

STEM School Highlands Ranch

Board of Director's Meeting

Published on May 9, 2025 at 1:12 PM MDT Amended on May 12, 2025 at 2:55 PM MDT

Date and Time

Monday May 12, 2025 at 5:30 PM MDT

Location

8920 Barrons Blvd P-TECH Mechatronics Room Highlands Ranch, CO 80129

Join from a PC, Mac, iPad, iPhone or Android device: Please click this URL to join. <u>https://zoom.us/j/95946455730?pwd=mFd7jeABtahZB41bD0bmpbpWx0nukZ.1</u> Passcode: 243105

Agenda

			Purpose	Presenter	Time
I.	Opening	Items			5:30 PM
	A. Reco	ord Attendance			2 m
	B. Call	the Meeting to Order			1 m
	C. Pled	ge of Allegiance		Darrell Lomelino	1 m
	D. Recit	ting of the Mission Statement		Greg Shick	1 m

			Purpose	Presenter	Time
		Never Stop Innovating! We envision a world of ex child develops the innate knowledge, skills, creati succeed in an ever-changing future.		-	
	E.	Outgoing Board Member Appreciation Thank you to: Kelly Reyna, Greg Shick, Linda Da	vison	Carla Gustafson	10 m
Ш.	Ар	prove Meeting Minutes			5:45 PM
	Α.	Board Meeting April 1st	Approve Minutes	Carla Gustafson	2 m
	В.	Special Board Meeting April 18th	Approve Minutes	Carla Gustafson	2 m
	C.	Special Board Meeting April 30th	Approve Minutes	Carla Gustafson	2 m
III.	ST	EM School Highlands Ranch Updates			5:51 PM
	Α.	Student Advisory Committee Presentation	Discuss	LynAnn Kovalesky	10 m
		Presentation on Student Culture Spring Survey R	esults		
	В.	Executive Director Update	Discuss	LynAnn Kovalesky	20 m
		24/25 Enrollment Update 25/26 Enrollment Projections Hiring Season Updates Present Proposed Parent/Student Handbook for 2 Student Fees for 25/26	25/26 and Q&A		
	C.	Standards Based Grading Changes - Secondary	Vote	LynAnn Kovalesky	5 m
		Approval of proposed updates to Standards Base (MS and HS). No changes to Elementary	d Grading for 25	5/26 for Secondary	

			Purpose	Presenter	Time
IV.	кс	SON Schools			6:26 PM
	Α.	CIO Update - Strategic Updates	Discuss	Matt Cartier	10 m
		Updates from Growth Task Force			
	В.	KOSON Core Values	FYI	Matt Cartier	5 m
		Status Update on Core Values, tag lines, and dev	velopment of On	ie-pagers	
V.	Во	ard Committee Updates			6:41 PM
	Α.	Finance Committee - Budget approval	Vote	Sean Milner	10 m
		Approval of Preliminary 25/26 budget			
	В.	Governance Committee - Update	Discuss	Carla Gustafson	5 m
		 Committee Look Back Process Parent Election Results - New Parent Mem 	ıber is Adelita C	ampbell	
	C.	Governance Committee - Community Member Candidates	Discuss	Carla Gustafson	5 m
		Present proposed community member candidate 1 yr remaining - Kevin Leung 2 yr remaining - Cory Wroblewski	s for vacant sea	ts:	
		Propose new 3-year terms for current community Carla Gustafson Darrell Lomelino	members:		
	D.	CIO Support & Evaluation Committee	Discuss	Erin Quigley	10 m
		 CIO End of Year Evaluation Process Statu Present Draft CIO Renewal Contract 	S		
VI.	Со	nsent Agenda			7:11 PM
	A.	Vote for Consent Agenda Items	Vote	Carla Gustafson	5 m

			Purpose	Presenter	Time
		1. Approve DCSD purchased services agre Highlands Ranch	ement for STEI	M School	
VII.	Puk	olic Comment			7:16 PM
	to a elec han	s is the time to voice opinions and provide feedback my Board action. Speakers must complete the Publ ctronically no later than 12 p.m. the day of each Boa dout is submitted, presenters are asked to supply o munications@stemk12.org	ic Comment For ard meeting. If w	ritten testimony or a	
	Α.	Public Comment Sign up link			10 m
		https://forms.gle/AM9H5q4sfTKYmYSp6			
VIII.	Exe	ecutive Session			7:26 PM
	Α.	Executive Session Discussions	Discuss	Carla Gustafson	90 m
		The Board may vote to enter into executive session for determining positions relative to matters that m developing strategy for negotiations; and instruction contract renewal terms for KOSON CIO.	ay be subject to	negotiations;	
		and pursuant to CRS 24-6-402(4)(f)(I) for Personn who is the subject of the session has requested ar matter involves more than one employee, all of the	n open meeting,		
		employees have requested an open meeting. With to the		rings held pursuant	
		"Teacher Employment, Compensation, and Dismis 22,	ssal Act of 1990	", article 63 of title	
		C.R.S., the provisions of section 22-63-302 (7)(a), provisions of this subsection (4). Discussion of CIO	-		
IX.	Res	sume Public Session			

8:56 PM

		Purpose	Presenter	Time
 A. Preview of Next Meeting Next Special Meeting:]	FYI	Carla Gustafson	5 m
• CIO Support and Approve CIO 25/2	Evaluation - Present Cl 26 Contract	O EOY Evaluati	on Summary and	
Next Month's Meeting:				
SAC Parent SurvConfirm results or	Parent Board Member nmunity Board Members	election	ion Summary	
Closing Items				9:01 PM
 Adjourn Meeting Adjournment 		Vote	Carla Gustafson	

Never Stop Innovating! We envision a world of exponential possibilities where every child develops the innate knowledge, skills, creativity and character to thrive, lead and succeed in an ever-changing future.

XI.

Coversheet

Board Meeting April 1st

Section: II. Approve Meeting Minutes Item: A. Board Meeting April 1st Purpose: **Approve Minutes** Submitted by: **Related Material:**

Minutes for Board of Director's Meeting on April 1, 2025

STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30 PM



STEM School Highlands Ranch

Minutes

Board of Director's Meeting

Date and Time Tuesday April 1, 2025 at 5:30 PM

APPROVE

Location 8920 Barrons Blvd P-TECH Mechatronics Room Highlands Ranch, CO 80129

Join from a PC, Mac, iPad, iPhone or Android device: Please click this URL to join. <u>https://zoom.us/j/96916599576?</u> pwd=3FbC4D1oROtEaq1eZXVvPxwWnRc2IY.1 Passcode: 631204

Directors Present C. Gustafson, D. Lomelino, E. Quigley, G. Shick, G. Wing, I. Kalra, R. Lukez

Directors Absent
None

Ex Officio Members Present M. Cartier

Non Voting Members Present M. Cartier

Guests Present

A. Cardinal, A. Westfall, Amie McElroy, Chris Damour, Kathy Dwyer, L. Kovalesky, Laurie Veldhuizen, M. Pritchard (remote), Ryan Alsup, Sean Milner

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Gustafson called a meeting of the board of directors of STEM School Highlands Ranch to order on Tuesday Apr 1, 2025 at 5:31 PM.

C. Pledge of Allegiance

D. Reciting of the Mission Statement

II. Approve Meeting Minutes

A. Board Meeting March 4th

E. Quigley made a motion to approve the minutes from Board of Director's Meeting on 03-04-25.

R. Lukez seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Board Meeting March 24th

G. Wing made a motion to approve the minutes from Board Meeting - Special Meeting on 03-24-25.

D. Lomelino seconded the motion.Rudy abstained because he was not present at that meetingThe board **VOTED** to approve the motion.

Roll Call

C. Gustafson	Aye
D. Lomelino	Aye
E. Quigley	Aye
R. Lukez	Abstain
G. Shick	Aye
I. Kalra	Aye
G. Wing	Aye

III. STEM School Highlands Ranch Updates

A. National Honor Society Spotlight

Presented by Kathy Dwyer and NHS Student President Kylie Pautler

Overview of NHS and school events organized by NHS \$95,944 raised in total over 7 years for Wish Week Upcoming partner event with Backpack Society Students can apply for NHS for next school year in April; induction in May

B. MSU Aerospace Program

Executive Director Update - Lynann

Enrollment update 1500 (projected 1560) (net increase 7%) Great progress made but comes with challenges for resources (may need additional staff after needs assessment) Testing season starts in April Parent SAC survey opens on 4/6 and close on 4/20

New STEM electives/exploratory courses for next year

MSU AES 1050 - Introduction to Space MSU AES 1910 - Aerospace Industry Exploration and Analysis

G. Shick made a motion to Approve MSU AES electives for 26-27 school year.D. Lomelino seconded the motion.The board **VOTED** unanimously to approve the motion.

C. Elementary Math Curriculum

Previously discussed; no additional updates R. Lukez made a motion to approve and adopt Envision Math Curriculum for Elementary beginning in 25-26 school year. E. Quigley seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Standards Based Grading Changes

Only apply to 6-12; no changes at elementary level

Key Changes:

- Points based assignments
- · Point-based weighting
- Consistent assignment categories
- Final grade reporting
- Traditional grading scale (A-F; plan to have possibility of +/- added)

• "Floor 50" for good faith effort

What remains

- Proficiency Scales (1-4)
- Standards Alignment (Aligned to CO State Standards)
- Existing Retake Policy
- Late Work Policy
- AP/CE

Lot of feedback and data from stakeholder groups over the past three years

IV. KOSON Schools

A. CIO Update - Strategic Updates

Presented by Matt Cartier

Submitted a replication application today DCSD for extended timeline to help provide flexibility

Rationale for Growth:

- Extend mission and vision
- Financial sustainability
- Stronger academic and programming impact
- Increase student access
- Increase talent pipeline and staff retention
- Resiliency and Long Term Viability

Review Strategic plan for alignment

V. Board Committee Updates

A. Finance Committee Update

Presented by Sean Milner

PPR & Assumptions: Projected to increase by 2.7% (depending on final enrollment numbers)

- Align with new DCSD salary schedule
- Insurance premium increase
- ERP system
- Retention bonuses
- Property upgrades

Substitute teachers

Shared proposed final budget

Discussion around admin:teacher ratio and what right sized teams look like across multiple schools

B. CIO Support & Evaluation Committee

Presented by Erin Quigley

Will follow similar process as last year, will use BOT tool for EOY Evaluation:

- CIO 24-25 Goals will be presented on EOY Report
- CIO Self evaluation on BOT and summary of 360 review from direct reports

Proposed timeline; must follow closely so we are prepared on June 3 for vote on Evaluation Report

Increasing transparency/accountability for CIO and board

C. Governance Committee

Discussion around minor changes to enrollment policy

- I. Kalra made a motion to Approve and update enrollment policy as recommended.
- R. Lukez seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Consent Agenda

A. Vote for Consent Agenda Items

G. Shick made a motion to Approve the consent agenda.

R. Lukez seconded the motion.

The board **VOTED** unanimously to approve the motion.

VII. Public Comment

A. Public Comment Sign up link

No public comment

VIII. Executive Session

A. Executive Session Discussions

The Board may vote to enter into executive session pursuant to C.R.S. § 24-6-402(4)(a & e) to discuss options regarding the potential purchase, acquisition, lease, transfer, or sale of real estate for future expansion and for advice to negotiators regarding such options.

I. Kalra made a motion to enter executive session. G. Shick seconded the motion. Entered executive session at 7:24pm The board **VOTED** unanimously to approve the motion. Roll Call

R. Lukez Aye G. Wing Aye E. Quigley Aye D. Lomelino Aye I. Kalra Aye G. Shick Aye C. Gustafson Aye Executive session ended 9:31pm

IX. Resume Public Session

A. Real Estate Transaction

G. Wing made a motion to To authorize continued negotiations for real estate transaction Α.

R. Lukez seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Real Estate Transaction

G. Wing made a motion to To authorize continued negotiations for real estate transaction Β.

G. Shick seconded the motion.

The board **VOTED** unanimously to approve the motion.

X. Board of Director's Updates

A. Preview of Next Meeting

Approving preliminary budget **CIO Eval** Parent Handbook

XI. Closing Items

A. Adjourn Meeting

D. Lomelino made a motion to adjourn.

I. Kalra seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:40 PM.

Respectfully Submitted, I. Kalra

Documents used during the meeting

- NHS 2024-2025 STEM Board Presentation.pptx.pdf
- Mathematics_Curriculum_Pilot.pdf
- Why Replicate Board Presentation 20250401.pptx.pdf
- Proposed Budget FY 25-26.pdf
- Overview_of_CIO_EOY_Eval_Process.pdf
- Policy_Enrollment_Draft Changes.pdf
- Policy_Enrollment_2025.pdf
- Policy_Use Of DCSD Policies_2024.pdf
- Policy_Policy Adoption Process_2022.pdf
- Policy_Board Training_2023.pdf
- Policy_Conflict of Interest_2023.pdf
- March Board Presentation 24_25.pdf

Never Stop Innovating! We envision a world of exponential possibilities where every child develops the innate knowledge, skills, creativity and character to thrive, lead and succeed in an ever-changing future.

Coversheet

Special Board Meeting April 18th

Section:II. Approve Meeting MinutesItem:B. Special Board Meeting April 18thPurpose:Approve MinutesSubmitted by:Minutes for Board Meeting - Special Meeting on April 18, 2025

STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30 PM



STEM School Highlands Ranch

Minutes

Board Meeting - Special Meeting

Date and Time Friday April 18, 2025 at 12:00 PM

Location Zoom Webinar

APPROVE

Public Session Access: Join from PC, Mac, iPad, or Android: https://zoom.us/j/98132742073?pwd=rl253MpKnPUVWrtSfuoLu52vZssbml.1 Passcode:563957

Directors Present

C. Gustafson (remote), D. Lomelino (remote), G. Wing (remote), I. Kalra (remote), R. Lukez (remote)

Directors Absent E. Quigley, G. Shick

Guests Present

A. Cardinal (remote), Kathryn Hummer (remote), M. Cartier (remote), Sean Milner (remote), Tanner Mason (remote)

I. Opening Items

A. Record Attendance

Β.

Call the Meeting to Order

C. Gustafson called a meeting of the board of directors of STEM School Highlands Ranch to order on Friday Apr 18, 2025 at 12:04 PM.

II. KOSON Growth Task Force Updates

A. Real Estate Transaction - Approval

Updates on zoning, bond covenants, finance strategies

Discussion around zoning issues, community communication, replication strategy

R. Lukez made a motion to approve purchase of land at 1151 W Mineral Avenue, Littleton, CO 80120.

G. Wing seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Wing Aye I. Kalra Aye G. Shick Absent R. Lukez Aye C. Gustafson Aye E. Quigley Absent D. Lomelino Aye

B. DCSD Charter Application for Replication

Updates on DCSD Application for Replication and next steps and timeline.

III. Closing Items

A. Adjourn Meeting

I. Kalra made a motion to Adjourn meeting.

R. Lukez seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:05 PM.

Respectfully Submitted,

I. Kalra

Documents used during the meeting

None

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Coversheet

Special Board Meeting April 30th

Section:II. Approve Meeting MinutesItem:C. Special Board Meeting April 30thPurpose:Approve MinutesSubmitted by:Minutes for Board Meeting - Special Session on April 30, 2025

STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30 PM



STEM School Highlands Ranch

Minutes

Board Meeting - Special Session

Date and Time Wednesday April 30, 2025 at 5:30 PM

Location Zoom webinar

APPROVE

Public Session Access: Join from PC, Mac, iPad, or Android: https://zoom.us/j/92197551770?pwd=AVIHKcb49M3oAA3Skcwnlaw3voW2YG.1 Passcode:296047

Directors Present

C. Gustafson (remote), E. Quigley (remote), G. Shick (remote), G. Wing (remote), I. Kalra (remote), R. Lukez (remote)

Directors Absent

D. Lomelino

Guests Present

A. Cardinal (remote), M. Cartier (remote), S. Milner (remote), Tanner Mason (remote)

I. Opening Items

- A. Record Attendance
- B. Call the Meeting to Order

C. Gustafson called a meeting of the board of directors of STEM School Highlands Ranch to order on Wednesday Apr 30, 2025 at 5:33 PM.

II. KOSON Growth Task Force Updates

A. Possible Executive Session

No Executive Session was necessary

B. Resume Public Session

N/A

C. Real Estate Transaction - Approval

LOI for building 1101 W. Mineral Avenue, Littleton, CO 80210

\$7.75M cost; Earnest money \$30k (reduced from previous estimates after negotiations; have 5 business days after POS executed) 18 month timeline

Zoning issues are being looked into; environmental and building inspections are also being investigated.

LPS and DCSD conversations progressing; consulting with lawyers R. Lukez made a motion to Approval of updated LOI for 1101 W. Mineral Avenue, Littleton CO 80120.

E. Quigley seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Real Estate Transaction - Approval

Need a reimbursement resolution for complete price of complete project (land+building +renovations)

Discussion around bond strategy R. Lukez made a motion to Approve Purchase and Sale Agreement for 1101 W. Mineral Avenue. E. Quigley seconded the motion.

The board **VOTED** unanimously to approve the motion.

Tanner left at 6:06 pm

III. Finance Committee - Reimbursement Resolution

A. STEM Reimbursement Resolution

Sean summarized the need for the resolution and recommendations. Numbers will be adjusted/refined as we get more information. Estimate is for total project over the project timeline. It is needed within 60 days of deciding to buy the property R. Lukez made a motion to Approve the resolution to REIMBURSE ITSELF WITH THE PROCEEDS OF A FUTURE BORROWING FOR CERTAIN CAPITAL EXPENDITURES TO BE UNDERTAKEN BY THE CHARTER SCHOOL.

E. Quigley seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Lighthouse Building Corporation

A. Lighthouse Building Corp - Confirm Plan

Rudy explained the need for Building Corp to hold building assets

Currently: President/Chair (Rudy) and Secretary (Darrell) and Sean (CFO)

Discussion around board of at least 5 (including three board members including Treasurer; CFO; CIO)

Proposed Lighthouse board 3 Board Members: Carla, Darrell, Rudy CFO: Sean Milner CIO: Matt Cartier

I. Kalra made a motion to Recommend Lighthouse Board Members as Carla, Darrell, Rudy, Sean, and Matt.
E. Quigley seconded the motion.
The board **VOTED** unanimously to approve the motion.
Erin left at 6:21 pm

V. Closing Items

A. Adjourn Meeting

I. Kalra made a motion to Adjourn.

G. Wing seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:23 PM.

Respectfully Submitted,

I. Kalra

Documents used during the meeting

• STEM Reimbursement Resolution_20250430.pdf

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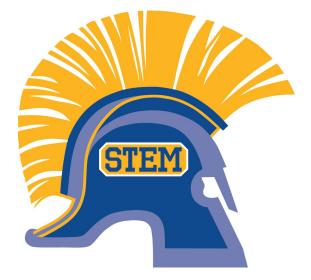
Coversheet

Student Advisory Committee Presentation

Section:	III. STEM School Highlands Ranch Updates
Item:	A. Student Advisory Committee Presentation
Purpose:	Discuss
Submitted by:	
Related Material:	Student Pulse Survey Data Report (2025).pdf

STUDENT SURVEY DATA REPORT Pulse

STUDENT ADVISORY



Data From 2021-2025

Middle School Raw Data (Pulse Survey) (277 responses)

High School Raw Data (Pulse Survey) (141 responses)

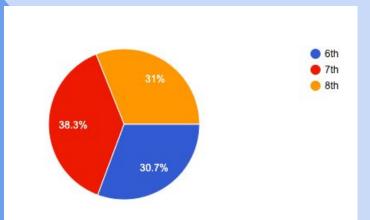
Link to 2023 - 2024 Survey Data Report

Link to 2022 - 2023 Survey Data Report

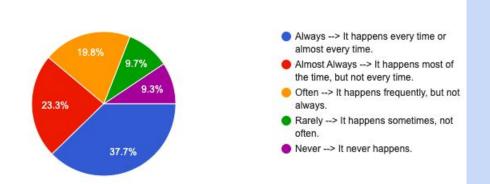
Link to 2021 - 2022 Survey Data Report

MS Results:

What grade are you in?



Do you feel that the conveyor belt at Evolv (in the secondary entrance) streamlines the security process, making it more efficient?

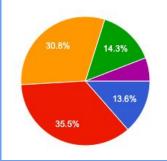


*Question specified that it was only for feedback purposes as Evolv and the new conveyer belt are permanent.

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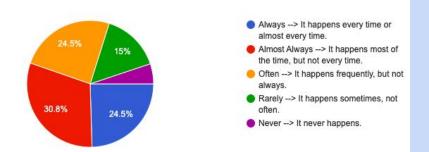
MS Results:

Do you feel like your classmates listen to you, understand your point of view, and treat you with respect at school?



- Always --> It happens every time or almost every time.
- Almost Always --> It happens most of the time, but not every time.
- Often --> It happens frequently, but not always.
- Rarely --> It happens sometimes, not often.
- Never --> It never happens.

Do you feel like staff at STEM (teachers, counselors, administration, etc.) listen to you, understand your point of view, and treat you with respect at school?

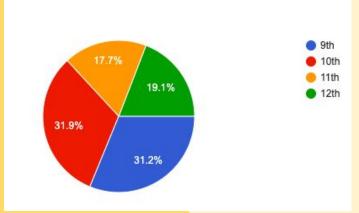


*Never: 5.1%

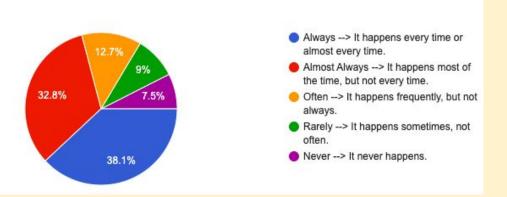
*Never: 5.9%

HS Results:

What grade are you in?



Do you feel that the conveyor belt at Evolv (in the secondary entrance) streamlines the security process, making it more efficient?

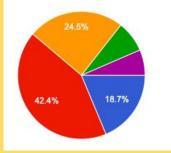


*Question specified that it was only for feedback purposes as Evolv and the new conveyer belt are permanent.

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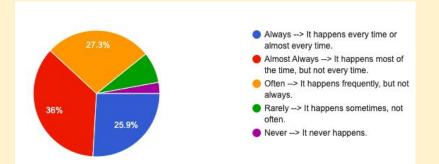
HS Results:

Do you feel like your classmates listen to you, understand your point of view, and treat you with respect at school?



- Always --> It happens every time or almost every time.
- Almost Always --> It happens most of the time, but not every time.
- Often --> It happens frequently, but not always.
- Rarely --> It happens sometimes, not often.
- Never --> It never happens.

Do you feel like staff at STEM (teachers, counselors, administration, etc.) listen to you, understand your point of view, and treat you with respect at school?



*Rarely: 7.9%, Never: 6.5%

*Rarely: 7.9%, Never: 2.9%



Coversheet

Executive Director Update

Section:	III. STEM School Highlands Ranch Updates
Item:	B. Executive Director Update
Purpose:	Discuss
Submitted by:	
Related Material:	May Board Presentation 24_25.pdf
	Proposed - 2025-2026 STEM Parent Student Handbook.pdf



ED Presentation

May 12, 2025

LynAnn Kovalesky, Executive Director



STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30 PM



UPDATES



2024 - 25 Enrollment

Elementary Mic		Midd	Middle		High		Total	Total		Potential	
505 (-4) 463		463 (-	-3)	411 (-2)			1,379 (-7)		1,379		
Elementary School			Middle School						High School		
Kinder	72			Sixth	Sixth		28		Ninth		114
First	65			Seventh		163			Tenth	1	104
Second	76			Eighth		172			Eleve	nth	94
Third	96				Pending Enrollments		S		Twelf	th	87
Fourth	80			Extended Absence					13/14	1	12
Fifth 116			Chart -	S2 Transfers - In) ·	-		Report 3	3/31/2025 -	rollment Summary + 2024-25 Admin
									Transfers month.	s; () Net ch	ange from prior

-

S2 Transfers - Out

2025 - 26 Open Enrollment Numbers - Projections

	Elementary N		Middle		High			Total		Net Increase	
	548			4	448			1,500		101 (7%)	
	Elementary School				Middle School				Hiç	jh School	
	Kinder	84		Sixth		170			Ninth	135	
	First	85			th	160	160		Tenth	108	
	Second	76		Eighth		174			Eleventh	100	
	Third	hird 90		Open	Open Enrollment - New Enrolled			Twelfth		95	
	Fourth	115		_	Round 1		201		13/14	10	
	Fifth	98	8	Round	2 (3/31/2025)		102		Projections as 5% attrition.	of 3/31/2025 - Based on	
			Total	Total 303							

Powered by BoardOnTrack

STEM SCHOOL HIGHLANDS RANCH

STEM Updates

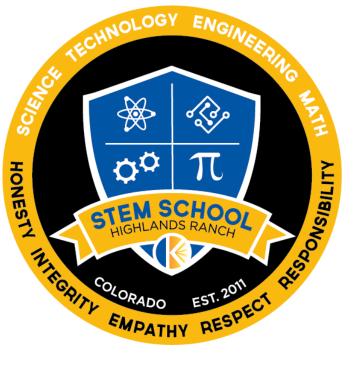
• Hiring Season

- Social Studies Candidate in Hiring Process
- Middle School Counselor Interviewing
- PE Interviewing potential hire
- Spanish Possible PT
- ASL- Possible interview

25/26 Parent and Student Handbook Changes

- Behavior Expectations- Elementary School
- Bullying, Harassment, and Intimidation
- Inappropriate Behaviors= Philosophy Statement
- Behavioral Support and Safety Procedures
- Consequences for Inappropriate Behavior
- Student Fees- Needs to be updated
- Lost and Found
- Standards Based Grading
- Progress Reports
- Instructional Technology
- Counseling Services
- School Day Procedures
- Extended Absences
- Emergency Closing, Delayed Openings and Early Dismissals (Weather Policy)
- Communication Pathways
- Personal Sales

STEM SCHOOL HIGHLANDS RANCH



Student Parent Handbook

2025-2026

2024-2025 Student/Parent Handbook **STEM School Highlands Ranch** | 8773 Ridgeline Blvd., Highlands Ranch, CO 80129 | Office 303-683-STEM (7836) Revised July 2024

1

2024-2025

2024-2025 Student/Parent Handbook **STEM School Highlands Ranch** | 8773 Ridgeline Blvd., Highlands Ranch, CO 80129 | Office 303-683-STEM (7836) Revised July 2024

Our Mission

Never Stop Innovating

Our Vision

We envision a world of exponential possibilities where every child develops the innate knowledge, skills, creativity, and character to thrive, lead, and succeed in an ever-changing future.

