



Enrollment Policy

Purpose and Scope: The STEAD Enrollment Policy is intended to provide documented procedures for the allocation of available seats at the school. The policy also provides for a lottery process for when the number of students who have submitted Intent to Enroll forms exceeds the number of available seats. In an effort to provide a student population that reflects the diversity of the district, STEAD's lottery is weighted as described below.

Distribution: This policy shall be available in English and in Spanish on the school's website, at information sessions, and in its offices for public viewing and acknowledgement of such viewing shall be made part of the enrollment process when submitting an Intent to Enroll form to STEAD.

Declaration: By submitting an Intent to Enroll form at The STEAD School all persons involved in the enrollment process declare that they have read and understand the enrollment policy of STEAD, will abide by this policy, and will provide the most up-to-date and accurate information available. All persons declare that they understand enrollment fraud as defined in the policy and that enrollment fraud will result in forfeiture of enrollment status.

Definitions:

Enrollment Priority. Defines the order of priority, by category in which students are selected for available seats based on residency and sibling status. These priority categories are defined in the STEAD charter contract. As defined in the charter contract, the enrollment priorities are:

1. Currently enrolled students (after the inaugural year)
2. Children in the household of certified Founding Families
3. Sibling Status 3A and 3B (defined below)
4. Children of STEAD employees

5. Students who reside in the 27J School District
6. Students who reside outside of 27J School District

Founding families and employee child(ren) will not exceed 20% of the total enrollment in the lottery.

Currently enrolled STEAD students (Priority 1): Following the inaugural year, all currently enrolled STEAD students do not have to re-enroll and are guaranteed a spot the next school year, unless and until they formally disenroll. All current students will be asked about their commitment to return to STEAD prior to the running of a lottery for the following year. Any remaining seats available will be filled by the lottery or students will be placed on a waitlist in the order of priority categories described above.

Children in the household of certified Founding Families (Priority 2 Enrollment): Founding families are defined as families who provided 50 or more hours of approved volunteer services toward the development, formation, and startup of STEAD prior to the inaugural lottery. The child(ren) of these founding families, when they have completed eighth grade (grade eight), will be given Priority 1 Enrollment status in the STEAD lottery.

Sibling Status 3A and 3B (Priority 3 Enrollment):

- 3A Sibling Status is the status given to a new applicant if their sibling is currently attending STEAD. In the summer, a student who is re-enrolled is treated as currently attending.
- 3B Sibling Status is the status given to a new applicant if their sibling is offered enrollment and has not declined the enrollment offer.

Children of STEAD employees (Priority 4 Enrollment): Any student who is the legal dependent of a current STEAD employee. (An employee is defined as any person who has signed a Memorandum of Understanding for employment at The STEAD School and will receive a W2 for wages earned from The STEAD School.)

27J Students who reside in the 27J School District (Priority 5 Enrollment): These are students that live in the 27J school district.

Students who reside outside of 27J School District (Priority 6 Enrollment): These are students that live in a school district other than 27J.

Enrollment Lottery (or Lottery): The process of randomly selecting names of applicants when there are more applicants than seats available.

Enrollment Fraud: All enrollments are subject to verification upon acceptance of an offer of enrollment. If any portion of the verification process reveals fraudulent enrollment activity (i.e., fraudulent priority status, residency, or age) the enrollment is deemed fraudulent, and the student's enrollment will be treated as void. If a misrepresentation is determined, then the student will be treated as no longer enrolled. If residency is established between the enrollment date and the discovery of the misrepresentation, then the student will forfeit their enrolled status for the next school year and will be given status based upon the most up-to-date residency information at the time of the next enrollment period.

Principal: The STEAD Principal is responsible for overseeing the enrollment and lottery process as described.

Administrative Assistant: The STEAD Administrative Assistant is responsible for carrying out the enrollment and lottery process as described.

Lottery Official: The person in charge of verifying the accuracy of the lottery process. The lottery official is a community member selected by the school. The individual shall not have a student in the school or an otherwise vested interest in the school.

Lottery eligibility: If a parent/guardian, on behalf of their dependent child, completes a valid Intent to Enroll form then that child is deemed to be eligible for participation in the STEAD enrollment lottery.

STEAD School Information Session: Throughout the school year, the STEAD administrative team will host several STEAD School Information Sessions specifically designed for prospective families. The intent of these sessions is to inform families of the Mission, Vision, Culture, Programming, and Graduation requirements of STEAD prior to submitting an Intent to Enroll form. The STEAD School wants to ensure that all families are broadly educated in what we are about prior to enrolling their student(s). As such, this information session is **STRONGLY ENCOURAGED**. The STEAD School will offer multiple opportunities and recordings, in both English and Spanish, of "The School

Information Session.” These resources can be found on The STEAD School’s website: <http://thesteadschool.org>

Change in Status: If at any point during the enrollment process where any portion of an applicant’s priority status would change, such as a sibling’s recent enrollment into STEAD prior to the enrollment lottery taking place (grants sibling/Priority 3B enrollment status) or change of residency (Purchase/Rental of a residence being made or falling through, depends on actual activity), then notification must be made, prior to The STEAD Lottery, to the STEAD Administrative Assistant regarding the change in status so that the Intent to Enroll form can be updated. Failure to update the Intent to Enroll form for a field that would change the student’s priority status to their detriment is considered an intentional act of enrollment fraud.

