing problem for your student, the teacher should be contacted.

Information Updates for Employees (Practice)

Each employee is responsible for reading email and checking staff mailboxes on a daily basis, and reviewing bulletin boards on a regular basis. Part-time employees should check emails during their paid days of work.

Intellectual Property (Policy)

Adopted: November 2013

All work products created by employees during the term of his/her employment for use by/at the school are the express property of the school. For instance, course syllabi, unit plans, lesson plans, supporting curricular documents, and program design materials are the express property of CCA. All material created, gathered, or otherwise received (including materials obtained at professional development training) are the express property of CCA. All work products must be backed up on the school network server to assure protection of and access to CCA's shared intellectual property.

Inventory (Practice)

At the beginning of the each year, sets of books will be “checked out” to each teacher for use with his/her students. It is the teacher’s responsibility to then check out books to each student. Books should be identified with numbers and assigned to specific students for use. At the conclusion of the year, teachers will be accountable for collecting all textbooks; evaluating the condition of the resource upon return; and tracking damages or losses so fines can be assessed. As part of the school’s year-end procedures, teachers will be required to return a complete inventory list. It is the teacher’s responsibility to fill out the paperwork necessary to charge the family for the textbooks lost and/or damaged and notify the office of an incomplete set of books.

Lesson Plans (Practice)

Lesson plans are submitted to the Director by 8:00 am each Tuesday during the school year.

Parking Lot and Road Safety (Practice)

The area between the parking lot and the building is a student drop-off lane only. Staff should park on the north end of the parking lot or in any parking space southeast of the building. All other spaces are reserved for parents and visitors. Caution should be used at all times when driving through the parking lot.

Personal Property (Practice)

CCA will not be responsible for any personal property that is lost, stolen or destroyed on school property. Similarly, employees may park at their own risk, and CCA will not be responsible for theft or damage to any vehicles parked on CCA property.

Phone (Practice)

Cell phone use (calls and texting), by staff members, is prohibited while on duty. Emergency calls may be received in the office. Personal calls should be made during appropriate times of day such as lunch breaks, or after school.

Playground Supervision (Practice)

Any recess duty schedules during the school day will be the responsibility of the participating teachers. Playground duty guidelines include:

- Be prompt and carry your emergency bag with you at all times.
- Be aware of all playground activities and move quickly to halt any dangerous activity.
- Do not involve yourself in any games or other activities that may keep you from being aware of the rest of the playground.
- Do not sit or be on your phone.
- Be actively involved in supervision of the playground.

When students are on the playground, at least one adult must be on duty at all times. If you notice any playground equipment that has a safety hazard or defect, remove the students from the equipment immediately and notify the office so repairs can be made as soon as possible to help ensure the safety of the students. The playground rules should be on display in every classroom and be discussed with all students at least monthly (please note these discussions in your lesson planning book).

Playground Rules: The playground rules are meant to help students get involved in constructive, fun activities and eliminate rough horseplay and fighting. Absolutely no fighting will be permitted on school grounds or at any school sponsored activity. No intimidating threats, verbal or physical, will be allowed. Additionally, these rules apply for all school related activities at all hours; and on all CCA building and grounds property:

1. Students must be constructively involved with a piece of playground equipment.
2. Students must be using the equipment properly.
3. No throwing of sand, rocks, pebbles, dirt, snow, etc.
4. No foul language, name-calling, or threatening language.
5. No tackle football, no baseballs, no shoes with metal cleats, and no personal toys from home. The school will provide all necessary toys and equipment for playground use.

Proper Use of Playground Equipment includes the following guidelines:

Slide:

- Students must walk up the slide steps in single file.
- Students must be seated on their backsides and keep both legs inside the guardrails while sliding.
- Only one student at a time may go down the slide. They must be totally clear of the bottom area of the slide before the next person may slide.
- Students must use only the ladder to reach the top of the slide. No climbing up the support bars or the slide itself.
- Jumping from the top of the slide or sliding down the support poles is not permitted.

Bars:

- Standing on the top of the bars is not permitted.
- Jumping from the top of the bars is not permitted.
- "Monkey fighting", "baby drops", tag, or any other type of rough activity is not permitted.

Swings:

- No jumping off (bailing out).
- Students should remain seated on their backsides while swinging.
- Swing straight back and forth (no swinging from side to side).
- Only one person at a time on any swing seat.
- No climbing swing poles.
- Do not walk behind the swings.

There will not be any staff supervision on the playground before or after school. Parents should pick up their students as soon as school is dismissed at 3:30 p.m. Since we do not provide supervision on the playground after school, school balls and other portable playground equipment may not be used at that time. Parents are requested to not allow their students to play on the playground after school.