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Handbook Overview

The STEM School Highlands Ranch Student and Family Handbook contains a summary of the expectations, policies, and procedures that guide our School. Any reference in policies to a student's "parent" also includes the legal guardian of a student. Students and parents are responsible for knowing and following all school policies and procedures. The policies contained in this handbook are intended to be a guide and summary and are not necessarily all-inclusive of the School's policies, procedures, or practice.. The rules in this handbook are subject to interpretation and modification at any time by the School.

Students and parents will be notified via email of any material changes to the contents of this handbook via updates to the handbook on the School's website.

District Authorizer Policies

As a public charter school the School is subject to the policies of its authorizing school district, unless those policies are not applicable or are waived. This handbook attempts to note where a district policy applies, but there could still be instances where a district policy applies to a given circumstance or situation, especially if it is not covered by this Handbook. If a parent is uncertain about the applicability of a district policy, he or she may contact the School to inquire.

Legal Supremacy

This handbook is not intended to violate any local, state, or federal law. The laws regulating Schools change on almost an annual basis, and at times more frequent, with new statutes, regulations, and court rulings interpreting, changing, or adding to the applicable body of legal rules with which Schools must comply. No provision or policy of the School applies or will be enforced if it conflicts with or is superseded by any applicable legal requirement or prohibition. This handbook supersedes any previous handbook or policy statements, whether written or oral, issued by the School.

Equal Education Opportunity Notice

The educational programs, activities and employment opportunities offered by the School are offered without regard to any protected class status, including disability, race, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, marital status, religion, ancestry, age, genetic information, need for special education services, or any other applicable status protected by federal, state, or local law. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits

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of, or be subjected to unlawful discrimination under or in any District program or activity on the basis of any legally applicable protected status.

In compliance with the Colorado Crown Act, any references in any handbooks or policies of the School or practices related to prohibiting discrimination on the basis of an individual's race shall include a person's hair texture, hair type, hair length, or a protective hairstyle that is commonly or historically associated with race; specifically, without limitation, such hairstyles as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps.

Title IX Notice

The School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the School's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

To learn more about the Complaint and Whistle Blower Policy, please click here.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX. The School's Title IX Coordinator is the STEM School Executive Director.

Notice of Non-Discrimination

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups, as required by law. The following person has been designated to handle inquiries regarding the School's non-discrimination policies:

Executive Director 8773 S. Ridgeline Blvd., Highlands Ranch, CO 80108 (303)683-7836

Chief Innovation Officer 8920 Barrons Blvd., Highlands Ranch, CO 80108 (303) 683-7836

Students Experiencing Homelessness - McKinney Vento Act

The McKinney-Vento Act was enacted to address the numerous barriers homeless children face in obtaining an education. The Act ensures educational rights and protections for children and youth experiencing homelessness. Students may qualify for certain rights and protections under the federal McKinney-Vento Act if they lack a fixed, regular, and adequate nighttime residence, which includes without limitation if a student lives in any of the following situations: in a shelter; in a motel or campground due to the lack of an alternative adequate accommodation; in a car, park, abandoned building, or bus or train station; doubled up with other people due to loss of housing or economic hardship.

Eligible students have certain rights, including without limitation, the ability to enroll in school immediately, even if lacking documents normally required for enrollment; the ability to attend classes while the school gathers needed documents; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference and in their best interest, and receive transportation to and from the school of origin, if requested.

If you believe you may be eligible, contact the Director of Student Support Services to find out what services and supports may be available.

STEM Formula for Character



STEM School Highlands Ranch expects all students, parents, faculty, and staff to abide by the STEM Formula for Character: Honesty, Integrity, Respect, Responsibility, and Empathy. Failure to abide by the STEM Formula for Character may result in disciplinary action.

- Honesty: Telling the truth, even when it's not easy
- Integrity: Doing what is right, even when no one is watching
- Respect: Treating everyone--staff, students, volunteers, oneself, and property with kindness
- Responsibility: Being accountable for one's actions and decisions
- Empathy: The capacity to understand or feel what another person is experiencing from within the other person's frame of reference

STEM School Highlands Ranch Student Honor Code

Students will:

- Honor Others
- Respect Property
- Preserve the Learning Environment

Behavior Expectations- Elementary

STEM School Highlands Ranch believes in high expectations for students of any age. At the elementary level we follow a Positive Behavior Intervention and Support system in which we place a large focus on the positive behaviors our students are exhibiting. STEM School Highlands Ranch elementary staff will continuously, throughout the year, teach and model behavior expectations for our students. Our students will be rewarded for demonstrating Spartan Characteristics: honesty, integrity, respect, responsibility, and empathy, that align to the behavior expectations. For more information on behavior expectations and the Positive Behavior Intervention and Support system <u>click here</u>.

Behavior Expectations- Secondary

STEM students are the best and brightest students in Colorado and we are honored to partner with parents in their character and identity development. We have high expectations for student behavior, but understand that personal growth occurs through trials, errors, and consequences. Students will receive ongoing support and coaching during Access and through discussions with School leaders when appropriate.

Assembly Behavior - All Students

STEM School Highlands Ranch is a performance-oriented school. Students are expected to respond positively to all programs. There are a variety of acceptable audience responses such as applause, laughter at humor that is presented, and responding vocally to direct questions that may be asked. Members of the audience are not to interfere with stage performances. Students are not allowed to insult or intimidate guests and/or performers by rude behaviors such as yelling, whistling, standing up, moving around, or calling out people's names. Students who insist on this type of behavior will be dismissed from the program and referred to an administrator for disciplinary action.

At all performances, Students MUST:

- Enter the program venue calmly and go directly to their seats
- Remain seated throughout the entire program
- Treat guests with respect

Performances and school-wide programs at STEM School Highlands Ranch are an integral part of the curriculum. Students learn to demonstrate an understanding and respect for all guests and program visitors through appropriate audience response.

Bullying, Harassment, and Intimidation

STEM School Highlands Ranch is committed to a safe and civil educational environment for all students, employees, volunteers, and visitors free from bullying, harassment, or intimidation. STEM follows the DCSD Student <u>Code of Conduct and Discipline Handbook</u> which includes their Bullying, Harassment, and Discrimination Policies.

Policy JICDE.=

Many behaviors that do not rise to the level of bullying, harassment, or intimidation, may still be prohibited by other district policies or building, classroom, or program rules. In accordance with Policy JICDE, STEM will utilize the Screening Tool to Identify Bullying and the district notification procedures.

It is the responsibility of STEM School Highlands Ranch to create and maintain a safe, civil, respectful, and inclusive learning community in conjunction with comprehensive training of staff and volunteers, including the education of students in partnership with families and the community. The policy is to be implemented in conjunction with the Comprehensive Safe Schools Plan that includes prevention, intervention, crisis response, recovery, and annual review. Employees, in particular, are expected to support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact to the victim. This includes appropriate interventions(s), restoration of a positive climate, and

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support for victims and others impacted by the violation. False reporting or retaliation for harassment, intimidation, or bullying also constitutes violation of this policy.

Inappropriate Behaviors

At STEM School Highlands Ranch, we are committed to optimizing learning for all students. STEM students are expected to be well behaved at all times, to respect themselves, others, and property. Unfortunately, sometimes students behave inappropriately. Our philosophy towards discipline is one that provides guidance and direction to acceptable behavior in order to develop a young person's own sense of self-discipline. Teachers, administrators, and parents will work together to remedy problematic behaviors once a student has exhibited them. In any case, when a student creates problems for him or herself, there will be consequences based on DCSD and STEM responsibility expectations.¶

¶ ¶

At STEM School Highlands Ranch, we are committed to optimizing learning for all students. Our students are expected to show respect for themselves, others, and property. When these expectations are not met, we implement appropriate consequences that promote restorative practices and support school-managed discipline. Our approach to discipline is rooted in guidance and personal growth. All stakeholders—students, staff, and families—work collaboratively to address behavioral challenges and foster the development of responsible and compassionate citizens within our community.

Occasionally, our younger students become dysregulated and can exhibit larger behaviors. During these instances, we follow DCSD aligned procedures to ensure the safety of all students in the classroom and building, including but not limited to utilizing a classroom clear, holding students inclassrooms to clear the area, and closing hallways/stairwells as needed. We have multiple CPI trained staff to support during these larger escalations. Discipline is handled as per school and districtguidelines with an emphasis on restorative practices.

Behavioral Support and Safety Procedures

At times, younger students may experience moments of emotional dysregulation that result in elevated behaviors. When this occurs, STEM School Highlands Ranch follows procedures aligned with Douglas County School District (DCSD) policies to ensure the safety and well-being of all students and staff.

These procedures may include, but are not limited to:

- Clearing a classroom,
- Holding students in their current classrooms to secure the area,

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• Temporarily closing hallways or stairwells as needed.

Our school is supported by multiple staff members trained in Crisis Prevention Intervention (CPI), who are available to assist during these situations.

All disciplinary responses are handled in accordance with school and district guidelines, with a strong emphasis on restorative practices that help students reflect, repair, and grow from their experiences.

DCSD Board File: JKA

DCSD Board File: JKA-E

DCSD Board File: JKA- R

Prohibited Student Conduct Toward Staff

The School prohibits any assault upon, disorderly conduct toward, harassment of, the making knowingly of a false allegation of child abuse against, or any alleged offense under the "Colorado Criminal Code" directed toward a teacher or School employee, or instances of damage occurring on the premises to the personal property of a School teacher or School employee by a student.

If this prohibited conduct occurs, the teacher or School employee may file a complaint with the School administration. The School administration will, after receipt of such report and proof deemed adequate to the School administration, suspend the student for three days, in accordance with School policies, and will initiate procedures for the further suspension or expulsion of the student where injury or property damage has occurred, as deemed appropriate by School administration.

The School administration will report the incident to the district attorney or appropriate local law enforcement.

Personal Sales

To help maintain a focused and respectful learning environment, students are not permitted to sell items on campus for personal gain. All sales and fundraising activities must be approved by school administration and must directly benefit a school-sponsored club, team, or event. This includes things like snacks, drinks, or other personal goods. Unauthorized sales or solicitation may result in disciplinary action.

Roles in the Disciplinary Process

Dean of Students

The goal of any meeting between a student and the Dean is that of a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of honesty, integrity, respect, responsibility, and empathy. In most instances parents will be notified of the student's visit to the Dean's office. The primary goal of the consequences by the Dean is to require the student to take responsibility for the infraction.

The goals of a parent conference with the Dean include:

- To exchange accurate information about the student
- To determine how the parent-school partnership can best work together to lead the student to reform his behavior

The Dean will preserve the integrity of the disciplinary process at STEM School Highlands Ranch by modeling the values of the STEM School Highlands Ranch honor code and consistently treating students and their families with respect and professionalism. The Dean is an extremely valuable and accessible part of a student's character development and education at STEM School Highlands Ranch. Our goal is to create a safe, respectful, and responsible environment, where learning can take place.

Counselors

When necessary, students may be referred to the school counselor for problem solving, mediation, peer relationships, and social/emotional support.

Teachers

Teachers will have the authority to implement discipline in their classrooms that is consistent with the Principles of Discipline. Teachers will utilize the Dean to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve other designated STEM staff besides those mentioned.

Property Damage/Vandalism

STEM School Highlands Ranch is not responsible for loss, theft, or damage of items brought to school. Fines will be levied on parents for vandalism or theft of school property committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

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Gang Activities Prohibited

Pursuant to C.R.S. 22-32.109.1(2)(a)(F), the School is committed to keeping the School free from the harmful influence or effects of street gangs or similar organizations that advocate or promote illegal drugs, violence, or other criminal activity. The presence of any apparel, signs, symbols, activity, accessories, appearances, colors, or any other attribute that denotes membership in street gangs or that advocate or promote illegal activities are prohibited on school grounds, in school vehicles, and at school activities or sanctioned events.

Consequences for Inappropriate Behavior

The activity of learning requires students to be attentive and polite. Students are expected to uphold the values of honesty, integrity, respect, responsibility, and empathy as citizens in the STEM School Highlands Ranch community. If a student does misbehave, the consequences for the infraction will be immediate, relevant, and effectual. In evaluating consequences, teachers and Directors will determine if the act is a "first time," a "repeated," or a "habitual" offense.

Special note about dress code violations: Students in violation of the dress code will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are NOT excused.

Students' misbehavior will not be used to "teach" the class a lesson. At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in an attempt to discern truth.

STEM School desires to educate all students who enter our School, expecting nothing less than the best from each one.

Douglas County School District is the sole arbiter of expulsions. STEM School may only recommend expulsion of a student to DCSD. The expulsion process and proceedings will follow all DCSD policies that apply. When students are expelled, they are expelled from the Douglas County School District.

STEM School cannot and does not tolerate students who disrupt class. STEM School requires all students to be respectful of the learning environment. Students who disrupt class may be sent to the office for a disciplinary meeting.

Dress Code Expectations

STEM School Highlands Ranch respects students' rights to express themselves in the way they dress. All students who attend STEM School Highlands Ranch are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults who

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supervise them. The purpose is to provide and maintain a safe school environment that is conducive to student learning. The primary responsibility of the student's attire rests with the student and their family. This policy is intended to provide guidance for students, staff, and parents.

Minimum Requirements

- Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs. Rips or tears in clothing should not exceed 3 to 4 inches in length.
- 2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the director).
- 3. See-through or mesh garments must not be worn without appropriate coverage underneath that meets the minimum requirements of the dress code.
- 4. Head accessories including hats, caps, and scarves are allowed. Eyes and ears must be visible at all times. (Cultural and religious exemptions may apply.) Hats must not be worn in conjunction with a mask so as to obstruct the face.
- 5. Specialized courses may require specialized attire, such as sports uniforms, closed-toe shoes, or safety gear.

Additional Requirements

- 1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, ammunition, or the use of alcohol, tobacco, marijuana or other controlled substances.
- 2. Clothing may not depict or imply pornography, nudity, or sexual acts.
- 3. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- 4. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- 5. Sunglasses may not be worn inside the building.
- 6. Clothing and accessories that endanger student or staff safety may not be worn.
- 7. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.
- 8. Students must wear their student ID badges throughout the school day. Student ID's are considered a vital part of the dress code and are to be on the student at all times. Once lanyards are issued to students, the lanyard will be required to be visible on the student. It may be worn around the neck or on the belt, with the ID card attached and visible from the front view. The first replacement badge is free. Each additional replacement badge is \$5 each and

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will be charged to the student's account. Replacement badges can be requested through the Secondary Front Office.

STEM reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will be required to change in order to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

In compliance with the Colorado Crown Act, nothing in this dress code shall be construed such that it is discrimination on the basis of an individual's race and shall not prohibit any hair texture, hair type, hair length, or a protective hairstyle that is commonly or historically associated with race; specifically, without limitation, such hairstyles as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps.

Suspension/Expulsion

The School principal, or an administrator designated in writing by the principal, is delegated the authority to suspend a student for not more than five school days on the following grounds:

- 1. Continued willful disobedience or open and persistent defiance of proper authority
- 2. Willful destruction or defacing of school property
- 3. Behavior on or off school property that is detrimental to the welfare or safety of other pupils or of school personnel, including behavior that creates a threat of physical harm to the child or to other children
- 4. Repeated interference with a school's ability to provide educational opportunities to other students

Or not more than ten school days on the following grounds:

- Committing one of the following offenses on school grounds, in a school vehicle, or at a school activity or sanctioned event: possession of a dangerous weapon without the authorization of the school or the school district; the use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5), C.R.S.; or the commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., other than the commission of an act that would be third degree assault under section 18-3-204, C.R.S., if committed by an adult.
 - a. A "dangerous weapon" is defined as a firearm, as defined in section 18-1-901(3)(h), C.R.S.; any pellet gun, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; a fixed-blade knife with a blade that exceeds three inches in length; a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or any object, device, instrument,

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material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury

- 2. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property
- 3. Declaration as a habitually disruptive student, when and if expulsion is being pursued
- 4. Making an intentionally false accusation of criminal activity against an employee of an educational entity to law enforcement authorities, school district officials or personnel, or both

A student may be suspended on any of the grounds stated above, or in C.R.S. 22-33-106, for not more than another ten school days. The School's executive officer may extend a suspension to an additional ten school days if necessary in order to present the matter to the next meeting of the board of directors, but the total period of any suspension must not exceed twenty-five school days.

As an alternative to suspension, the School may consider allowing the student to remain in school by having the student's parent agree, with the consent of the student's teachers, to attend class with the student for a period of time specified by the School. If the parent fails to attend class with the student, the student will be suspended in accordance with this policy.

A student suspended for a period of ten days or less will receive an opportunity to be heard (i.e. tell his/her side of the story) to the principal or the principal's designee prior to the student's removal from School, unless an emergency requires immediate removal from School, in which case the opportunity to be heard will follow as soon after the student's removal as practicable. Any student suspended for more than ten days will be given the opportunity to request a review of the suspension by the Executive Director, unless an expulsion recommendation is pending, in which case the student will have an opportunity to be heard at a formal expulsion hearing.

Habitually Disruptive Students

A "habitually disruptive student" means a student who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. The student and the parent must be notified in writing for each disruption counted toward declaring the student as habitually disruptive, and the student and parent must be notified in writing and by telephone or other means at the home or the place of employment of the parent of the definition of "habitually disruptive student".

Parent Contact for Suspension

If a student is suspended the School will immediately notify the parent of the student that the student has been suspended and of the grounds for the suspension, the period of the suspension, and the time and place for the parent to meet with the School to review the suspension.

Effect of a Suspension

Upon suspension, the student will be required to leave the school building and the school grounds immediately, following a determination by the parent and the school of the best way to transfer custody of the student to the parent or an authorized designee of the parent. The student will not be readmitted until a meeting between the parent and the School has taken place or until, at the discretion of the School, the parent has substantially agreed to review the suspension with the School. If the School cannot contact the parent or the parent repeatedly fails to appear for scheduled meetings, the School may readmit the student. The readmission meeting between the School and the parent will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent future disciplinary action.

The School will make every reasonable effort to meet with the parent, guardian, or legal custodian of the student during the period of suspension; and will not extend a period of suspension because of the failure of the School to meet with the parent during the period of suspension.

Make Up Work for Suspended Students

To provide an opportunity for the student to reintegrate into the educational program of the School and to help prevent students from dropping out of School because of an inability to reintegrate into the educational program following the period of suspension, the School will provide an opportunity for a student to make up school work during the period of suspension for full or partial academic credit, as determined by the School, to the extent possible.

Expulsion from STEM School may be recommended to DCSD for the following violations:

- 1. Continued willful disobedience or open and persistent defiance of proper authority
- 2. Willful destruction or defacing of school property
- 3. Behavior on or off school property that is detrimental to the welfare or safety of other students or of school personnel, including behavior that creates a threat of physical harm to the child or to other children
- 4. Repeated interference with a school's ability to provide educational opportunities to other students
- 5. Committing one of the following offenses on school grounds, in a school vehicle, or at a school activity or sanctioned event: possession of a dangerous weapon without the authorization of the school or the school district; the use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5), C.R.S.; or the commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., other than the commission of an act that would be third degree assault under section 18-3-204, C.R.S., if committed by an adult.
 - a. A "dangerous weapon" is defined as a firearm, as defined in section 18-1-901(3)(h), C.R.S.; Any pellet gun, BB gun, or other device, whether operational or not, designed to

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propel projectiles by spring action or compressed air; A fixed-blade knife with a blade that exceeds three inches in length; A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury.

- 2. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
- 3. Declaration as a habitually disruptive student.
- 4. Making an intentionally false accusation of criminal activity against an employee of an educational entity to law enforcement authorities, school district officials or personnel, or both.

The procedures for expulsion, including any due process or rights to a hearing, will be in accordance with DCSD policies on expulsion. Click <u>here</u> for DCSD policies on expulsion and suspension.

Student Statements

Except as provided in School policy a School employee will not use in an expulsion hearing a student's statement concerning an act alleged to have been committed by the student regarding:

- Possession of a dangerous weapon without the authorization of the school or the school district; The use, possession, or sale of a drug or controlled substance as defined in section 18-18-102(5), C.R.S.; or The commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., other than the commission of an act that would be third degree assault under section 18-3-204, C.R.S., if committed by an adult.
 - a. A "dangerous weapon" is defined as a firearm, as defined in section 18-1-901(3)(h), C.R.S.; Any pellet gun, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; A fixed-blade knife with a blade that exceeds three inches in length; A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length; or Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury.

A statement may be used in the expulsion hearing only if it is signed by the student and a parent is present when the student signs the statement or admission; *or* if a reasonable attempt was made to contact the parent to have the parent present when the student signed the statement. The School will be deemed to have made a reasonable attempt to contact the parent if the School calls each of the phone numbers the parent provides to the school and all phone numbers the student provides to the School for the parent.

Further, the student and his or her parent may expressly waive the requirement that the parent be present when a student signs a statement or admission. This express waiver must be in writing and

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must be obtained only after full advisement of the student and his or her parent of the student's rights prior to the signing of the statement or admission by the student.

The requirements of this policy do not apply if the student makes any deliberate misrepresentations affecting the applicability or requirements of this policy and a School official, acting in good faith and in reasonable reliance on such deliberate misrepresentation, obtains a signed statement or admission of the student that does not comply with the requirements of this policy.

Nothing in this policy will prevent or interfere with a fact-finding or information-gathering investigation by a school or school employee.

Items Not Allowed at School

- Weapons of any kind
- Illegal Substances (example: drugs, alcohol, tobacco, pornography, etc.)
- Valuables/large amounts of money/expensive jewelry
- Scooters/skates/skateboards/Heelys cannot be ridden on property and should be kept in student lockers, or in racks provided by the school
- Laser pens/pointers
- Lighters/matches/fireworks
- Flammable liquids/sprays
- Any potentially dangerous item
- Facsimiles- including toy guns, 3D printed guns etc.
- Cameras are not permitted in classrooms without permission of teachers for use as part of a lesson for a specific class. Cell phones with cameras are NOT to be used for taking photos without permission of the teacher.

Search and Seizure

It is the policy of the STEM School to maintain school property to assure the safety and enjoyment of students, school employees, and the general public and to extend the useful life of the school facilities.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the School's responsibility to protect the health, safety, and welfare of all its students in order to ensure compliance with school rules. School authorities may conduct searches of property or persons when they have reasonable suspicion that the health, safety, or welfare of students or staff may be endangered. To maintain order and discipline in the School and to protect the safety and welfare of students and school personnel, School authorities may search a student, student lockers, backpacks, bags, desks, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search. Searches of these 2024-2025 Student/Parent Handbook

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kinds are normally conducted by two appropriate members of the staff. A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Guidelines for Searches and Seizure

Desks, lockers, textbooks, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance, or emergencies. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated and a report will be made to the Director who will determine whether further investigation is warranted. A school administrator may search school property whenever a school authority has reasonable grounds to believe that a law or school policy is being violated.