Sibling: An applicant, or current student, who is a biological brother, sister, or half- sibling of another student or a brother, sister, stepbrother, stepsister of another student through marriage, foster care, or adoption.

Waitlist: The waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each school year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be placed on the waitlist in the order drawn. The waitlist remains active through the academic year. The waitlist for a given year is not carried over to the next school year. A new Intent to Enroll form is required for each school year for which a student is seeking a new enrollment.

Withdrawn Students: If the student(s) were withdrawn from STEAD for any reason, including adverse conditions (such as disagreements with the Principal, Board, or withdrawal in lieu of suspension or greater disciplinary action), or transferring to another school, the student must receive Principal approval to file an Intent to Enroll form for re-enrollment prior to the closing of the open enrollment process. The student’s priority status is reset so that eligibility and priority status will be that of a new applicant.

Grounds for Suspension or Expulsion: The STEAD School will follow the 27J Schools Code of Conduct. As per the 27J Schools *Student Code of Conduct & Notification of Rights and Responsibilities of Students and Parents*, The Student Code of Conduct reads as follows: (The most updated version is here: <https://www.sd27j.org/cms/lib/CO01900701/Centricity/Domain/566/JK Code of>

[Conduct.pdf](#) and takes precedent. Spanish and Russian versions can be found here: <https://www.sd27j.org/Page/1985>

Student Due Process (Suspension, Expulsion, and Denial of Admission Procedures)

The STEAD School will follow the 27J School's Student Due Process regarding suspension, expulsion, and denial of admission. The 27J Schools Student Code of Conduct & Notification of Rights and Responsibilities of Students and Parents, Student Due Process (Suspension, Expulsion and Denial of Admission Procedures) ^[1] inserted below from the website will take precedence. Both documents are translated into Spanish and Russian.^[2]

STUDENT DUE PROCESS
(Suspension, Expulsion and Denial of Admission Procedures)

School District 27J will provide due process to students through procedures consistent with applicable laws regarding suspension, expulsion or denial of admission of students.

1. **Factors for Interventions and Consequences.** Proportionate disciplinary interventions and consequences will be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff. The following factors will be considered in determining consequences for student violations of the Code of Conduct.

- 1.1 The student's age;
- 1.2 The student's disciplinary history;
- 1.3 The student's eligibility as a student with a disability;
- 1.4 The seriousness of the violation committed by the student;
- 1.5 The threat posed to any student or staff; and
- 1.6 The likelihood that a lesser intervention would properly address the violation.
- 1.7 The impact the violation had or is likely to have on the school learning environment.

2. **Definitions.** For the purposes of this policy, the following definitions apply:

- 2.1 "Suspension" means the exclusion of a student from attending school and participating in school activities for a specified period of time as set forth in suspension procedures set forth below.
- 2.2 "Expulsion" means the withdrawal and exclusion of a student from attending school and participating in all school activities, whether on or off campus, for a period of time as determined by the Superintendent not to exceed 365 days. Access to continuing educational services for expelled students will be offered as required by law.
- 2.3 "In School Suspension" means the exclusion of a student from the classroom and from participation in school activities, with staff supervision and access to continuing academic work, in a location separate from the traditional classroom. The opportunity for and appropriateness of in school suspension is at the discretion of school administration, and is dependent upon the circumstances of the violation(s) and the availability of necessary resources to provide this service.
- 2.4 "Informal Hearing" means an opportunity for a student to be informed of the evidence and to explain his or her position regarding an incident suspected of violating the Code of Conduct, and thus subject to disciplinary action. An informal hearing does not include legal representation, the ability to confront or cross-examine witnesses, or the ability to call upon witnesses.
- 2.5 "Alternative to Suspension" means the opportunity for a student to have the length or terms of a suspension reduced through completion of intervention activities, or by having a parent shadow the student in school with permission of the building principal. Alternatives to suspension are not required and are considered exclusively at the discretion of school administration depending on the nature and circumstances of the violation(s) for which the student was suspended.

- 2.6 “Alternative to Expulsion” means the opportunity for a student to avoid expulsion or to reduce the length of an existing expulsion by completing required interventions as may be identified by district administration, in cooperation with the building principal. Alternatives to expulsion are not required and are considered exclusively at the discretion of school and district administration depending on the nature and circumstance of the violation(s) for which the student was expelled.
- 2.7 “Denial of Admission” means a student is restricted from requested enrollment in school based upon grounds authorized by policy and law.

