Cloud City High School

Student/Parent Handbook

2025-26

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Our Mission

Cloud City High School's mission is to provide a high school experience, designed to equip students with a strong academic foundation that nurtures skill development, fosters social growth, encourages exploration of interests, and prepares students for success in college, career, and community engagement in the 21st century. We offer a fresh start opportunity for students who have faced challenges in traditional high school settings, empowering them to cultivate academic, social, and vocational competencies necessary to become collaborative individuals capable of making informed life choices. Our commitment is to ensure that every student, irrespective of past struggles, receives individualized support to achieve personal, social, and professional growth, enabling them to pursue their post-secondary career aspirations with confidence and resilience.

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APPENDIXES

1. <u>After School Programs</u>

   The Lake County School District recognizes the importance of extracurricular and co-curricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the traditional classroom. Participants and spectators are expected to demonstrate the same level of responsibility and behavior at their extracurricular and co-curricular activities that is expected in the classroom.

2. <u>Attendance and Absence Policy</u>

   CCHS requires students to be enrolled a minimum of 360 hours of coursework during the first semester to be considered a full-time student and a total of 1080 by the end of the school year.

   We use a combination of in-school participation, concurrent enrollment courses, work-based learning (internships - paid and unpaid), and participation in LCHS electives to account for weekly attendance.

   a. **In-School Participation**

      Students will be required to be in the school building according to their individual schedule developed collaboratively with CCHS Staff, student, and parent/guardian. When students are in the school building, attendance will be taken during class time but all other times a student must "sign-in and sign-out" in the office. This allows the staff to count the hours that they are physically present toward their clocked hours in a week as well as be aware of who is present in case of an emergency. Field trips such as the Workforce Boot Camp Road Trip series are counted in this category of attendance.

   b. **Concurrent-Enrolled Courses**

      When students are attending courses in conjunction with a trade school or community college, they will be asked to periodically log in to their Basecamp and Canvas (CMC) accounts to verify that they are receiving passing grades (i.e. attending class) in order for their class time to be counted toward their calculated hours.

   c. **Work Based Learning**

      When students are working, the hours they are "on the job" may be counted towards their weekly attendance hours one for one. Students will be required to enroll in the CEPA course BUS1081 through CMC, complete a "Work Based Learning Experience Contract" (see Appendix A) between the Employer, the Student, the Parent, and CCHS Staff in order to be eligible to receive credit for the hours. Students will be required to meet with

the instructor once a week and will have other course requirements to fulfill throughout their time in the course. When students accumulate 80 hours of internship, they receive a semester credit (0.5) toward a credit-based graduation.

    d. Lake County High School Electives

Students enrolled in CCHS are encouraged to access electives offered in the Lake County High school. Their attendance in these courses will be taken by the teacher of record for the course and will be counted toward the hours required per week.

Consistent school attendance is an integral part of the educational process and is directly aligned to successful school performance. When a student is absent, they miss the important interactions that occur in the classroom. It is the responsibility of the parents or guardians to ensure that their child attends school on a regular basis. Our student calendar and personal student schedules include adequate days off and vacation periods. Therefore, families should schedule appointments and vacations when school is not in session, except in cases of emergencies.

When a student is absent, there must be written or verbal contact from a parent/guardian on the day of the absence. Absences without contact will be considered unexcused. After 10 absences, we may request a note from a professional (doctor, judge, etc…) in order for an absence to be excused. There will be an automated phone call to confirm a student's absence with the parent/guardian if we have not had previous contact. If there is no communication between the student's parent/guardian, the student will be marked unexcused per Lake County School District R-1 policy JH. Only the following shall be considered excused absences:

- A student who is temporarily ill or injured or whose absence is approved by the administrator and/or medical professional.
    - *Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours. To excuse an extended absence of 3 or more consecutive days, the parent/guardian must complete and return the pre-arranged absence form 3 days before the start of the absences. The form can be obtained from our front office.*
- A student who is absent for an extended period due to physical, mental or emotional disability with a note from a medical professional.
- 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.

If a student reaches ten (10) absences (excused or unexcused), it is likely that the student's family will receive a letter of attendance concern and CCHS will request a formal meeting to establish a success plan for attendance. If a student is absent for more than 15 days, they are considered chronically absent and further action will be taken.

If a student misses fifteen (15) school days in a row, the student may be withdrawn from school and will have to re-enroll in school once the student returns to school or be referred to truancy court depending upon age.

All students who are leaving the building during the school day must be signed out in the office. When a student returns to school, they must check in at the office on the day of their return so that we can ensure accurate attendance records.

A student is considered tardy if they arrive at school after 8:25 a.m. A student who is tardy must check in at the office before reporting to class. If a student is 20 minutes or more late for any class, they will be counted as absent for that class.

CCHS Absence Policy
When students are expected to be in the building or be in an elective class at LCHS and need to be absent for any reason, they (or their supporting adult) should call the CCHS front office at 719-486-6980. Certain circumstances may be counted as "excused" such as doctor appointment with a note or out of town that is pre-arranged. Students with pre-arranged absences should complete the form and get it signed by their teachers for pre-arranged absences a minimum of five days prior to the scheduled absence. Students who lose their job or unpaid internship opportunity or cannot make it to CMC courses must also contact CCHS staff right away. Students who develop a pattern of "no call, no show" absences risk losing their spot at Cloud City High School to someone who is on the Waitlist. The following is our plan for re-engaging students once they have missed school prior to disenrolling for attendance reasons.

Length of Absence	CCHS Re-Engagement Actions
● Students who miss any of their scheduled classes and are marked absent without notification to CCHS will receive an alert by phone call and text.	● Parent(s)/Guardian(s) will be notified of each absence by an alert system by phone call and text.
● Students who have missed **2 days** or are engaging in less than 27 hours a week of scheduled coursework or work based learning.	● Parent(s)/Guardian(s) will be notified of each absence ● CCHS staff will review our absence policy with the family and student and will seek to understand what barriers the student is facing with regard to working toward their diploma.
● Students who have missed **5 days** or have engaged in 0 hours of work based learning or coursework that week.	● Parent(s)/Guardian(s) will be notified of each absence ● CCHS staff will invite the student and family to a support meeting face to face. This meeting can occur at the student's internship, home, in the community, or in the CCHS facility. Together with the student and family, the team will implement the Attendance Success Plan (see Appendix I).
● Students who have missed **10 days** or have engaged in 0 hours of work based learning or coursework over two weeks.	● Parent(s)/Guardian(s) will be notified of each absence ● CCHS staff will engage the student and family in a face to face "Last Chance Emergency Engagement Meeting". This meeting can occur at the student's

| | internship, home, in the community, or in the CCHS facility.   Together with the student and family, the team will review the Attendance Success Plan (see Appendix I). |
	● CCHS staff will make a Home Visit and an Internship Visit (if applicable) to connect with the student and their natural supports.
● Students who have missed **more than 15 days** or have engaged in 0 hours of work based learning or coursework over more than two weeks.	● Students who are not engaged for more than 15 days may be disenrolled from CCHS or be referred to truancy court depending upon age.

3. Bullying

     All students have the right to an educational environment that is free from bullying and harassment. A safe and civil environment in school is necessary for students to learn and to achieve. All people have a responsibility to maintain a safe and harassment-free school environment (see below).

Educator and Staff Responsibilities
- All district staff share responsibility for modeling appropriate behavior and creating an environment where mutual respect among students and staff are promoted and where students understand that bullying and harassment are inappropriate, harmful and are taken seriously.
- All district staff members will work to prevent bullying, harassment, and cyber-bullying and are obligated to report in a timely manner any such acts or complaints.

Student Responsibilities
- Students are also expected to help maintain a safe school environment by not engaging in or contributing to bullying, harassment, or cyber-bullying, treating everyone with respect, and being sensitive as to how others might perceive their actions or words.
- Any student who observes an act of bullying, harassment, or cyber- bullying should report the incidents to school staff in a timely manner. You may report bullying by contacting CCHS Staff: Katherine Kerrigan at (719) 427-0114, Mona Cloys at (719) 427-0503, Maura Cremin at (719) 293-5909, Luciano Galvan at (719) 221-3724, or Talmage Trujillo at (719) 293-0368. Students may also report anonymously by calling 1-877-542-7233 or at www.safe2tell.org

Upon receiving a complaint of bullying, harassment, or cyber-bullying from any student, we shall:
- A. Promptly and thoroughly investigate the alleged incident of bullying, harassment, or cyber-bullying;
- B. Take immediate steps, at the administrator's discretion, to protect any involved students, educators, or staff pending completion of an investigation;
- C. Provide notification to the parents or guardians of all involved students, provided that such notification does not endanger the health, safety or well-being of any student;
- D. Maintain a written or electronic record of the complaint, any investigation, and any intervention or disciplinary actions taken;
- E. If needed, take proper disciplinary action immediately following the conclusion of the investigation; and

F. Report in a timely manner regarding the complaint, ongoing investigation and conclusion of the investigation to all concerned parties, following strict confidentiality.