Searches of students' persons, personal effects, or vehicles may be conducted if there is reasonable suspicion to believe that such search will produce evidence of a breach of school policy or law. Search of a student's person will be conducted in the presence of another school employee whenever possible. Search of the student shall be reasonable in scope. During a search, students will turn off their cell phone and place it on the desk or table in front of them. They will not have access to their phone until returned by an administrator or parent/guardian.

Students are permitted to park on school premises as a matter of privilege, not of right. The School retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on School property. The interiors of student vehicles may be inspected whenever a School authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant. Searches of these kinds are normally conducted by two appropriate members of the staff.

Anonymous Reporting

STEM School Highlands Ranch uses Safe2Tell as the anonymous reporting option for students and their families.

Safe2Tell Colorado wants every student to know - telling isn't "snitching." Telling is when you need to keep yourself or someone you know safe from threats, harmful behaviors, or dangerous situations.

Not sure if you should use Safe2Tell? If you don't, who will? We need your help to improve our school and community. By calling, you can help stop a friend from committing suicide, get another student off drugs, or stop a bully from making other people miserable. If you have information about these topics, please call.

Office Procedures and Support

Health and Medication

The School follows all applicable DCSD policies regarding student health, medically necessary services, allergies and anaphylaxis, and medication.

Hearing and Vision Screenings

The School will conduct hearing and vision screenings required and at the grade levels specified by C.R.S. 22-2-116. The school will make a record of all sight and hearing tests given during the school year and record the individual results of each test on each child's records. The parents or guardian will be informed when the testing results show a deficiency in the student's hearing or vision. A parent or guardian may opt-out of the screenings on religious or personal grounds.

Student Immunizations

As required by C.R.S. 25-4-902, and any applicable DCSD policies, a student is not allowed to attend any school in the state of Colorado unless he or she has presented one of the following to the appropriate School official:

- 1. An up-to-date certificate of immunization; or
- 2. A written authorization signed by one parent or legal guardian, an emancipated student, or a student eighteen years of age or older requesting that local public health officials administer the immunizations; or
- 3. A certificate of medical exemption, a certificate of completion of the online education module, or a certificate of nonmedical exemption in compliance with C.R.S. 25-4-903. A certificate of medical exemption, a certificate of completion of the online education module, or a certificate of nonmedical exemption is only valid if completed in compliance with C.R.S. 25-4-903.

If the student's certificate of immunization is not up-to-date according to the requirements of the state board of health, and one of the above exceptions is not met, then within fourteen days after receiving direct personal notification from the School that the certificate is not up-to-date, the student must provide documentation that the next required immunization has been given and a written plan for completion of all required immunizations. If the student begins, but does not continue or complete the written plan, the student will be suspended or expelled pursuant to state law.

Any immunization record provided by a licensed physician, registered nurse, or public health official may be accepted by the School as certification of immunization if the information is transferred to the official certificate of immunization and verified by an appropriate school official.

In the event of suspension or expulsion of a student for failure to comply with immunization requirements, the School will notify the Colorado Department of Public Health and Environment or the county, district, and municipal public health agency. An agent of said department will then contact the

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parent or guardian or the emancipated student or student eighteen years of age or older in an effort to secure compliance so that the student may be re-enrolled in school.

Additional information about requirements of schools and families regarding immunizations can be found <u>here</u>.

Student Fees

View and download the student fees here.

All student fees will be created and collected in accordance with applicable laws and policies, including CRS 22-32-117.

Lockers

Every secondary school student has the option of renting a student locker. These lockers are issued clean and it is the student's responsibility to keep them clean and neat during the year. If, during the course of the year, a locker becomes in need of repair, the student should contact the office. Combination locks will be issued to students who pay the rental fee. Lockers and locks will be assigned and registered with the front office. It is the student's responsibility to keep the combination secure. Students should NEVER give their combination to a friend. Lockers will be checked at the end of the school year and fines assessed for any damage. All lockers are the property of the School and may be opened by School authorities at any time for reasonable suspicion that a violation of law or School policy has occurred. Locker sign-up is shared at the start of the school year via a direct message to families.

Lost and Found

Articles found in and around the School should be placed on the table outside the cafeteria for each School, where the owners may claim their property. High value lost property (cell phones, etc) should be taken to the front office. Students can claim their property through identification. **Unclaimed clothing items are donated after Fall Break, Winter Break, Spring Break, and at the end of the year.

Messages and Item Drop Off

Items for students may be dropped off at the front office. A table will be made available in the lobby for parents to drop off items such as lunches, homework, projects, etc. for students to retrieve during the day. Items of significant value such as cell phones or laptops should be taken directly to the front desk (and not left on the delivery table). Once an item has been placed on the "drop off table" parents should notify their students via email or text. Students' phones are required to be in cell phone pockets during class, but can be checked during passing periods.

** Retail delivery services are not permitted at STEM for any reason.**

2024-2025 Student/Parent Handbook STEM School Highlands Ranch | 8773 Ridgeline Blvd., Highlands Ranch, CO 80129 | Office 303-683-STEM (7836) Revised July 2024 Food Delivery is ONLY available to High School students. Food orders may be ordered and picked up during passing periods and may not intercept any class time.

Food ordered by middle school students will be held in the front office until the school day is over. Any student needing emergency food or lunches will need to communicate with an administrator or member of our office staff.

Parent Involvement and Volunteering

STEM School Highlands Ranch is a School of choice. As such, STEM recognizes the value of parental involvement in the School and wishes to provide avenues for parents of STEM students to contribute to the success of STEM. Teachers will provide meaningful opportunities for parents to participate in the classroom.

Please see the STEM policy for parent volunteering.

Visitors

All visitors must report to the main office before going to any other part of the School. All individuals wishing to enter the School will be required to submit their driver's license or proof of identification to be scanned through the Raptor system prior to entering the building.

Students may not bring a visitor to school for the purpose of attending classes with them. Students who may have a visiting guest in their home and want to show them their school may invite them to have lunch during the regular lunch period.

At times, students may visit our school as prospective students from other schools. The school administration will coordinate the arrangements for these visits with teachers.

Parking

Student parking permits are available in the main office for a fee to students who qualify. Students may only park in the Student Parking Lot if they have paid for a parking pass and registered their car with the Secondary Front Office. STEM reserves the right to have any vehicle removed that has not been properly registered. Due to limited parking on site for students, parking passes will be awarded on a lottery basis with upperclassmen getting priority for the parking spots. The Parking Pass lottery will be sent out in July of each year for families to sign up. Parking Passes will be distributed prior to the start of school. Cars parked in unauthorized locations are subject to ticketing. Parking on campus is a privilege and can be revoked at any time.

Senior Parking Space Painting

Painting of senior parking spaces occurs the week prior to when school starts and is organized by the High School Student Government.

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Requirements to paint your parking spot:

- Students must purchase their own paint and supplies and be able to paint spots on assigned days
- Approved paint only (details to be shared by the Facilities Director
- Spots will be assigned on a first-come, first-served basis after student check-in
- On painting day, students will check in and wait in line until the parking lot is opened for students to choose their spaces
- Painting cannot take place at any other time
- Cost: \$50 (includes fee for a year-long parking pass) (\$25 additional fee goes toward HS Student Government)
- Each student must complete the Artwork Submission Form and submit a sketch each July, to be approved by the High School Director. The High School Director will approve all sketches and notify students.
- While a student has painted the parking space, it will be difficult to enforce this, so we cannot guarantee that a student's space will not be parked in from time to time. If someone parks in a student's painted spot, they can check in with the front office to see if the car's owner can be contacted to have it moved.
- Students who paint a spot should always use their painted spot

Design Criteria:

- No offensive language or gang symbols
- No double meanings
- No nicknames, girlfriend/boyfriend names, etc. (ONLY your own name; if a name is painted on the spot, the student must paint over their name at the end of the school year)
- Must be school-appropriate
- STEM's High School Director must approve the design in advance via the Artwork Submission Form (sent out over the summer)
- Prohibited items will be painted over in black at the administration's discretion, and disciplinary action may be taken
- You are not permitted to deviate from your submitted design nor alter your design at any time without official approval

Way to Go (School Carpool)

The STEM School Highlands Ranch is partnering with Way to Go: Schoolpool to assist families that are interested in carpooling, walking, and/or biking to and from school with other families. If you are interested in this program please use the secure link that is on our Driveline page of our website.

School Pictures

Annual school profile pictures will be printed onto a Student ID during the Fall Photo Day session. School profile pictures will be taken during school at the beginning of the year. There will be an opportunity to retake pictures in October of the school year. Elementary students will also have class

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pictures taken in the spring. Athletics photos will be taken in the Fall and Spring and coordinated by the Athletic Director.

Student ID Cards

While on campus, Middle and HIgh School students are REQUIRED to wear their student identification cards at all times. Middle and High School students are issued photograph identification cards at the beginning of each school year. Identification cards are used for student identification purposes, such as entrance to special events, evening activities and sporting events, checkout of materials, etc. Students not wearing ID badges are subject to consequences determined by the secondary administration.

Replacement Cards are available via the QR codes on school hallway and office televisions. The first replacement is free. Any additional replacements are \$5 each and will be charged to the student's MySchoolBucks account.

Students not wearing their ID badges are subject to school disciplinary action.

Curriculum and Academics

Problem Based Learning

Problem Based Learning is the core of our program model because it drives the students to engage in real-world solutions that do good in the world, ultimately helping shape their identity as they discover their strengths and passions.

Throughout their instruction, students learn about a problem, ask questions, research, brainstorm solutions, test, analyze and take action, all while learning the state standards. Students access background knowledge and investigate standards, which are aligned concepts that help solve the problem.

STEM's Instructional Model encourages peer collaboration, critical thinking and creativity, all while learning responsible use of technology. Students learn content as they investigate real problems. They engage in a rigorous, extended process of posing questions, finding resources, and applying information to develop realistic possible solutions. Students share these solutions to the public and take action outside of the classroom to make meaningful change. Working with industry leaders, students find new ways to collaborate and seek new solutions.

Elementary GradingStandards Based Grading-Elementary Only

Standards Based grading is the process of reporting a student's status on each priority standard based on proficiency scale levels. Standards Based reporting occurs by figuring a summative score for each priority standard that is taught during a reporting period. In Standards Based reporting a

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student may or may not be proficient in all the priority standards when they progress to the next grade level or course.

Rationale and Benefits of SBG: ¶

Standards based grading offers a more precise and equitable way to measure student learning, emphasizing mastery and continuous improvement. By providing clear, detailed feedback and focusing on individual learning goals, SBC helps to create a more supportive and effective educational environment.¶

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- Increases Student Preparedness¶
- Focuses on Mastery¶
- Provides Clarity and Transparency¶
- Additional Accountability¶
- Informs Instructional Decisions¶
- Enhances Communication¶
- Increases Motivation and Engagement¶
- Consistent with Best Practice¶

The field of education is moving towards this type of grading system due to the increased ability of teachers to personalize learning based on student needs and performance. The traditional grading system has not evolved in over 100 years, and it is time to incorporate a grading system that is focused on individual student learning.

At STEM School Highlands Ranch Elementary, we will report final grades as follows:

- K-5 will be reporting out final grades as a 4,3,2,1
- 6-12 will report converted final grades using A-F

Secondary Grading

Grading is an essential part of the teaching and learning process, providing feedback to students on their understanding, progress, and performance. It serves as both a measure of achievement and a tool for reflection—helping students identify strengths and areas for improvement. All students will receive grades in the follow categories: Learning Opportunities and Demonstrations of Knowledge

- Learning opportunities homework, classwork, practice
- Demonstrations of Knowledge PBL, presentations, assessments

Grades will be reported as one final grade instead of reporting by standard.

We will also implement a Floor 50 for a good faith effort. This means that If a student turns something in, the student should get 50% if they gave a "good faith effort" based on the level 1 of proficiency scale. The teacher can deny submissions that don't meet the criteria of a floor 50 and require that students improve their assignment. Teachers will give a 0 to students who do not demonstrate a good faith effort on an assignment and can require the student to resubmit.

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- Example:
 - "The submission, while present, does not demonstrate any discernible understanding of the assessed standard."
 - "The student's work reveals a fundamental lack of comprehension regarding the assignment's objectives."
- The retake policy will be communicated in the class syllabus for each department.
- No point deductions for late work. However, teachers will put a 0 in the gradebook immediately for students who did not submit on the due date. Teachers will communicate with parents and students when the unit will be ending and when assignments will be locked. Students will have until that lock date to resubmit or submit the assignment. Once an assignment is locked, the student will not be able to submit the assignment unless otherwise directed by the teacher.
- Grade scale
 - A: 90%-100%
 - B: 80%-89.9%
 - C: 70%-79.9%
 - D: 60%-69%
 - **F: 0%-59%**

Field Trips

Students have the opportunity to participate in a variety of field trips. Most field trips are for one day, but there are grade level overnight field trips. Students who ride the bus to a field trip location must return to School on the bus, unless a parent chaperone is in attendance and follows School policies related to sign out procedures.

Students must represent STEM School Highlands Ranch with safe, respectful, and responsible behavior. Field trips are a privilege. Students struggling to regularly demonstrate STEM's character values may not be permitted to attend class, grade level, and team field trips. Teachers may, at their discretion, permit these students to attend a field trip provided that the student's parent(s) accompany him/her on the field trip.

Students who will not be participating in a field trip activity, whether it is a one-day field trip or an overnight field trip, are still required to attend School. Teachers will arrange for students who are not attending a field trip to work in an alternate classroom during the school day. Students who do not attend on the day(s) of a field trip will accrue unexcused absences for the day(s) that they miss.

When field trips occur midday, students must attend classes before and/or after the trip. When field trips return after the end of the school day parents must pick up students promptly after field trips, following our standard pick up expectations. Parents attending field trips must be cleared through a

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background check and receive a Raptor badge from the School, before doing so. Please see Volunteers and Chaperones, for additional information.

Academic Honesty and Integrity

Administration, faculty and staff at Stem School Highlands Ranch strive to provide diverse opportunities in a safe, caring, and challenging environment. Our School community encourages respect and responsibility, fosters creativity, and promotes stewardship and a commitment to excellence. Students are expected to turn in work that is their own. When students turn in work that is not their own, assist others in doing so, or deliberately hinder their classmates' learning, they violate the integrity we strive for as an academic community.

These types of dishonesty are not only counterproductive to our mission, but are also illegal in certain circumstances. Understanding that the following may not illustrate every possible circumstance of academic dishonesty, Stem School Highlands Ranch defines academic dishonesty as the following:

- Plagiarism, which is defined as the presentation of another person's language, ideas, or thoughts as one's own work in the preparation of a paper, laboratory report, examination, oral presentation, or homework. This includes information downloaded from the Internet or otherwise shared electronically, as well as the use of AI bots.
- Dishonest conduct during a quiz, test, exam, or other assessment
- Copying another student's work or allowing another student to copy your work (except when told to do so by a teacher, i.e. notes from a missed class)
- Taking another student's computer or personal item without permission
- Taking a non-circulating book out of a classroom without permission
- Altering a file on a "groups" server folder, therefore potentially interfering with another student's ability to complete an assignment

If a student participates in any of the above actions or other action deemed a violation by a teacher, the following disciplinary action(s) may be taken:

- A meeting with the Director of the School most appropriate for the student's grade level, student, the student's parents and teacher to discuss the violation
- Students may be required to re-do the assignment
- Students may be required to re-do copied work
- Students may be assigned to detention for taking books and materials without permission
- Students may be required to retake a quiz, test, exam or other assessment
- Students may lose technology privileges if they interfere with server folders, access inappropriate sites, or interfere with any Infinite Campus application
- For high school students, a second offense of academic dishonesty in an academic year may result in an "F" in the course for the semester
- Please note that in extraneous circumstances, additional action may be taken as determined by the STEM administration

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State Assessments and Opt-Out

State and federal law requires students to take standardized assessments in the instructional areas of English language arts, math, and science. State law also requires students in elementary and middle school to take standardized assessments in the instructional area of social studies. Accordingly, the School will administer standardized assessments pursuant to these state and federal legal requirements.

Pencil and paper testing option

Pursuant to C.R.S. 22-7-1013(6), the School may determine that a specific classroom or school will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include: the technological capacity and resources of the particular school/classroom; the students' previous experience with computerized and written assessments; whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and the logistics of administering the state assessment in different formats in a particular school or classroom.

Prior to making this determination, the Executive Director will consult with the Principal, as well as parents/guardians or other relevant parties.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment will be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

Parent Opt-Out

A parent may opt-out his or her student from a particular state assessment by notifying the School principal in writing or by completing an opt-out form available in the front office. A parent will not be required to state the reason for opting-out. The opt-out may apply to all or specific state assessments administered to the student during the school year. Any opt-out will be valid for one school year. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the School may plan accordingly.

This opt-out process applies only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and does not apply to other School or classroom assessments.

In accordance with C.R.S. 22-7-1013(8)(b), the School will not impose a negative consequence on a student who is opted-out of state assessments. Students will not be prohibited from participating in any School activities, extra-curriculars, or similar; or from receiving any other form of reward that the School provides to students for participating in the state assessment. The School will not impose an unreasonable burden or requirement on a student that would discourage the student from taking a state assessment or encourage the student's parent to opt-out the student from taking the state assessment

Assessment Notification

The School will annually distribute to the parents of students an assessment calendar. At a minimum, the assessment calendar will specify the estimated hours each testing day that specific classes or grades will take each assessment and identify whether the assessment is required by federal law or state law or selected by the School.

In addition to the calendar, the School will provide written information to parents that describes the state and local assessments that the School will administer during the school year, identifying the assessments that the School is required by federal law to administer, any additional state assessments that the School is required by section 22-7-1006.3 to administer, the assessments that the School is required by section 22-7-1006.3 to administer, the assessments that the School chooses to administer; the anticipated calendar for administering the state and local assessments during the school year; and the purposes of the state assessments administered pursuant to section 22-7-1006.3 and any additional local assessments that the School administers and the manner in which the department of education and the local education provider uses the assessment results.

The provisions of this policy do not apply to course-specific assessments that are not adopted by the state board of education pursuant to section 22-7-1006 or to nonstandardized, classroom-based assessments that individual educators choose to administer to students.

The calendar and additional assessment information will be available to parents at the beginning of each school year in the front office and posted on the School's website.

School Related Student Publications

The School recognizes that in any of its school sponsored publications, like a school newspaper, that students, with certain limitations prescribed herein, are free to express their views. The School encourages and teaches students to observe the rules for responsible journalism, and requires compliance with this policy and applicable laws. If a publication written substantially by students is made generally available throughout the School, it will be considered a public forum for students.

Students are prohibited from publication or distribution in any the following:

- 1. Expression that is obscene
- 2. Expression that is libelous, slanderous, or defamatory under state law
- 3. Expression that is false as to any person who is not a public figure or involved in a matter of public concern
- 4. Expression that creates a clear and present danger of the commission of unlawful acts, the violation of lawful School regulations, promotion of street gangs, or the material and substantial disruption of the orderly operation of the School or that violates the rights of others to privacy or that threatens violence to property or persons.

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The School may further provide for appropriate time, place, and manner restrictions on student expression within the School.

Student editors of school-sponsored student publications are responsible for determining the news, opinion, and advertising content of their publications subject to the limitations of this policy. The teacher/advisor of the school-sponsored student publications will supervise the production of such publications, teach and encourage free and responsible expression and professional standards for English and journalism.

If participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given, the provisions of this policy should not be interpreted to interfere with the authority of the teacher/advisor for such school-sponsored publication to establish or limit writing assignments for the students working with the publication and to otherwise direct and control the learning experience that the publication is intended to provide.

No expression made by students in the exercise of freedom of speech or freedom of the press shall be deemed to be an expression of School policy, and no school district or employee, or parent, or legal guardian, or official of such school district shall be held liable in any civil or criminal action for any expression made or published by students. Such publications shall contain a disclaimer that expression made by students in those publications is not an expression of School policy, that the views expressed are not necessarily shared by the School and that the School and its employees are immune from any civil or criminal action based on any expression made or published by students.

Activity Eligibility

Enrichment, clubs, activities, and athletics are a privilege for students. Participation in these is not guaranteed. Students must follow these guidelines:

- They must be in attendance during the school day that the club or team is meeting
- For all non CHSAA clubs, grade checks will be every 6 weeks. Any students with 2 or more F's will not be allowed to participate in the club until they have a signed letter from the teacher stating that they have raised their grade
- For CHSAA athletics, please see the Athletic Director for the CHSAA requirements
- If a student becomes ineligible, fees will not be refunded

Athletics

At STEM, our focus is on academics, just as "student" is the first word in "student athlete." Yet, athletics and activities are privileges that students are encouraged to participate in. In order for each student athlete to be eligible to participate in his or her chosen sport/activity, he or she must maintain a grade of at least "C (2)" in all core classes (Science, Computer Science, Engineering, Mathematics, English, Social Studies) and cannot be failing any class that student is enrolled in. Weekly grade checks will be completed based on the process included below, and any academically ineligible students will not be allowed to participate until the next grade check occurs AND the grades are all "C (2)" or higher. One "D (1)" grade will constitute suspension of practice and game privileges until the

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grade is brought up. A combination of "F (1)" grades and "D (1)" grades may result in the suspension/dismissal from the team until the grades are brought up or for the remainder of the season.

Eligibility will be checked weekly during the season. The Athletic Director, or a representative, will contact teachers to inquire about any students on the team who do not have at least a grade of "C (2)" in a class. The student will remain ineligible until he/she can prove to the coach and/or Athletic Director that he/she is passing the class. This can be provided by each respective teacher in the form of an email or handwritten note, and must be received by the coach prior to the student's reinstated eligibility. "Word of mouth," and notes or emails from parents or the students themselves are not acceptable forms of proof.

In the event that a student cannot participate in an activity due to academic ineligibility, there will be no refund of fees for that activity.

A School administrator shall have the authority to declare a student ineligible based on inappropriate behavior, detention, excessive absences, suspension, or expulsion.

Canvas

Canvas is STEM's Learning Management System. STEM educators use Canvas to create assignments, assessments, and record student progress. Canvas provides academic feedback to our students and parents.

Parents can use Canvas to stay informed of their student's grades and missing assignments. Grades for completed work, and indications of missing work will be posted on the Canvas site. Please allow teachers sufficient time to assign grades for each assignment. Once an assignment has been turned in, or the test is taken, the grades should be posted within two business days depending on the length of the assignment.

Elementary classrooms will communicate major assignments, projects, and problem based learning experiences, to students and parents. Not every assignment will necessarily be posted as hands on learning experiences may not have the ability to be uploaded. Please reach out to the classroom teacher if you have questions.

Kindergarten, First and Second Grade classrooms utilize Google Classroom in place of Canvas.

Homework Expectations

Homework is designed to provide students with an important opportunity to practice and to extend what they are learning. The amount of homework will vary based on the grade level, unit, the student's own work habits, and the appropriate use of class time. Here is a general guideline:

• Elementary- 20-30 minutes per day

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- Middle School- 20 minutes per class per day
- High School- 20-30 minutes per class per day

Honors/accelerated, concurrent enrollment and AP classes may have additional requirements as determined by the instructor.

If a middle school student is enrolled in a high school level course (or a high school student in a middle school level course) the homework expectations are for the level of the class, not the grade level of the student.

Make Up Work

For excused absences, students have two full days for every day missed to turn in their assignments. This means that if a student is excused and misses on a Tuesday, they can catch up on their work on Wednesday and Thursday, and all assignments are due as their classes meet on Friday. If a student is excused and misses on a Thursday, their assignments are due as their classes meet on Tuesday (weekend days are not counted.)

Students have the responsibility to remind their teachers that they were excused and absent, and to check their teachers' Canvas pages for assignments and assessments that were due during their absence. Students have the responsibility to work with their teachers to set times and dates to make up specific tests and quizzes, and to arrange for alternate assignments if appropriate.

Teachers have the responsibility to inform the student about the assignments, quizzes and tests given during excused absences by maintaining this information on their class websites or Canvas calendar.

Teachers may modify assignments and due dates at their discretion.

Parents are encouraged to pick up work assignments from their child's teachers so that students who are home sick can begin to catch up as soon as possible.

Late Assignments

Completing assignments on time is not simply to keep the course moving on schedule; it is to ensure that students have done the work to learn the current content of the class, before they move on to the next topic. When students fall behind they are not always able to learn the new material as effectively or efficiently. Late assignments are graded with the typical expectations of the assignment.

For Regular Assignments

Regular assignments should be submitted by the due date to ensure the understanding of material prior to moving on to more complex tasks.