3. Suspension

- 3.1 An initial suspension not to exceed ten (10) days may be imposed by the principal or principal’s designee for serious violations as identified in Policy JK – Student Code of Conduct. An initial suspension not to exceed five (5) days may be imposed by the principal or principal’s designee for other violations as identified in the same policy. The Superintendent or designated district administrator may extend the suspension as set forth in this policy for a period not to exceed twenty-five (25) school days, except when otherwise extended by agreement of all involved parties.
- 3.2 When the principal or designee determines that suspension is warranted, reasonable effort should be made as promptly as possible under the circumstances at the time to notify the parent of the suspension and the basis for the suspension.
- 3.3 The parent and the school staff should confer as to the best way to transfer custody of the student to the parent. Upon transfer of custody, the suspended student will be required to leave the school building and the school grounds immediately.
- 3.4 Law enforcement authorities may assist with the removal and/or transfer of students when necessary and as permitted by law.
- 3.5 Suspended students may not be readmitted to school until a reentry meeting or acceptable arrangements occur between the parent and the school administration. If the parent cannot be contacted or fails to appear for scheduled reentry meetings, school administration may determine whether the suspension should be extended. Except when safety concerns exist, the period of suspension should not be extended because such a meeting has not occurred.
- 3.6 Absences due to suspension are considered excused and as such suspended students may make up missed work according to Policy JH – Student Attendance.
- 3.7 In some cases, suspended students may be provided the opportunity to remain in school for a portion of the suspension at the discretion of school administration. Such alternative to suspension opportunities may include but are not limited to permitting the parent to attend classes with the student for a specified period of time, with permission of school administration. Other alternative to suspension opportunities may be considered depending on the circumstances of the suspension and availability of resources.
- 3.8 School administration may remove the alternative to suspension opportunity in the event that the student or parent does not comply with or complete all agreed expectations, in which case the remaining unserved suspension will be reinstated and the student will not be considered for future alternative to suspension opportunities for up to one school year.

- 3.9 Appeals of suspensions must be directed to the building principal within two (2) days after the suspension is imposed. The decision of the building principal on suspensions of nine (9) days or less shall be final.
- 3.10 Appeals of suspensions of ten (10) or more days should be directed to the Director of Intervention Services for review within two (2) days after the suspension is imposed. The decision of the Director of Intervention Services regarding the suspension will be final.
- 3.11 Students will continue to serve the suspension during appeal procedures.

4. **Expulsion**

- 4.1 District officials will provide parents with written notice of a student's potential expulsion either in person, by mail to the last known address or electronically via e-mail if such method is agreed to by the parent. The notice will contain the following information:
 - 4.1.1 A statement of the alleged Code of Conduct violations resulting in the extended suspension and potential expulsion;
 - 4.1.2 A statement of the nature of the evidence supporting the charges;
 - 4.1.3 A statement offering the student and parent a due process hearing regarding the extended suspension and potential expulsion.
 - 4.1.4 A statement that the student may attend and participate in the hearing, may present relevant information and may be represented by a parent and/or an attorney;
 - 4.1.5 A statement that failure to attend or waiver of the opportunity to participate in the due process hearing constitutes a waiver of further rights in the matter, including the right to appeal the decision.
 - 4.1.6 Students may be expelled for up to 365 days.
- 4.2 Upon expulsion, a student will be withdrawn from school.
- 4.3 Recommendations of hearing officers shall not restrict the prerogative of the Superintendent or District Administrative designees or the Board of Education to act in accordance with Colorado statutes or existing 27J policy.
- 4.4 The principal of the expelling school will determine what, if any, academic credit may be awarded and under what conditions for work completed during the grading period which is in progress at the time of the expulsion.
- 4.5 Expulsions will be recorded on the student's enrollment and discipline history. Expulsions will not be recorded on a student's academic transcript.
- 4.6 Educational alternatives which may be available to students who are expelled include participation in the District's expelled students program, private or parochial school, online or charter school, or homeschooling. Parents are responsible for all costs associated with such educational options.
 - 4.6.1 The opportunity to participate in the District's expelled students program will be at the discretion of District administration. Failure to comply with expelled