   If behavior occurs outside of school or school activities, please contact our local law-enforcement.

4. Cheating and Plagiarism

Academic honesty is a fundamental expectation in course work completed by students. Cheating and plagiarism compromise the educational integrity of the school district's educational programs. All work submitted as part of course requirements must be the original work of the student. The following definitions will be used when dealing with issues of academic honesty:

Cheating is the submission of work that is not one's own. Cheating may include, but is not limited to the following:
- Copying someone else's work
- Allowing someone to copy your work
- Cheating on a test, soliciting or facilitating answers from/to other students during testing situations
- Submitting of individual assignments which, in the opinion of the teacher, have been shared improperly with other students
- Receiving assistance on an assignment that was to be completed independently

Plagiarism is defined as the "false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (Gibaldi, 30-31). Plagiarism may include, but is not limited to the following:
- Copying someone else's work
- Copying and Pasting from websites

Procedures
If plagiarism is suspected, the teacher will follow one or more of the steps listed below:
   A. Seek the original source and compare it to the student's work.
   B. Request clarification from the student. A teacher may ask the student to define unusual or particularly difficult words or phrases that have been used, or to explain terms or passages that are not attributed to another source. Failure to correctly do the above when information has been put forth as the student's own work will be sufficient confirmation that the work is not original.
   C. Request original sources. A teacher may request that a student bring in the original source (or a photocopy) of material used in the paper, for the purpose of comparing the two. If the student declines to do so, or if a comparison shows that the paper includes verbatim or nearly verbatim materials, this will be sufficient evidence of plagiarism.
   D. Document the offense(s) through the disciplinary referral process.
   E. The assignment must be resubmitted.

Adapted from Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America, 1999.

5. Concurrent Enrollment (CEPA)

Lake County School District Concurrent Enrollment Policy

Concurrent Enrollment Eligibility: LCSD partners with Colorado Mountain College to provide students the opportunity to take college classes. Credits will go towards both a college degree or certificate and

high school diploma. Students under twenty-one years of age who are enrolled in the 9th-12th grade are eligible to apply to the Concurrent Enrollment (CE) program. Qualifications required to be admitted into the CE program are:

1. CE courses need to align with the student's Individual Career and Academic Plan (ICAP) and/or Career Pathway
2. Students must meet the minimum prerequisites for the course and have met placement testing requirements

CE Course Guidelines*:

- If a CE class is offered at the high school, the student should take that class at the LCHS campus. LCSD will not pay tuition for the student to take the identical course at CMC.
- Students must be enrolled in LCSD prior to Oct. 1 of the current school year in order to enroll in CE classes.
- LCSD will pay tuition for Freshmen to take 1 CMC class starting 2nd semester (either at CMC or the high school)
- LCSD will pay tuition for sophomores to take up to 2 classes/semester (not including classes offered at the HS)
- LCSD will pay tuition for Junior and Seniors to take up to 3 classes/semester (not including classes offered at the HS)
- LCSD will only pay for certain summer courses (currently: Heavy Equipment, CNA)
- Families are welcome to pay tuition for additional college courses that don't meet these guidelines. LCHS may accept these college credits and count them towards their graduation credits, but the courses are not subject to the provisions of the Concurrent Enrollment Programs Act.
- If a student is pursuing an AA degree, it must be written in their ICAP. LCSD will pay for tuition up to 60 credit hours in order for them to complete the degree, with no more than 15 credit hours per semester.

Exceptions to any of the above guidelines will be considered on a case-by case basis. Students must get prior approval for exceptions from administration and/or counseling.

How to Get Started:

1. Students have an updated ICAP and/or Career Pathway
2. Students fill out the Concurrent Enrollment Application
3. Student fills out the CMC application
4. Student takes Placement Exam
5. Counselor will notify student and parent(s)/guardian(s) once application has been approved and student is eligible to enroll in classes
6. Student meets with CMC CE coordinator to register for classes

Student Responsibilities: Students are responsible for any class fees and the purchase of required textbooks. Students enrolled in live classes are responsible for transportation to and from their class on

the CMC campus; on their off days they are welcome to work quietly in the LCHS library or somewhere else in the community.

Students must understand that:
- Transfer course credits will only transfer if they earn a C or better in the course.
- The grade received in this course will appear on their official college and high school transcript and cannot be removed.
- If they withdraw from the course *after* the drop/add date, they will receive a W or F on their college and high school transcript.
- An F on your college transcript lowers your college GPA. If your GPA is low enough, it could result in being on academic probation and/or not receiving financial aid once you graduate from high school and want to attend college.

Support for CE Students: CE students can access support from CMC in a variety of ways including: CE Coordinator, CMC Counselor, Learning Lab, and the CMC library. Students with an IEP or 504 plan who will need support in the classroom can contact the Disability Services Coordinator at the CMC campus.

Students enrolled in on-line learning will be allotted one general "CMC" period on their high school schedule for each on-line class. If students choose to remain at the high school during this period, they are expected to work quietly on their classwork in the HS library; students may choose to leave the high school but must sign out in the main office.

Financial Assistance: A request form for financial assistance is available if students are unable to pay for additional books/fees. If approved, LCSD will pay for the full or partial rental or purchase fee of required textbooks. Continued support will depend on the student's success in class and/or academic contract.

Grade and GPA: Courses taken as dual enrollment courses through Colorado Mountain College or other accredited colleges that are considered by the State of Colorado as guaranteed transfer courses will be graded on a 5.0 scale, with each of the grades above except an F increased by a point value of 1.0.

Policy on Failed Classes: Students who earn a D or lower on any CE course may be put on academic probation and not be allowed to take CE courses the following semester.

Students who fall below a 2.0 GPA in a semester when taking CE courses will be automatically placed on probation for the following semester and not be allowed to take a CE course that following semester.

6. Crisis Plan and EOPs (Emergency Operation Plans)
     A Crisis Plan has been developed through the collaborative efforts of several agencies in the County. The Plan provides information intended to ensure a safe environment during a variety of specific emergency situations including fires, bomb threats, natural disasters, intruders, and civil disturbances, among others. Drills will be held periodically for staff and students for evacuation and lock-down procedures. Procedures for communication to parents in the event of a large-scale emergency include an automated phone message to each parent's phone contact listed on the emergency card completed during Registration. ***Please call the office at (719) 486-6980 to update your phone contacts when they change.***

<u>7. Discipline Procedures</u>
The staff of CCHS believes that all students have a right to learn in an environment that supports and encourages appropriate behaviors. Although the vast majority of our students display maturity, responsibility, and respect,some do not. It is our responsibility to ensure the inappropriate choices of a few do not infringe upon the learning of others.

CCHS is guided by Lake County School District Policies JIC and Code of Conduct in responding to student misconduct.

Lower level behaviors will be handled through interventions designed to de-escalate student behavior and maintain positive relationships and a sense of community in school. CCHS Staff communicate clear boundaries and are collaborative and transparent when needed to help hold students meaningfully accountable for lower level behaviors. The following procedures may be indicated for more impactful or disruptive behavioral choices:

Restorative Practices in Schools (RPS)
Restorative Practices in Schools (RPS) is a proven path to a positive school climate based on the importance of respectful relationships between all students and faculty.Restorative conversations will typically address the following questions:
- What happened?
- What are the effects?
- Who is responsible for what?
- How do we fix things and move forward?

RPS will provide a supplement to the standard school discipline system to help reintegrate students back into the learning environment following an incident by helping them to recognize the impact of their actions on other students and providing opportunities to repair any harm they have caused.
CCHS staff will be sure both parties are ready to have a non-violent conversation before getting them together for repairs.

Collaborative Problem Solving (CPS)
Collaborative Problem Solving is an individualized approach designed to facilitate solutions to difficulties a student may have that are presenting as barriers to success in the academic environment. Staff and student each voice needs and concerns and then work together to develop some potential solutions to try out.

Unsafe and Illegal Behaviors (may result in Engagement Plan Changes)
In order to create diverse options for students, there are three Engagement Plans that students can be on during their time at Cloud City High School.