For Problem Based Learning Assignments

Problem based learning activities sometimes culminate in presentations, evaluation by professionals, or other events. In these cases students may be required to present on specific days without the opportunity for extended due dates, or make arrangements with the teacher.

Exceptions: AP and Concurrent Enrollment

All classes at STEM may follow these policies except for courses taken for Concurrent College Credit, such as Concurrent Enrollment courses through Arapahoe Community College or other institutions of higher learning and AP classes, in which case the instructor may provide alternatives in keeping with the college-level work of the course. Courses taken under the direction of another institution will follow that institution's policies. Extenuating circumstances, either from the teacher's perspective or from the student's may occur which require adjustments to these policies on a rare and case-by-case basis.

Not all 504 or IEP accommodations transfer over to ACC and other institutions of higher learning. Students and parents must provide ACC and other institutions of higher learning a copy of the student's accommodations.

Graduation Requirements and Participation in Graduation Exercises

In order to graduate, and also to participate in graduation exercises students must meet all of the following:

- 1. Successfully complete all of the "academic requirements," as in the <u>Academic Planning Guide</u>, including correspondence and other out-of-school coursework no later than forty-eight hours prior to graduation exercises;
- 2. Be a full time student (as defined as taking the equivalent of six classes per semester which are transcripted through a district school)
- 3. Completion of 20 hours of community service
- 4. Completion of ICAP
- 5. Wear, without alteration, the designated cap and gown and must have appearance and dress that conforms with standards established by the Board of Education and/or building Director for the student's grade level, except students are allowed to wear objects of cultural or religious significance as an adornment at a graduation ceremony unless it is likely to cause substantial disruption of, or material interference with, a graduation ceremony
- 6. Demonstrate behavior (during the semester prior to graduation) deemed by the Building Director for the student's grade level, to be compatible with the district's Responsible Citizenship Expectations and, as described in IKF-R-1;
- 7. Cooperate fully with the School's staff during all school sponsored senior activities, including graduation exercises; and,
- 8. Return all school/district property and clear all outstanding debts owed the School.

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Progress Reports

Reports of academic progress will be issued by teachers as a tool to both inform parents and students on student class performance and to encourage communication between parents/students and teachers. At a minimum, parents will receive progress reports during parent conferences (October/March). Parents and students are encouraged to use Canvas to regularly monitor student performance in all classes.

Promotion/Retention Requirements

If a middle school student does not pass three or more core classes (Science, English, Social Studies, Engineering/Technology and/or Math) they are at risk of retention. Retention warnings will be issued at the end of the second and third quarters. The administrative team of the STEM School Highlands Ranch makes final retention decisions. High school students must retake or otherwise fulfill coursework as needed to meet STEM Graduation Requirements. Students at risk of retention should be brought to the attention of the Student Support Team for further intervention discussion.

READ Act Requirements

If within forty-five days before the end of any school year prior to a student's fourth-grade year, a teacher finds that a student has a significant reading deficiency, the School will provide to the student's parent written notice that there are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, under state law, the parent, the student's teacher, and other personnel of the School are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level. The School will work with the parent to schedule a date, time, and place for the meeting and if the parent does not attend the meeting, the teacher and personnel of the School will decide whether the student will advance to the next grade level in the next school year.

If, after making documented attempts to schedule the meeting with the parent, School personnel are unable to schedule the meeting, or if the parent does not attend the scheduled meeting, the teacher and personnel selected by the School will decide, based on the student's body of evidence, whether the student will advance to the next grade level for the next school year.

To learn more about Read Act Requirements, please click here.

Honor Roll

Middle School students who attain Honor Roll status will be recognized at an Awards Ceremony each semester. Honor roll status will be at three levels: Honors, High Honors, and Highest Honors.

• For a Middle School student to attain Honor Roll, the student's GPA must be between 3.25 and 3.50.

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- For a Middle School student to attain High Honors, the student's GPA must be between 3.50 and 3.75.
- For a Middle School student to attain Highest Honors, the student's GPA must be between 3.75 and 4.0.

Academic Letter

STEM School Highlands Ranch is focused on rewarding Academic Excellence among students. We are excited to announce that students will be recognized through the Academic Letter Recognition Program. The criteria for earning an Academic Letter is as follows:

Students must achieve a grade point average of 3.8 or above for two consecutive semesters while attending STEM School Highlands Ranch. The recipient of the award will receive an Academic Letter after the first year of earning this accomplishment. A student that achieves this accomplishment for a second year will receive an academic pin. Academic bars are given for subsequent years.

Instructional Technology

Apps and Resources

Teachers utilize a variety of instructional technology applications and websites to support student learning within classrooms. Apps and web resources are vetted through a School process and in accordance with <u>HB 16-1423</u>. Additional information related to this can be found on the School website under Student Data Privacy. Each year, teachers will communicate and provide families with information regarding apps and/ or websites utilized as part of our School wide instructional model.

School Issued computers

STEM purchases computers to be used by 1st-7th graders-K-7. School issued computers are expected to be used in accordance with the policies set forth in this document. Students should use common sense when using and handling their computers. Students are responsible to bring a fully charged computer to school each day. Students may bring battery chargers to school. Computers must not be left unattended. Found computers should be delivered to the main office. Students must contact IT staff for repairs and not attempt to do so on their own.

Parents/guardians will assume any financial responsibility for damages not covered by warranty. Repairs to a student issued computers made necessary by inappropriate handling or treatment will be billed to the family based upon the severity of the situation. Repair costs vary and will range up to the full replacement cost of the unit as determined by the Director of Technology.

Cell Phone Expectations

The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period. As soon as the threshold of the classroom or any prohibited area is crossed during the school day, cell phones need to be put away in the cell phone pocket of the classroom or the student's backpack in the cafeteria and made undetectable (i.e., silenced without vibration). In elementary all cell phones must be turned off and stored in the students backpack during school hours.

Guidelines:

- The use of cell phones during the school day is a privilege and its use is at the discretion of administration.
- Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Restrooms, all Physical Education Areas, Counseling Offices, and all School Office Areas.
- Upon entrance to each class, students must turn off their cell phone and place it in the designated cell phone pocket. Upon entering the study hall, students must turn off their cell phones and place them in their backpack.
- Students using cell phones in any manner that disrupts the educational environment, from
 within or from outside the classroom, or violates the rights of others, including, but not limited
 to, using the device in violation of our academic honesty policy, violating school conduct rules,
 harassing or bullying staff or students, photographing or video recording, or using their device
 for unlawful purposes will be subject to more severe disciplinary action, up to and including
 suspension and/or expulsion and may, if applicable, be reported to the DCSD Sheriff's
 Department.

Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:

First offense:

- 1. The student's cell phone will be confiscated by a faculty member who will have a restorative conversation with the student. The conversation will include a review of the cell phone expectations.
- 2. The faculty member will hold the phone until the end of class.

Second offense:

- 1. The student's cell phone will be confiscated and held in the main office cell phone jail until the <u>end of the day.</u>
- 2. The student's parents will be contacted and informed.

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Third offense:

- 1. The student's cell phone will be confiscated and held in the main office until the student's parents are able to come to pick it up.
- 2. The student will receive detention.
- 3. The student will be prohibited from bringing their phone to school OR required to check their phone in/out for two weeks.
- 4. Behavior will be documented in IC.

Fourth and Final offense:

- 1. The student's cell phone will be confiscated and held in the main office until the student's parents are able to come to pick it up.
- 2. The student will receive two days of detention.
- 3. The student will be prohibited from bringing their phone to school OR required to check their phone in/out for <u>the remainder of the semester</u>.
- 4. Behavior will be documented in IC.

Please note that neither the School nor any of its employees are responsible for the loss or damage to any student's phone or electronic device, whether that device is in the student's possession or confiscated by the staff. It is the responsibility of the student to adhere to these expectations and to secure their belongings at all times. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

**The administration reserves the right to adjust these consequences on a case-by-case basis if needed. For example, extreme behaviors that break the law or engage in bullying or harassment of other students may result in suspension.

Netiquette (Internet Étiquette)

• Appropriate Internet and/or electronic communication is imperative in today's professional and personal wireless environment.

Social Media:

Students are subject to the following specific rules related to social media, to the extent there is a nexus between the social media use and school:

• Use Appropriate Language - Obscene, insulting, threatening, derogatory, inflammatory and bullying language is not appropriate and almost always detracts from your ideas.

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- Respect the Power of Public Media Honor the wishes of fellow students that information (e.g., compromising stories) be kept private. Always remember that posted information may seem private, but is highly public.
- Do Not Spam Meaningless, mass and repetitive messages are not appropriate.
- Read, then Reply Do not skim statements and respond. Understand the thoughts of another before you comment on them.
- Do Not Hack Never access another person's identity or account, or restricted sources of information.
- Communication with Teachers Teachers are not permitted to use non-school media to communicate with students and/or parents about school related matters.
- Discourage Rumors Do not rely upon or pass on unsubstantiated information or gossip. If information seems unlikely and inflammatory, it is most likely untrue and inflammatory. When in doubt, go directly to the source.
- Respect Confidentiality Many personnel issues and many issues involving other families and students are legitimately confidential (and many are confidential by law). If you would not want information about your job or your child made public, do not make or expect to see in public such information about others.
- Debate Issues Constructively Schools often face legitimate controversies. STEM School Highlands Ranch respects and solicits parent voices in addressing such issues. Effective arguments are usually civil, measured, well-supported and take into account the legitimate reasons for opposing views. Ineffective arguments are abusive, disrespectful of others, and marked by hyperbole or factual carelessness.

Consequences

If it is determined that social media behaviors, at any time, are affecting the learning environment then consequences may be administered.

Technology Acceptable Use Expectations

These expectations were developed in accordance with the STEM School Highlands Ranch effort to graduate students of honor and integrity and to encourage those students to use resources in an ethical and responsible manner. It is the intent of STEM to provide the student with guidelines on appropriate use of the school network, the Internet, and e-mail. Students are expected to use all technology not only lawfully, but also with respect, responsibility, honesty, and integrity. Inappropriate or unapproved use of technology may result in a loss of technology privileges and/or disciplinary action, as determined necessary by the administration.

Classroom Technology Monitoring

The use of educational technology is central to the mission of the STEM School Highlands Ranch. In order to optimize on-task time in the classroom and facilitate better teacher oversight of usage, STEM may utilize technology-monitoring software. Each student enrolled at STEM will be required to have

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If information on a student-owned device is relevant to activities at the School or Enrichment, meaning that it supports the assignments, assessments, projects, and other classroom activities or related homework, or is related to clubs, or Enrichment programs, then the material can be considered relevant to the School or the Enrichment and it can be reviewed, monitored, assessed, collected, and stored by teachers, staff, and Enrichment coaches for only so long as School or Enrichment policies require.

While in the classroom or other parts of the School and Enrichment, student devices may be monitored to ensure that the student is attending satisfactorily to the classroom or program activities at any given time. Teachers and staff may only monitor the student's activities to ascertain that the student is or is not appropriately focused. If the student is not, the teacher should correct the situation. If a teacher or staff member believes that such information has been collected either intentionally or unintentionally they must inform the Director of the student's grade level immediately so that the situation can be reviewed and corrected. Failure to do so may result in disciplinary action.

Information Technology

I. PURPOSE.

To support its educational mission, STEM School Highlands Ranch may provide information technology ("IT"), such as computers, networks, Internet access, and electronic-mail accounts, to its students. The STEM Board believes that IT should be used at STEM as a learning resource to educate and to inform, and that STEM and parents have an obligation to teach our students to be responsible IT users.

Subject to this policy, STEM staff shall be free to select and implement IT which STEM, deems best furthers the STEM mission.

While parents and students themselves are ultimately responsible for student behavior at school and student use of STEM IT, the School will make every reasonable effort to ensure that students use STEM IT appropriately and responsibly. To this end, the School has implemented content filtering measures that direct student learning and restrict student access to inappropriate material, in accordance with applicable law. Administrators, teachers, and staff have a professional responsibility to work together and with parents to help students develop the intellectual skills needed to evaluate and choose information sources, to identify information appropriate to the age and developmental levels of the students, and to evaluate and use information to meet their educational goals.

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To learn more about STEM's IT Board Policies, click the links below.

<u>Student Data Privacy</u> <u>Student Data Transparency</u>

Student Support

The mission of the Student Support Team at STEM School Highlands Ranch is to provide every student with the opportunity to learn, grow and thrive in an environment that is safe, challenging and nurturing. We are dedicated to helping the entire student body reach their full potential while feeling empowered, respected and supported.

The Student Support Team at STEM School Highlands Ranch is made up of highly trained and licensed professionals dedicated to serving our students across a range of areas to include Special Education, Section 504, English Language Development, Mental Health, Multi-Tiered Systems of Support (MTSS), and academic support.

Our diverse team includes learning specialists, educational assistants, counselors, speech-language pathologists, English Language Development teachers, an occupational therapist, a behavior specialist, a social worker, a psychologist, an IEP & Assessment Specialist, and an MTSS Coordinator. Together, we collaborate to empower every student to achieve their highest potential academically, socially, and emotionally.

Special Education

As required by applicable federal and state laws, the School is committed to provide appropriate educational opportunities to students with disabilities. If a parent believes that their child may have a disability that qualifies for special education services he or she is encouraged to contact the School in writing, and confirm the School is in receipt thereof, to request an evaluation for special education services.

Any student identified as qualifying for special education services pursuant to the Individuals with Disabilities Education Improvement Act (the IDEA) until age 21 if the student has not been awarded a regular high school diploma and graduated from high school has the right to a free appropriate public education. Eligible students with disabilities shall be provided individualized programs that offer a Free and Appropriate Public Education, as determined by the student's Individualized Education Program (IEP) team.

The School will develop additional policies or utilize the policies of its Administrative Unit, DCSD, in meeting its obligations under IDEA.

Multi-Tiered System of Support (MTSS)

At STEM School Highlands Ranch, we implement the Multi-Tiered System of Support (MTSS), a proactive framework centered on collaborative, data-driven problem-solving to enhance student outcomes. Through partnerships with families, schools, and the community, MTSS leverages a tiered continuum of evidence-based practices.

Our MTSS approach at STEM identifies student challenges early and employs research-backed interventions to foster improved academic and behavioral outcomes. Led by our dedicated MTSS Coordinator, in collaboration with teachers and intervention specialists such as our Behavior Interventionist, we strategically plan and deliver interventions tailored to student needs.

STEM School Highlands Ranch offers comprehensive special education services tailored to mild to moderate disabilities, encompassing Specific Learning Disabilities, Speech or Language Impairment, Other Health Impairment, Autism Spectrum Disorder, and more.

At the elementary level, our team includes learning specialists and educational assistants dedicated to providing specialized learning support. Additionally, we have a speech-language pathologist, occupational therapist, social worker, and behavior interventionist to ensure holistic care and development.

At the secondary level, our resources expand to include learning specialists for middle school and high school, as well as three educational assistants. We continue to provide essential services through a speech-language pathologist, occupational therapist, and a social worker/psychologist, ensuring comprehensive support throughout students' educational journeys.

English Language Development

In accordance with applicable state and federal laws, the School is committed to providing educational opportunities to those students with limited English proficiency. The School will provide appropriate, research-based language instructional programs for all identified English language learners in accordance with the requirements of applicable laws and regulations.

The School will identify students as English language learners by administering a home language survey and using the state-approved assessment for English language proficiency. Identified students shall be assessed annually to determine their level of proficiency in the English language. The School will certify to the Colorado Department of Education each year those students identified as English language learners and provide additional information as required to comply with applicable law.

The School will also comply with all applicable laws and regulations to ensure meaningful communication with limited English proficient parents, including providing interpretation or translation services as necessary.

English Language Development (ELD) is a systematic method designed to equip English Language Learners with the essential skills required to achieve proficiency in English. This encompasses

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fostering proficiency in listening, speaking, reading, and writing, alongside supporting their academic advancement across various subjects.

Section 504

In compliance with the federal law known as Section 504 of the Rehabilitation Act of 1973, the School will provide to each student with a qualifying disability, without discrimination or cost to the student or family, those related supplementary support services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the person's abilities and to the extent required by applicable law.

In order to qualify as a student with a disability, the student must have a physical or mental disability which substantially limits one or more life activities, as defined under applicable laws and regulations, or prohibits participation in or access to an aspect of the school program. In addition, one who in the past has had such a disability or is perceived by others as having such a disability may also be protected by law from discrimination on the basis of disability.

Even students who are not eligible to receive services under the traditional special education programs, which are provided pursuant to the IDEA, may be eligible to receive supplementary support, services, and accommodations, if they fall within the definition of disability under Section 504.

For further information about the evaluation procedures and provisions of services to students with disabilities, contact the DIrector of Student Support Services.

Gifted and Talented Education

The School is dedicated to providing comprehensive programming for the identification and education of gifted students who are between the ages of four and up to age twenty-one whose abilities, talents, and potential for accomplishment qualify him or her in one or more of the following categories:

- 1. General or specific intellectual ability
- 2. Specific academic aptitude
- 3. Creative or productive thinking
- 4. Leadership abilities
- 5. Visual arts, performing arts, musical or psychomotor abilities

Once a student is identified an individualized Advanced Learning Plan (ALP) will be developed. The ALP will describe the type of programming services that will be provided to meet the unique educational needs of the student.

The School will develop additional policies or utilize the policies of its Administrative Unit, DCSD, in meeting its obligations under applicable laws and regulations related to gifted and talented students.

CounselingSecondary Counseling¶

STEM employs dedicated Professional School Counselors at the high school level, and at the middle school level, and elementary school level. At the secondary level., Professional School Counselors play a pivotal role in the creation and implementation of the three prongs within a professional school counseling program: academic, career and social/emotional development. They work with students to develop a pathway towards graduation, while preparing students for post-secondary options. Additionally, our Professional School Counselors support students' social/emotional growth and are the point of contact for responsive care during crisies and student emergencies. At the elementary level, our Professional School Counselor primarily addresses the social/emotional growth and development of students through classroom lessons, small group, and individual counseling.¶

In addition to our Professional School Counselors, STEM employs a College Counselor and a Career Discovery Professionals who are an integral part of the Comprehensive Counseling Team to help our students achieve their post-secondary goals.¶

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Counseling Services

STEM is proud to employ dedicated Professional School Counselors at the elementary, middle, and high school levels to support students' academic success and well-being.

At the **secondary level** (middle and high school), Professional School Counselors play a vital role in implementing a comprehensive counseling program focused on three key areas: academic development, career readiness, and social/emotional growth. They guide students in creating a graduation pathway and preparing for post-secondary opportunities. Additionally, they serve as a key point of contact for responsive support during crises or student emergencies.

At the **elementary level**, the Professional School Counselor primarily supports students' social and emotional development. This includes classroom guidance lessons, small group sessions, and individual counseling.

In addition to our school counselors, STEM also employs a **College Counselor** and **Career Discovery Professionals** who are essential members of our Comprehensive Counseling Team. Together, they help students explore interests, set goals, and prepare for success beyond high school. For additional information and/or support with your child's needs, please contact their teacher, administrator or the Director of Student Support Services.

Enrichment

STEM School Highlands Ranch has a robust enrichment program that extends student learning opportunities after the traditional school day.

STEM Enrichment is open to all students in the South Metro Denver area with priority placements given to students at STEM School Highlands Ranch.

Students who are participating in any before or after school activity MUST:

- Register for the activity and have parents' permission
- Report promptly to the activity
- Bring all personal items to the activity with them
- Not leave the building unless signed out of the activity
- Leave the building promptly at the conclusion of the activity

In accordance with STEM School Highlands Ranch policy, STEM School Highlands Ranch students will not be allowed to stay in the school building after school or before school if they are not enrolled in an enrichment class, BASE (Before and After School Enterprise) or STEM Enrichment activity. Students who are not participating in an after-school activity must leave the school building immediately at the end of the academic day. See Arrival and Departure below.

An ever-changing slate of programs is being offered to meet the needs and desires of STEM students and feedback is always welcomed and encouraged.

School Day Procedures

Arrival and Departure

Secondary Students

Please refer to the Bell Schedule for arrival and departure times. Secondary students enrolled in a firstperiod class may access the Secondary Entrance at 7:30 a.m. Secondary Students arriving prior to 7:40 am may access the building through the Secondary Entrance beginning at 7:20 am. Students will not be permitted into the hallways until 7:40 am. The Athletic Entrance will open at 7:40 am each morning. Middle and High School staff members are on duty from 7:30 a.m. – 3:45 p.m. Please note that some teachers may be on an "alternative schedule" meaning that they either teach a first or tenth period class. In this event, please contact that teacher directly for their designated office hours. Students are expected to leave campus after the final bell sounds unless they have permission to remain on campus (e.g.,Office Hours, Homework Club, BASE, Enrichment activity, or class, etc.).

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Before School Open Gym

Open Gym is offered Tuesdays and Thursdays from 7:15-7:45 AM. All students are welcome to participate, but please remember that proper basketball shoes are required for safety and to protect the gym floor.

Elementary Students

Elementary students may be dropped off at the Elementary driveline starting at 7:40am. Elementary staff members are on duty from 7:45 a.m. – 4:00 p.m. Elementary students must line up in their designated class area. Teachers will pick up their students at 8:00 am from the driveline. Elementary students arriving after 8:10 am will need to be signed in by their parent and/or guardian and are marked as tardy. Elementary students must be picked up when their grade levels are released and at the designated pick up times. (Kindergarten and 1st grade will be dismissed at 3:00pm; second - fifth grade students will be dismissed at 3:10pm) Student pick up time is based upon the oldest sibling attending STEM. If the student does not have a sibling they must be picked up at their designated dismissal. Students who are not picked up at their designated dismissal time will be subject to the late pickup fees. See Late Pick-Up Policy below. Parents should remain in their vehicle when picking up their student(s) and must follow all <u>driveline procedures</u> in order to ensure and maintain safety protocol.

Late Pick-Up Policy

Student safety is the highest priority of the STEM School in Highlands Ranch. Therefore, we make every effort to ensure that all students are under appropriate supervision until they return to you at the end of their school day.

For that reason, we are concerned about students who are left after dismissal time or who are dropped over early in the morning. The school is not, and cannot, be staffed to provide supervision for students in these situations; hiring extra personnel to supervise is beyond our financial resources. In addition, children can feel confused and apprehensive when they are not picked up on time. We recommend that families utilize the BASE program, a state-licensed after school program for students under the age of 12.

Elementary students without secondary siblings must be picked up within 15 minutes of dismissal.

Kindergarten and First Graders are dismissed at 3:00. Any Kindergarten or 1st grade students, without an older elementary or secondary sibling, will be charged \$1.00 per minute after 3:15.

Second through Fifth Graders are dismissed at 3:10 p.m. Any 2nd through 5th grade students, without a secondary sibling, will be charged \$1.00 per minute after 3:25 pm.

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Any elementary students with a secondary sibling must be picked up by 3:45, or will incur a \$1.00 per minute charge in their myschoolbucks account.

Any middle school student not picked up by 3:45, or in a designated supervised club will be directed to Middle School After School Care and will incur the fees outlined by the Aftercare Program.

Any students staying after school for any reason (i.e. Enrichment offerings, working with classroom teachers, BASE or After School Care) are required to be in the appropriate location immediately upon dismissal of school. The school is not responsible for students not adhering to this policy.

Please note that all late fees will be added to the parent's Mmyschoolbucks account.

If a parent has not arrived to pick up their child and cannot be reached by phone within 15 minutes after dismissal time, we will call the emergency contact(s) listed on their enrollment forms. The Department of Social Services and/or the Douglas County Police Department will be contacted if parents cannot be contacted or do not arrive within 30 minutes of closing time. Thank you for your assistance in this safety matter.

Attendance, Absences, Tardiness, and Truancy

Attendance

State law requires that all students from age six (6) to age seventeen (17) regularly attend school. The basic responsibility for regular school attendance lies with the students and with the parents. The role of the school in attendance matters is one of cooperation, counseling, and reporting to parents and the school district. The law expects parental cooperation. It is the duty of the school officials to know the whereabouts of students during the school hours.

Students may be excused for specific purposes only when signed out appropriately through the main office. Attendance is taken during the first 10 minutes of each class period and a record is kept of absences from each class. Hours of absence will be accumulated and recorded on report cards and on permanent school records at the end of each school year.

Excessive absence (excused or unexcused) of 5 days or more may require a conference with administration to ensure that the student's academic and health needs are being met. Once a student has been absent (excused or unexcused) from a class 7 days or more, the student may be in jeopardy of failing that class, per the discretion of the teacher and STEM administration.

Absences

Absence from school during regularly scheduled school hours.