Purchases (Practice)

When a staff member needs to purchase something for the school, the staff member must first complete a purchase order that includes the anticipated cost of the item(s) and then submit it to the Director for approval. The Director will then submit the purchase order to the Business Manager for appropriate processing. The Business Manager either makes the purchase or asks the employee to make the purchase. In the event that a vendor does not accept a purchase order and the individual must make the purchase, and complete an expense reimbursement form. After making the purchase, the staff member will turn in the reimbursement form with receipts attached for reimbursement. A reimbursement check will be issued by the school.

It is important to note that all staff purchases should be approved with a reimbursement request prior to the purchase being made. The school has no obligation to reimburse for expenses not approved prior to purchase. In addition, the school cannot reimburse for tax, so the staff member should take the school's tax-exempt certificate when making purchases for the school.

Retention of Students (Policy)

Adopted: June 2002

Revised: November 2013

A student will be recommended for retention if they receive:

1. The teacher's recommendation for retention;

AND

1. A percentage grade of 59% (F) or lower in two or more academic subject areas (Social Studies, Language Arts, Math, Science, Reading); OR
2. A GPA of 1.5 or less in all subject areas.

Decisions regarding retention will be based on a body of evidence that includes but is not limited to, formative, interim and summative assessments, student plans, oral and written evaluations, and the Light's Retention Scale. All retention decisions will be made in collaboration with the Director, Teacher, and parents/guardians. To retain a student, there must be clear indicators that the student is not prepared to succeed at the next grade level. Federal guidelines regarding Individual Education Plans and 504 Plans will be followed in retention decisions, if applicable.

If at any point it is determined that a CCA student could possibly be retained due to an F in two or more classes, or a GPA of 1.5, that student's parent/guardian should be notified immediately and scheduled for a parent/teacher conference. At the conference, the parent/guardian should receive a copy of CCA's Student Retention Policy, and a written academic remedial plan will be created that identifies steps that CCA, the student, and the parent/guardian will take in an effort to improve that student's academic standing. The plan will also identify a specific period of time, after which another parent/teacher conference will be held to determine student academic progress, or lack thereof. If insufficient student improvement is noted, the parent/guardian will be given a letter stating that the student is on academic probation and that retention is a possibility.

School Closures and Delays (Practice)

2021-2022 Closure Practices and Remote Learning Plan Information (updated 6/23/21)

Closure Due to Weather: In the event the district (RE3j) calls a snow day or delay, CCA will follow suit. There could be a situation where CCA could call a snow day or delay independently of RE3j. In all cases, you will receive a specific text message that indicates CCA in the opening line and email and any actions that may follow.

Snow Days: In this unusual school year, the first 3 times we call a closure due to weather, students will not be assigned additional work to do at home. After the 3rd weather closure, the middle school students will work remotely. K-5 will have no additional work those days.

Closure due to Health Issue: In the situation where we have to close, we will send specific information to you via email. In addition, you will receive a text message asking you to check your email. Because we will look at each situation case by case, you may or may not receive the message as your child's cohort is not affected. Just to remind you, our cohorts are k-2, 3-5, and middle school.

CCA Remote Learning Days: In the case of Remote Learning for extended amounts of time, please refer to your classroom teacher so you know what to expect if we have to close.

School Computers and Emails (Policy)

Adopted: November 2013

Use of CCA computers and associated systems is subject to the Weld County School District RE-3J Acceptable Use Policy, Colorado Revised Statutes section 18.5, CIPA Act of October 2000, and similar laws. Users should have no expectation of privacy in the use of this network.

Sexual and Other Unlawful Harassment (Policy)

Adopted: November 2013

CCA shall follow the guidelines set forth in Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Sexual harassment and/or other unlawful harassment of any member of the school community, has no place at CCA and will not be tolerated. A working and learning environment that is free from sexual harassment shall be maintained. Staff members or students who harass other staff members or students shall be subject to disciplinary action.

Members of the school community who believe they have been subjected to sexual harassment may report the incident to the Director. The Director shall resolve the problem, if warranted, in an informal manner through the following process:

1. The Director shall confer with the charging party in order to obtain a clear understanding of the basis of the complaint.
2. The Director shall then attempt to meet with the charged party in order to obtain a response to the complaint.
3. The Director may hold as many meetings with the parties as is necessary to gather facts and obtain statements from witnesses if available.

The Director will bring the matter before the CCA Board of Directors to decide the case and thereafter impose any sanctions deemed appropriate.

If the Director is the one charged with sexual harassment, the President of the CCA Board of Directors should be notified directly by the charging party.