CCHS Staff will consider a shift to (working online and away from the classroom) for major student behaviors where there is an identifiable victim(s), person(s) at risk, or safety concern. The following is a list of student behavior that may cause a shift in Engagement Plans:

Behavior	Definition
Violation of criminal law, (such as sale or distribution	For purposes of this policy controlled substances include but are not limited to narcotic drugs, hallucinogenic, or mind-altering drugs

of drugs) which has an effect on the district or on the general safety or welfare of students or staff.	or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law, or any prescription or nonprescription drug, medication, vitamin or other chemical substances not taken in accordance with the District's policy and regulations on administering medications to students or the District's policy on administration of medical marijuana to qualified students.
Violation of the District's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.	As used in this policy, "dangerous weapon" means: a. A firearm. b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air. c. A fixed blade knife with a blade that exceeds three inches in length. d. A spring-loaded knife or a pocket knife exceeding three and one-half inches in length. e. 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 including, but not limited to, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.
Engaging in verbal abuse.	Verbal abuse is defined by name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
Making a false accusation of criminal activity against a district employee to law enforcement or to the district.	A false accusation is a claim or allegation of wrongdoing that is untrue and/or otherwise unsupported by facts. False accusations are also known as groundless accusations or unfounded accusations or false allegations or false claims.
Commission of any act which if committed by an adult would be assault as defined by state law.	Physical assault — the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.
Engaging in "hazing" activities.	Hazing is defined as forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
Violation of the District policy on bullying prevention and education.	Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any

	reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation (which includes transgender), national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.
Violation of the District's violent and aggressive behavior policy.	An act of violence and aggression includes but is not limited to the following behaviors: 1. Possession, threat with or use of a dangerous weapon 2. Physical assault 3. Verbal abuse 4. Intimidation 5. Extortion 6. Bullying 7. Gang activity 8. Sexual harassment or other forms of harassment 9. Stalking 10. Discriminatory slurs 11. Terrorism
Violation of the District's policies prohibiting sexual or other harassment.	Unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature may constitute sexual harassment, even if the harasser and the student being harassed are the same sex and whether or not the student resists or submits to the harasser, when: 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's participation in an education program or activity. 2. Submission to or rejection of such conduct by a student is used as the basis for education decisions affecting the student. 3. Such conduct is sufficiently severe, persistent or pervasive such that it limits a student's ability to participate in or benefit from an education program or activity or it creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe. Any conduct of a sexual nature directed by a student toward a staff member or by a staff member to a student is presumed to be unwelcome and shall constitute sexual harassment. Acts of verbal or physical aggression, intimidation or hostility based on sex, but notinvolving conduct of a sexual nature may also constitute sexual harassment. Sexual harassment as defined above may include, but is not limited to: 1. Sex-oriented verbal "kidding," abuse or harassment. 2. Pressure for sexual activity. 3. Repeated remarks to a person with sexual implications. 4. Unwelcome touching, such as patting, pinching or constant

	brushing against the body of another. 5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades or similar personal concerns. 6. Sexual violence.
Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.	

Firearm facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or school district is prohibited.

Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion, in accordance with District policy concerning student suspensions, expulsions and other disciplinary interventions.
(practice developed with CCHS Students March 2019)

8. Discrimination and Sexual Harassment

Any CCHS student who feels that they have been discriminated against because of their sex, ethnic origin, sexual identity, or for any reason which makes them feel uncomfortable, different, or "singled out" should report the matter to an administrator, counselor, or other adult with whom they feel safe so the issue can be resolved. All investigations will be led according to the district's Title 9 process.

9. Display of Affection

Public display of affection is unacceptable behavior in a school setting because it shows poor judgment, makes others uncomfortable, and demeans the individuals involved. This includes but is not limited to kissing, petting, grooming, sitting on laps, etc. Hugs of less than three (3) seconds are allowed. Holding hands is only appropriate for 9th-12th graders.

10. Dress Code

Students should come to school dressed appropriately (according to the district Dress Code). Fundamentally, clothing should be appropriate for both the occasion and the weather. Student dress is fully described in the Student Code of Conduct. All clothing choices must be in accordance with District Policy JICA.

Mandatory and Allowable Dress:
- Students must wear a top, bottom and footwear while on school premises
- Items typically worn as undergarments must be covered by a shirt or pants
- Some courses (i.e. science labs, PE, electives, etc.) and school sponsored extracurricular activities may require adjustments to attire and hairstyle or specific attire (safety gear, athletic attire, uniforms, hair tied back, etc.)

Non-Allowable Dress:
- Items that expose private parts of the body

- Items with sexually suggestive language or messages
- Items that promote illegal or violent conduct, including but not limited to, drugs, alcohol, tobacco, weapons and/or gang affiliation
- Items that depict hate speech, intimidation or intolerance toward protected groups
- Items that are profane or legally libelous

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements outlined in the JICA policy. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. Staff shall not confront students on dress code violations in a manner that unnecessarily disciplines or publicly shames the student.

Students shall only be asked to change, cover or remove their attire if they are wearing non-allowable items identified above. Under these circumstances students shall have the following options to comply with the dress code for the remainder of the day:
- Wear their own alternative clothing, if available at school
- Wear school provided clothing
- Call a parent or guardian to bring alternative clothing

Violation of this policy will result in parent/guardian notification of the violation; a parental conference may be held at the discretion of the building level administrator. More severe consequences may result from repeated or serious violations in accordance with policy, Policy JD/JR, Student Conduct and Discipline Code; JRR, Student Rights and Responsibilities; and Policy JDSE, Student Suspension/Expulsion.

11. Drugs/Alcohol/Tobacco Policy

CCHS shall promote a healthy environment for students by providing education, support, and decision making skills in regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community and its agencies.

It shall be a violation of District Policy JICH and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or exchange or to be under the influence of alcohol, drugs or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law, or any prescription or nonprescription drug, medication, vitamin or other chemical substances not taken in accordance with the District policy and regulations on administering medications to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student on district property, being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event, or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution. Disciplinary sanctions and

interventions for violations of this policy shall be in accordance with this policy's accompanying regulation.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and effort made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents/guardians and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning available education and rehabilitation programs.

Information provided to students and/or parents/guardians about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

CCHS Staff will follow district regulation [JICH](#) in addressing alcohol- or drug-related misconduct.

12. Eligibility Policy for Sports and Field Trips

Students in CCHS are required to demonstrate a pattern of at least 85% attendance and passing all courses with at least 60% or higher in their educational opportunities (as outlined above in Section 3: Attendance) in addition to demonstrating expected HOWLs (Habits of Work and Learning) (See Appendix C) in order to be eligible for Sports and Field Trips. Other qualifying factors specific only to sports eligibility include (1) Eligibility begins the second you enter HS, even if you drop out and come back (8 semesters total) and (2) You can't be 19 yet by August 1st of the year you are participating. For more detailed information, please consult the [Activities and Sports Handbook](#). Students may be required to complete and sign a Sports Contract to participate.

Eligibility is run on Thursday. This is in effect starting the following Monday-Sunday for 2 weeks for middle school and for 3 weeks for high school. Any student with an F is ineligible either until eligibility is run again or they appeal. For a HS student to appeal they must contact Amy Peters to appeal their case and prove hardship. Students must meet the eligibility requirements the semester prior to the one in which the student is participating in the sport in addition to the current semester.

13. E-mail and Internet use at school and on district devices

All students in CCHS are assigned email accounts. These accounts have been provided to enrich students' education opportunities. General school rules for behavior and communications apply, including the District's anti-harassment policies. Misuse of electronic resources including the Internet may result in the loss of access privileges and school disciplinary action may be taken. Appropriate legal action may also be taken against students performing illegal activities using electronic resources. Expectations for Student E-mail Use:

- All student Electronic Mail (e-mail) accounts are property of Lake County School District.
- E-mail sent or received with the LCSD student email is ***not*** confidential.
- The user accepts all responsibility to understand the policy. The primary purpose of the student email system is for students to communicate with school staff, outside resources related school assignments, and fellow students to collaborate on school activities. Use of the district's email system is a privilege.

- Use of the e-mail system will align with the school's code of conduct and the code will be used for discipline purposes.
- Communication through the district's email system will exhibit common sense and civility. It will abide by the community's mode of acceptable behavior.
- Students are responsible for messages sent from their accounts.
- Students should not share their passwords.
- Students will report any unusual activities such as "spam" communications, obscene e-mail, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action.
- Students should not forward chain letters, jokes, or graphics files.
- Students will not identify their home telephone numbers, or home addresses in any e-mail correspondence.
- Although LCSD does not make a practice of monitoring email, the administration reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure. When issues arise, the department will deal directly with the student, school administration and/or parents/guardians. Improper use of the system will result in discipline and possible revocation of the student email account.
- Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.

Unauthorized and unacceptable uses

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

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

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district's nondiscrimination policies
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another without express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits through an anonymous remailer
- that accesses fee services without specific permission from the system administrator

14. Emergency School Closing

Local radio will carry announcements of school closings as soon as they are available. A PowerSchool email, text, or phone call will also notify you of closings, delays, or other important information.