- If a student is expected to be absent, parents may excuse the absence by calling STEM between 7:30 a.m. and 9:309:00-a.m. within 48 hours of the absence. A written excuse is not necessary if the parent has made a phone call.
- A student shall not leave the school during the school day without reporting to the appropriate school office and obtaining permission, unless off campus lunch privileges apply. Failure to report to the office shall result in being charged with an unexcused absence or truancy.
- If a student becomes ill while in school, he/she shall report to the main office. An attempt will
 be made to contact a parent before allowing the student to go home. All students will be
 asked to list two (2) additional people whom the school may call if contact cannot be made
 with either parent. The student will be retained until contact can be made with a responsible
 adult who will take charge of the student.
- Students who are excused must leave the school and/or be off school grounds.
- A student must be in attendance during the day of an evening activity in order to participate in the evening activity, unless he/she has an excused absence.
- Students who accumulate five (5) unexcused absences may be denied credit for the course
- Students who accumulate seven (7) total absences (excused or unexcused) per semester may be denied credit for the course

Excused Absences

An excused absence is defined as resulting from temporary or extended leave from school for the following reasons:

- A student who is temporarily ill or injured
- A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder
- A student who is pursuing a work-study program under the supervision of the school
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration
- A student who is suspended or expelled
- Religious accommodations
- A student who is absent due to therapy, medical, legal, or victim services related to an incident of harassment or discrimination, as defined by and in accordance with state law
- If a student is in out-of-home placement (as that term is defined by C.R.S. 22-32-138 (1)(h)), absences due to court appearances and participation in court-ordered activities will be excused. The student's assigned social worker must verify the student's absence was for a court appearance or court-ordered activity.
- Family emergency (death, serious illness)
- Funeral
- Dental or medical appointments that cannot be made on Saturdays or after school hours
- Prearranged absence by the parent with advance approval by the Director for the student's grade level. This will require advance make-up work except in emergencies, which will be evaluated and determined valid or invalid by the Director for the student's grade level.

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- Absences when a student is in custody of a court or law enforcement authority
- Other absences approved by the Director for the student's grade level

The school may require appropriate evidence regarding the above excused absences before approval of the absence being excused (i.e. a doctor's note, etc.).

An absence from school without the authorization of the parents or the school for reasons not acceptable as defined above as "excused absence" is an unexcused absence and shall be considered towards habitual truancy.

Missed work for unexcused absences may not receive full credit. This decision is at the discretion of the teacher and administration. An unexcused absence is defined as:

- An absence that the parent/guardian is unaware of, and/or not accepting of the reason for absence
- F An absence not excused within 48 hours and, therefore, unwilling to excuse, except to the extent required by law
- An absence for which there is not supporting documentation

Four (4) unexcused absences during any one month or a total of ten (10) unexcused absences during any school year will qualify the students as "habitually truant" and may result in court proceedings to enforce Colorado's mandatory school attendance law, according to DCSD policy.

Extended Absences

In the case that your student will not be at school for a prolonged period of time for travel, medical, etc...it is crucial that plans be made ahead of time to help students maintain success here at STEM. An extended absence is considered to be 3 or more consecutive days out of school.

Here is the process to be followed when requesting a prolonged absence:

- Contact administration with the dates of the absence- Extended Absence Form
- Set up a conference or email the teacher(s) to develop a plan
- Make teacher aware of internet accessibility or other potential challenges
- Provide a physician's note (medical) to administration

Any student absence for over a 10 day period will be withdrawn per the DCSD attendance policy.

Tardiness

Punctuality is one of the self-disciplines that students are encouraged to learn. Students are expected to be punctual for all classes throughout the year.

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Being tardy is the failure to appear on time and is considered a form of absence. Tardiness is defined as not being in the student's designated seat, with all materials setup, when the bell rings. Teachers may further define a tardy policy in their course syllabus.

- Students will be disciplined in accordance with the STEM School Highlands Ranch discipline policy listed below.
- Students can earn an unexcused absence by acquiring three (3) tardies.
- Students who are more than 10 minutes late for class will earn an unexcused absence.
- Students who accumulate five (5) unexcused absences may be denied credit for the course.
- Common problems such as car trouble, oversleeping, or forgetting materials in a locker are unacceptable reasons for tardy arrivals to school or class
- A tardy to a student's first class of the day can only be excused with a doctor's note

Truancy

Phase 1. Upon acquiring two (2) excused or unexcused absences within one month or upon acquiring five (5) excused or unexcused absences within a school year, STEM may notify the parent/guardian of the student in writing to alert them that their student is at medium risk of being qualified as Habitually Truant. This notification will include the number of excused/unexcused absences that have been recorded for the student and a summary of parental obligations regarding compulsory attendance policies and laws. An agent of the school will attempt to ascertain the reason for the student's high number of absences and counsel the parent/guardian and student about the importance of attendance from both an academic and legal perspective.

Phase 2. Upon acquiring three (3) excused or unexcused absences within one month or upon acquiring eight (8) excused or unexcused absences within a school year, STEM may notify the parent/guardian of the student in writing to alert them that their student is at high risk of being qualified as Habitually Truant. This notification will include the same information as the previous notice and add information about the school's legal responsibility to move toward legal action in case the student's excused/unexcused absences equal or exceed four (4) or more excused/unexcused absences in a school year. An agent of the school will organize a meeting with the parent/guardian and the student to develop a plan for the student with the goal of assisting the student to remain in school.

Phase 3. Upon acquiring four (4) or more excused or unexcused absences within a month or acquiring ten (10) or more excused or unexcused absences within a school year or calendar year, STEM may present to the Board of Directors Exhibit A, Exhibit B and Exhibit C as documentation of the school's enforcement of compulsory attendance. The Board of Directors shall notify the parent/guardian in writing that the student is now considered Habitually Truant and that the matter shall be reported to the Douglas County Truancy Review Board.

Phase 4. The Douglas County Truancy Review Board may pursue judicial proceedings to compel compliance with the compulsory attendance statute and/or to enlist community resources. Possible consequences of judicial proceedings may include, but are not limited to, contempt, jail or fines. The

2024-2025 Student/Parent Handbook **STEM School Highlands Ranch** | 8773 Ridgeline Blvd., Highlands Ranch, CO 80129 | Office 303-683-STEM (7836) Revised July 2024 Board of Directors may combine the notice of Habitual Truancy to parents/guardians and summons. If combined, the petition shall state the date on which proceedings will be initiated, which date shall not be less than five days from the date of the notice and summons. The notice shall state the provisions of this article with which compliance is required and shall state that the proceedings will not be brought if the child complies with that provision before the filing of the proceeding (C.R.S. § 22-33-108(5)).

Closed Campus

STEM School Highlands Ranch is a closed campus for students in grades K through 9. Once students have begun their school day, they are required to remain on campus until the completion of the school day unless appropriate arrangements have been made and/or approved by a parent or guardian. Students in grades 10th-12th will be granted open campus privileges during the student's designated lunch period only.

Leaving School

Upperclassmen (grades 10th-12th graders) are permitted off campus privileges during off periods. All other students are not permitted to leave school grounds at any time during the school day. If a student must leave because of illness, medical appointments, or family emergencies, a parent must sign their student out. Returning students must sign-in at the office. Individual teachers do not have authority to excuse any student from the school during the school day.

Weather PolicyEmergency Closing, Delayed Openings and Early-Dismissals

The following procedures are used to close school or to delay the opening of school due to inclement weather. STEM School Highlands Ranch may follow the closing and/or delay procedures set forth for the Douglas County Highlands Ranch Feeder Area. Also note that in the event of nearby lightning, students may be kept inside for delayed dismissal following the Douglas County School District lightning protocols.

Delayed Opening

If Douglas County Schools calls a Late Start day, STEM implements a Virtual School Day wherein 20% of the learning in each class will be synchronous. Elementary school students will have 20% of math and ELA synchronous. The school building will be closed to students. Parents will be notified via Infinite Campus. Additionally, please monitor local news sources for updated information.

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Early Dismissal¶

Students may be dismissed early from school to ensure their safety home due to inclement weather. The decision on after-school activities will be made by Douglas County School District no later than 1:30 in the afternoon. Changes in school schedules will be posted on the website, social media channels and announced on local television stations. When possible, STEM will send an IC message to all parents.

Closing School¶

If Douglas County Schools calls a school closure, STEM will be closed to students.¶

At STEM School Highlands Ranch, the safety of our students, staff, and families is a top priority.

In the event of inclement weather, the Executive Director has the authority to implement a virtual learning day, delayed start, or full school closure as needed.

The Executive Director may choose to follow the closing procedures of the Douglas County Highlands Ranch Feeder Area or make decisions independently to best support the STEM community.

Delayed Openings & Virtual Learning Days

If **Douglas County School District** announces a **Late Start due to snow and/or icy road conditions**, STEM may implement a **Virtual Learning Day** instead.

- On Virtual Learning Days, **20% of instruction in each class will be conducted synchronously** (live online instruction).
- For **elementary students**, 20% of synchronous learning will take place specifically in **Math and ELA**.
- The school building will be closed to students on these days.
- Families will be notified via email and/or Finalsite text messaging.

If a Late Start is called due to **cold temperatures**, STEM may:

- Proceed with a normal school day (standard start and end times), or
- Implement a **delayed start**, depending on the specific circumstances.

We encourage all families to regularly update their contact information and follow school communications for timely updates during inclement weather.

Emergency Protocol

Below you will find general information that you should be aware of in the event of an emergency. Please keep in mind that not all information is disclosed in order to protect the safety of staff and students.

- Staff members will not open doors during a lockdown
- Visitors will be allowed access to students only if the Douglas County Sheriff's Department (DCSD) determines the site is secure
- The school will adhere to all demands by the DCSD.
- Information regarding a lockdown or other emergency at the school will be posted on the school's social media and website (www.stemk12.org) as soon as possible. However, our main priority will be the safety of the students prior to parent communications. Therefore, we may not be able to answer the phones or return calls as quickly in the event of an emergency.

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- Parents are asked not to contact the DCSD for information. This is a firm request of the DCSD.
- We will attempt to provide parents and guardians with accurate information as quickly as possible. However, please understand that events of this nature are very fluid and constantly changing. Also be aware that information from other sources, such as news media, Facebook or Twitter, may not be accurate. Should your child contact you during such an event, remind them it is important they follow the directions of school staff.

Communication Pathways

STEM School Highlands Ranch recognizes the importance of appropriate communication pathways. STEM School Highlands Ranch will maintain a web page and update it regularly with information on events and issues of importance to the community. Email news and announcements will be sent as needed to augment and emphasize items on the web page. It is very important that parents read the Weekly Parent Newsletter so that they remain informed on all of the events happening at STEM. Communication between the school and parents is also vitally important to the proper operation of the school. Often misunderstandings can arise when events in the classroom are interpreted through the eyes of our students. Effective communication pathways can reduce or eliminate the impact of these events. The following are provided as a guide for communication within the school and between the school and our community.¶

- Parents or community members with questions about the conduct of school should make every attempt to contact the appropriate teachers first. Contact may be via phone call, email, or meetings with the teachers.
- Teachers are to make every attempt to respond to email and phone messages within twobusiness days of receipt of the question.¶
- If parents or community members have questions that do not involve specific teachers, they should arrange a meeting with the Director for the student's grade level to discuss issues of broader concern. Appointments can be set up by calling the office (303-683-STEM).¶
- In the event concerns are not satisfactorily met, parents or community members have the option to present the concerns to the STEM School of Highlands Ranch Board of Directors. Inquiries to the Board will be routed through the STEM Executive Director (or the highest ranking school official). Please follow the grievance procedures outlined below.

STEM School Highlands Ranch is committed to fostering a positive and collaborative relationship with our community. We recognize that misunderstandings may arise, and we have developed a clear process to address concerns and resolve conflicts. Effective communication is essential to the proper functioning of the school, and we encourage open, respectful dialogue.

If you have a concern related to a specific classroom event, please contact the appropriate teacher first. You may reach out via phone, email, or request a meeting. Teachers will make every effort to respond to your inquiry within two business days.

If your concern is not related to a specific teacher or involves broader issues, please arrange a meeting with the Director for your child's grade level. Appointments can be scheduled by calling the school office at 303-683-7836 or emailing the director and/or teacher directly via email.

If your concern is still unresolved after meeting with the grade-level Director, you may escalate the matter to the STEM Executive Director. If matters still persist, you may elevate your concern to STEM's CIO and STEM School Board of Directors. All inquiries to the Board must be routed through the STEM Chief Innovation Director or the highest-ranking school official, who will facilitate a timely resolution.

We encourage all parties to approach this process with respect and a collaborative mindset, ensuring that concerns are addressed constructively. Thank you for your partnership in maintaining a supportive learning environment."

Link here for the <u>Communications Pathways</u>. This will help guide you to the right person for your questions and/or concerns. You may reach the communications department directly by emailing: <u>communications@stemk12.org</u>.

Change of Contact Information (Address, Phone Number, etc.)

Please inform the main office of any change in address, telephone number, and/or emergency number. This will enable us to contact parents in a timely manner when necessary. Upon enrollment, the parent(s) enrolling the student will be considered the "primary contact.". If a restraining or other court order is in effect, it is the parent's responsibility to provide the school's administration with a copy of the order in a timely manner.

Complaint and Whistleblower Policy

The grievance procedure may be used for any situation occurring within the operation or normal procedures of the school, which causes a student, parent or guardian to believe that a student has been wronged. A student, parent, or guardian may initiate the procedure when they believe that a violation, misapplication, or misinterpretation of school or Board policy or state or federal law or regulation has occurred. If students or parents have concerns that involve classroom teachers, the Board strongly encourages the concerned persons first to contact the teacher directly to resolve such matters informally whenever possible. If the concern is with the school administrators or support staff, the Board strongly encourages concerned persons to attempt direct contact with the Executive Director or appropriate Director for the student's grade level to reach a satisfactory resolution, if possible.

If a grievance is filed during the summer, the teacher will handle the complaint or grievance upon returning to school in August.

To learn more about the Complaint and Whistleblower policy, please click here.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

To learn more about the Family Education Rights and Privacy Act (FERPA), click <u>here</u>. To learn more about the Rights Under the Protection of Pupil Rights Amendment (PPRA), click <u>here</u>.

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

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

Considerations-

Should we add info on AP Diploma

Capture language about media clearance vs privilege to be in STEM publications such as socials, advertisements, and newsletters.

JKA - Use of Physical Intervention and Restraint 1.28.2025 - Non Waivable JKA-E Student Restraint Incident Report Form 1.28.2025 - Non Waivable JKA-R Use of Physical Intervention and Restraint 1.28.2025 - Non Waivable

JICDE Bullying Prevention Policy

Coversheet

Standards Based Grading Changes - Secondary

Section:III. STEM School Highlands Ranch UpdatesItem:C. Standards Based Grading Changes - SecondaryPurpose:VoteSubmitted by:Proposed SBG Changes.pdf

SBG Changes

Key Changes:

- **Points-Based Assignments:** Teachers will now use points for all assignments and assessments. The previous 1-4 scoring system will be discontinued.
- **Point-Based Weighting:** Assignments will be "weighted" by the points assigned by the teacher (e.g., a classwork assignment worth 5 points, a presentation worth 30 points). Assignment categories on Canvas will not be weighted.
- **Consistent Assignment Categories: In Canvas, all assignments will be organized into two unweighted categories:**
 - **Learning Opportunities:** This includes homework, classwork, and formative assessments that help students practice and learn the material.
 - **Demonstrations of Knowledge:** This includes projects, PBL presentations, summative assessments, and other significant ways students show what they've learned.
- **Final Grade Reporting:** Your child will receive a single final letter grade (A-F) for each course in grades 6-12. Both Learning Opportunities and Demonstrations of Knowledge will contribute to this final grade.
- **Traditional Grading Scale:** We will use a standard A-F grading scale (e.g., 90%-100% = A) for the 2025-2026 school year. We plan to revisit the possibility of incorporating plus and minus grades in 2026.
- "Floor 50" for Good Faith Effort: If your child submits work that shows a "good faith effort," they will receive a minimum grade of 50%. Teachers will determine if the work meets this standard. If no "good faith effort" is shown, a zero will be given.

STEM SCHOOL HIGHLANDS RANCH

SBG Changes

What Will Remain:

- **Proficiency Scales:** Teachers will continue to use proficiency scales, which outline the learning goals for each unit. These scales will be shared with students at the beginning of each unit and will be used to create assignments and assessments. The scales will be revised to use the terms "advanced, proficient, developing, beginning" instead of 1-4. The "beginning" level will be aligned with the "floor 50" criteria.
- **Standards Alignment:** Your child's grades will continue to reflect their mastery of the course standards. Grades will not be given for activities that are not aligned to standards (e.g. dressing up for a presentation, submitting a syllabus).
- **Existing Retake Policy:** Students will continue to have the option to utilize retakes to improve their grade. Existing retake policies outlined by departments will remain in place.
- Late Work Policy: Late work will not result in point deductions. However, a zero will be entered for assignments not submitted by the due date. Each department will set deadlines for late work, and these deadlines will be clearly communicated to students and parents.
- **AP/CE:** There will be no changes to AP and CE courses.

10

Coversheet

CIO Update - Strategic Updates

Section: Item: Purpose: Submitted by: Related Material: IV. KOSON Schools A. CIO Update - Strategic Updates Discuss

CIO Board Presentation 20250512.pptx.pdf

CIO Update

KOSON SCHOOLS

Board Meeting | MAY 12, 2025



DCSD REPLICATION APPLICATION

SUMMER PROJECTS

FUNDRAISING

STRATEGIC PLAN PROGRESS

Powered by BoardOnTrack



DCSD REPLICATION APPLICATION IMPORTANT DATES

1. May 6th - Presentation to Board 2. May 14th - Staff Recommendation 3. May 27th - Public Hearing #2 & Board Decision

STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30 F

DCSD REPLICATION APPLICATION Highlights

Endorsements
 Processes Developed
 Assets Developed

SUMMER PROJECTS AT THE RIGHT TIME

- Playground
- Paint
- Master Plan
- Other Projects

Fundraising Highlights

Accelerator Fund
 Parent Ambassadors
 Events
 Policies

STRATEGIC PLAN UPDATE Redefine Limits. Unleash Potential.

- Identity
- Experience
- Growth

Coversheet

KOSON Core Values

Section: Item: Purpose: Submitted by: Related Material: IV. KOSON Schools B. KOSON Core Values FYI

CORE VALUES WORKING DOCUMENT 20250507.pdf

CORE VALUES AS NOUNS

- Student Centric: Prioritizing the Best Interests of Students
 Every decision we make is focused on ensuring students thrive, lead, and
 succeed, with a strong commitment to supporting our faculty and staff in
 delivering an exceptional learning experience.
- Community: Stronger Together
 A supportive, inclusive community where everyone is valued is the foundation of
 our strength, and through collaboration, we share resources to improve both local
 and global communities.
- Integrity: Do Right, Always Honesty, trust, and ethical decision-making guide our actions, fostering respect, accountability, and a safe environment, even in challenging circumstances or when recognition is absent.
- 4. Stability: Rooted in Resilience Stability provides the foundation for a resilient, supportive environment, where clear leadership, a positive culture, and a balanced approach allow our community to thrive and succeed in the long term.
- Growth: Embraces Challenges Becoming More Everyday (Becoming More) We are committed to growth by embracing challenges, fostering a growth mindset, and creating opportunities that drive progress for our students, staff, and community.

6. Innovation: Never Stop Innovating

Innovation thrives on continuous growth, bold problem-solving, and a willingness to push boundaries, transforming ideas into meaningful progress in learning, teaching, and leadership.

Embracing intentional innovation through bold problem-solving, a willingness to push boundaries, and transforming ideas to drive change and shape a future that improves our world.

 Stewardship: Dedicated to Making a Difference Caring for our students, colleagues, and community with purpose, we go beyond responsibility to create lasting impact through innovation, compassion, and dedication to making a difference. 8. Excellence: Mastery in Motion

Excellence is about embracing "Mastery in Motion"—a commitment to continuous growth, where skills are refined, applied, and adapted to achieve the highest standards and empower everyone to reach their fullest potential.

 Fun: It Makes the Team Work Creating an environment where fun is encouraged strengthens our teams, fosters a positive culture, and fuels creativity, making everyone feel valued, energized, and motivated to thrive.

CORE VALUES AS VERBS

& COMBINED GROWTH WITH INNOVATION AND EXCELLENCE

1. Prioritize Students (Student Centered)

Every decision we make is focused on ensuring students thrive, lead, and succeed. The community that surrounds students exists for the sole purpose of their growth and development.

2. Build a Strong Community (Community)

We are more than a school, we are a community. We all have equal value and seek to encourage each other to maximize our unique strengths, gifts, and passions. The true power of a charter school is in the strength of its community.

3. Do Right, Always (Integrity)

Honesty, trust, and ethical decision-making guide our actions, fostering respect, accountability, and a safe environment, even in challenging circumstances or when recognition is absent.

4. Embrace Challenge (Innovation)

Never Stop Innovating. Innovation thrives on continuous growth, bold problem-solving, and a willingness to push boundaries, transforming ideas into meaningful progress.

5. Take Steady Steps (Stability)

We play the long game with people and projects by implementing strategic

planning, clear communication, systems and process, amble resources, and appropriate pacing - setting a strong foundation for a supportive environment for our community to thrive.

6. Steward What Matters (Stewardship)

Dedicated to making a difference through personal ownership, care, and compassion creates lasting impact in our students, colleagues, and community,.

7. Pursue Mastery (Excellence)

A commitment to continuous growth, where skills are refined, applied, and adapted to achieve the highest standards and empower everyone to reach their fullest potential.

8. Laugh Together (Fun)

Having fun makes the team work! Creating an environment where joy is encouraged strengthens our teams, fosters a positive culture, and fuels creativity

- making everyone feel valued, energized, and motivated to contribute.

Coversheet

Finance Committee - Budget approval

Section: Item: Purpose: Submitted by: Related Material: V. Board Committee Updates A. Finance Committee - Budget approval Vote

Adopted Budget FY 25-26.pdf 25-26 BOD Budget Resolution_May 2025.pdf STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30

FY 2025 - 2026

Adopted Budget

STEM SCHOOL HIGHLANDS RANCH

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TABLE OF CONTENTS

- 1. Introduction
- 2. Material Changes
- Revenue & Expenditure Analysis З.
- 4. 3rd Quarter Update and Supplemental Budget
- Thanks You/Questions 5.