Social Media (Policy)

Adopted: September 2019

Cardinal Community Academy employees and Board members are personally responsible for the content they publish online and/or transfer electronically (ie: email). Be mindful that what you publish on social media channels will be public for a long time—protect your privacy, the privacy of our students, and the integrity of our school. When posting online, please remember that you are a representative of CCA and a representative of your colleagues, students, parents and the school community. Your online behavior should reflect the same standards of honesty, respect and consideration that you use face-to-face.

- **Be Reflective.** Think before you communicate online. If you are upset or angry, give yourself time to calm down. Consider whether a negative communication you receive even requires a response. If it does, respond factually, not emotionally. Consider scheduling a face to face meeting for communication.
- **Maintain Confidentiality.** Respect the privacy of others. Do not post photos or videos of students or fellow employees taken at school without permission.
- **You are Always a School Representative.** Social media seems private, but it is public. Anything posted online should represent you in a professional manner, as others will see you as connected to CCA. It disrupts learning when teachers, employees and staff post items with questionable content. Posting questionable content online is unacceptable and unprofessional. Cardinal Community Academy reserves the right to treat anything you post as a communication that reflects upon the school.
- **Represent the School Well.** Consider how to present the school in the best light and what approach will build a stronger school community. Do not circulate rumors or unsubstantiated information. You are fully responsible for what you post. When in doubt, go directly to the source.
- **Own Your Mistakes.** If you make a mistake, correct it. If another calls you on a mistake, own up to it. Apologize, if an apology is due.
- **Write Well.** In a school environment, everyone should try to express themselves effectively. Re-read your posts or emails for form and content. Check spelling, avoid slang and do not use excessive abbreviations. Use proper grammar, capitalization and punctuation.
- **Verify all Information.** Avoid posting information that has not been verified and made public by the school; and never post anonymously about school business. Do not post content that indicates you have already formed an opinion on pending matters.
- **Maintain Professional Relationships.** Do not confuse a professional relationship with a personal relationship. CCA asks that employees/board members only use proper electronic methods to interact with parents and students. Staff should not “friend” any current student and should ensure that friend requests they receive are not from a current student.

If a staff member/ board member violates the social media policy, the violation may result in disciplinary action up to and including termination.

LIMITATION. This policy does not restrict employees to any degree from discussing their compensation or other terms or conditions of employment with each other or from engaging in any expressions of support for each other in relation to their work and compensation.

Speaking to the Media (Policy)

Adopted: November 2013

An employee may not speak to the news media as an official or unofficial spokesperson of the school without prior approval from the Director. All inquiries from the media should be referred to the Director. Should an employee receive a media inquiry, he or she should respond, "I have no authority to respond to your request. You should refer your questions to the Director."

Student Discipline and Conduct Code (Policy)

Adopted: February 2002

Revised: November 2013

At the beginning of each school year, every student will be provided with a written contract outlining, in general terms, expected student behavior. The student and her/his parent or guardian must sign the contract and return it to the school office.

In accordance with C.R.S. § 22-32-109.1 (2) (a) (II):

A teacher has the authority to remove a disruptive student from her/his classroom. After the first such removal, the teacher shall contact the student's parent or legal guardian as soon as possible and request his or her attendance at a student-teacher conference regarding the removal.

After the second such removal, the teacher or Director shall contact the student's parent or guardian as soon as possible and request his or her attendance at a conference regarding the removal. The student, parent, teacher, and Director shall attend this conference and develop a written student behavior plan. The student, parent, teacher and Director shall sign and receive a copy of the behavior plan.

Upon the third such removal from class, the student may be removed from the class for a period of time as determined by school officials. A penalty of in-house suspension and/or out-of-school suspension may be imposed.

Note: These processes are general in nature and may be accelerated if, in the judgment of the teacher or Director, or as required by law, the severity of the student's misbehavior warrants it. Cases that could involve more than 10 days suspension within one school year, or expulsion must be referred to the school district.

Decisions regarding suspensions/expulsions will be made in compliance with Colorado Law C.R.S. § 22-33-106 and any other applicable laws. A student who has been suspended three times during the course of a school year may be subject to being declared a habitually disruptive student and subject to expulsion from school.

Corporal punishment is not allowed. Any person employed by CCA may, within the scope of his/her employment, use reasonable and appropriate physical intervention or force when reasonably necessary for the following purposes:

- To restrain a student from an act of wrong-doing
- To quell a disturbance threatening physical injury to others
- To obtain possession of weapons or other dangerous objects upon or within the control of a student
- For the purpose of self-defense
- For the protection of persons or property
- For the preservation of order

Use of intervention or force as provided above shall not constitute corporal punishment as such term is used in the above section.