- student program requirements may result in the student being withdrawn from the program for the duration of the expulsion.
- 4.6.2 Students who have further violations of the Code of Conduct while under expulsion may have their expulsion extended or the terms of the expulsion otherwise modified.
 - 4.6.3 For students under the age of 17 who are expelled for the remainder of the school year, the parent is responsible for ensuring that the student complies with statutory compulsory attendance requirements.
- 4.7 In some cases students may be provided the opportunity to avoid expulsion and remain in school subject to voluntarily completing an alternative to expulsion agreement. Alternative to expulsion agreements may be considered at the collaborative discretion of school and district administration for students who face expulsion, yet demonstrate motivation to improve their conduct and remain in school. Based on the severity of the case and any aggravating factors at the time, school officials may determine that alternative to expulsion is not an appropriate option. This decision is not subject to appeal.
- 4.7.1 Alternative to expulsion agreements typically require the student and parent to successfully complete educational, treatment and/or counseling services, as well as other expectations related to school attendance, academic effort and behavior. Any associated costs will be the responsibility of the student and parent, although in many cases district staff may be able to assist with referrals to low-cost services through community providers.
 - 4.7.2 Failure to progress or to successfully complete alternative to expulsion requirements within prescribed timeframes will result in imposition of the full term of the originally contemplated expulsion. Such expulsion will begin at the time of the notice of the violation of the alternative to expulsion agreement. The exact length and timing of such expulsion may be modified depending on the nature of the violation of the agreement and the timing within school grading periods.
 - 4.7.3 Students are permitted to participate in alternative to expulsion services a maximum of one time per school level (i.e. elementary, middle and high school).
- 4.8 Appeal of expulsions may be submitted for review by the Board of Education by filing a written notice of appeal within ten (10) days of the receipt of the Superintendent's written expulsion decision. Failure to request an appeal within ten (10) days is considered a waiver of further right to appeal the decision.
- 4.8.1 Expulsion appeals must state specific facts and arguments that support the reversal of the expulsion decision on one of the following grounds:
 - 4.8.1.1 The decision is not supported by the facts established in the hearing; or
 - 4.8.1.2 The student was not afforded due process procedures; or
 - 4.8.1.3 The student was otherwise expelled in violation of existing Superintendent or Board of Education policy.

5. Denial of Admission

- 5.1 Students may be denied or excluded from admission to school subject to guidelines established in Policy JHD – Denial of Admission, Exclusions and Exemptions from School Attendance.

6. Emergency Removal. School administrators are authorized to immediately exclude a student from school in an emergency during which the student's welfare or the welfare of others may be threatened.

- 6.1 Examples of conditions which might result in emergency removal include but are not limited to concerns regarding communicable diseases or mental health crises.
- 6.2 Emergency removals will be recorded as excused absences.
- 6.3 Emergency removals should not extend beyond the conclusion of the following school day except by agreement of school administration and the parent.

7. Referrals to Law Enforcement. The following Code of Conduct violations or suspected violations require notification of law enforcement.

- 7.1 Firearms use or possession.
- 7.2 Physical assault, including sexual assault.
- 7.3 Any dangerous weapons violation as defined in Policy JICI- Weapons in School, or Any suspected criminal offense involving a weapon.
- 7.4 Drug or alcohol violations, with the possible exception of those involving over-the-counter medications.
- 7.5 Bomb threats, false alarms, arson or other criminal behavior involving substantial property damage.
- 7.6 Other situations at the discretion of school administration based on the circumstances at the time, including those factors identified elsewhere in this policy.

8. Students with Disabilities. Except as otherwise provided in federal and state law, students with disabilities are subject to the Code of Conduct and related procedures.

- 8.1 **Definition.** Students with disabilities include those students receiving special education services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as amended (Section 504).
- 8.2 A student may assert procedural protections under IDEA if it can be established that prior to engaging in the misconduct resulting in the proposed discipline, a parent of the student expressing in writing to District certified or administrative staff that the student needs special education services.
- 8.3 **Suspension of a Student with a Disability.**
 - 8.3.1 Suspensions of a student with a disability may be conducted in the same manner and for the same reasons as for a non-disabled student, for a period not to exceed ten (10) consecutive days.

- 8.4 A student with a disability may be suspended for more than one incident of misconduct in a school year if each removal does not exceed ten (10) school days and cumulatively the removals do not constitute a pattern that constitutes a change of placement as determined by the Director of Special Education.
- 8.5 Suspensions of students with disabilities which exceed ten (10) consecutive school days or a pattern of removals that result in a change of placement will necessitate a manifestation determination review meeting. The District may provide continuing education services as allowable by law so as to enable the student to continue to participate in the general education curriculum, although in another setting, toward meeting the student's individual education plan goals.
- 8.6 Expulsion of Students with Disabilities.
 - 8.6.1 Parents will be notified through the same processes as would occur for a non-disabled student.
 - 8.6.2 As soon as possible, but not later than ten (10) school days after the student is suspended, the student's IEP team and other qualified district personnel will convene to review the relationship between the student's disability and the alleged misconduct in a manifestation determination review meeting. The outcome of the manifestation determination review will determine the ability of the District to expel or change the placement of the student, and/or to otherwise modify services for the student.
 - 8.6.3 Interim Alternative Educational Setting. By agreement of the Director of Special Education, a student with a disability may be removed from school and placed in an alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior has or may be determined to be a manifestation of the student's disability. In such cases the IEP team with involvement of the Director of Special Education will determine the setting and the services to be provided in toward the goal of allowing the student to continue to access the general education curriculum and to progress to the student's individual education plan goals. Such placement may occur if at school or during a school event:
 - 8.6.3.1 The student carries or possesses a weapon; or
 - 8.6.3.2 Knowingly possesses or uses, sells or solicits the sale of illegal drugs or controlled substances, or
 - 8.6.3.3 The student inflicts serious bodily injury on another person.
- 8.7 Section 504 Students. When a student identified as disabled under Section 504, but does not otherwise qualify for special education services, the student's Section 504 Team will convene a manifestation determination review to determine whether the student's conduct is a manifestation of his or her disability. If the behavior is not a manifestation of the student's 504 disability, officials may proceed with disciplinary proceedings in the same manner as for non-disabled students, including suspension and expulsion. In such cases educational programming will be provided to the same extent as would be the case for non-disabled students and is not subject to the approval of the 504 Team. The student may