Material Expenditure Changes

Material Revenue Changes

\$645,969 increase to Salaries & Benefits

- 1.0 FTE 4th Grade Teacher
- 1.0 FTE MS PE
- 1.0 FTE Engineering
- 1.0 FTE MS English
- 1.0 FTE Social Studies
- Math/Science 1.0 FTE
- .5 FTE Computer Science
- .5 FTE Spanish

Right-sizing a handfull of positions

\$289,400 increase to Other Purchased Services

Increases to Software and Marketing

\$336,043 increase to Local School Revenue Increased ECA & Sports Contributions

\$568,230 increase to MLO & PPR Student enrollment increase and finalized PPR



Revenue Analysis

Prop	osed Budget	Ado	opted Budget
\$	1,885,280	\$	2,221,323
\$	3,516,240	\$	3,672,000
\$	5,401,520	\$	5,893,323
\$	600,000	\$	612,000
\$	337,000	\$	429,500
\$	937,000	\$	1,041,500
\$	16,715,445	\$	17,127,915
\$	16,715,445	\$	17,127,915
	\$ \$ \$ \$ \$ \$	\$ 3,516,240 \$ 5,401,520 \$ 600,000 \$ 337,000 \$ 937,000 \$ 16,715,445	\$ 1,885,280 \$ \$ 3,516,240 \$ \$ 5,401,520 \$ \$ 600,000 \$ \$ 337,000 \$ \$ 937,000 \$ \$ 16,715,445 \$

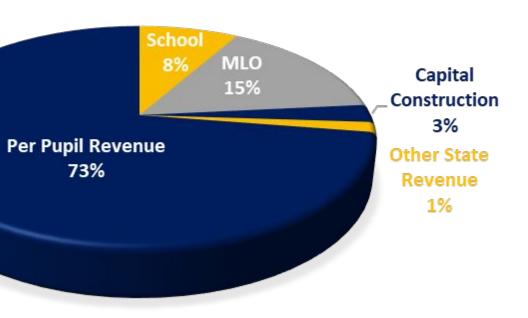
23,053,965 \$

24,062,738

Total Revenues \$



FY 25 - 26 REVENUE



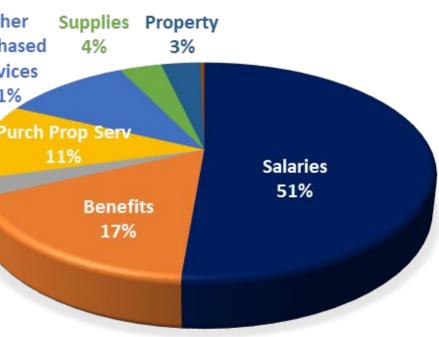
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Expenditure Analysis

Salaries & BenefitsProposed BudgetAdopted BudgetSalaries\$11,807,389\$12,365,264Benefits\$3,830,451\$3,918,545Total Salaries & Benefits\$15,637,840\$16,283,809OtherPurchased Contract Services\$610,029\$669,029Purchased Property Services\$2,652,000\$2,657,000Other Purchased Services\$2,452,200\$2,741,600Supplies\$816,900\$866,900Property\$763,500\$788,500Other\$75,000\$55,000Total All Other\$7,369,629\$24,061,838					
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Purchased Contract Services \$ 610,029 \$ 669,029 Purchased Property Services \$ 2,652,000 \$ 2,657,000 Other Purchased Services \$ 2,452,200 \$ 2,741,600 Supplies \$ 816,900 \$ 866,900 Property \$ 763,500 \$ 788,500 Other \$ 75,000 \$ 55,000 Total All Other \$ 7,369,629 \$ 7,778,029	Total Salaries & Benefits	\$	15,637,840	\$	16,283,809
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Purchased Property Services \$ 2,652,000 \$ 2,657,000 Other Purchased Services \$ 2,452,200 \$ 2,741,600 Supplies \$ 816,900 \$ 866,900 Property \$ 763,500 \$ 788,500 Other \$ 75,000 \$ 55,000 Total All Other \$ 7,369,629 \$ 7,778,029	Other				
Other Purchased Services \$ 2,452,200 \$ 2,741,600 Supplies \$ 816,900 \$ 866,900 Property \$ 763,500 \$ 788,500 Other \$ 75,000 \$ 55,000 Total All Other \$ 7,369,629 \$ 7,778,029	Purchased Contract Services	\$	610,029	\$	669,029
Supplies \$ 816,900 \$ 866,900 Property \$ 763,500 \$ 788,500 Other \$ 75,000 \$ 55,000 Total All Other \$ 7,369,629 \$ 7,778,029	Purchased Property Services	\$	2,652,000	\$	2,657,000
Property \$ 763,500 \$ 788,500 Other <u>\$</u> 75,000 \$ 55,000 Total All Other <u>\$</u> 7,369,629 \$ 7,778,029	Other Purchased Services	\$	2,452,200	\$	2,741,600
Other \$ 75,000 \$ 55,000 Total All Other \$ 7,369,629 \$ 7,778,029	Supplies	\$	816,900	\$	866,900
Total All Other \$ 7,369,629 \$ 7,778,029	Property	\$	763,500	\$	788,500
	Other	\$	75,000	\$	55,000
Total Expenditures \$ 23,007,469 \$ 24,061,838	Total All Other	\$	7,369,629	\$	7,778,029
Total Expenditures \$ 23,007,469 \$ 24,061,838	-				
	Total Expenditures	\$	23,007,469	\$	24,061,838



FY 25 - 26 EXPENDITURES



Presentation-Deck

Revenue/Expended a Monday May 12, 2025 at 5:30 PM Analysis

	Pr	oposed Budget	Ac	lopted
Revenue				
Local	\$	5,401,520	\$	5
State Categorcial	\$	937,000	\$	1
State PPR	\$	16,715,445	\$	17
Total Revenues	\$	23,053,965	\$	24
Expenditures				
Salaries & Benefits	\$	15,637,840	\$	16
Other	\$	7,369,629	\$	7
Total Expenditures	\$	23,007,469	\$	24
Surplus/Defecit	\$	46,496	\$	







Budget

5,893,323 1,041,500 7,127,915 4,062,738





OVERVIEW OF JOINT BUDGET COMMITTEE ACTIONS TO DATE AND FOR FY 2019-20 AND FY 2020-21

6,283,809 7,778,029 1,061,838

900

3rd Quarter & Supplemental

	<u>YTD Thru 3/31</u>	<u>% of Column H</u> Budget	<u>New Revised Budget</u>	<u>New Revised Budget</u> w/ Capital Projects	<u>Supplemental</u> Budget	<u>Supplemental w/</u> <u>Capital projects</u>
Income						
PPR	\$11,037,076	75%	\$14,674,240	\$14,674,240	\$14,675,129	\$14,675,129
Mill Levy	\$2,418,364	77%	\$3,144,209	\$3,144,209	\$3,218,529	\$3,218,529
Capital Construction	\$501,417	92%	\$543,125	\$543,125	\$542,331	\$542,331
Grant Income	\$446,999	177%	\$252,271	\$252,271	\$450,000	\$450,000
State Pension Contribution Reimbursement	\$0	0%	\$319,885	\$319,885	\$319,885	\$319,885
Total Fundraising Income	\$27,800	50%	\$56,000	\$56,000	\$56,000	\$56,000
Total Student Fees Income	\$962,651	113%	\$848,857	\$848,857	\$1,075,000	\$1,075,000
Interest Income	\$546,321	76%	\$720,000	\$720,000	\$680,000	\$680,000
Other Income	\$410,775	1891%	\$21,728	\$21,728	\$420,000	\$420,000
Total Income	\$16,351,403	79%	\$20,580,315	\$20,580,315	\$21,436,874	\$21,436,874
Expenses						
Total 0100 · Salaries	\$8,285,266	78%	\$10,662,846	\$10,662,846	\$11,050,000	\$11,050,000
Total 0200 · Benefits	\$2,371,591	66%	\$3,604,650	\$3,604,650	\$3,600,000	\$3,600,000
Total 0300 · Purchased Profess and Tech Serv	\$599,786	50%	\$453,236	\$1,203,236	\$600,000	\$1,075,000
Total 0400 · Purchased Prop. Services	\$2,573,914	90%	\$2,848,747	\$2,848,747	\$2,848,747	\$2,848,747
Total 0500 · Other Purchased Services	\$1,351,671	66%	\$2,047,551	\$2,047,551	\$1,950,000	\$1,950,000
Total 0600 · Supplies	\$704,816	106%	\$662,982	\$662,982	\$850,000	\$350,000
Total 0700 · Property	\$187,962	18%	\$271,672	\$1,021,672	\$271,642	\$3,921,642
Total 0800 · Other Objects	\$123,211	505%	\$24,400	\$24,400	\$140,000	\$140,000
			\$0	\$0		
Total 0900 · Other Uses of Funds			+	*** ***	<u> </u>	*** *** ***
Total 0900 · Other Oses of Funds Total Expenses	\$16,198,217	73 %	\$20,576,084	\$22,076,084	\$21,310,389	\$25,435,389

Presentation-Deck

3rd Quarter & Supplemental

		dited Actual 2023-2024	Re	vised Budget 2024-2025	Th	ru 3/31/2025 2024-2025	pplemental 2024-2025
	Balance on Hand July 1:	\$ 13,388,208	\$	14,675,529	\$	14,675,529	\$ 14,675,529
<u>Revenue:</u>							
	Per Pupil Revenue	\$ 14,217,846	\$	14,674,240	\$	11,037,076	\$ 14,675,129
	Mill Levy Override	\$ 3,219,547	\$	3,144,209	\$	2,418,364	\$ 3,218,529
	Earnings on Investments	\$ 748,680	\$	720,000	\$	546,321	\$ 680,000
	Other Local Revenue	\$ 376,981	\$	848,857	\$	962,651	\$ 1,075,000
	State Pension	\$ 39,305	\$	319,885	\$	-	\$ 319,885
	Contributions/Donations	\$ 12,340	\$	56,000	\$	27,800	\$ 56,000
	Categorical Revenue	\$ 593,515	\$	543,125	\$	501,417	\$ 542,331
	Other State Revenue	\$ 271,459	\$	252,271	\$	446,999	\$ 450,000
	Other Sources	\$ 1,492,661	\$	21,728	\$	410,775	\$ 420,000
	Total Revenue	\$ 20,972,334	\$	20,580,315	\$	16,351,402	\$ 21,436,874
	Total Sources	\$ 34,360,542	\$	35,255,844	\$	31,026,931	\$ 36,112,403
<u>Expenses</u>							
	Salaries	\$ 10,026,461	\$	10,662,846	\$	8,285,266	\$ 11,050,000
	Benefits	\$ 2,728,281	\$	3,604,650	\$	2,371,591	\$ 3,600,000
	Purchased Prof. & Tech. Services	\$ 541,987	\$	1,203,236	\$	599,786	\$ 1,075,000
	Purchased Property Services	\$ 2,406,874	\$	2,848,747	\$	2,573,914	\$ 2,848,747
	Other Purchased Services	\$ 2,984,330	\$	2,047,551	\$	1,351,671	\$ 1,950,000
	Supplies	\$ 536,912	\$	662,982	\$	704,816	\$ 850,000
	Property	\$ 399,406	\$	1,021,672	\$	187,962	\$ 3,921,642
	Other Expenses	\$ 60,762	\$	24,400	\$	123,211	\$ 140,000
	Principal on Leases	\$ -	\$	-			\$ -
	Total Expenditures	\$ 19,685,013	\$	22,076,084	\$	16,198,217	\$ 25,435,389
	Net Income	\$ 1,287,321	\$	(1,495,769)	\$	153, 185	\$ (3,998,515)
	Balance on Hand June 30	\$ 14,675,529	Ş	13,179,760	\$	14,828,714	\$ 10,677,014

Presentation-Deck

STEM School Highlands Ranch - Board of Director's Meeting - Agenda - Monday May 12, 2025 at 5:30

Thank You!

Questions?

Powered by BoardOnTrack

RESOLUTION

BOARD OF DIRECTORS OF KOSON SCHOOLS

MAY 12, 2025

A RESOLUTION OF APPROPRIATION

WHEREAS, the Board of Directors and administrative staff of Koson Schools dba STEM School Highlands Ranch of Douglas County and the State of Colorado has duly revised and adopted official budget for the fiscal year beginning July 1, 2025, and ending June 30, 2026, as required by law; and

WHEREAS, the administration has recommended that \$24,062,737 be appropriated to the Charter School General Fund as specified in the "Adopted Budget" for the fiscal year beginning July 1, 2025 and ending June 30, 2026. The adopted budget includes salary allocations for stipends and other one-time payments for employees as determined during the fiscal year;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF Koson Schools dba STEM School Highlands Ranch: The amounts in the following schedule be appropriated to the fund specified in the "Adopted Budget" for the fiscal year beginning July 1, 2025 and ending June 30, 2026.

Charter School General Fund	\$24,062,737
Total Appropriation	\$24,062,737

By____

President, Carla Gustafson

By_____

Secretary, Ishmeet Kalra

Coversheet

Governance Committee - Update

Section:V. Board Committee UpdatesItem:B. Governance Committee - UpdatePurpose:DiscussSubmitted by:Spring 2025 - Parent Election Results.pdf

Parent Election Results

Adelita Campbell

Adelita's family has been part of STEM School Highlands Ranch since its early days—her daughter Samantha was in the first kindergarten class when the school opened for K–5. She now has an 8th grader and a 6th grader at STEM. She works as an emergency department nurse right here in our community at UCHealth Highlands Ranch and holds degrees in Nursing and Health Care Administration. She's passionate about supporting our school's mission and ensuring a strong, student-centered future for all our children.

Sara McConnell

1 year at STEM, 1 student in 3rd grade SAC Member HR Professional, VP of People & Culture at tech company

Ronalea Alleman

8 years at STEM, 2 students in 5th and 7th grade SAC Member, Communications lead HR Professional

Meghann Evans

3 years at STEM, 1 student at STEM SAC Member, VIce Chair Teacher, 5th grade (not at STEM)

Coversheet

Governance Committee - Community Member Candidates

Section:	V. Board Committee Updates
Item:	C. Governance Committee - Community Member Candidates
Purpose:	Discuss
Submitted by:	
Related Material:	Spring 2025 - Proposed Community Members.pdf

Proposed Community Member Candidates

Kevin Leung

Small business owner. IT Professional

Currently serving on South Metro Fire Rescue Board and Castle Pines Urban Renewal Authority

Past Community Service: DCSD Board Member and Treasurer (2017 - 2021)Colo State Advisory Council for Parent Involvement in Education DCSD DAC and SAC

Cory Wroblewski

Parent of incoming 25/26 Kindergartener

Colorado Licensed Attorney Senior Judicial Law Clerk to US District Judge Previously serviced as corporate counsel and senior associate at global law firm

Decorated Army Veteran and West Point graduate (served 2008-2015)

Past Community Service: West Point Society of Denver (2016-present) Big Brothers Big Sisters of Colo (2016-2022)

Members

Carla Gustafson

Darrell Lomelino

Renew Current Community

Coversheet

CIO Support & Evaluation Committee

Section:V. Board Committee UpdatesItem:D. CIO Support & Evaluation CommitteePurpose:DiscussSubmitted by:Draft_MC_2025-26_Proposed_Contract_20250417.pdf



EMPLOYMENT AGREEMENT

THIS EMPLOYMENT AGREEMENT (the "Agreement" and/or "Employment Agreement") is effective as of July 1, 2025, between Matt Cartier who agrees to serve as the Chief Innovation Officer ("CIO" and/or the "Employee"), and KOSON Schools, a Colorado nonprofit corporation, incorporated pursuant to the Colorado Revised Nonprofit Corporation Act, C.R.S. § 7-121-101 *et seq.*, and also a charter school network pursuant to the Charter Schools Act, C.R.S. § 22-30.5-101 *et seq.* ("KOSON" or the "Network").

RECITALS

KOSON desires to continue to employ Employee pursuant to this Employment Agreement to serve as CIO of the Network.

Employee desires to continue to be employed by KOSON as its CIO pursuant to this Employment Agreement.

TERMS AND CONDITIONS

In consideration of the foregoing and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

- 1. <u>Employment At-Will</u>. KOSON employs Employee as its Chief Innovation Officer, and Employee accepts such employment, upon the terms and conditions hereinafter set forth. Notwithstanding any provision in this Employment Agreement to the contrary, Employee is employed at-will, meaning that both Employee and KOSON can end the employment relationship at any time for any reason. Any statements, representations, procedures, or policies that may be promulgated by KOSON to the contrary shall not be construed to alter the "at-will" nature of the employment relationship or this Agreement, unless expressed in a signed, written agreement by an authorized individual. Because the employment relationship is at-will, the Employee shall have no expectation of continued employment.
- 2. <u>Duties</u>. Employee will serve as KOSON's Chief Innovation Officer, undertaking the duties set forth in the CIO job description, duties prescribed by the KOSON Board of Directors, and all other duties incident to the chief executive of a charter school network such as KOSON (collectively referred to herein as the "Duties"). Employee will perform the Duties in accordance with (i) the applicable standards and ethics for the educational



profession and specifically for the Network; (ii) the applicable federal, state, and municipal law, and any rule, regulation, policy, or requirement of the KOSON Board of Directors and/or any administrative agency, certification organization or accreditation organization with jurisdiction as to, or pertaining to, the Network, including the Network's authorizer, the Douglas County School District, and the Colorado Department of Education; and (iii) the written policies, rules, procedures, handbooks and hiring/firing standards established or adopted by the Network, including without limitations required and satisfactory completion of fingerprint and criminal background checks.

- **3.** <u>Employment Term.</u> KOSON shall employ the CIO on a full-time basis beginning July 1, 2025 and ending June 30, 2026. Except as otherwise provided herein, this Agreement shall be binding upon the parties for the period from July 1, 2025 through June 30, 2026, subject to the provisions of paragraph 8, below. Unless earlier terminated by either party, this Agreement terminates automatically as of June 30, 2026. Prior to that date, the parties shall negotiate whether to renew this Agreement, and, if so, on what terms. As described herein, certain terms may survive the termination of this Agreement, such as those in paragraphs 9, 10 and 11. If this Employment Agreement is terminated early, Employee shall be paid a final paycheck for any amounts earned prior to the effective date of termination.
- 4. <u>Compensation</u>. For services rendered by Employee pursuant to this Agreement, KOSON shall pay Employee a base salary equivalent to \$225,570 per year during the Employment Term, less all applicable deductions required by law or permitted by this Agreement. Payments required by this Agreement will be made semi-monthly on KOSON's regular pay cycle, starting on July 1, 2025 and ending June 30, 2026.
- 5. <u>Benefits.</u> In addition to the compensation set forth in paragraph 4, KOSON shall provide the CIO with \$525.00 per month towards the Employee's health insurance coverage offered by the School. KOSON shall also contribute 100% of the monthly premium for the Employee's vision and dental insurance and 100% of the monthly premium for the Employee's Life/AD&D insurance, short-term disability, and long-term disability. Employee is responsible for any and all dependent health, vision, or dental insurance coverage as well as any Life/AD&D insurance coverage for his dependents. Employee must participate in PERA; therefore, KOSON shall withhold the required amounts for PERA, currently that consists of a Colorado tax at 11% for Employee. These benefits may be increased (or decreased) by a change in the law or in future agreements for future years.
- 6. Paid Time Off. Given the Employee has completed at least one year of employment, for



all subsequent contract years, if any, Employee shall accrue up to twenty days of PTO on the first day of the new term. Employee shall roll over all unused days from one term to the next. However, the maximum number of days of PTO the Employee can ever have is twenty-five, and he may only use up to twenty-five days in any one school year. Accrued but unused PTO will be paid out upon separation of employment. Employee shall also receive the following paid holidays from KOSON: New Year's Day, Martin Luther King Jr. Day, Presidents' Day, Memorial Day, Juneteenth, July 4 & 5th, Labor Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve, and Christmas Day. In the event one of the aforementioned holidays falls on a weekend, KOSON's human resources department will notify Employee of the alternate workday on which the holiday will be celebrated for pay and leave purposes.

7. <u>Sick Leave</u>. Employee shall be entitled to a total of six (6) days of paid sick leave during an academic school year. Sick leave may not be accumulated from one year to the next. Upon separation, KOSON will not pay Employee for accrued but unused sick leave. Sick leave may be used for a qualifying reason in accordance with KOSON policies and the Colorado Healthy Families and Workplaces Act.

8. <u>Termination</u>. KOSON or Employee may terminate this Agreement and Employee's employment at-will, meaning either party may terminate it at any time and for any reason or no reason.

8.1. Request for Three Months' Notice. Given the disruption to the Network if Employee leaves, KOSON requests that the CIO give not less than three (3) months of advance written notice to the KOSON Board prior to his departure. Similarly, Employee requests that the KOSON Board give him no less than three (3) months of advance written notice if they are not going to renew his contract for another term. The parties agree that these are requests only, and they do not alter at-will status.

8.2. Return of Property. Employee agrees that upon the termination of the employment relationship, Employee will return to KOSON all property of KOSON in Employee's possession and/or control, including, but not limited to, keys, technology, identification cards, financial information, educational materials, email accounts, written information and plans, correspondence, designs, budgets, projections, documents, lists, computer disks or storage drives (and any other computer generated files and data) and copies thereof, equipment, books, records, reports, notes, contracts, or other School property. Any digital or electronic copies returned must also be destroyed, erased or otherwise made irretrievable by Employee. Employee is also responsible for replacing, at cost, any technology, equipment, access cards, keys or other assets of KOSONthat are not returned



upon termination or at the end of the fiscal year. Employee agrees that KOSON may withhold the commensurate value for any unreturned or damaged KOSON property from the Employee's final paycheck, to the extent allowable by the FLSA or other applicable laws.

9. Ownership of Work Product. KOSON shall own all right, title, and interest in and to all results and the work product of Employee's services to the Network (the "Work Product") (all of which shall be deemed proprietary), free of any reserved rights by Employee, whether or not specifically enumerated in this Agreement. Employee hereby assigns all rights, title and interest in and to such Work Product, including any copyrights in such Work Product, to the Network. Employee will, at any time during employment or after termination, on request of KOSON, execute specific assignments in favor of KOSON or its nominee of any Work Product and copyrights in such Work Product, as well as execute all papers and perform all lawful acts the Network considers necessary, helpful, or advisable for the preparation, prosecution, issuance, procurement, maintenance, protection from infringement, and enforcement of intellectual property rights in such Work Product and for the transfer of any interest Employee may have in the intellectual property rights in such Work Product to the Network or its nominee. Such assistance both during employment and after termination shall be provided without further remuneration to Employee. At the request of Employee, KOSON may grant Employee a limited, non-exclusive, non-transferable, and non-commercial license to use the Work Product developed by Employee, solely for the purpose of educational instruction and enrichment in future employment settings. Any such license, if granted, will not authorize reproduction for commercial purposes or distribution beyond educational use, and KOSON retains all intellectual property rights in the Work Product.

10. <u>Other Provisions.</u> The following provisions shall apply:



10.1. Annual Evaluation

- a) Written Annual Evaluation. Each year the Board of Directors shall evaluate and assess, in writing, the performance of the CIO during the term of this Agreement. This evaluation and assessment shall be related to the duties of the CIO as outlined in the Job Description, any further position description for the CIO as adopted by the Board of Directors, and the goals and objectives for the CIO as developed annually by the CIO and the Board of Directors.
- b) **Evaluation Format**. The Chair of the Board (or assigned Board Committee) shall meet and discuss the evaluation format with the CIO in an attempt to reach an agreement and adopt a mutually-agreeable evaluation format. In any event, the Board of Directors shall adopt an evaluation format for use pursuant to this section.
- c) Meeting Regarding Written Evaluation. At least once per year, in a month mutually agreed upon by the parties, the KOSON Board of Directors, or representatives thereof, and the CIO shall meet for the purpose of mutual evaluation of the CIO. In the event that the Board of Directors determines that the performance of the CIO is unsatisfactory in any aspect, it shall describe, in writing in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board of Directors deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the CIO. The CIO shall have the right to make a written reaction or response to the evaluation.
- d) **Personnel File**. Both the Board of Director's evaluation and the CIO's written response, if any, shall become a part of the CIO's personnel file. In any event, within thirty (30) days of the delivery of the written evaluation to the CIO, representatives of the Board of Directors shall meet with the CIO to discuss the evaluation.
- e) Notice of Complaints. The Board of Directors agrees to provide the CIO with full and prompt information concerning any and all complaints the Board of Directors receives that are made about the CIO or about Network operations. This provision shall not inhibit the Board's ability to follow the Network's grievance policy with respect to any grievances about the CIO.

10.2. Professional Meetings. The CIO shall be encouraged to attend appropriate professional meetings and conferences. The expenses of said attendance shall be incurred by the Network, subject to the Board's annual budget appropriation for such expenses.

10.3. Professional Development. KOSON shall reimburse the costs for Employee to

KOSON SCHOOLS

continue his professional development by participating in the following types of activities that are designed to improve Employee's ability to perform professional responsibilities for KOSON: programs and other activities conducted or sponsored by local, state, and national school administrators and school board associations, especially those that focus on charter schools; seminars and courses offered by public or private educational institutions; and informational meetings with other persons of particular skills or backgrounds. All such activities may be coordinated with the Board. The expenses incurred under this subparagraph 12.3 are subject to the Board's annual budget appropriation for such expenses, and specific budget items must be contained therein.

10.4. Limits on Outside Activities. The CIO shall devote full time and due diligence to the affairs and activities of the Network. The parties agree that it is almost certain that the duties of the Network will occupy all, or almost all, of the CIO's working hours. However, the parties further agree that, so long as other activities do not impede the CIO's ability to perform his duties to the Network and does not create a conflict of interest or the appearance of a conflict of interest, he may serve as a consultant to other schools or educational agencies, lecture or engage in writing and speaking activities, and engage in other professional activities. The CIO shall review these activities periodically with the Chair of the Board of Directors.

10.5. Indemnification and Provision of Counsel. In the event that an action is brought or a claim is made against the CIO arising out of or in connection with the CIO's employment, and the CIO was acting within the scope of employment or official duties, the Network shall defend and indemnify the CIO for any costs not provided by liability insurance. However, such indemnification and provision for defense counsel shall not apply to acts or alleged acts of willful and/or wanton neglect of duty; of intentional acts or alleged intentional acts to injure or harm persons or property including, but not limited to, criminal charges; or to claims or alleged claims, including civil actions, arising out of or connected with activities beyond and/or outside the scope of the CIO's employment duties. To the extent this provision conflicts with Colorado law, KOSON's bylaws, or other policy on indemnification, the law, bylaws, or other policy shall control.

10.6. Expenses. The Network will pay or reimburse the CIO, upon submission of the appropriate receipts, for all approved, necessary and reasonable expenses, including those expense allowances as provided in this Agreement. It is intended that this will include both in-house and external entertainment of KOSON parents, directors, alumni, faculty, staff, etc. The Network will ask that its public accountant review the appropriateness and reasonableness of those expenses from time to time and at minimum



annually during the course of its annual audit. The CIO shall provide the necessary records to the Network's public accountant to ensure this provision is complied with.