15. Equal Educational Rights

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of race, color, ancestry, creed, sex, sexual orientation (which includes transgender), religion, national origin, marital status, disability or need for special education services. Read about how the district will ensure programs are in compliance in the LCSD Policy JB.

16. Field Trips

Field trips can enhance classroom learning through real life contact with the topic of study. The person who registers a student for school in the fall will be asked for permission for their student to go on field trips with CCHS staff. When the field trip encompasses the regular lunch schedule, students may bring a lunch from home or request a bag lunch in advance from the school cafeteria. CCHS students will be required to remain eligible in order to attend field trips (see section 12. Eligibility for Sports and Field Trips).

17. Full Time Courseload

There are many ways in which students at CCHS can engage in school on a full time basis. At Enrollment and Orientation, students will be asked to choose how they would like to be engaged in school full time. All students will be assigned a Crew Teacher and must attend Crew daily when school is in session. Students then will have an option for a variety of course work and scheduling dependent upon what they will need in order to graduate and/or may want to take in addition to requirements. Students must enroll in a minimum of 360 hours during semester one and a total of 1080 hours for the entire school year. How the student's schedule looks is determined by staff, student, and supporting parent/guardian. Options include CCHS courses, LCHS courses, and/or CEPA courses.

18. Graduation:

Students who are graduating MUST have all of their courses completed one week prior to the scheduled graduation dates for winter (December) and spring (June). Students who have not completed activities required for graduation (see Appendix D) will NOT be allowed to participate in graduation practice nor will they be allowed to "walk" with their class. For each graduation date, an advance cut-off will be made at student-led conferences (in October for the December graduation and in March for the June graduation) where any prospective graduate that has more than a reasonable amount of coursework left to complete will be informed that they will not graduate. Families will be informed at this time as well should a candidate appear as though they will not make the cut-off.

Attendance at graduation practice is mandatory for all students expecting to graduate. Graduates are expected to be on time ready to start at the appointed time. Failure to attend or be on time may result in not being allowed to participate in the graduation ceremony.

19. Graduation Guidelines

CCHS is guided by LCSD policy IKF with reference to graduation guidelines.

Competency Pathway

We use a combination of in-school participation, concurrent enrollment courses, work-based learning (internships - paid and unpaid), and participation in LCHS electives to account for weekly attendance.

The competency pathway at CCHS requires students to demonstrate 21st century skills and show their career readiness by developing and working as directed by an Individual Career Academic Plan documented in their Capstone Portfolio Project through the 21st century interdisciplinary themes:

- College and/or Career Technical Education Readiness

- Global Awareness

- Civic Literacy

- Health Literacy

- Financial Literacy

- Environmental Literacy

- Media Literacy

- Mathematics

The competency pathway is only available at Cloud City High School and although it is a non-credit based pathway, some credits are available as students work toward graduation.

Competency/Mastery	Activity	Planned Measure
Demonstrate mastery of: Technical, academic, and employability skills to acquire a desired job or enter post-secondary education institution.	Work Based Learning: Workforce Boot Camp Post-Secondary Prep (courses could be taken multiple times)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio Workforce Readiness page.

Demonstrated readiness in professional work ethic and meeting employer expectations through career readiness activities to improve employability.	Work Based Learning: BUS Internship course and/or qualified industry credential programs, pre-apprenticeships and apprenticeships from list of approved programs on CDE. https://www.cde.state.co.us/postsecondary/hb18-1266	Successful completion of an internship or acquisition of a qualified industry credential
Demonstrated readiness for college and career based on measures in Reading, Writing and Communicating, and one measure in Mathematics.	Pass Workkeys tests (Applied Math, Graphic Literacy, and Workplace Documents at the "silver" level) or other authorized assessments agreed upon by CCHS from CDE Menu of Options https://www.cde.state.co.us/postsecondary/graduationguidelines	1.0 credit (per exam once passed with a score of 4 or higher. Progress marked each semester, {I for In-Progress or P for Proficient} until competency has been demonstrated.
Demonstrated graduation readiness through an ICAP Portfolio showcasing how the student has met all the 21st century interdisciplinary themes.	Completed ICAP Portfolio defense in front of a committee before graduating graded on scoring rubric.	1.0 credit marked with P for competency once proficient per the graded scoring rubric of the ICAP Portfolio
Demonstrate Mastery of the 21st Century Theme and Standards of Civic Literacy	Civics course with passing grade or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Civic Literacy page.

Demonstrate Mastery of the 21st Century Theme and Standards of Global Awareness	Mastery could be gained through CCHS course Global Awareness or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Global Awareness page.
Demonstrate Mastery of the 21st Century Theme and Standards of Health Literacy	CCHS course Health or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Health Literacy page.
Demonstrate Mastery of the 21st Century Theme and Standards of Financial Literacy	CCHS Course Financial Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio Financial Literacy page.
Demonstrate Mastery of the 21st Century Theme and Standards of Environmental Literacy	CCHS Course Environmental Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio Environmental Literacy page.

Demonstrate Mastery of the 21st Century Theme Standards of Mathematics	CCHS Course Career Math or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated with a level 4 on the Applied Math WorkKeys Assessment.
	Concurrent-enrollment course or elective taken at LCHS	Graded and credited according to district-wide practices
	Crew (Academic Support)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio About Me page.
Demonstrate competency/mastery using acquired skills to engage in projects benefiting the community and reflecting on the impact of service.	Service Learning	Service Learning Project(s) outside of class time impacting humans, animals, or the environment. Project(s) documented on the About Me ICAP Portfolio page

Students receiving Special Education services who are working toward graduation in the competency pathway will have requirements informed by their IEP.

20. Grading
      Cloud City High School uses the following grading scale:

I = In-Progress = Currently being worked on or is not finished yet	**P = Proficient =** Competency Met

21. Health and Care Coordination Services

  A school nurse is on call for issues and emergencies at the main office. Students needing to see the nurse should report to the main office. Emergency calls will be made if the nurse is not available. For non-emergency health care, dental care, and mental health counseling, the School-Based Health Center is available at the Lake County High School campus. Services are of low or no cost to students and their parents.

  CCHS partners with SolVista for social and emotional support. CCHS staff will work with students and their families to find the appropriate care options to help remove barriers to academic success and overall well-being.

22. Individual Career and Academic Plan (ICAP)

  The ICAP is a documented process that guides the preparation we offer each CCHS student based on their goals for after high school. At the start of each school year and as needed, each student's team will collaborate on developing and updating the ICAP. This Plan guides our offerings, services, and instruction for each CCHS student.

23. CCHS Library/Community Room

  The CCHS Library/Community Room is the resource-sharing center for CCHS and serves both students and staff. CCHS students may use the Library/Community Room with CCHS staff and must follow these guidelines:
- Students are expected to "stay on task" and not disrupt other students
- There is a "Leave No Trace" rule enforced in the Library/Community Room.
- Computers are to be used for school purposes only. NO GAMES!

24. Leaving Campus

  CCHS students are free to come and go to and from the facility as their needs dictate, unless they have a Safety Plan that states otherwise. CCHS students must come right to the classroom upon arrival at school and leave campus immediately once they have left the CCHS classroom- they may not enter the halls designated for other than the high school at any time unless they have a specific reason and a pass from CCHS Staff.

25. Lost and Found

  Students are to assume direct responsibility for all personal items and for items issued to them by the school. Please mark items, such as coats, with a nametag. Be aware that textbooks, locks, athletic uniforms, etc. must be paid for if lost or damaged. The main office can help students locate the Lost and Found. Articles not claimed at the end of each quarter will be given to charity.

26. Lunch, Snack, and Open Gym

  During the lunch and snack periods, CCHS students may eat in the cafeteria only. All food and drink must be consumed in the cafeteria. Students will also have the opportunity to be involved in recreational activities in the gym when supervision is available. Students will not be allowed in the hallways during lunch, snack, and open gym with the exception of using the "Everyone Bathroom". Students participating in activities in the gymnasium must wear appropriate gym shoes; shoes with hard, black soles are not allowed.

27. Medication

  Medication may be given legally only by school personnel whom a registered nurse has trained and delegated the task of giving such medication. The following requirements must be met:

- Medication shall be in the **original** properly labeled container. If it is a prescription medicine, the student's name, name of the drug, dosage, time and route for administering, name of physician and current date shall be printed on the container.
- The school shall have received written permission from the doctor or dentist to administer the medication.
- The school shall have received written permission from the parent/guardian to administer the medication. When such a request is made by a parent/guardian, a full release from the responsibilities pertaining to side effects or other medical consequences of such medications also must be presented.
- All medication shall be safeguarded at school to avoid any risk that it may be improperly administered to anyone.
- Violation of this policy may result in disciplinary consequences.