Due Process:

1. Before discipline is imposed, the teacher, Director, and/or Board of Directors shall provide a student and, when appropriate, the student's parents or guardians, the reasons for the proposed disciplinary action and give the student and/or parents an opportunity to explain their position or version of events.
2. Teachers shall refer any matter for which a parent conference, suspension, removal or expulsion may be warranted to the school Director.
3. The Director shall refer any matter involving more than five (5) days of proposed suspension or expulsion from CCA to the CCA Board of Directors.
4. The CCA Board shall direct matters involving more than (10) days of proposed suspension per school year or proposed expulsion to the District. A decision to expel a student from CCA shall be reported in advance to the District, which may choose to take further action.
5. Board hearings regarding student discipline shall be held in executive session. Notice of removal or expulsion shall be provided to parents or guardians in writing.

Student Threat (Policy)

Adopted: January 2002

Revised: November 2013

If a student threatens another student, it is important that the threatened student report the incident to an adult staff member immediately. The staff member will notify the teacher, who will investigate to determine the seriousness of the threat and will document the incident. If it is determined that it is not a serious threat, the teacher will handle the discipline and notify the threatening student's parents on the day of the incident. If the teacher determines that it is a serious threat, the Director will be notified immediately and the threatening student will immediately be isolated from the student body. That student's parents will be notified and the student will not be allowed back in class until a conference is held between the student, the student's parents, the teacher and the Director. The Director will determine any course of further action. The parents of students who were directly threatened will also be notified on the day of the incident. If the threat involves possible use of a weapon per [C.R.S. 22-33-106 (d) (II) (A-D)], suspension from school will be mandatory and parents of all CCA students will be notified in writing. The Director will notify law enforcement of the threat.

Bullying: According to Colorado law, Section 18-9-111, it is a Class 3 misdemeanor for anyone, with intent to harass, annoy or alarm, to strike, shove, kick or otherwise subject another to physical contact; or repeatedly insult, taunt, challenge or use offensively coarse language to communicate with another, in a manner likely to provoke a violent or disorderly response. Bullying will not be tolerated at CCA or CCA sponsored events.

Transportation (Policy)

Adopted: August 2007

Revised: November 2013

Concerning the transportation of CCA students to school sponsored activities, it is the policy of CCA to use only District buses and District drivers to transport students for all school sponsored activities. No other private transportation will be allowed, except in certain special circumstances pre-approved by the Director. All parent chaperones for overnight activities will be expected to submit to background checks.

Section VII: Employee Acknowledgement Form

Revised: September 2016

Please read this employee handbook and sign and return this form to the Business Manager within one week of receipt. The employee handbook describes important information about Cardinal Community Academy (CCA). The employee is responsible for consulting the Director regarding any questions not answered in the manual.

I acknowledge that I have received a copy of CCA's Employee Handbook. I understand that I am responsible for reading the handbook and for knowing and complying with the policies and practices set forth in the handbook during my employment with CCA.

I further understand, that the policies contained in the handbook are guidelines only and are not intended to create any contractual rights or obligations, express or implied. I also understand that CCA has the right to amend, interpret, modify, or withdraw any of the provisions of the handbook at any time at its sole discretion, with or without notice. Furthermore, I understand that, because CCA cannot anticipate every issue that may arise during my employment, if I have any questions regarding any of CCA's policies or practices, I should consult CCA's Director.

I understand and agree that the terms of this acknowledgment may not be modified or superseded except by a written agreement signed by me and the Director, and that if the terms of this acknowledgment are inconsistent with any policy or practice of CCA now or in the future, the terms of this acknowledgment shall control.

I understand that my employment contract is not a contract for employment for any minimum term. All employees at CCA are "at will" employees. This means that either the employee or CCA may terminate the employment relationship at any time for any reason. I acknowledge and agree that no representative or agent of CCA has any authority to modify the "at will" status of the employment relationship unless such modification is in writing and specifically approved by the Director and the Board of Directors.

Signed: _____

Print Name: _____ Date: _____

Appendix I: Cardinal Community Academy By-Laws

ARTICLE I

Section 1: The name of this corporation is the Cardinal Community Academy.

Section 2: The Purpose of these bylaws is to make provision for the functioning of the corporation in accordance with, and subject to, all provisions of its Articles of Incorporation.

Section 3: The principle office of the corporation shall be located in the Weld County, State of Colorado, or such other site as may be designated by the governing Board from time to time.

Section 4: The Corporation shall have no members and no stock.