11. General Provisions.

- a) Waiver. The waiver of any provision of this Agreement will not be effective unless in writing and executed by the party against whom enforcement of the waiver is sought.
- **b)** Entire Agreement. This Agreement constitutes the entire integrated agreement among the parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements, representations and understandings of the parties. This Agreement may not be amended except by written instrument executed by the parties hereto.
- c) Attorneys' Fees. If any dispute arises out of the subject matter of this Agreement, the prevailing party in such dispute shall be entitled to recover from the losing party its costs and expenses (including reasonable attorneys' fees) incurred in litigating or otherwise resolving such dispute.
- d) **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado, without regard to its conflict of laws principles.
- e) **Severability.** If any provision of this Agreement is held to be unenforceable by a court of competent jurisdiction, the remainder of this Agreement shall be severable and not affected thereby.
- f) Counterparts. This Agreement may be executed in one or more counterparts each of which shall be deemed an original, but all of which shall constitute one and the same instrument.
- g) Assignment. The rights and obligations of KOSON and Employee hereunder shall inure to the benefit of and shall be binding on their respective successors and assigns. Employee may not assign his rights or obligations hereunder without the prior written consent of KOSON, which may be withheld in its sole and absolute discretion. KOSON may assign its rights under this Agreement upon written notice to Employee.
- **12.** <u>Claims.</u> Employee shall be barred from bringing any claims arising from this Agreement, the inducement therefore, or the termination thereof, unless Employee provides to KOSON written notice of Employee's claim within six (6) months after the claim arises.



IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates set forth below:

MATT CARTIER

Date

By: CARLA GUSTAFSONDateChair of the Board of Directors for KOSON Schools

Coversheet

Vote for Consent Agenda Items

Section: Item: Purpose: Submitted by: Related Material: VI. Consent Agenda A. Vote for Consent Agenda Items Vote

Draft Charter Purchased Service Agreement 2025_26.docx.pdf



DCSD Charter School Purchased Services Agreement 2025-2026

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Charter School Required Services

District Support Staff

Charter District support staff includes, but is not limited to staffing and expenses for the following:

Choice Programming Department

Charter contract renewals and waivers, charter school UIP review, Open Enrollment support, Infinite Campus and Workday support, teacher induction, DAC/SAC support, annual charter reviews, communication and support to charter school administration and governing boards, coordination with charter schools on district security procedures, coordination with other district departments, general assistance in the areas of legal questions, statutory compliance, board issues, parent concerns, student issues, and discipline problems.

Human Resources

Workday basic functionality - employee record warehouse, Employee Self Service (ESS). The Colorado Department of Education (CDE) reporting, periodic questions and data review and submission. All required employee data must be entered into WorkDay.

Business Services

Business and financial support, Data Pipeline reporting to CDE, quarterly financial reporting to the Board of Education, audit/Annual Financial Report presentation, billing, wire transfers, Infinite Campus/My School Bucks issue resolution, meetings, miscellaneous questions, and problem resolution.

Student Data and Information Services

Help desk, legal/subpoenas, enrollment roll, foreign students, archival/retention of records, student counts, state reporting, attendance, records requests, exception reports, provide templates for calculation of minutes for reporting, course codes and building new calendars in IC.

<u>Legal</u>

Outside legal costs related to a Charter are billed in full to the Charter using the outside counsel services.

Internal Technology Services (Help desk)

Help desk tickets relating to Google Apps, Infinite Campus, My School Bucks, network connectivity, identity management, reporting, integrations, and provisioning for Gmail. Rolling of student information for Infinite Campus, Identity Management, and security tools.

Emergency Management Services

Services include Emergency Response and Crisis Management (ERCM) planning, access to online documentation and support, on-site training of staff, site and building safety assessments, access to district-level training and tabletop exercises, and emergency drill data reporting and compliance documentation. Standard Response Protocol (SRP) includes training of staff, printed materials for classrooms and common areas, and online training courses.

Consultation and guidance on various safety and security matters including; sex offenders, threat assessments, suicide assessments, child abuse and mandatory reporting procedures, employee investigations, child/parent custody, and trespassing issues.

Emergency notifications to building Administration or designee from Security Dispatch Center through school messenger for incidents that may impact the normal operation of schools or potential safety concerns.

Technology – Maintain FCC licensing on radios used by Charters. Provide programming of supported school radios. Maintain and support School Emergency Radio. Provide general support and review on security technology when requested.

24-Hour Dispatch - This a constant coverage where schools have access to notifications and information 24-hours a day. Provide assistance through radio communication and telephone for emergency and non-emergency situations. Assist in Law Enforcement requests pertaining to students or staff during and after hours. Utilize security technology, where applicable, to assist/verify in a situation.

Patrol – Patrol the area and provide visits to ensure safety and security of students, visitors and staff and to ensure the security of buildings and property. Responds to calls for security assistance.

If the Emergency Management Services team is called to respond to a specific emergency situation and additional costs are incurred for items such as transportation, the individual charter school will be billed for those specific resources as necessary.

Student Information System (Infinite Campus)

All schools must use Infinite Campus for the student database. This cost is related to annual fees related to the software licensing and maintenance contract. District time spent for application support staff cost and technical support staff cost (including account management) and infrastructure is included in total direct staffing. Does not include purchase, maintenance and/or repair of internal data network systems and computer workstations, or any application software, other than those directly related to the use of Infinite Campus.

CONDITIONS:

- Computer workstations must meet minimum DCSD hardware and software specifications annually for computers accessing district applications
- District staff must have physical access to technology equipment as required for upgrades, maintenance and repair
- Charter school staff must be trained and supported by the district, both initially and ongoing, for Infinite Campus and account management
- Infinite Campus system utilization must comply with all established district practices, policies and procedures
- Charter schools acknowledge that they cannot copy, modify or distribute the Infinite Campus system in any manner

• Charter schools acknowledge that Infinite Campus and other designated support systems is the official vehicle for all state/federal reporting activities, including the annual student count

Project Education

All schools must use Project Education for the development and implementation of all student individual plans.

Student Data Privacy Act Roles and Responsibilities

<u>House bill 16-1423</u> mandates local school districts and charter schools implement the following items:

Each Charter school is responsible for

- Adopting a student data privacy policy
- Creating a webpage for transparency that has the following
 - List of student PII collected by the charter
 - List of CDE student PII

- List of Apps that are used by the school
- List of vendors that collect student PII
 - WIth contract and Data privacy addendum
- Conduct Mandatory training regarding student privacy

Douglas County School District will share resources with our Charter schools.

On the district Student Data Privacy Site are resources:

- List of district apps
- App vetting process
- Data privacy addendum
- List of student PII collected by the district
- Link to the CDE student PII collected
- Link to vendors that collect PII and their contracts

We will also share the mandatory training modules.

Learning Services

<u>Assessment</u>

State and district required assessments are administered per charter contract. The required assessments* include:

	Grade(s)	State Statute (CRS)	Notes
English Language Arts	Grades 3 - 8	§22-7-1006.3(1)(a)	Colorado Measures of Academic Success (CMAS)
Math	Grades 3 - 8	§22-7-1006.3(1)(a)	CMAS
Science	Grades 5, 8 and 11	§22-7-1006.3(1)(a)	CMAS
Social Studies	Grades 4 and 7	§22-7-1006.3(1)(a)	CMAS
9th grade Assessment Aligned with State Academic Standards	9th grade	§22-7-1006.3(2)(a)	PSAT 8/9
10th grade Assessment Aligned with State Academic Standards	10th grade	§22-7-1006.3(2)(a.5)	PSAT 10
Curriculum-based	11th grade	§22-7-1006.3(2)(b)	Colorado SAT

College Entrance Exam			
English Language Proficiency WIDA Assessments *WIDA Assessments are Federal assessments, and are not part of the parent refusal process		§22-24-105	WIDA Screener Grades 1-12 (identification assessment) WIDA-ACCESS (annual assessment)
Colorado Alternate Assessment (CoAlt)**	Grades 3 - 11	§22-7-1006.3(3)(c)	Alternate assessment for students with significant cognitive disabilities
Universal Screening Assessment (Gifted Identification)	Grade 2, 5 or 6	§22-20-204(2)	Cognitive Abilities Test (CogAT)
Early Literacy (READ Act)	Kindergarten - 3rd grade	§22-7-1205(1)(a) and §22-7-1209(1)(b)	i-Ready [®] (or other approved interim READ Act assessment)
School Readiness	Kindergarten	§22-7-1004(2)(a) and §22-7- 1014(2)(a)	TS GOLD - Assessment may be waived

* CDE Reference for federal and state required assessments

** This includes alternate state assessments, DLM and CoAlt, for students determined eligible for the alternate assessment according to the <u>CDE alternate assessment participation</u> <u>guidelines</u>.

State Testing

The District provides required accommodations training for state assessments and training to administer and process state assessments. Training opportunities are also provided to use the district-approved assessment management system for analyses of state assessment results. The basic cost for assessment services includes accommodation, administration, and processing trainings. Additionally, access to use the district-approved assessment system and training opportunities to use this tool are included in the base cost. The District does not provide stipends for Charter staff for implementing required testing.

In preparation for state testing, each charter school should review the latest online testing hardware and software requirements from CDE. Schools need to have an

adequate number of devices that meet these requirements in order to give the online test(s) during the 3-week testing window. (Note: Student owned devices cannot be used for state testing.)

Schools have the option to request a Memorandum of Agreement (MOA) to allow them to use paper-based testing for all state mandated assessments. This MOA will outline the expectations from the school in managing paper based assessments. Cost associated with this will be TBD at the time the MOA is created.

Early Literacy (READ Act) Assessment and Data Submissions

All district schools are expected to comply with the requirements of the READ Act, including state data collections and submissions. The READ Act compliance cost is part of the Charter School Staff cost; however Charter schools are responsible for the actual cost of the READ Act assessment.

The District purchases licenses for i-Ready[®] for both reading and math. (The i-Ready[®] reading assessment is an approved READ Act assessment.) Charter schools may choose to purchase licenses for i-Ready[®] at the district rate of \$5.80 per student per subject (\$11.60 per student for both reading and math) or they may elect to purchase licenses for another approved READ act assessment directly from the vendor. Each charter school that chooses to purchase another READ approved assessment would be responsible for submitting data for state reporting in the correct format by the submission deadline. (Refer to the <u>Optional District Supported Assessment List</u> <u>Below</u>. This list was recently updated based upon the READ Act Assessment Review. is also currently under assessment revisions. The ELAT assessments for 2024-2025 are listed below.

- Acadience Reading (previously published under DIBELS Next) published by Acadience
- Amplify mCLASS with DIBELS 8th Edition, 2018; mClass Lectura 2022
- Curriculum Associates, LLC i-Ready Assessment for Reading, 13.0, 2022
- Indicators of Progress for Early Reading (ISIP ER) (English and Spanish) published by Istation
- Star Early Learning published by Renaissance Learning, Inc.

All Charter schools must submit data for the following state collections and reports for the READ Act:

- READ Data Collection for Per Pupil Funding
- READ Budget Submission
- <u>READ K-3 Literacy Program Reporting</u>
- READ K-3 Evidence-Based Teacher and Administrator Training Requirements

School Readiness Assessment

Licenses are purchased for Teaching Strategies GOLD, an approved assessment for school readiness. Charter schools with documented waivers from School Readiness

Assessment (C.R.S. 22-7-1014(2)(a)) for administering this assessment will not be charged for these licenses. (See 22-23 2023 - 2024 <u>Purchase Services Agreement</u> <u>Pricing</u> Table)

English Language Proficiency Assessments

Assessments of Multilingual Learners are federally mandated and include the WIDA Screener (grades K-12)(used to determine student eligibility for English language development programming as defined by federal and state statute), and WIDA-ACCESS 2.0 (the required annual English proficiency assessment for NEP and LEP students.

Gifted & Talented Universal Screening

The District uses the Cognitive Abilities Test (CogAT) as a universal screening tool in second grade and in the transition year to middle school (5th or 6th grade). The results of this assessment are used to help determine appropriate programming and services for all students in those grades. No per-pupil charge is assessed to the Charters for the CogAT assessment, processing, or scoring when conducted using the district's process and protocols during the district-established CogAT Universal Screening window. Charters may also choose to utilize the CogAT outside of the universal screening years as outlined in the Optional Services Section of this agreement.

Unified Improvement Plan

The Learning Services Department and School Leadership Department, in collaboration with the Office of Choice Programming, communicates with all charter schools regarding the Unified Improvement Planning (UIP) process and any yearly changes to the process that are mandated by the state. The Office of Choice Programming, School Leadership team and Learning Services Department provide support and consultation at a universal level to all charter schools inclusive of information and guidance with the Colorado Department of Education's Online UIP System, district-approved assessment management system and SchoolView. The District facilitates review and approval of charter unified improvement plans by the Office of Choice Programming and School Leadership support staff. District staff also facilitate approval of the plans by the Board of Education if required in the case of any charter schools with a plan type of Priority Improvement or Turnaround.

In the case of charter schools with a plan type of Priority Improvement or Turnaround, more intensive targeted support is provided, including one-on-one meetings and UIP/data training with charter school staff; targeted communications with CDE staff regarding plan requirements and recommended revisions; and coordination of CDE resources. The Douglas County School District submits all UIPs regardless of plan type to CDE via their online system and for schools on Priority Improvement or Turnaround conducts continuous reviews and progress checks regarding their UIP implementation.

Treasurer Fees

The County charges the District a fee for collection of property taxes. Since the District passes the charter schools 100% of PPR, these fees will be charged to the Charter school on a per student basis.

Election Fees

In the event the District seeks additional funding through a Mill Levy Override or Bond the District pays fees for the inclusion of the measure in County elections. Since we pass on 100% of the Mill Levy Override received on a PPR basis, the charter schools will be charged their part of these fees on a PPR basis.

Foote Youth Service Center

The center serves the 23rd Judicial District to provide secure detention for youth 10-17. Cherry Creek school district provides licensed staff for youth in the facility. The cost of the facility is billed to school districts in the 18th Judicial district including Douglas County School District. A portion of these fees are charged to the Charter school on a per student basis.

Canvas Accounts

Canvas LMS is a powerhouse of course organization, resource management, staff guidance, and personalized learning. Canvas modules help facilitators organize and sequence content, learning activities, assessments and streamline the delivery of professional learning. The per user license fee includes 24/7 support, access to training materials, custom professional development creation, mandatory training courses, and other DCSD professional learning opportunities. DCSD professional learning leverages Canvas to deliver:

- Mandatory Training
- Ability to register and take District PD opportunities like Threat Assessment, SPED, CPI, SEL, ELD courses and many more
- Flexible site based and managed pd delivery system (optional)

Google Suite

Google Suite products included in Education Plus level access for students and staff (Docs, Sheets, Slides, Forms, Classroom, Sites, Groups and others). The Google Apps for Education Suite is a fantastic group of collaborative tools. The Apps Suite includes: Google Docs, Presentations, Spreadsheets, Forms, Sites, Calendar and Mail. The use of these tools enables students to work collaboratively on many types of products, communicate easily with their classmates and teachers and creatively demonstrate their knowledge and learning. It is also a highly efficient tool that can help your school to go green. With safety and security features designed especially for k-12 students, it provides students with the powerful tools they need while allowing school administrators control over access.

Currently, Google charges the District on a total number of students basis, and there is not an ability to separate Charter School enrollment from the District's total enrollment.

CONDITIONS:

- Computer workstations must meet minimum district hardware and software specifications annually for computers accessing district applications
- District staff must have physical access to technology equipment as required for upgrades, maintenance and repair
- Charter school staff must be trained and supported by the district, both initially and ongoing, for Gmail and account management
- Gmail system utilization must comply with all established district practices, policies and procedures
- Charter schools acknowledge that they cannot copy, modify or distribute the Gmail system in any manner

Student Support Services

English Language Development

This is a compliance model with limited services. Charter schools are 100% responsible for all legal and settlement costs for any English Language Development (ELD) litigation or claims. For more information please refer to the English Language Development Compliance plan update

Charter schools will:

• Communicate with parents/families in the parents'/family's preferred language, and provide interpretation and translation services for families in need of such

service regardless of the student's English proficiency regardless of the student's eligibility for ELD programming. This includes classroom, school-wide, and individualized verbal and written communication. (see the <u>US Department of Education Fact Sheet</u>).

- Ensure charter school ELD teachers participate in all required ELD training (typically named "essentials" or Think Tanks). Additionally, charter schools have access to ELD training regarding the following: ELD programming and services, related services, assessments, identification of potential MLs, eligibility for ML services, and access to language learning in the general education setting.
- Ensure every NEP, LEP, and Year 1/Year 2 Monitor student receives direct and consistent ELD instruction by a certified and endorsed ELD teacher.
- Ensure adequate ELD staffing allocations to directly and consistently serve every NEP, LEP, and Year 1/Year 2 Monitor student. Recommended staffing ratio is 1 certified and CLD endorsed ELD teacher for every 30 students. If recommended staffing ratio is not in place, charter school leadership will provide a justification of the ELD program, including successful student outcomes according to CDE's English proficiency trajectory, in the school compliance plan.
- Have access to the Language, Culture, & Equity leadership, and/or LCE Coordinator, and/or ELD Team Lead, and/or ELD Charter Lead for consultation regarding compliance with federal and state laws and district procedural guidelines.
- Have Access to Title Funded testing and instructional materials unique to English Language Development programming services through the District Library Media Center.
- Utilize the DCSD Multilingual Learner Plan platform.

Gifted Education

This is a compliance model, with access to certain gifted education services necessary to identify, plan for, and serve gifted learners. Charter schools are responsible for all legal costs for any litigation involving gifted education, and they are responsible for settlement costs incurred as a result of such litigation. For more information please refer to the <u>Gifted Education Compliance plan</u>.

Charter schools will:

- Have access to the gifted education coordinator, and/or team lead, and/or Charter Lead for consultation regarding compliance with federal and state laws and district procedural guidelines.
- Have access to formal and informal training on gifted services, related services, assessments, and identification/eligibility supporting the identified gifted learners' access to the unique curriculum of the charter school.
- Have access to professional materials unique to gifted education programming services through the DCSD Gifted Education Charter Leads.

Special Education Services

This is a compliance model, with access to certain special education itinerant teams necessary to support students at charter schools. Charter schools are responsible for all legal costs for any special education litigation, and they are responsible for settlement costs incurred as a result of special education litigation. For more information please refer to the <u>Special Education Compliance plan</u>.

Teams are able to provide the following services:

- Direct Services: The specialized service professional provides face-to-face interaction between the student/child and provider. This may be delivered individually, in a small or large group or with another team member (such as co-treating). Direct services will be provided, when appropriate, for students that attend a campus within the boundaries of the Douglas County School District.
- Consult Services: Consultation is often considered the deliberation and exchange of recommendations among professionals for the purpose of generating ideas, nuancing programs, crisis management, and discussing professional resources and opinions.
- Coaching: coaching is a short term (up to 4 weeks) partnership between the charter school staff and an expert that is focused on improving teacher/student outcomes, giving feedback regarding student learning, designing and implementing student based interventions and collecting data. Sometimes this can be done virtually.

All teams have an evaluation component to their work. When evaluation of a student is necessary, the teams will collaborate with the charter school team to complete.

Teams that provide direct and consultative services are:

- Vision
- Deaf/Hard of Hearing

Teams that provide consultative services and limited coaching

- SWAAAC
- Behavior Team
- Autism Team
- SWAP (School to Work Alliance Program)

Charter schools will be responsible for:

• Obtain/purchase their own assessment materials used for special education evaluation. If a district owned assessment kit is checked out from the district District Library Media Center, the charter school will be charged a \$15 fee for

each consumable testing protocol used.

• Ensure charter school special education staff participate in all required special education training (typically named "essentials").

Charter schools will:

- Have access to professional development courses. Special service providers (SLP, mental health, etc.) are invited to attend regular discipline-specific meetings.
- Have access to their designated special education director, special education coordinator and itinerant team lead for consultation regarding compliance with federal and state laws and district procedural guidelines.
- Have access to second level vision and hearing screening follow-up services for students.
- When it has been determined with consultation from the SWAAAC, Vision or Audiology team that equipment or software is necessary:

Trial: Equipment may be checked out for up to 2 months for trial use by a charter school, subject to availability. Data will be collected to determine efficacy of the accommodation/equipment/software to determine if it is required for the student to access their general education curriculum. If it is determined that the equipment or software is required, the charter school must purchase the equipment/software.

- Hire school-based staff and purchase equipment required to comply with student IEPs.
- When hiring a school social worker they will have a minimum of a masters degree and hold the CDE special service provider license.
- When hiring a school psychologist they will have a minimum of a specialist degree and hold the CDE special service provider license.
- When taking on a school social worker or school psychologist intern they will be supervised by a school social worker or school psychologist that meets the minimum education requirements and holds the CDE special service provider license.
 - Charter school must work with the intern's university to ensure the requirements for the internship are met.

Section 504

This is a compliance-only model, providing access to essential Section 504 resources to support compliance. Charter schools are fully responsible for legal costs related to Section 504/OCR litigation or claims. Concerns expressed to District staff regarding

Section 504 at a charter school will be forwarded to the school principal/director and/or charter board by the District's Director of Choice Programming. For details, refer to the *504 Services Compliance Plan*.

District Services Provided:

- **Training Services**: Access to District 504 training free of charge
- Technical Support: Assistance with Project Education related to Section 504.
- **Consultation Services**: Professional guidance for recommendations, adjustments, and compliance resources.

Access services and find current contact information <u>HERE</u> (*must be logged into your DCSD Google account*)

Charter schools will be responsible for:

- Designating a school 504 coordinator
- Ensuring their school 504 coordinator participates in 504 Essential Level Training
- Having their school 504 coordinator train their school staff about their responsibilities under Section 504.
- Maintaining each student's official 504 record in Project Education <u>504</u>
 <u>Services Compliance plan.</u>

Health Services

Each charter school will hire a bachelor's prepared registered nurse who holds a CDE special service provider license. This registered nurse must be available for consultation during all school hours and for before or after school activities. When the charter school nurse is not present at the charter school, the charter school must have designated staff available on-site, who have been trained in general health conditions and medication administration. These designated staff will deliver health related care to students under the direction of the charter school nurse. <u>Health Services Compliance plan</u> must be completed yearly.

The DCSD Coordinator of Nursing Services may meet with the charter school nurse upon request to help orient him or her to the National Association of School Nurses practices, including knowledge of the nurse delegatory clause of the Colorado Nurse Practice Act and knowledge of district policies regarding health care services. Charter school nurses are invited to attend school district sponsored monthly informational nurse meetings and school district sponsored bi-annual training sessions that are provided to all school health persons.

Mental Health

Charter schools will:

- Have Support from the district crisis team in the event of a charter school student or staff member traumatic event. The charter school will follow crisis team processes for communication and support for the school community during and following the crisis event.
- Have access to on-site preparedness training from the district crisis team in advance of any potential traumatic event. Have access to preparedness training, PREPaRE Workshop 2, on the process for a school level response to a death of a student or staff member or other traumatic event directly impacting students, staff or the school community. The charge from NASP is \$55 per participant for online materials. The charter schools need to pay the \$55 dollar fee per participant for access to the online materials.
- Ensure charter school principals, assistant principals, and deans (minimum 1 per school (Two is recommended) and all charter school mental health (counselors, social workers, and psychologists) providers attend required district threat assessment training, offered free of charge. Staff need to first take the Initial Threat Assessment Training and then the Refresher Threat Assessment Training every 3 years.
- Ensure at least one administrator and one mental health professional at each charter school has completed "Informed Supervision for Schools" training through CO Department of Public Health and Environment (All administrators and mental health is recommended)
- Ensure that all charter school mental health providers (counselors, social workers, and psychologists) attend required QPR or ASIST, and the DCSD suicide procedures training, offered free of charge. QPR needs to be taken every 2 years, ASIST needs to be taken every 3 years, and the DCSD Suicide Procedures training needs to be taken every 3 years.
- Ensure the charter school mental health provider delivers the district "keeping students safe" part 2 training to the entire charter school staff at the beginning of each school year.
- Ensure all charter school staff complete online mandatory training that includes child abuse and neglect reporting training, Handle With Care Training and the Keeping Students Safe training.
- Have access to consultation regarding psychological safety assessments from the District Psychological Safety Coordinator.

Crisis Team Support

In the event of a student or staff member death (or other traumatic event) the crisis team will respond to the school. A crisis lead responder will work directly with the school leader(s) and mental health provider(s) to implement established procedures for communication (student, staff and community), providing support to students and staff, monitoring safety, connecting students or staff with resources outside of school if necessary, sharing resources with parents, and debriefing. The crisis lead responder will work with the school leader(s) and the District Communication Department on communication going out to the community. Preparedness training and utilizing established procedures minimize the potential for an incident to become chaotic or the potential for making a serious error in communication. It is important that students and staff members directly impacted by a traumatic event receive the support and counseling they need, and that the school community can reintegrate back into normal routine.