not be expelled if the behavior is determined to be a manifestation of the student's disability, although interim alternative educational placement options may be considered as otherwise explained in this policy.

9. Miscellaneous

- 9.1 Trespassing. Students who are suspended or expelled are prohibited from attending any District or school sanctioned activity or event, whether on or off campus, as well as from being on any District or school campus or property without prior written approval of school administration. Failure to abide by the restriction will be considered trespassing, and as such may be referred to law enforcement. Such violations may also result in an extension of the student's exclusion from school.
- 9.2 Victim Concerns. When a student is expelled for violations on or off campus which victimize or jeopardize the safety of specific students or staff, the offending student may be prohibited from returning to the school in which the victim of the offense, or a member of the victim's immediate family, is enrolled or employed, as provided by law. Administrative transfers may be imposed in such cases at the discretion of the Superintendent or District administrative designee. Such transfers may occur in lieu of or in addition to expulsion, and may occur immediately or at the conclusion of the student's exclusion from school.
- 9.3 Completion of Proceedings. Should a parent request to withdraw a student from school during an active suspension or pending expulsion proceedings, such proceedings will continue through completion with or without participation by the parent(s) or student. Records of such discipline proceedings will be included in the educational records provided to a subsequent school in which the parent may seek to enroll the student, upon the District's receipt of a valid request for educational records.
- 9.4 Reopening Investigations. The District may reopen any investigation of Code of Conduct violations involving student safety if newly acquired information or evidence is discovered.
- 9.5 Transfer of Records. Records of violations of Code of Conduct related policies noting the date, type of offense and resulting disciplinary action will be maintained in the District's electronic student database, consistent with the recording of all other student behavior records.
- 9.6 Immunity. An act of a District 27J employee shall not be considered child abuse if the act was performed in good faith and in compliance with 27J Superintendent or Board of Education Policy. Any employee acting in good faith and in compliance with the Code of Conduct shall be immune from criminal prosecution or civil liability unless acting willfully or wantonly.
- 9.7 Assessment of Potentially Dangerous Student Behavior. Upon recognition or receipt of a report that a student may pose a safety risk to himself or herself, or to other students or staff, trained staff may conduct a suicide and/or a threat assessment. The purposes of such assessment are to consider the possible risk, to initiate measures to ensure the safety of involved parties, and to help identify an appropriate response and support plan. Parents or guardians will be notified when a suicide or threat assessment will be conducted, or as soon as possible after such an assessment has been conducted.

Exact timing of the notification may depend on the circumstances at the time. Records of such assessments will be provided to parents upon request.

10. Criminal Charges – Crimes of Violence. When the District receives confirmation that a petition to charge, or that actual charges have been filed against a student regarding commission of a criminal offense which would constitute a crime of violence, the student may immediately be suspended based on such notification to allow for further investigation by school officials. In consultation with District administration, the principal will investigate to determine whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or of school personnel, and whether educating the student in school may disrupt the learning environment in the school, or is otherwise likely to provide a negative example for other students, teachers, and personnel. Additional procedures for such situations include:

- 10.1 District administration will determine in collaboration with the principal whether the student should continue to be educated in the school, and if so under what conditions, or whether the student should be referred for expulsion based on the available evidence.
- 10.2 Alternatively, District administration and the principal may decide to delay a decision on expulsion proceedings until the conclusion of any criminal court proceedings in relation to the matter, in which case the District will provide access to alternative education services, potentially including the opportunity to attend the District's expelled students program, through the resolution of the court proceedings. Such placement will be considered an administrative transfer.
- 10.3 A student who is being educated in an alternative to expulsion or expulsion program under such circumstances will not be permitted to return to his or her home school until there has been a disposition of all charges and such approval is granted by District administration.
- 10.4 If a student pleads guilty, is found guilty, or is otherwise adjudicated as a delinquent juvenile, the District may proceed with discipline up to and including expulsion in accordance with state law.