ARTICLE II

Section 1: The governing Board of the Cardinal Community Academy shall consist of seven (7) members. In general, five (5) Board members shall be parents of students currently enrolled at the school and two (2) Board members shall be community members-at-large who are neither a parent nor a teacher or employee connected with the School. Only one member per household may serve on the Board of Directors at any one time. The initial Board of Directors shall consist of the five incorporators of the Cardinal Community Academy, whose terms will coincide with the term of the charter. Following the opening of the charter school, during its first school year, the Board shall arrange and conduct an election of two (2) additional members. Persons eligible to nominate candidates and vote in the election of Board members shall be parents of students enrolled in the school and teachers or other employees of the school. The election will be held at the school with advance notice to all parents and employees. The persons elected shall serve for the remainder of the term of the charter.

Section 2: The Board shall select its officers from its own number, which shall include: the President, the Vice-President, the Secretary, and the Treasurer. Each officer shall deliver all necessary books or records to their successor.

Section 3: Upon vacancy for an unexpired term in any office, except as provided in Section 9 below, the remaining members of the Board shall elect a person to fill the remainder of the unexpired term. Advance notice of a vacancy election shall be given to each member of the Board. Unless a member is unable or unwilling to serve, or removed under Section 10, below, the member shall continue in office until his or her replacement is selected.

Section 4: The President shall call and preside over Board meetings; may be or designate another officer or individual as a member *ex officio* of any committees as are provided for from time to time; shall appoint chairs of all committees and fill all positions provided for from time to time, subject to approval of the Board; have authority, together with the treasurer, to sign checks; shall provide all interested persons with a printed agenda at the beginning of each meeting; and have custody of the books and papers belonging to the corporation except those assigned to others.

Section 5: The Vice President shall serve as President in the absence or inability of the President and may be delegated by the President any duties or powers of the President. The Vice President may serve as another officer, other than the President. Upon full assumption of the office of President, the office of Vice President and any other office held by that person shall be vacant.

Section 6: The Secretary shall record the minutes of all meetings of the Board of Directors; and maintain a current copy of the charter, bylaws and tax exempt status of the corporation; make provision for the maintenance and secure preservation of the history of this corporation and its predecessor or successor organizations; make provision for communication to the constituencies of the Corporation on a regular basis; provide all notices required by these bylaws or by vote of the Board; prepare an agenda for the President's presentation at each regular Board meeting; report all communications as received to the Board as a whole;

and make provision for publication of such reports, articles, or communications as the Board may direct from time to time.

Section 7: The Treasurer shall have custody of the funds of the corporation; keep a full and accurate account of receipts and expenditures; be responsible for the maintenance of such books of account and records as are necessary to demonstrate compliance with all provisions to the charter and bylaws of this corporation; act in compliance with the annual budget adopted by the corporation; make disbursements as directed by the Board of the corporation; cosign all checks with the President or Director of the corporation; present a financial statement at every meeting of the corporation and at other times when requested by the Board; make a full report at the meeting at which new officers assume their duties; and subject the accounts to an annual audit by a Certified Professional Accountant or other appropriately qualified individual, provided no audit need be conducted until after a charter is granted or until the gross annual receipts of the corporation exceed \$10,000. No check or signatory may serve as auditor. All books of the corporation shall be open by request of a Board member, upon seven (7) days' notice, to inspection by all Board members at any regular meeting of the Board, or by any individual Board member at any reasonable time.

Section 8: In the absence or inability of any officer, the Board may delegate the powers and duties of such officer, except as otherwise provided herein, to any member of the Board.

Section 9: If a Board Member who is serving as a parent member shall cease to be a parent member for any reason, the Board may, by majority vote of a quorum, declare the parent position vacant. Nothing in this section shall prevent the Board, by majority vote of a quorum, from designating a parent member as a community member-at-large, or *vice versa*, when a member's child or children enters or leaves the school.

Section 10: A Board Member may be removed for such cause as deemed sufficient by vote of all other members then serving on the Board. Any resulting vacancy shall be filled as provided in Section 3, above.

ARTICLE III

Section 1: Regular meetings of the Board shall be held during the year, the times to be fixed by the Board at its first meeting of the year. Notice of regular Board meetings shall be given in writing, in advance of the date of said meeting, to each Board member, provided that notice of a schedule of fixed meeting dates shall suffice. Special meetings may be called by the President, regular meetings may be canceled by the President and in such cases, an effort will be made to give actual advance notice of such meetings to each Board member. The Board shall have full control and responsibility for the affairs and operation of the corporation and may exercise any and all corporate powers, subject only to the requirements of the Articles of Incorporation and these Bylaws. One-half of the Board members eligible to vote on a matter shall constitute a quorum for conducting business. From the date on which a charter is granted forward, the Board shall conduct all meetings in accordance with the Colorado Open Meetings Act. At the first meeting after the charter is granted, the Board shall designate the place for posting, as required by that Act.