Homeless Student Services

Charter schools will have access to the district <u>Homeless Education Liaison</u> for homeless student services pursuant to the McKinney-Vento Homeless Assistance Act free of charge.

Grant Administration

The District recognizes that Charter Schools are utilizing revenue sources associated with federal and state agency grants. The District is required to be Fiscal Agent on such grants meaning the District is responsible for oversight, approval, review and distribution of funds.

These administrative tasks result in the utilization of District resources. In recognition of this, the District is mandating the following.

Grant Submission

Prior to consideration of response to a request for proposal or grant application, the District Grant Office must be consulted to determine the viability of the grant.

Any new grant in which the District is listed as the Fiscal Agent or Authorized Representative, or requires the Superintendent or Board of Education signature, or reporting of the District financial statement, shall be reviewed by the District Grant office before submission. This includes review of related budgets, applications and any other attachments. The Charter School shall request reimbursement of the <u>maximum</u> allowable indirect/administrative costs as dictated by the grant.

Grants that allow Indirect/Administration

The District shall retain up to 100% of the allowable indirect/administration reimbursement. If the grant allows for indirect costs, but the Charter School failed to include the request in their application/budget, the Charter School shall pay the District for administration out of their general funds. The District may withhold these funds directly through the monthly wire transfer.

Grants that do not allow for Indirect/Administration

The District reserves the right to decline grant submission for any grant that does not allow for reimbursement of indirect/administrative costs. If the District decides to submit the grant, the District reserves the right to charge 1- 3% indirect/administration costs to the Charter School. This fee shall be paid out of the Charter School general funds. The District may withhold these funds directly through the monthly wire transfer.

New Charter Start-up or Expansion Grants

This is a three year grant for new charter schools. This grant is subject to the guidelines outlined in the grant submission section above.

Year 0 (planning year) – No administration fees will be charged by the District. Year 1 and 2 (implementation years) – Administration fee of 3% will be charged by the District (from General funds).

Charter School Optional Services

Learning Services

District-Supported Assessments:

The Learning Services Department provides management and support for assessments that DCSD schools are using, including approved READ Act assessment and NWEA MAP testing. Charter schools have the option to purchase the services of any district-supported assessments.

- The cost of assessment is based on pricing structure (i.e. cost per student) established in the vendor contract
- For training and other professional development related to the assessment, charter schools must contact the vendor(s) directly
- NWEA MAP testing If Charter School elects to join the district NWEA account, the total pricing is based on the cost per student license per assessment accessed (please see table below). Charter schools that choose to purchase licenses will reimburse the DCSD Assessment Office the cost of those licenses through Charter school monthly transfers. (You will be asked to estimate the total number licenses requested in Feb. of the prior year)

Curriculum, Instruction and Assessment

Alternative Licensure Program:

A limited number of spots are available to Charter Schools to hire candidates seeking an Alternative Licensure pathway through DCSD Alternative Licensure Program. Once hired, schools would enter into a Memorandum of Understanding agreeing to the expectations and requirements outlined within the CDE Approved DCSD Alternative Licensure handbook.

Art Show:

Participation in the District Art Show. The charter school art teacher is required to set up and take down all art exhibits for their charter school.

Spelling Bee:

Participation in the district Spelling Bee.

Middle School Honor Band and Orchestra:

Participate in middle school honor band and orchestra.

Professional Development:

All DCSD professional development opportunities are available to Charter schools. Some courses may incur an additional cost for materials or supplies, etc. If a training/class is delivered only for charter school staff, the cost of instructor pay may be incurred. If there is an associated cost with any particular session, that will be notated within Canvas. Charter schools must use Canvas LMS to access district offerings, including Mandatory Training.

District Library Media Center

Full Media Services:

Full Media Services - This package includes library system and database technical support, access and use of media resources (books, audiobooks, DVDs, culture kits, science models, novel sets, professional resources, technology equipment, and robotics), and use of the production room and innovation lab. Additional services: curriculum-driven collection alignment support, assistance with weeding, training related to library best practice, digital resource IP access, and TeachingBooks.net, as well as general library management support and mentoring. **Must purchase Destiny software from the vendor.**

Additional media services:

- If **Media Delivery** is needed, please purchase the Mail Services option under Business Services One delivery per week.
- Follett K-12 Education Technology, Products, Materials, and Services-Destiny Library Manager, Resource Manager, etc.

- Contact the vendor directly. After you have purchased software from Follett please email your paid invoice to <u>Tking@dcsdk12.org</u> to get your access turned on.
 - Contact vendor directly for renewal fees for updates and maintenance for Destiny Library Manager, Resource Manager, and Software.
- Destiny license for Special Education Test check out. (Only needed for Charters that don't purchase their own Destiny License.)
- <u>SORA/Overdrive</u> access- Will be provided as a bonus to the schools that purchase Destiny. The schools that do not purchase Destiny will be unable to access SORA.
- **Start-up collection and cataloging services** TBD based on collection requirements. Contact the IDC with questions and support.
- **Original Cataloging** is now outsourced as DCSD no longer has a cataloger on staff.
 - \$4.00 per book
 - \$8.00 per kit
 - Purchasing books through Follett's Titlewave System provides cataloging, processing, and free MARC records for shelf-ready books free of charge.
 Please contact DLMC to set up an account.
 - If full library services are purchased copy cataloging training is provided for library staff at your school.
- <u>TeachingBooks.Net</u> An engaging collection of resources that brings books to life. TeachingBooks strives to enrich everyone's experience reading children's and young adult books.
- <u>Movie Licensing USA</u> USA Movie Licensing Site-based fee is calculated based upon enrollment;
 - Required to show movies anytime it is not connected to curriculum and instruction (after school daycare, recess, parties, inclement weather, etc.).
 - contact Swank Movie Licensing for a quote at (877) 321-1300
- Typing Pal -
 - A personalized approach to learning keyboard skills using a web browser; short lessons
 - Elementary only

Student Support Services and Prevention Teams

Gifted Education Identification and Programming

The Exceptional Children's Education Act (ECEA) requires all schools in Colorado to identify, plan for, and serve gifted learners. School teams must collect and use a body of evidence of qualitative and quantitative data for identification and planning including cognitive, achievement, observation, and performance indicators. The optional assessment and evaluation services for gifted education include the following tools, protocols, and processes. Cost of assessment is based on pricing structure (i.e. cost per student).

Gifted Identification

- CogAT (used in grades outside Universal Screening Years or outside of DCSD assessment window)
- Scales for Identifying Gifted Students (SIGS)
- Protocols for gifted identification in Creative Thinking, Leadership, or the arts
- IOWA Assessments

Programming

• Iowa Acceleration Scale (used to determine full grade acceleration, content acceleration, and course placement)

Early Access to Kindergarten and First Grade

• Should a charter school choose to enroll a student granted early access to school (kindergarten or first grade) through the DCSD Early Access Process, the charter school shall refund the DCSD Gifted Education Department the full cost of assessment and evaluation.

Prevention and Behavior Supports

Charter schools may access the district <u>Prevention and Behavior Supports</u> for specific prevention and wellness programming. This team offers direct services delivery, specific events and consultation that support the Social Emotional wellness and Prevention needs of the whole child subject to schedule and availability. Charter schools will be charged actual cost per service(s) or event(s).

Interpretation & Translation Services and Supports

Charter School staff must communicate with parents in their preferred language per federal and state law. The following service meets compliance regarding communication with families who prefer a language other than English.

All Translation & Interpretation - Argo Interpretation, Language Nexus

- Office of Choice Programming will house a partial FTE for a staff member to coordinate interpretation and translation requests. This includes telephonic interpretation, translation of documents, and in-person/virtual interpretation requests.
- Charter Schools will follow the request and communication processes.
- **100% of the fees incurred** by Argo Interpretation and Language Nexus will be charged to the specific school(s) that requested the interpretation or translation.
- Charter Schools are responsible for all fees for school specific litigation and/or OCR complaints.

DCSD's Language, Culture, & Equity Team will:

- Provide initial and ongoing training and ongoing support for:
 - Telephonic interpretation, translation, and interpretation requests.
 - Charter Schools may be aligned with their DCSD Argo Interpretation Account.
 - Language Nexus Account
 - Request processing
- Provide access to Argo Interpretation and Language Nexus
- Maintain vendor agreements through Strategic Sourcing for vendor contracts and agreements
 - If the vendor(s) change due to RFP, equivalent vendors will be supplemented per this agreement.

Business Services

My School Bucks:

Online credit card payment method that allows parents to pay fees posted in Infinite Campus. The bank used by the charter school must be able to accept ACH transactions. The charge to the charter school is a 3.3% processing fee, charged by Heartland (parent of My School Bucks). Contact My School Bucks for support and Business service staff are available for training and additional support as needed.

Mail Services:

Intra-district Mail Service: Pickup and delivery of intra-district mail. (1 day a week)

eDCSD online Education Program

This option allows our charter schools to purchase student seats in order to take a course through our district's online school in grades 1 thru 12. This option allows a charter student to take courses not offered by the charter within the school day, such as advanced math or world language classes. Up to 2 courses per student can be offered at no cost to the student or charter as long as eDCSD has space available in the requested courses. Students must secure approval from the staff at the Charter school prior to enrollment and must meet application due dates posted on eDCSD website.

Homebound Services

Homebound programming is available to students who are unable to attend school due to a qualifying medical or psychological condition. Homebound programming is a temporary placement. Requests for homebound programming need to be initiated through the student's school of attendance. Families will need to provide medical documentation and allow applicable parties to speak with medical professionals to devise an appropriate plan. Plans are developed based on student's individual needs/circumstances in the least restrictive environment as possible by all applicable

stakeholders. <u>Homebound Programming Guidance</u>

Process for Determining Eligibility

- Determination eligibility for academic support through homebound education programming is a collaborative process involving the student, parent, school nurse consultant, instructional staff and school counselor (mental health provider, if applicable) from the student's neighborhood school, and the homebound coordinator. When an application is received from a student who is served pursuant to an IEP or a Section 504 plan, a meeting of persons knowledgeable about the student's needs will be convened to make a team determination regarding the application.
- Completion of the application is NOT a guarantee of enrollment

Cost estimate per student

- Elementary Education, K-6th grade: \$700 total curriculum costs (regardless of the number of courses provided) plus \$50 per hour for staffing/instruction costs.
- Secondary Education, 7-12th grade: \$100 per semester course \$50 per hour for staffing/instruction costs.

All Levels: Added programming costs vary for additional services and intervention programs.

Human Resources Services

Staffing Services:

Posting - Adding an open position to the DCSD website with a referral to apply at the school. Also, other external websites can be provided for consideration. Basic posting, plus additional options will be presented at cost. The District has worked to pursue many external posting contracts to provide expanded sourcing options.

Substitute Software - Using software to smoothly fill teacher substitute needs in an automated fashion, utilizing either your own select listing, or the District substitute pool. Red Rover.

• Schools using Red Rover can not exceed the currently posted DCSD pay rate

Information Technology Services

WAN & Data Center Services (monthly recurring cost/one time cost for router and Annual router maintenance fee)

1Gb fiber-optic Wide-Area Network (WAN) circuit, including Internet & Web filtering from the charter school to the primary district data center. This is a flat rate service, no

additional rebate payable. By choosing this option charter schools will be held liable for all their recurring costs through the life of DCSD's Centurylink Geomax contract. Services:

- 1 gig connection to data center
- 15 gig shared connection to internet
- Next Gen Firewall protection managed by DCSD staff (CIPA compliant)
- Content filter managed by DCSD staff (CIPA compliant)
- Ability of opting into content caching services for state testing

Optional Network Connectivity:

The charter may choose to connect to DCSD application services through their own Internet services. DCSD will provide a secure Virtual Private Network (VPN) to applications subscribed through this service agreement.

Warehouse Supply Purchases

Charter schools have the option of purchasing office and school supplies from the District Warehouse at the current cost plus 5% ordering/handling fee calculated on the total invoice. Charter schools must pick up all warehouse purchases at the Warehouse: 701 Prairie Hawk Dr. Castle Rock CO 80109 at door K on the south side directly in front of you as you pull into the lot. Please ring the doorbell at door K for service. Products ordered are for school use only and not for resale or distribution.

Orders must be placed by Thursday at 1pm for pick up on the following Monday (or Tuesday in case of a district holiday) between 8am and 2pm. Orders will be loaded into the Charter school vehicle. Large orders may be on a pallet and can be placed in a truck or van as desired.

A catalog of items will be distributed prior to the new school year. The costs of items in our warehouse are calculated on average ordering costs, please note the pricing available on the catalog will be an estimate and will adjust slightly from what is listed. You may call to get current pricing of items as needed. Order fulfillment is subject to product availability and the warehouse reserves the right to adjust orders to ensure minimum supplies are available to others.

Security

Shared School Resource Officer Program

Program provides daily contact in person or through available forms of electronic communication, Provide education and counseling to students on law enforcement matters, act as liaison between Chief and School District coordinating matters of mutual law enforcement concern. Create an open uninhibited environment of discussion geared to understanding and respect for each other. Investigate law enforcement and public

safety issues while on campus. Service is coordinated and purchased through DCSD Security. Pricing is dependent on the agency providing service, see pricing page for more details.

Dedicated School Resource Officer Program

Provides a permanently assigned police officer to the school (may be shared with another school and costs split) to handle various safety issues, provide educational instruction to students, serve as a role model and mentor to students, respond to criminal related matters, and provide enhanced protection for school. **Each school must contract directly with the law enforcement agency for these services. They are not provided through the DCSD Security Department.**

2025-2026 Purchased Services Agreement Pricing

*these costs are estimates, actual and final costs will be communicated and charged to the charter within 90 days of the end of the school year (by September 30)

Required Service	Cost based on Estimated Budget
District Support Staff	55.20 per FPC
Emergency Management	\$10.58 per FPC
Student Information System (IC)	\$10.48 per FPC
Project Education	\$6.58 per FPC
Assessment Services: All State & District Required Assessments Include UIP	\$24.12 per FPC
School Readiness Assessment (TS GOLD)	\$11.45 per kindergarten student
Treasurer fees	\$18.57 per FPC
Election fees	\$0.00 per FPC
Foote Detention fee	\$5.82 per FPC
Workday	Contingent Worker Fee 0.125 (x FTE staff) x \$51.94.
Canvas	\$5.87 per FTE Staff
Google Suite Education Plus	\$4.26 per student

Special Education	\$660 per FPC
Gifted Education Support	\$7.30 per FPC
English Language Development (ELD) Support (per ELD Student)	\$185.05 per ELD Student
Crisis Team support	\$2.17 per FPC
Health Oversight	\$4.65 per FPC

*Charter Schools with documented waivers for School Readiness Assessment will not be charged

Optional Services	Cost based on Estimated Budget
Learning Services	
NWEA MAP Testing [†]	\$2.00 per test administration fee
Reading, Math and Language	\$12.50 per test
Science	\$2.75 per test
i-Ready - (Complies with the READ Act) (request & Paid through vendor)	\$6.40 per FPC (for each subject) \$12.80 per FPC (for both subjects)
School Readiness Assessment (TS GOLD)	Actual Cost per kindergarten student (currently \$11.95)
Student Support Services	
CogAT (Gifted Education) requested outside Universal Screening	Actual Cost
*Early Access to Kindergarten or First Grade Process	\$250
Health, Wellness and Prevention offerings	Actual cost

 [†] Rates subject to change based on NWEA pricing
 *If a charter school chooses to enroll a student through the DCSD Early Access process, the school shall refund the DCSD Gifted Education Department the cost for testing and evaluation (\$250)

Business Services	
My School Bucks	Paid to Vendor
Mail Services	

Intra-district Mail	\$2.00 per FPC
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Curriculum / Instruction	
Alternative Licensure (2-year program)	\$3000 per teacher candidate
Art Show	Based on participation: 1-20 \$100 21-50 \$200 51-100 \$300 100+ \$500
Spelling Bee	\$60.00 per participant
Middle School Honor Band and Orchestra: *New for 25/26	1-5 \$75, 6-10 \$125, 11 or more \$200
	1

	no cost for up to 2 classes if space available, and upon review by eDCSD principal
Homebound Services	Actual cost per student

Human Resources Services		
Staffing	Posting - basic	\$50 per posting
Substitute Software	\$600 one time setup fee	\$1,200 per year

Information Technology Services	
Lumen Geo Max	\$698.24 monthly recurring cost
Network Router	\$8000 one time cost for router
Annual router maintenance fee	\$500 Annual router maintenance fee

Media Services	
<u>Full Media Services</u> - This package includes library system and database technical support, access and use of media resources (books, audio books, DVD's, culture kits, science models, novels sets, professional resources, technology equipment, and robotics), and use of the production room and innovation lab. Additional services: curriculum-driven collection alignment support, assistance with weeding, training related to library best practice, and digital resource IP access, TeachingBooks.net, as well as general library management support and mentoring.	\$11.31 per FPC, plus see description for Destiny software price (Paid to Vendor)

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Destiny license for Special Education Test check out. (Only needed for Charters that don't purchase their own Destiny License.) If Media Delivery is needed, please purchase the Mail Services option under Business Services - One delivery per week.	
Start-up collection TBD based on collection and cataloging requirements. Contact the DLMC with questions and support.	Varies - based on starting collection choices and number of items requiring original cataloging.
 <u>Cataloging Services</u> Library staff may take a course offered by DCSD library programming for permission to add a copy to the Destiny online catalog if the book is already in the system. There is a charge for original cataloging if the book is not in the system. Original cataloging is done by a professional cataloger. 	\$4.00 per book for original cataloging.
 <u>Movie Licensing USA</u> Required to show movies anytime it is not connected to curriculum and instruction.(After school daycare, recess, parties, etc.) 	Site-based fee is calculated based on enrollment.
 <u>Typing Pal</u> A personalized approach to learning keyboard skills using a web browser; short lessons Elementary only 	Decreases with increased district/charter enrollment
 <u>TeachingBooks.net</u> An engaging collection of resources that brings books to life. TeachingBooks strives to enrich everyone's experience reading children's and young adult books. 	No Cost

<u>Security</u>	
Shared School Resource Officer Program pricing dependent on the agency providing service.	Town of Castle Rock \$ 15,423 per Year Town of Parker \$23,773 per year DCSO \$ 21,071 per year

* The use of these services shall be billed by invoice to the charter school for payment to the District. The price of the above invoiced services includes cost of invoicing.

Other Services Available

DCSD CTE/CE Course Pricing Information

Due to the unique programming and associated costs of Douglas County School District CTE/CE, this document has been created to outline the costs for students attending courses offered at the Legacy Campus and across the District in the various neighborhood High Schools.

The costs associated with students attending any DCSD CTE/CE courses are based on DCSD-Adopted Per Pupil Revenue (PPR). The amount for DCSD PPR changes on an annual basis, and therefore the costs associated with DCSD CTE/CE courses will change as well.

Single Block classes will be charged at 12.5% (1/8) of PPR, while Double Block classes are charged at 25% (1/4) of PPR corresponding with the amount of time spent in the specific program.

NOTE: There is an additional tuition cost for Dual Enrollment class credit vs Concurrent Enrollment classes. These additional costs (if applicable) are identified in the specific course descriptions and will be charged as a part of the fee process for the school.

	Single Block Class (Yearly Fee)	Double Block Class (Yearly Fee)
DCSD Neighborhood School	\$0	\$0

Cloverleaf Enrichment School	\$0	\$0
DCSD Charter School	\$1402.13	\$2804.25
Homeschool (not Cloverleaf)	\$1402.13	\$2804.25
Out of District/Private	\$1402.13	\$2804.25

**Above numbers are draft figures

Before and After School Services

Option 1: Before and After School Enterprise (BASE) Full Oversight

- BASE Department responsible for all oversight and implementation of before school, after school, school break / vacation.
- BASE Department and Site Manager work in partnership with school administration to ensure programs meet the needs of the children and families.
- BASE Department oversees budget and finances.
- Costs for oversight are absorbed as part of the program's operational budget.

*Please reach out to Alicia Elmore- akelmore@dcsdk12.org

Nutrition Services

Use of District Nutrition Services:

Charter schools have the option of contracting with Douglas County School District Nutrition Services to provide fresh meals to their students. Conditions of the contract are based on total enrollment size of the school as well as existing kitchen facilities. DCSD Nutrition Services prepares all meals on site at their schools and will not contract with schools if adequate facilities are not provided. Charter schools must provide equipment listed on the "Minimum Required Kitchen Equipment List" based on estimated enrollment. This list can be provided by Nutrition Services at any time. All equipment must be purchased by the Charter School. A contract with DCSD Nutrition Services must be signed at least two months prior to the first day of service. Nutrition Services encourages Charter Schools to reach out early in the planning process as some building modifications or construction may be needed for the equipment required. The contract will detail the responsibilities of both parties. To see a sample contract please reach out to DCSD Nutrition Services at 303-387-0320. Nutrition Services will be operating the National School Lunch Program and Free Meals for all Students beginning the 2023/2024 School Year. This will necessitate additional equipment at Charter schools to handle the increased participation.

Transportation Services

All personnel who will be operating vehicles owned or leased by a Charter School must undergo training and certification by the district. This process includes a thorough assessment of driving records, student management, and vehicle handling. Personnel who will be driving vehicles with a Gross Vehicle Weight (GVW) exceeding 26,001 pounds and transporting more than 16 individuals must obtain a Commercial Driver's License (CDL) and comply with all state and federal regulations, including drug testing and a federal Department of Transportation (DOT) physical examination.

The Charter School will be responsible for monitoring and maintaining all Motor Vehicle Records (MVRs) to ensure that individuals are qualified to transport students. Certification must be renewed annually, and the school district reserves the right to prohibit any individual from driving students if they do not meet the Colorado Department of Education (CDE) requirements or fail to comply with MVR standards.

The Charter School is also responsible for maintaining all Driver Qualification Files. Additionally, both federal and state regulations govern the provision of transportation services. A key regulation to be aware of is that any small vehicles or school buses owned and operated by a Charter School—or contracted for student transport—must adhere to the safety and operational standards outlined in State Board Rules 1 CCR 301-25, 301-26, and 301-29. Before purchasing any vehicle, the District must certify that the vehicle complies with CDE regulations for student transportation. Once purchased, the vehicle must be inspected annually by a District CDE inspector to ensure compliance. All vehicle repairs and maintenance must meet CDE requirements and will be maintained by the school.

When a Charter School decides to provide student transportation, a Memorandum of Understanding (MOU) must be signed between the district and the Charter School. This MOU will outline specific driver training requirements and vehicle maintenance protocols.

Charter Schools offering student transportation services are required to ensure that their transportation supervisor attends training provided by the Colorado Department of Education (CDE) within 90 days of being hired or assigned to the role. The Charter School is responsible for coordinating with CDE and maintaining documentation confirming the supervisor's completion of this training. Should the Charter School require CDL drivers, all supervisors must complete reasonable suspicion training, which may be conducted by the DCSD compliance team.

Facility Rentals

Charter Schools may reserve DCSD facilities including stadiums, gyms and fields. Charter schools will be charged the lowest rate (Nonprofit Douglas County Youth) for all rentals. This lowest rate is a cost recovery rate estimated to offset the wear and tear of properties, utilities, etc. Charter schools will be required to follow all rental agreement terms (linked <u>here</u>). There are two rental application windows, November 1 and May 1 of each year, see website for more information <u>here</u>. A background verification form for all adults providing supervision during the event are required (form available <u>here</u>). *Any facility damage will be corrected by the charter school or submitted to the charter school insurance carrier for repair.*

If a Charter school is interested in renting one of the stadiums (Halftime Help, DC Stadium, or Echo Park Stadium) please contact the appropriate rental department for assistance. Please note that not all DCSD Facilities will offer live stream capabilities for graduation. Check with DCSD Activities and Athletics to verify services for graduation livestream at any venue.

- Halftime Help Stadium rental is managed with Highlands Ranch Metro District (720-240-5931) and
- DC Stadium and Echo Park Stadium are managed through the DCSD Rental Office.

For any questions please call the facility rental office at 720-433-1112 or 720-433-1117

Links: Halftime help: https://www.highlandsranch.org/explore/parks/reservation-and-fees-164 DCSD Facility Rental: https://www.dcsdk12.org/cms/One.aspx?portalId=220484&pageId=5759691

"By my signature below, I acknowledge on behalf of ______ Charter school that this Purchased Service Agreement and all its terms, conditions, and requirements shall serve as an addendum to the Charter Contract between the school and the District, and that any and all disputes arising out of the implementation of this Purchase Service Agreement shall be subject to the dispute resolution procedures set forth in said Charter Contract."

Signed, Charter Board President

Signed, School Leadership