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Revised June 27, 1995
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Revised October 10, 2000
Revised April 2, 2014
Revised May 22, 2015
Revised July 15, 2016

File: JKD

LEGAL REFS.:

C.R.S. 16-22-102(9)

C.R.S. 18-1.3-406

C.R.S. 22-32-109.1

C.R.S. 22-32-144

C.R.S. 22-33-105

C.R.S. 22-33-106

C.R.S. 22-33-106.3

C.R.S. 22-33-106.5

C.R.S. 22-33-107

C.R.S. 22-33-107.5

C.R.S. 22-33-108

CROSS REFS.:

ECAC, Vandalism

GBGB, Staff Protection

JH, Student Attendance

JHD, Denial of Admission, Exclusions and Exemptions from School Attendance

JK, Student Code of Conduct and subcodes

Grade Level Capacity: The STEAD Board recognizes that situations may arise when the building capacity has not been reached but a particular grade level enrollment may reach a level that is not conducive to high academic achievement or manageable by staff. As such, the Board will consider the recommendations of the Principal and set a maximum grade level capacity annually based on academic achievement goals, operations manageability, and other financial considerations. This grade level capacity may vary from grade level to grade level and the number of enrolled students will vary accordingly and not exclude students enrolled the previous year who wish to return to The STEAD School. The grade level capacity for the next academic year must receive approval from the Board of Directors and may only be modified during the year with approval from the Board of Directors. STEAD will only accept seniors as new students under special circumstances due to the nature of the curriculum and time constraints for meeting STEAD graduation requirements.

Established Enrollment Number: The school's total available enrollment as approved by the Board, from time to time.

Weighted Lottery: STEAD will conduct a weighted lottery following CDE's Category B ^[1] with students that are "a subset of educationally disadvantaged students that are described under section 1115(b)(2) of the ESEA, which includes economically disadvantaged students (e.g., free or reduced priced lunch eligible students), students with disabilities (e.g., identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students. This information will be provided during the intent to enroll process through a voluntary self-identification of educationally disadvantaged only (sub-category not specified) for a weighted chance in the event of a lottery. All student applicants that self-identify as educationally disadvantaged on The STEAD School's Intent to Enroll form will be counted three times in STEAD's lottery, meaning they shall receive three entries in the lottery. Documentation in support of educationally disadvantaged status will be collected by The STEAD School only after an enrollment offer has been accepted by the applicant.

Justification and Formula for Weighted Lottery: The STEAD School's weighted lottery is in alignment with Category B under the Colorado Charter Schools Program guidelines. Category B weighted lottery policy

requirements state that a school can “provide additional weights within the lottery:

To all or a subset of educationally disadvantaged students that are described under section 1115(b)(2) of the ESEA, which include economically disadvantaged students (e.g., free or reduced priced lunch eligible students), students with disabilities (e.g., identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students.”

The justification for The STEAD School’s weighted lottery is to address specific targets to meet or exceed the geographic district’s or geographic area’s percentage of students in a set or subset of educationally disadvantaged students. This aligns with The STEAD School’s Charter Contract with its authorizer, SD 27J.

As part of The STEAD School’s contract with the 27J school district, STEAD is tasked with mirroring the average demographics of educationally disadvantaged students in the other district high schools. The 27J school district averages for Educationally Disadvantaged students are below:

Free & Reduced Lunch	IEP	ELL	Homeless	Migrant
33%	8.9%	5.7%	1.0%	0.3%

Using these percentages, out of The STEAD School’s 175 students inaugural class, the estimated number of students in each of these demographics, assuming there is no crossover (i.e., a FRL student on an IEP) is as follows:

Free & Reduced Lunch	IEP	ELL	Homeless	Migrant	Total (assuming no multi-category students)
57.75 students	15.58 students	9.98 students	1.75 students	0.53 students	85.575 educationally disadvantaged students at STEAD

$85.575/175 = 48.9\%$ of the STEAD population should be considered educationally disadvantaged in consideration of a weighted lottery.

Of the most recent enrollment period, 36 students have completed an intent to enroll who have also self-identified as educationally disadvantaged.

Using the formula then, we can see that using a weight of 3 for all such students will exceed this target percentage of the overall population.

$$(36 + (3) (36)) / (175 + (3) (36)) = 144/283 = 50.8\%$$

Therefore, using a weight of 3 for every educationally disadvantaged student in the lottery will yield a total percentage of the student population that EXCEEDS the targeted percentage (48.9%).

The STEAD School will utilize best practices for implementing a weighted lottery in alignment and in partnership with The STEAD School's district and Authorizer, 27J. The 27J Charter Liaison will provide oversight of The STEAD School's weighted lottery in partnership with The STEAD School Principal. The STEAD School's enrollment policy and description of its lottery process have been noted in The STEAD School's signed and approved Charter Contract.

Enrollment Period: The STEAD School's first round open enrollment period will span from December 1st through February 15th 11:59pm (MST) annually. The STEAD lottery will run on February 28th annually. These dates will change only if the designated day is not a school day, in which case the next regular school day will be the commencement, closing day, or lottery day, respectively.