28. Open Enrollment/ Waitlist

Cloud City High School has an enrollment cap and being an Alternative Education Campus, we also have specific criteria for admission eligibility. Eligibility criteria include but aren't limited to credits earned relative to student age and demonstrated need for a flexible schedule. Students who are coming from outside of Lake County should use the Interest Form on the Cloud City High School website to "apply" and current Lake County students should inquire with the guidance department (Ms. Hofer & Mr. Baker) to see if they qualify and when the application process is open. The principal of Cloud City will notify all applicants using the number provided on their inquiry to discuss whether or not they meet the eligibility criteria for admissions. (see LCSD Policy JFBA-R for more detailed information regarding this practice.)

Students meeting eligibility criteria may enroll in CCHS until August 21st (first semester) and January 15th (second semester) or until we are at capacity (whichever comes sooner). At that time, students will be put on a waitlist. Students who are 17 or younger will enroll in Lake County High School while they are on the waitlist. Students waiting for enrollment can work on their service learning requirements, can inquire with the School to Work Alliance Program (SWAP), and/or can register to take the accuplacer at CMC.

Upon enrollment, grade progression will be advanced one year to compensate for the inaccuracies in the credit based grade progression system. Students may request changes to their schedules for the first two weeks of the semester, but after that time may not.

29. Personal Communication Devices and Use

The district believes that the use of student communication devices (SCDs) must be regulated to assure that the use of such devices does not disrupt or interfere with the educational process or school operations. Therefore, students may only use SCDs on district property, on a district vehicle or at a district or school-sponsored activity or event in accordance with this JICJ policy.

For purposes of this policy, "student communication device" (SCD) means a device that is capable of making and receiving calls, sending and receiving text messages, or accessing the internet. This includes a cell phone or watch with these capabilities. "Student communication device" does not include a device, such as a laptop or tablet, that is: (a) made available to a student by the school or the school district; or (b) used by the student as required by the school or the school district.

For purposes of this policy, "designated school day" means the time period when a school provides educational services to students. The designated school day ends at dismissal.

Students shall not use SCDs as follows:

Students in grades 9-12 are prohibited from using SCDs during instructional time. Instructional time includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity. Students are also prohibited from using SCDs during passing periods, school-sponsored programs, events or activities within the designated school day. All SCDs shall be kept in designated areas or storage devices and turned off during prohibited times. Student communication devices may be used during lunch periods, however such use is discouraged.

SCDs that produce any audible sound, a ring tone, or vibrating alert, whether through a speaker, earbuds/earphones, buzzer, or other means shall be deemed to be used in violation of this policy.

Notwithstanding the prohibitions set forth above, students may possess and use a SCD during the school day if the possession and use are necessary as an effective communication accommodation pursuant to the federal "Americans with Disabilities Act of 1990," to comply with the student's Individualized Education Program or the student's Section 504 plan, or to monitor or address the student's medical condition.

Students shall not use SCDs on District vehicles in a manner that may interfere with or disrupt the safe operation of the vehicle, as determined by District transportation officials or their designees.

Student use of SCDs with cameras and/or video recording capabilities is prohibited at any time in locker rooms, bathrooms or any other location where such use could violate another person's reasonable expectation of privacy.

Student use of tracking and listening devices is also restricted. Any listen-in capabilities in any type of SCD must be disabled during the designated school day. Unauthorized audio or video recordings, or transmission of audio or images of students, is prohibited. Parents or guardians operating devices that track student locations or activities must notify the district in advance and may be required to enter into a user agreement prior to use of such devices.

Students shall not use SCDs to engage in, promote or facilitate any other conduct that violates the student code of conduct, other District policies or regulations, or state or federal law.

Violation of this policy or any other district, school or classroom rule or regulation on student use of SCDs may result in disciplinary measures and/or temporary confiscation of the SCD. A conference with the parent/guardian, student and school personnel may be required before a confiscated device is returned to the student. If the building principal or designee believes a student's possession or use of a SCD may involve a violation of the law, the building principal or designee may also refer the matter to law enforcement.

The district shall not be responsible for loss, theft or destruction of SCDs brought onto school or district property or while the student is attending district or school-sponsored activities or events.

30. <u>Search and Seizure</u>
In loco parentis
In loco parentis defines a duty that educators owe to their students to anticipate foreseeable dangers and to take reasonable steps to protect those students from that danger. To this end, educators owe the same degree of care and supervision to their students that reasonable and prudent parents would employ in the same circumstances for their children. The Fourth Amendment's prohibition against

unreasonable search and seizure applies to searches conducted by public school officials. The student's expectation of privacy under the 4th Amendment must be balanced against the substantial interest of teachers and administrators in maintaining discipline in the classroom and on school grounds, and the school's legitimate need to maintain an environment in which learning can take place.

Definitions

What is a search?

A "search" means conduct by a school employee that involves intrusion into a person's protected privacy interests by examining items or places that are not out in the open or exposed to public view. For example:
- Opening and inspecting personal possessions such as purses,backpacks, bags, books, and closed containers. Students will also be asked to pull their own pockets inside out.
- Examining items or places that are not in the open and exposed to public view
- Physically examining or patting down a student's body or clothing, including the student's pockets
- Handling or feeling any closed, opaque item to determine its contents when they cannot be inferred by the item's shape or other publicly exposed physical properties.
- Using any extraordinary means to enlarge the view into closed or locked areas, containers, or possessions, so as to view items not in plain view and exposed to the public.
- Drug testing through urinalysis

What is not a search?

Some examples would be:
- Observing an object after a student denies ownership of an object
- Observing an object abandoned by a student
- Observing any object in plain view, exposed to the public
- Peering into car windows, so long as this is done without opening the door or reaching into the vehicle to move or manipulate its contents.
- Detecting anything exposed to the senses of sight, smell or hearing, as long as school officials are located in a place where they have a right to be and extraordinary means were not used to gain a vantage point.

What is a seizure?

A seizure occurs when a school official interferes with a students freedom of movement (seizure of a person) or when a school official interferes with a students possessory interest in property (seizure of an object).

What is reasonable suspicion?

The following factors may be considered in determining whether reasonable suspicion exists:
- Observed criminal law or school rule violation in progress.
- Observed weapon or portion of weapon.
- Observed illegal item.
- Observed item believed to be stolen.

- Student found with incriminating items.
- Smell of burning tobacco or marijuana.
- Student appears to be under the influence of alcohol or drugs.
- Student admits to criminal law or school rule violation.
- Student fits description of suspect of recently reported criminal law or school rule violation.
- Student flees from vicinity of recent criminal law or school rule violation.
- Student flees upon approach of school official.
- Reliable information provided by others.
- Threatening words or behavior.
- Evidence incriminating one student turned over by another student.
- Student was previously disciplined for a similar infraction or criminal offense
- Student was already subject of investigation for a similar infraction or criminal offense.
- Report of stolen item, including description and value of item and place where item was stolen.
- Student seen leaving area where criminal law or school rule violations are often committed.
- Emergency situations, where school official can provide immediate assistance to avoid serious injury.

What is considered school property?

- The school buildings itself
- Grounds surrounding school
- Parking Lot
- School events
- Field Trips
- School Buses
- School Vehicle
- Service Learning Trips

CCHS Interrogation, Interview, Search, and Seizure Procedures

Student Isolation: The student will be isolated from peers along with their belongings. The isolation will be supervised by a staff member of student's choice if available and/or camera.

Parent Involvement: The parents/guardians shall be notified immediately upon school officials having reasonable suspicion of:

- ❏ a violation of Board and/or district policies, school rules
- ❏ a federal, state, or local criminal law
- ❏ an observed weapon or portion of weapon
- ❏ an observed illegal item
- ❏ an observed item believed to be stolen
- ❏ anything which, because of its presence, presents an immediate danger of physical harm or illness to any person.

The student will be given permission to contact parents using their personal device if parent cannot be reached using school devices. If the parent cannot be reached, the student will remain in supervised isolation until the time that the parent has responded to attempts to reach them and can participate. By the end of the day if parents/guardians are not reached the emergency contact should be contacted, and be able to take the student home without a search. Students who are 18 and do not have parental

involvement/ support will have the choice to either consent to the school official search or be referred to law enforcement.

Student Voluntary Surrender:
¨I have to contact your adult either way, but before I do, you can choose to give me the item or I will need to do our search procedure, because I have reasonable suspicion.¨

Once involved, Parents have three options:
1. To pick up student and not consent to search by school officials (student may be subject to referral to law enforcement)
2. To consent to the search with the parent present
3. To consent for the school official to search their student according to the CCHS Procedure without their presence

Search of School Property
School property can be searched at any time without consent. The Consent to Search Form (Appendix H) will be signed in order to verify that consent was actually given.