Section 2: the Board may, by majority vote of a quorum, designate such committees as it deems necessary or appropriate. The President shall appoint the members of committees so designated, provided that upon opening of the school, an accountability committee shall be organized by Board resolution adopted at that time, which shall provide for election of accountability committee members in substantially the form of the election of Board members under Article II, Section 1 of these Bylaws.

ARTICLE IV

Any and all contracts entered by the corporation shall be signed by the President and attested by the Secretary, provided that checks of the corporation may be signed as otherwise provided in these Bylaws. No officer of the corporation has authority to pledge the credit of the corporation in any matter which is not (a) provided for in a formal budget of the corporation or (b) approved by proper advance vote of the Board.

ARTICLE V

It is the primary duty of the Board of Directors to further the purposes of the corporation, as set forth in the Articles of Incorporation.

ARTICLE VI

The corporation shall indemnify any person who was, is, or is threatened to be made party to any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that this person I, or was an officer or Board member of the corporation and acting in that capacity, unless such indemnification is prohibited by law. Any indemnification under this Article shall be made only as authorized on a specific case by a determination of the Board on whether such indemnification is legally permissible, by majority vote of a quorum of the Board members, with only Board members not parties to the proceeding counted in satisfying the quorum, or, if a quorum cannot be so obtained, by independent legal counsel selected by majority vote of the full Board of Directors. The determination made before indemnification is provided shall conform to the requirement of Colo. Rev. Stat. § 7-129-102 (1998). An advance of expenses in aid of indemnification shall only be made as allowed by Colo. Rev. Stat. § 7-129-104, and as otherwise required by this Article, for indemnification generally. The corporation may seek to purchase, maintain, or otherwise participate in an insurance plan to enable it to carry out any indemnification called for in this article.

ARTICLE VII

Section 1: The Corporation will not use a seal. The signatures of duly authorized persons shall be legal and binding.

Section 2: The fiscal year of the corporation shall be the same as the fiscal year of the Weld County RE-3(J) School District.

ARTICLE VIII

Section 1: Amendments to the Bylaws, excepting the provisions regarding governance now contained in Article II, Sections 1, 3, 9, and 10 and this Section of Article VIII, may be made by a majority vote of all members of the Board, at a regular meeting, and not otherwise. Proposed amendments shall be read at a regular meeting not less than thirty days before taking a vote on such motion to amend.

Section 2: Amendments to the Articles of Incorporation or to Article II, Section 1, 3, 9, or 10, may be made by a sixty-six (66) percent vote of all members of the board, at a regular meeting, and not otherwise. This section may only be amended by a seventy-five (75) per cent vote of all members of the Board, at a regular meeting, and not otherwise. Proposed amendments shall be read at a regular meeting not less than thirty days before taking a vote on such motion to amend.

Section 3: No amendment to these Bylaws or Articles may in any way alter, amend, or controvert any provision of a charter school contract with Weld County School District RE-3(J), unless such proposed amendment first is submitted to and approved by the Board of Education of said District.

Appendix II: Board Governance Policies

Policy Implementation/Development of Regulations

Adopted: October 2001

The Director has the responsibility for carrying out and implementing the policies established by the CCA Board of Directors in the spirit intended.

The procedure for adoption of a policy by the CCA Board is as follows:

1. The Director or his designee will present the proposed policy to the Board at the regular meeting. Each member of the Board will have a copy of the proposed policy and the Board President or his/her designee will open the meeting for discussion and/or questions regarding the policy. At the end of the discussion period, recommended changes or amendments will be noted.
2. The amended proposed policy will be posted on the wall across from the school office so the public will have the opportunity to study the policy. A notice attached to the policy will encourage the public to consider the policy and come to the next regular board meeting to make any comments or suggestions.
3. The CCA Board will review the policy on “second reading” at the next regular Board meeting and allow opportunity for public input. Substantive input and/or debate by all parties are permitted during this meeting. After this dialogue, the policy is adopted, rejected, recommitted to have changes made, or tabled until the next regular Board meeting when it will again be considered on “third and final reading”.
4. If we reach this step, the proposed policy will be resubmitted for a “third and final reading” with any changes or amendments agreed upon at the “second reading”. At this point Board members may make last minute, perfunctory remarks for or against the policy. A final vote or other Board action must then be taken to dispose of the measure. The policy will be in effect upon Board adoption unless remanded by District RE-3J.
5. Upon adoption by the CCA Board, the policy will be submitted to District RE-3J for their approval.