Enrollment Intent to Enroll Form: The necessary paperwork to be filed by an interested student and parent/guardian for placement in the lottery for enrollment in STEAD. The open enrollment form will be available on The STEAD School website and available in hard copy at the school for prospective families. Submitting an Intent to Enroll form in no way guarantees an invitation for enrollment in STEAD, nor does it obligate the family to enroll their child(ren) should they receive an invitation.

Intent to Return Forms: Existing students will be asked to complete an “Intent to Return” form, prior to the running of the lottery or offers of enrollment for the following year. The receipt of this form will constitute a guaranteed spot for the upcoming academic year.

Proof of Residency Requirements (To establish enrollment and enrollment priority):

Post Office boxes do not meet residency requirements. Only street addresses are accepted. All proofs of residency for priority 5 applicants must demonstrate residence in the 27J School District:

1. ONE of the following official parent/guardian's picture ID from the following list:
 - a. Current State-Issued Driver's License
 - b. Current State-Issued Identification Card
 - c. Valid Passport or Valid Consulate Issued Picture ID of any country
 - d. Current Foreign Driver's License

AND

2. ONE of the following ORIGINAL DOCUMENTS with the parent/guardian's name and address:
 - a. A current Property Tax Bill with parent/guardian's name and property address located in the 27J School District, dated within the past 30 days.
 - b. A current utility bill (electric, gas, water, cable or trash bill) with parent/ guardian's name and property address located in the 27J School District, dated within the last 30 days.
 - c. A fully executed contract to build or purchase a home in the 27J School District with the parent/guardian's name and property address. This will be used as a placeholder only and will need to be updated with a utilities bill at least one week prior to the first day of classes to retain the students Priority 5 status and any resulting seat offer.
 - d. A current Rental or Lease agreement, fully executed within the last 30 days, with parent/guardian's name, student

name, and address in the 27J School District, as well as a property manager or owner's name and phone number. This will be used as a placeholder only and will need to be updated with a utilities bill at least one week prior to the first day of classes to retain the students Priority 5 status and any resulting seat offer.

General:

The Board recognizes that the Principal is best suited to determine ideal and maximum enrollment availability based upon academic achievement and operations manageability. However, at no time shall the STEAD Principal enroll a student of any enrollment priority that would commit the Board to adding staff, modifying the building (including adding modular classrooms), or significantly changing the STEAD academic model and existing academic programs (including specials) without prior Board approval.

Non-Discrimination Policy:

STEAD will comply with the CDE Non-Discrimination Policy for charter schools, and all other applicable state and federal laws prohibiting discrimination. All enrollment policies, processes, and decisions relating to enrollment at STEAD shall not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, ancestry, socioeconomic status, language, academic ability, or need for special education services. The Governing Board and the Principal are responsible for ensuring that the policy is upheld.

Enrollment Process:

1. Applicants should attend the **strongly encouraged** STEAD School Information session before submitting an Intent to Enroll form. The STEAD School will offer multiple opportunities and recordings, in both English and Spanish, of The School Information Session. These resources can be found on The STEAD School website: <http://thesteadschool.org>
2. A completed *Intent to Enroll* form shall be initiated by the parent or legal guardian of an interested student by completing and submitting the school's student *Intent to Enroll* form. The Intent to Enroll form may be accessed online on The STEAD School website. Families without

internet access can contact The STEAD School via phone at 720-835-2995 or in person at The STEAD School. First round open enrollment occurs each year from December 1– February 15.

3. Families who apply for enrollment after the open enrollment window will be placed at the end of the grade level's respective waitlist in the order the Intent to Enroll form is received.
4. Intent to Enroll forms submitted up to the announced end of the Open Enrollment round will be reviewed by the Administrative Assistant or designee for completeness, legal residence, and age/grade of student. Incomplete enrollment forms will not be considered regardless of potential priority status. Completed enrollment forms will be sorted by entering grade level and enrollment priority 2 through 6 (described below).
5. If there are more Intent to Enroll forms for any grade for the next school year than there are available seats, then an enrollment lottery for such grade is required, and the following guidelines will apply:
 - a. Applicants will receive written confirmation (which may be by email) of being in the lottery, and the date, time, and place of the lottery.
 - b. The lottery will be conducted by the Administrative Assistant and be overseen by the Lottery Official and Principal. To ensure authenticity and integrity of the lottery process, no less than two Board members, the Principal and a Lottery Official will oversee the randomization of a computer-generated Lottery ID assignments; the final sort will be printed and signed by all witnesses.
 - c. Other STEAD Board members may be present during the lottery process. Notification of the lottery will serve as public notice of an official Board meeting, even if no action(s) are anticipated to be taken by members of the STEAD Governing Board at the time of the lottery. STEAD Governing Board members are primarily present to observe and assist the Principal or designee should such need(s) arise.
 - d. On the day of the lottery, the Lottery Official will check to assure all applicant student names are appropriately included in the random selection process.
 - e. The lottery will begin by selecting applicants at the lowest grade level, beginning with Priority 2 level applicants. If all names from that level are drawn, and there are still available seats for that

grade there will be a random drawing of the next priority level applicants to fill the remaining seats, and so on for each priority category until the available seats for that grade are filled. The process will continue to work upward through grade levels until enrollment is complete.