Search of the Student's Person or Personal Effects
During a Search:
● School officials should carefully document all of the facts that were known before conducting a search, as well as any information learned during the course of conducting a search. An administrative report (see attached) shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of the witness(es) to the search.
● The school official should inform the student of the item they are searching for prior to any search
● Purses,backpacks, bags, books, and closed containers are subject to search. Students will also be asked to pull their own pockets inside out.
● There will be a camera in the room for the protection of staff and students
● Students to be searched shall designate which adults will search them and their request will be honored whenever practical, and/or specify the gender of the staff.

Search incident to a "Medical Emergency"
The medical emergency exception will support a warrantless search of a person's book bag, purse or wallet when the person is found in an unconscious or semi-conscious condition and the purpose of the search is to discover evidence of identity and other information that might enhance the prospect of administering appropriate medical assistance to the person.

Law Enforcement Officers' Involvement
● If School officials feel that they need to search more than just the purses, backpacks, bags, books, and closed containers belonging to a student then law enforcement will be involved.
● Some items turned over to law enforcement may not be labeled with a student's name. (practice developed with CCHS Students February 2019)

31. Senior Pranks
        While senior pranks are a tradition, they are in danger of being "outlawed" because of poor student judgment in recent years. For this reason, they must be kept within the traditional fun-loving

sentiment that they have traditionally been known for. No prank involving damage, dangerous activities, cruelty or negativity, or that violates school policy may be carried out or the tradition will be stopped.

32. School Safety
Our school safety plan is to ensure a safe and secure environment for all students, staff and visitors.

The school's BERT (Building Emergency Response Team) meets monthly and looks at all things safety for the school. The team includes district safety, building administration, and support staff.

The school's BERT team plans a variety of drills throughout the school year which include:
- Monthly Fire Drills
- Lockdown Drills
- Evacuation Drills

Parents will be notified of lockdown and evacuation drills prior to the scheduled drill date. Procedures for drills will be shared with students and staff well in advance of the scheduled drill date.

Lake County School District utilizes the Standard Response Protocol (SRP) to guide decision making in emergency situations. For more information regarding safety please refer to the school districts website at www.lakecountyschools.net/school-safety/

Members of the BERT team may also participate in the Threat Assessment or Suscide Risk Assessments that arise in the school.

Please contact school administration of any safety concerns.

33. School Security
Visitors must sign in at the front office when visiting CCHS through the front doors. All visitors need to wear a visitor pass. Visitors will be taken by appointment on Mondays only.

34. Students with Children
The presence of young children in the academic environment can be a distraction to the learning process. Students are not permitted to bring their children that are older than 6 months to school during the regular school day without prior permission from the building administration. Students that bring their infants who are less than 6 months are solely responsible for the health and safety of the infant.

35. Transportation and Student Conduct on School Buses
The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for conduct both at bus stops and onboard buses. The driver of a school bus shall be responsible for the safety of the students on his/her bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the Director of Transportation and the administration of the school involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to his/her parents/guardians, the driver, the Director of Transportation, or a school administrator may withhold from the student the privilege of riding the school bus. The student also may be denied admission to school or be suspended or expelled, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

36. Tardiness
Students are to be seated, ready to learn Monday-Wednesday at 8:25, 9:45, 11:10, 1:15, 2:40 and Thursdays at 8:25, 9:15, 10:05, 12:15, 1:45 for each academic block, respectively. Students should

plan to arrive a minimum of 10 minutes before each class starts, that way they are able to arrive on time even when unforeseen circumstances are present such as traffic, icy roads, needing to go back for a forgotten item, etc. If students arrive later than 20 minutes after class has started, they will be allowed in the building and in class but they will remain marked absent for attendance purposes.

37. Valuable Student Possessions at School

Students should not bring valuable items or more than a small sum of money to school since protection against loss or theft is impossible to assure. The school will not assume responsibility for the loss of money or other valuable articles, including cell phones and AppleWatches. All wheeled transportation (bikes, scooters, in-line skates, skateboards) are to be kept outside the building. You may bring your own lock and attach them to the bike racks.

38. Visitors to the School

Families and supporting adults are encouraged to make an appointment to visit CCHS. There is no better way to learn what we are doing in school. In order to assure that no unauthorized persons enter buildings, all visitors and volunteers should report to the school office and obtain a Visitor or Volunteer badge before visiting elsewhere in the building. An escort may be provided for the visitor. All visitors need to get prior permission from the building administration.

39. Withdrawal from School and Transfer of Records

Parental notification is necessary when a student transfers to another school during the school year. As CCHS is a competency-based program, there is a chance that students will be behind on credits needed to graduate if they transfer to a credits-based program. If a family is contemplating moving during a student's time in CCHS, it is highly recommended that they wait until the student graduates if possible in order to maintain expected progress toward graduation. Student's cumulative records are forwarded to their new school when a parent release is received.

Appendix A: Full Link to Student/Parent Work-Based Learning Handbook

Expectations of Student:

The student agrees to fulfill program requirements as follows:

- Maintain employment for a semester or year with a minimum of five (6) hours per week.
- Attend all required classes, workshops, or other work readiness training before and/or during the work-based learning experience.
- Complete activities as assigned by the Work-based Learning Coordinator and be responsible for turning in all completed paperwork, logged work hours in a timely manner.
- Work according to the schedule of the experience.
- Maintain an accurate record of time spent at the work-based learning experience.
- Participate in a minimum of two site visits per semester.
- Act as an ambassador for Lake County School District, its students, faculty,and staff by conducting oneself in a positive, ethical and respectful manner and maintain appropriate grooming , appropriate dress and professional behavior throughout the work-based learning experience.
- Provide own transportation to and from worksites unless provided by program. If a student drives, the student will ensure the vehicle is insured.
- Comply with school code of conduct policies and procedures (i.e. dress code, attendance, and behavior policies.)
- Be familiar with and follow the work site's policies, procedures, dress code, privacy or confidentiality agreements and behavioral expectations.
- Demonstrate professionalism in attendance, promptness, appropriate dress, staff involvement, and follow sponsor mandated dress code.
- Undertake activities within the organization and become knowledgeable about the company's operations. Seek insight into the qualities, skills,and knowledge that help a professional perform effectively.
- Notify work site and school contact person of absences and/or tardiness according to worksite policies and procedures and to inform school contact person of any changes in internship/work status (cutback of hours, change in work schedule, or dismissal).
- Notify the Work-based learning coordinator immediately if there are problems with the experience.
- Report any injuries that occur while performing internship duties and follow worker's compensation procedures. Report injury to school Work-based Coordinator and school nurse.

What Employers Expect of Students:

- Fulfill the responsibilities and tasks assigned while learning about the workplace and gaining important job skills.
- Trust the employer's experience. Listen to constructive feedback and learn from success and challenges.
- Be willing to learn, grow, and develop new skills as well as show good attendance and work habits.
- Be a steady employee who is dependable, timely and trustworthy.
- Have increasing levels of the knowledge, initiative and the motivation it takes to be considered a valued employee.
- Be interested in the operations of the employer's industry, understand what it takes to keep the company successful, and comply with the same personnel rules and regulations as other employees.

What Employers do NOT Expect of Students:
- Students will not know how to do everything right away. Employer's know the student is learning what it means to hold a job and will not do everything perfectly all the time.
- Employers will give the student a chance to understand what the student is doing wrong so the student can learn from their mistakes.
- Students should not expect high-profile work that is crucial to the business right from the beginning. As time goes on, the student may be ready for more difficult work and more challenging tasks.

Expectations of Employer/Supervisor:
The employer agrees to fulfill program requirements as follows:
- Provide a meaningful work-based learning experience offering pre-professional challenge, responsibility, and instruction to the student.
- Instruct the student about the organization, including priorities, major programs, products or services, structure, organization, and examples of decision-making process.
- Develop a job description of required tasks and responsibilities for the student and program coordinator.
- Advise the student on procedures, appropriate dress,and business etiquette during the initial intake.
- Provide the necessary orientation, training, and safety instructions for the students.
- Sign and return all necessary forms provided by the student or Work-based Learning Coordinator.
- Review the student's learning plan and help them identify specific skills or goals for the experience.
- Communicate with the student to review progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.
- Communicate with the Work-based Learning Coordinator concerning the student's progress and overall performance.
- Sign weekly evaluations and hours worked sheets for the student.
- Sign the Work-based Learning Contract, Employer Contract, Professional Boundaries document and submit them to the Work-based Learning Coordinator.
- Provide a safe place to work: employer/supervisor will assure the school district that there are no employees working with the student who have a conviction for unlawful sexual conduct or crime of violence, and that the place of employment is at a place of business and not an individual's home.