Executive Session Procedures Policy

Adopted: January 2002

This policy is applicable to all meetings of a “local public body” which included, but is not limited to: CCA Board of Directors and CCA Accountability Committee.

A meeting occurs any time at least three members of a Board or committee, or a quorum if a quorum is made by less than three members, convene to discuss public business or to participate in a meeting at which any formal action may be taken. Members convening in person, by telephone, electronically, or “by other means of communication” are engaged in a meeting.

Executive sessions are for discussion only. No formal actions can be taken in executive session.

A motion to convene into executive session must be made during a regular or special meeting. The motion must include the subject matter and legal citation authorizing the conduct of an executive session, and the persons to be invited into the executive session. An executive session requires an affirmative vote of two-thirds of the quorum present. The subject matter and the citation to be cited will be one or more of the following:

- Discussion regarding the purchase, acquisition, lease, transfer, or sale of any real, personal, or other property interests as authorized by C.R.S. 24-6-402(4) (a).
- Conferences with an attorney for the purposes of receiving legal advice on specific legal questions as authorized by C.R.S. 24-6-402(4) (b).
- Discussion of matters required to be kept confidential by federal or state law and regulations as authorized by C.R.S. 24-6-402(4) (c).
- Discussion of specialized details of security arrangements or investigations as authorized by C.R.S. 24-6-402(4) (d).
- Discussions determining positions relative to matters that may be subject to negotiations; developing strategy for negotiations; and instructing negotiators as authorized by C.R.S. 24-6-402(4) (e).
- Discussions regarding personnel matters as authorized by C.R.S. 24-6-402(4) (f). Discussions involving Board members, any elected official, or any appointment of a person to fill the office of a Board member do not fall under the personnel exception. These discussions must be public.
- Consideration of any documents protected by the mandatory nondisclosure provisions of the Part II of Article 72 of title 24, commonly known as the Open Records Act as authorized by C.R.S. 24-6-402(4) (g).
- Discussion of individual students where a public disclosure would adversely affect that person or persons involved as authorized by C.R.S. 24-6-402(4) (h).

Any employee may request Board discussions pertaining to him or her to be held in public session. If the discussions involve more than one employee, all individuals who are the subject of discussion must request

open session. The statutes do not protect the Board from liability to the employee if the Board discusses potentially libelous or slanderous information or information in which the employee has a constitutionally protected liberty interest. Accordingly, the Board shall avoid discussions in open session of matters which have in the past been considered confidential personnel information, even if the employee requests the discussion be held in open session. If an employee makes such a request, the Board shall solicit legal advice before proceeding.

Minutes of executive session shall be kept in the same manner and media as any other minutes are kept. The minutes of the executive session shall include the following matters:

1. The citation of the statute that allows for an executive session
2. A statement by the chairman of the meeting that the minutes of the executive session reflect the substance of the actual discussion.

The minutes of an executive session shall reflect in reasonable detail the content of the discussion during executive session. Exceptions include:

1. Minutes shall not be kept of discussions regarding individual students if such discussion would adversely affect the student or others.
2. Minutes shall not be kept of matters which are subject to the attorney-client privilege, provided that the following requirements are all met:
 - a. The attorney is present at the meeting and advises that the matter is privileged;
 - b. The minutes of the executive session reflect that no record was kept based on the attorney's advice;
 - c. The minutes of the executive session include a signed statement from the attorney attesting that the unrecorded discussion was subject to the attorney-client privilege;
 - d. The minutes of the executive session include a signed statement by the chairman of the meeting that the unrecorded discussion was confined to a matter properly within an exception to the requirements of recording.

Minutes of an executive session may, and should be, approved in the executive session. The minutes of the executive session shall be retained for at least 90 days following the executive session and are not available for public inspection except pursuant to specific court proceedings and are not subject to discovery in any administrative or judicial proceeding.

Board Term Policy

Adopted: August 2003

Revised: September 2019

Beginning in the fall of 2005, current Board of Director positions will begin rotating for election. The positions will come available annually on a 2, 3, 2 basis. Each Board position will be designated a letter, A-G, to distinguish between each Board member position. This designation allows the Board to know the length of each term and rotation of elections. Positions D and F will represent community member positions and A, B, C, E, and G will represent parent positions. For example:

2020-2021 Board of Director Positions A and B will be up for election

2021-2022 Board of Director Positions C, D and E will be up for election

2022-2023 Board of Director Positions F and G will be up for election

2023-2024 The rotation will begin once again with positions A and B up for election

Nominations will be taken in September. Elections will be held during the month of October, during each school year. Current Board Directors may run for re-election. The positions will be filled by an all school vote.