- f. Once an applicant is selected, enrollment of that student is assumed for the remainder of the lottery process in order to inform any potential priority changes for other students remaining in the lottery.
 - g. The Principal and Administrative Assistant will monitor selections to ensure grade levels are not overenrolled.
 - h. Any applicant who is not offered enrollment will be placed on the waitlist using the process listed above.
- 6. Once the lottery is complete, applicants will be notified by the Registrar or designee of their status resulting from the lottery either with an enrollment offer or indicating their place on the waitlist for such grade.
- 7. Applicants who received enrollment offers in the lottery process will be informed via email and phone and will have 48 hours to accept or decline an offer for enrollment. If no verbal or written enrollment acceptance is received by the school within 48 hours from the time the student was extended an invitation to enroll, the school will assume the parent(s) or legal guardian(s) of the student have declined the offer to enroll in STEAD.
- 8. Upon acceptance of an offer of enrollment, digital registration will be made accessible to applicants and families will have one week from the date of the initial offer to complete the registration accurately and thoroughly. Registrations that are not completed in that time, or applicants that cannot produce appropriate priority information, will forfeit enrollment offers. Upon request of an applicant or parent/guardian, the Administrative Assistant shall provide a paper Intent to Enroll form.
 - a. Upon acceptance of an offer of enrollment for an incoming Junior or Senior.
 - i. The Administrative Assistant will request receipt of the incoming student's current academic transcripts within a timely manner. If transcripts are not received within a timely manner the student's offer of enrollment will become void. If transcripts are received within a timely manner, the Administrative Assistant and Principal will

review the transcripts and determine if the student will be able to meet all STEAD graduation requirements within the scope of a regularly scheduled amount of time between the date of enrollment and graduation. If it is determined that the student will be able to complete the required STEAD coursework in time for a regularly scheduled graduation, the student's offer of enrollment will stand. If it is determined that the student will not be able to complete the required STEAD coursework in time for a regularly scheduled graduation, the student's offer of enrollment will be withdrawn, and the student and parent/guardian shall be informed in writing.

- b. Upon acceptance of an offer of enrollment for a student in need of special education services.
 - i. The Administrative Assistant shall request all education records from the student's prior school and will promptly request from the parent/guardian(s) evidence of any formal special education service requirements or accommodations for the incoming student within a reasonable time. This includes, but is not limited to, copies of Individual Education Plans (IEPs) and 504s. If documentation of special education service requirements are not received from the parent/guardian(s) within a reasonable time, not to exceed two weeks, the student's offer of enrollment will become void. Once documentation of special education service requirements is received, the STEAD Principal, STEAD Special Education team, and 27J Special Education Team (as necessary) will review the documents and determine if the STEAD Special Education team is able to provide the services to the student with full fidelity and ensure that the student will have full access to the STEAD curriculum. If it is determined that the Special Education team will be able to meet the needs of the student and that the student will have full access to the STEAD curriculum, the offer of enrollment will stand. The STEAD School aims to meet the needs of all students through accommodations and differentiated offerings. Based on data provided in the *Weighted Lottery* section of

this document, STEAD anticipates enrolling about 9% of students with IEPs.

9. Grade placement determinations are made following receipt of the completed registration. After students are officially enrolled in the school, STEAD reserves the right to test to determine a student's academic knowledge using diagnostic or placement exams in accordance with Section §22-30.5-104 (3) of the Colorado Charter Schools Act. If a student tests below grade level during diagnostic testing, The STEAD School aims to honor the student's grade level as designated by their previous school and meet the student where they are academically.
10. As openings occur post lottery, applicants on the grade level waitlist will be contacted in the established order and an offer made and registration process access will be provided. Completion of the registration process is expected in three (3) business days in order for prompt seat placement determination.
11. STEAD will continue to enroll students using this process until the established enrollment number is met and maintained for the school year; however, STEAD reserves the right not to enroll any additional students or transfers after October 1 of any school year.
12. The STEAD School is committed to a class size that promotes high academic achievement and is manageable by the operations staff. Enrollment priorities are not guaranteed enrollment and will not be allowed to influence the academic achievement goals or the operational manageability of the school.

[CDE Weighted Lottery Policy](#)

[1] <https://www.sd27j.org/cms/lib/CO01900701/Centricity/domain/566/instruction/students/JKD - Student Due Process.pdf>

[2] <https://www.sd27j.org/Page/1985>