Expectations of CCHS Schools Work-based Learning Coordinator:
- Coordinate the work-based learning experience. Meet with the student to review knowledge and skills acquired, work out problems encountered, and help develop approaches to handling situations.
- Evaluate student's weekly reports, time sheets, assignments, and final project.
- Communicate with the student, employer/supervisor, and parent/guardian about concerns in the student's performance that indicated the necessity for possible termination of the experience. Suggest steps that need to be taken for performance to reach a satisfactory level, and follow up to ascertain what improvement has been made.
- Maintain an effective channel of communication between the employer/supervisor and the educational institution.

- Make site visits or employer contacts to review the quality of the internship and the students development.

Expectations of Parent/Guardian:
The Parent/Guardian of the student agrees to meet the following program requirements:
- Provide transportation to/from the employment site.
- Provide health insurance for the student as you would for regular school classes.
- Reinforce the need for good attendance and good work habits.
- Allow the student to practice real-world skills in dealing with work issues.
- Maintain contact with the Work-based Learning Coordinator about any program-related concerns.
- Notify the Work-based Learning Coordinator of any potential health related issues of any intern.
- Support the Cloud City High School Work Based Learning Program and give permission for the student to participate.

Work Periods Specific hours will be determined by agreement between the student and employer/supervisor.
Such agreement is incorporated by reference and made a part of this agreement. All parties are expected to comply with federal and state labor laws. A copy of these laws may be obtained at the Colorado Workforce Center.

Compensation Salaries will be negotiated between the student and the employer/supervisor and are optional. The student will receive one half credit for every 80 hours that they are able to document from their work-based learning experience and the hours count one for one as attendance in Cloud City High School. All students have the right to an educational environment that is free from bullying and harassment. A safe and civil environment in school is necessary for students to learn and to achieve. All people have a responsibility to maintain a safe and harassment-free school environment (see below).

Employer/Supervisor EEO Statement I hereby affirm that we are an equal opportunity employer, offering employment without regard to race, color, religion, sex, national origin or age.

_____   _____
Student Signature   Date

_____   _____
Employer/Supervisor Signature   Date

_____   _____
Parent/Guardian Signature   Date

_____   _____
Work-based Learning Coordinator Signature   Date

Work-based Learning Contract

_____   _____
Student Name   School Year   Semester

Verification of expected internship hours/employer contact information To promote a viable occupational and educational work-based learning experience for our students, Cloud City High School must maintain contact with the employer/supervisor for verification of hours worked and student performance. Please complete the following:

Company Name_____

Address_____

Phone _____   Contact Person_____

Position _____   Contact Email_____

Start Date: _____   End Date (if applicable):_____

Job description/ duties: _____

_____

Dress Code: _____

Work Schedule (Hours/Days of the Week): (Employer, please fill in)

Days of Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							

_____   _____
Employer/Supervisor Signature   Date

_____   _____
Student Signature   Date

Appendix B: Work-Based Learning SITE VISIT

Student_____ Worksite_____

Date of Visit _____

Rating Scale:
3 = Excellent (Consistently meets or exceeds workplace standards)
2 = Good (Consistently meets workplace standards)
1 = Needs Improvement (Needs to work on meeting this standard)

1. Arrives at scheduled time. _____

2. Listens to and follows instructions. _____

3. Completes assigned task. _____

4. Appropriate appearance. _____

5. General attitude. _____

COMMENTS from Supervisor: _____

_____

_____

STUDENTS: What did you do or learn in your internship this semester? _____

_____

_____

Student Signature_____Date_____

Supervisor Signature_____ Date_____

CCHS Staff Signature _____ Date _____

Appendix C: HOWL (Habits of Work & Learning) Rubric

Values	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Perseverance	Always finishes tasks Always follows through on commitments Always keeps going in the face of challenges	Almost always finishes tasks Almost always follows through on commitments Almost always keeps going in the face of challenges	Sometimes finishes tasks Sometimes follows through on commitments Sometimes keeps going in the face of challenges	Often leaves tasks unfinished Does not complete what they started Gives up in the face of challenges
Collaboration	Constantly seeks to include others in tasks and opportunities Always gets along with others	Often seeks to include others in tasks and opportunities Almost always gets along well with others	Works with others, but only when asked or reminded Sometimes gets along well with others	Often refuses to work with others Does not work well with others
Creativity	Constantly thinking of new and interesting ways to tackle projects and challenges	Often engages in new and interesting approaches to projects and challenges	Sometimes engages in new and interesting approaches to projects and challenges	Does not try to approach things in new and interesting ways. Seeks the easy way out.
Craftsmanship	Constantly engages in attention to detail to create beautiful and excellent work	Often engages in attention to detail to create beautiful and excellent work	Sometimes engages in attention to detail to create beautiful and excellent work	Does not produce high quality work; it demonstrates little effort or thought
Compassion	Actively makes sure all members of the community are included, taken care of, and valued	Shows kindness towards all members of the community	Does not seek to do harm, but demonstrates kindness almost exclusively toward his/her established friend(s) Does not actively seek to better members of the community	Struggles to demonstrate kindness toward others, even amongst his/her friend(s) Often disregards the feelings of others
Responsibility	97% attendance or higher Always fulfills all responsibilities	95% attendance rate or higher Almost always fulfills responsibilities	93% Attendance rate Sometimes fulfills responsibilities	Less than a 90% attendance rate and often does not fulfill responsibilities
Curiosity	Constantly seeks out learning for its own sake- going well beyond the requirements of particular classes	Learns all that they are asked to learn and occasionally goes beyond the requirements of an assignment	Learns all that they are asked to learn, but only completes the minimum requirements	Does not meet the basic requirements and learning necessary to pass coursework
Respect	Always shows dignity, kindness and good manners towards others	Almost always shows dignity, kindness and good manners towards others	Sometimes shows dignity, kindness and good manners towards others	Struggles to treat others with common decency, kind words and good manners

Appendix D: Cloud City High School (Competency Pathway) Graduation Checklist

Cloud City High School Graduation Checklist (2025-2026)

Student Name_____ Date Started_____

_____ Literacy Competency (CCHS staff initial when achieved)

Score Requirements: ENGLISH CAPSTONE_____
AccuPlacer _____ / 70 Sentence Skills **-or-** _____ / 62 Reading Comp.   AccuPlacer Next Gen_____/ 241 Reading **-or-** _____ / 236 Writing   Work Keys_____ (silver or higher) **-or-** Other: _____

_____ Math Competency (CCHS staff initial when achieved)

Score Requirements: MATH CAPSTONE _____
AccuPlacer _____ / 61 Elem. Algebra   AccuPlacer Next Gen_____/ 255 (AR) **-or-** _____ / 230 (QAS)   Work Keys_____ (silver or higher) **-or-** Other:_____

_____ Service-Learning Project (CCHS staff initial when achieved)

Date	Project	# of Hours	Verification Initials

_____ **Portfolio Defense (CCHS staff initial when achieved)**

21st Century Skills

_____ **Global Awareness**
- ❏ Using 21st century skills to understand and address global issues
- ❏ Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community context.
- ❏ Understanding other nations and cultures, including the use of non-English languages.

_____ **Financial Literacy and Workplace Skills**
- ❏ Knowing how to make appropriate personal economic choices
- ❏ Understanding the role of the economy in society
- ❏ Using entrepreneurial skills to enhance workplace productivity and career options

_____ **Civic Literacy**
- ❏ Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- ❏ Exercising the rights and obligations of citizenship at local, state, national and global levels
- ❏ Understanding the local and global implications of civic decisions

_____ **Health Literacy**

- ❏ Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- ❏ Establishing and monitoring personal and family health goals
- ❏ Understanding national and international public health and safety issues

_____ **Environmental Literacy**
- ❏ Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- ❏ Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- ❏ Investigate and analyze environmental issues, and make accurate conclusions about effective solutions;Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

_____ **Workforce Readiness Skills or Work-based Opportunity**
- ☐ Workforce Boot Camp or CEPA-BUS 1081
- ☐ Workforce Readiness Portfolio page complete

_____ **Career Math**
- ❏ Demonstrated by scoring a minimum of a 4 (silver level) on WorkKeys Applied Math or higher based on your career pathway of choice.

21st Century Skills adapted from Partnership for 21st Century Learning, a Network of Battelle for Kids, 9/2019

_____ **All Fees/Dues Paid (Office staff initial when achieved)**

_____   _____
CCHS Staff Signature   Date

Appendix E: Colorado Department of Education Graduation Guidelines

Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021 and/or 2022.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021 and/or 2022. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP); 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including Civics.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for: English learners, gifted students and students with disabilities.

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER

	ENGLISH	MATH
Classic	62 on Reading Comprehension OR 70 on Sentence Skills	61 on Elementary Algebra
Next Generation	241 on Reading OR 236 on Writing	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)

ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.

ACT

ENGLISH	MATH
18 on ACT English	19 on ACT Math

ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.

ACT WorkKeys – National Career Readiness Certificate

ENGLISH	MATH
Bronze or higher	Bronze or higher

ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (at least 3) in all three assessments - Applied Mathematics, Graphic Literacy and Workplace Documents, and they will earn the ACT's National Career Readiness Certificate.