Each parent or guardian may vote once. New Board Directors will be inducted at the next regular board meeting after the election. New Board of Director positions will be 3 year terms to continue on the 2, 3, 2 rotations basis.

This policy also adheres to the CCA By-Laws: Article II, Sections 1, 9, and 10.

Board Election Process Policy

Adopted: July 2006

Revised: January 2018

1. A letter notifying CCA families of Board openings will be sent home the 2nd Tuesday of the school year and when applicable, an appropriate public notice will be posted for community position openings.
2. Applications may be completed online or picked up in the school office.
3. Biographies included with the application will be shared as is.
4. Applications must be submitted no later than 3:30 p.m. within two school weeks (8 school days) of the notification date.
5. The election committee will be comprised of Board members not up for re-election and the Director. They will oversee the election process.
6. All candidates will be required to attend a “Meet the Candidates” evening, prior to elections so that voters may meet and talk with them.
7. Polls will be open at CCA during the week of parent/teacher conferences. In person voters will be required to sign a voter roster and vote at that time. Electronic voting will be made available.
8. Non-electronic voters will place their ballots in a locked box that will remain locked until 4:30 p.m. on the final day of elections. The Director will hold all keys for the box and unlock it in the presence of the election committee.
9. Newly elected Board members will begin attending board meetings as soon as the first meeting after the election. Board members will be sworn in at that meeting but will not be voting members until the January meeting.
10. Retiring Board members will continue their roles as an active, voting member through the December meeting. In addition, they will serve as mentors to the new members. Officer elections for the New Year will be held in January.
11. In the case of a tie, the tie will be decided by lot.

Public Comment at CCA Board of Director Meetings (Practice)

Adopted: April 2019

All regular and special meetings of the Board shall be open to the public. Because the Board desires to hear the viewpoints of all stakeholders and also needs to conduct its business in an orderly and efficient manner, it shall schedule time during some Board meetings for brief comments and questions from the public.

The Board shall set a time limit on the length of the public participation time and has set a three minute time limit for individual speakers. At the discretion of the President, the time may be extended an additional two minutes. Participants with similar comments should consolidate their comments. The Board will limit Public Comment to no more than 30 minutes of any regular Board Meeting, unless extended by the Board President. During times of general public comment at a regular meeting, comments and questions may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. During times of public comment on specific agenda items, comments shall be confined to the topic of the agenda item being considered by the Board. Speakers may offer such constructive criticism of school operations and programs as concern them, but are encouraged to exercise their speech rights in a civil and responsible manner. The Board understands that some speakers will wish to present strongly held views. Nevertheless, the Board will not tolerate vulgar, abusive, or threatening language, or loud or disruptive behavior, or conduct that is uncivil, rude, discourteous, or is otherwise disruptive. Additionally, the Board encourages the discussion of all personnel matters to be conducted in executive session and will not publicly address personnel issues. The Board may choose to adjourn or terminate a public comment session if participants are not following these guidelines. In turn, the Board will conduct themselves in accordance with CCA Board Member Code of Conduct.

The Board President shall be responsible for recognizing all speakers who shall properly identify themselves, for maintaining proper order and for adherence to any time limits set. The Board is under no obligation to answer questions or respond during public comment. Questions asked by the public that require further investigation may be referred to a Board designee or the Principal for consideration and later response. Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

Members of the public wishing to make formal presentations, awards, celebrations, etc. before the Board should make arrangements in advance with the Board President so that such presentations, when appropriate, may be scheduled on the agenda.

Public Sign-in/Comment Form Notice: To maintain record of public comments, please fully complete the information below prior to making your public comments. Each speaker is allowed three minutes to address the Board. No longer than 30 minutes will be spent on public comment at any particular meeting, unless extended by the Board president. If there are a number of speakers who would like to comment on the same topic, we ask that remarks be consolidated. It is not the number of people who address the Board that leads to better decision-making, rather the content of a speaker's presentation.

Name:
Address:
Telephone:
My question/comment concerns (general topic or issue)

Board Meeting Interruption (Practice)

Adopted: April 2021

Updated: September 2022

CCA Board of Directors meetings will be held in person for all board members and guests. In addition, guests may join via electronic means found on our school website. In the event internet connection is lost during a board meeting, the board may choose to continue with needed school business or may choose to reschedule at a later date. In the event that a meeting may not be held in-person, for example, during mandated shut-downs for health reasons, CCA may choose to reschedule the meeting or hold a virtual meeting with guests joining via electronic means. If during an online only meeting, technology issues arise, the board will meet the next available Wednesday with new dates and times posted in accordance with the law. All meeting dates, times, and locations will be posted on the CCA website in accordance with the law.