Advanced Placement

ENGLISH	MATH
2	2

AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB

ENGLISH	MATH
31 on the AFQT	31 on the AFQT

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment

ENGLISH	MATH
Passing grade per district and higher education policy	Passing grade per district and higher education policy

Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU.

District Capstone

ENGLISH	MATH
Individualized	Individualized

A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.

Industry Certificate

ENGLISH	MATH
Individualized	Individualized

Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate (IB)

ENGLISH	MATH
4	4

IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).

SAT: Scores updated for SAT (2016)

ENGLISH	MATH
470	500

The SAT is a college-entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Collaboratively developed, standards-based performance assessment

ENGLISH	MATH
State-wide scoring criteria	State-wide scoring criteria

An authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation. (In development)

District Guidance: www.cde.state.co.us/postsecondary/graduationguidelines

July 2020

Appendix F (2 pages): Service Learning Evaluation and Reflection

Student Name _____ Date(s) of Service _____

Project _____ # of Hours _____

Please give your honest evaluation of the performance of your student volunteer. Thank you for your willingness to help by completing this form.

Evaluation Scale　　3=Excellent, 2=Good Effort, 1=Needs Improvement, N/A=Does Not Apply

Worker Qualities
_____ Punctual and ready to work
_____ Remained at job site, completed assigned tasks
_____ Worked consistently without wasting time
_____ Respects authority, other adults

Communication Skills
_____ Listens and follows directions
_____ Asks questions as needed
_____ Interacts appropriately with other team members
_____ Considerate of cultural, language, or age differences

Organizational and Thinking skills
_____ Demonstrates the ability to work effectively/efficiently
_____ Solves unforeseen problems when completing tasks

Technology Skills
_____ Demonstrates computer literacy as required
_____ Effectively uses a copier and/or other equipment
_____ Used personal devices at appropriate times

Other Comments:

_____
_____
_____

Supervising Adult (please print) _____

Supervising Adult Signature _____

　　　　　　　　Questions? Concerns? Lake County CCHS Teachers, 719-486-6980

Student Reflection on Service Learning

Write a well developed paragraph that includes things such as:

-a brief description of what you did

-how the experience benefited your community

-what personal satisfaction you gained

-what you might do differently next time

-how well you feel you contributed to this project

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Students: Have your adult project supervisor complete the evaluation on the back of this page. Appropriate behavior while on the project is necessary to get credit for your Service Learning hours.

Appendix G: Student Search Report Form

STUDENT SEARCH REPORT FORM

Name of the student suspected, including age, grade, sex:
_____
_____

Name address, and phone number of school official and/or school security officer conducting and witnessing search:
_____
_____

Time and location of search:
_____
_____

What is reasonably suspected?

- ❏ a violation of Board and/or district policies, school rules
- ❏ a federal, state, or local criminal law
- ❏ an observed weapon or portion of weapon
- ❏ an observed illegal item
- ❏ an observed item believed to be stolen
- ❏ anything which, because of its presence, presents an immediate danger of physical harm or illness to any person.

Why is this particular student suspected of this?
_____
_____
_____

What item related to the criminal law or school rule violation is being sought?
_____
_____

What is being searched and how is it being searched?
_____
_____
_____

How is the item sought connected to the criminal law or school rule violation?

_____

_____

_____

Why is the item sought suspected of being presently located in the place searched?

_____

_____

_____

Does the search involve more than one student? (If YES, answer a, b, and c below)_____

a. How many students (number)? _____

b. Explain your reasonable grounds for believing that each student to be searched is in possession of the sought item.

_____

_____

_____

_____

c. What investigative steps were taken before searching a group of students to narrow the field of suspects?

_____

_____

_____

_____

Was information concerning the student provided by another person?
(check appropriate line)
__ School staff member
__ Student
__ Parent
__ Other _____ (identify)

a. What did the person providing this information see or hear concerning the student and criminal law or school rule violation?

_____

_____

_____

_____

b. How did the person learn about the student's involvement with the item that is reasonably

suspected?

_____

_____

_____

_____

c. Was the information provided by a person involved with the item that is reasonably suspected? (If YES, answer "d" through "j") _____

d. Was the information provided by a person with a reputation for telling the truth? _____

e. Was the information provided by a person with a motive to lie or exaggerate? _____

f. Has this person provided reliable information in the past? _____

g. Did the person make a statement against his or her own interest? _____

h. Does the person providing the information have a motive to lie or minimize his/her culpability by falsely accusing another?_____

i. Did the person provide information in exchange for leniency?_____

j. Explain why the information is credible and how the information was corroborated.

_____

_____

_____

_____

k. List any items found and where the items were found.

_____

_____

_____

_____

Appendix H: Consent to Search Form

Consent to Search Form

I, _____ voluntarily consent to a search by a school official and/or
   (student's name)
school security guard of _____.
                          (list place or item to be searched)

I authorize the school official and/or security guard to seize any item that violates a
criminal law or school rule or provides evidence of a criminal law or school rule
violation. My voluntary consent is not the result of fraud, duress, fear, or
intimidation.

_____   _____
School Official Name and Title   School Official Signature

_____
Date

_____   _____
Student Name   Student Signature

_____
Date

Appendix I: Attendance Success Plan

Cloud City High School   Attendance and Participation Success Plan

POSSIBLE STRATEGIES FOR GOOD ATTENDANCE AND PARTICIPATION
(choose 3 minimum)

✔	Strategy	How?
	I will make attending and participating in school every day a priority.	
	I will post my class schedule of classes and log-in information in a visible location near my desk or on the refrigerator.	
	I will set alarms / alerts to remind myself to wake up on time and participate in classes.	
	I will try to find a quiet place at home where I can participate in class and complete my school work. If I cannot, I will ask my school or community organization if they have a safe place where I can study and log into class.	
	I will keep track of my attendance and absences.	
	I will find a relative, friend or neighbor who can help me resolve a problem keeping me from attending or participating in school.	
	If I am absent, I will contact my teachers to find out what I missed.	
	I will keep healthy by wearing a mask, as needed, and getting a flu shot.	
	I will set up non-sick medical and dental appointments for weekdays after school. If I must make a non-urgent medical appointment during the school day, I will try to attend school for the majority of the day.	
	When I am struggling with a challenge that is keeping me from attending or participating in school I will confide in an adult at school and seek help.	

Student Signature:_____Date _____

CCHS Staff Signature:_____Date _____

Supporting Adult Signature:_____Date _____

MY HELP BANK

1. **My Family (**List who lives in your house)**:**

2. **Everyday Helpers (**Identify who you can call on for help with attending/participating in school. These are people like friends, neighbors and relatives who can help regularly)**:**

3. **Occasional Helpers (**Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints)**:**

4. **Potential Helpers (**Identify people who are part of your school community, church or neighborhood who are able to help—if you ask)**:**

Lake County School District 2025-26

Color Key

No School–Summer Vacation
First/Last Day of School
Teacher Day
Orientation
Graduation
Parent-Teacher Conferences
New Teachers Back
No School/Holiday

JULY 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Break
1 New Year's Day

16 student days

---

6 Orientation-All Schools
11 First day of school for all students

12 student days

AUGUST 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 student days

---

1 Break -Labor Day

17 student days

SEPTEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9-13 Break – Spring Break

25-26 Half Day AM (3hrs), PT Conf Noon-8pm

14 student days

15-16 Half Day AM (3hrs), PT Conf Noon-8pm

18 student days

OCTOBER 2025

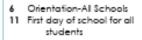| S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 student days

24-28 Break
27 Thanksgiving Day

12 student days

NOVEMBER 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 Break - Memorial Day

15 student days

22-31 Break
25 Christmas Day

12 student days

S1 71 Student Days

DECEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

13 Graduation
18 End of quarter, last day of school

12 student days

S2 91 Student Days
162 Student Days

STUDENT DAYS CALENDAR ONLY

Student Calendar 2025-2026

August 2025

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October/March red days early release for PT
Conferences, 10/15-16, 3/25-26
First Graduation Check: March 25/26, 2026
Second Graduation Check: April 23, 2026
Final Graduation Check: June 4, 2026
Graduation: June 13, 2026

April 2026

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Key:
- DisOrientation- all students 8:25am-4:00pm
- Academic Intensive- individual schedules
- Workforce Boot Camp- all students 8:25am-4:00pm
- Test Day and/or Early Release - all students at 8:25am for Test Days-8/28, 12/4, 4/9, 4/16, 5/7
- Portfolio Defense Days for Graduates - individual appointments for graduates, Crew for all students 8:25-4:00, 12/18, 6/3 & 6/4
- No School
- Orientation Conferences