



Enrollment Packet

Pagosa Peak Open School

Physical Address

7 Parelli Way
Pagosa Springs, CO 81147

Mailing Address

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www.PagosaPeakOpenSchool.com

About Pagosa Peak Open School

Our mission

Pagosa Peak Open School is committed to providing a flexible, respectful and inclusive learning environment built upon individual competencies and interests, where education evolves as a creative process, fostering self-sufficient individuals with inquisitive minds. By exploring subjects through participation in natural environments, student achievement is amplified and a strong sense of place is solidified, inevitably supporting community vitality and a healthy planet.

Our vision

Pagosa Peak Open School aims to inspire a passion and respect for learning, knowledge, character and skills, enabling children to pursue their dreams and lead meaningful lives. The children are nurtured and engaged through outdoor education, hands-on projects, and community involvement.

The Pagosa Peak Open School (PPOS) will be an experiential learning center with a focus on Project-Based educational instruction. Upon opening in September 2017, PPOS will serve 75 kids grades K-4, expanding each year until full capacity when grade eight is achieved, reaching 135 students, in the fall of 2021.

PPOS believes hands-on, learner-centered instruction fosters a lifelong curiosity of learning. Interdisciplinary Projects are the primary structure for in-school learning and the teaching of core skills and content. Children will be taught from a multiple intelligences perspective, and each student is embraced for their differences, knowing that every person has a purpose and a place in society.

The educational program of PPOS will include Individualized Learning Plans (ILPs) that are unique to each enrolled student. ILPs create opportunities for students to pursue unique student-centered learning goals supported by school and private resources, technology, and a learning community that includes family members, tutors, highly qualified instructors, and specialized consultants. Successful ILPs will guide learners in this process to facilitate engaged, transformational learning. The academic focus of Pagosa Peak Open School is to inspire and engage students, parents and staff to become leaders of their own learning through deep study in each subject area, while preserving the power of personal passion and innate curiosity as primary motivators.

We believe that children create their concept of the world by interacting with other people in the community and with materials and technology. This creation process is enhanced when the child is able to choose his/her own approach to researching and interacting with the world. Autonomous manipulation of materials and ideas, in a trusting, respectful environment, leads to natural learning. This approach has been developed and shown to be successful in schools all around the world, in terms of creating life-long learners who care about their communities and the environment, and who are also willing to be active participants in the political and social evolution of their city, region and nation.

To read more about our school's philosophy and culture, professional development goals, how we plan to serve exceptional and educationally disadvantaged students, and more, please visit: www.pagosacharterschool.com

About Charter Schools

- Charter Schools are public schools
- Charter schools are tuition-free
- Charter schools operate separately from the school district and has its own board of directors
- Charter schools are accredited
- Charter schools accept students with IEP and 504 Plans
- Charter schools ARE mandated to participate in state testing
- Charter schools are not required to follow certain Colorado Laws, including hiring "certified teachers"

About Open Schooling

The "Open School" framework that we've chosen to adopt refers to the elimination of barriers in education that can prevent broader ideas of success and recognition. Open education is motivated by a belief that children have a natural desire to learn, and that desire can be encouraged when given access to multiple avenues to obtain the knowledge that interests them. The means in which this type of learning is facilitated generally involves hands-on experiences, where children take responsibility for their educational decisions, and students are able to experience the emotional and physical side of education. Open education allows children to have a deeper understanding of how education and community is related. Teachers in turn become the learning assistant. Teachers are to observe, guide, and provide materials for the learners; they facilitate not dominate the learning process.

Open School Classrooms

- Ungraded: Students write narrative self-evaluations in order to complete classes and teachers respond indicating whether a student has achieved an appropriate level of proficiency.
- Non-graded: Students enroll in a multi-aged grouping such as Early Learning Center (typically grades 1-3)
- With the exception of project work, there will be no regularly assigned homework.

Project-Based Learning

Pagosa Peak Open School has chosen "Project-Based Learning" (also known as "PBL") as its core educational model in all grade levels. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn and develop deeper learning competencies required for success in college, career, and civic life. PBL is not merely an excellent tool for learning academic skills; it also strengthens a child's ability to successfully collaborate, and to persevere in the face of challenges. As we see it, PBL is an excellent way to prepare children for "real life."

PBL is essentially intensive hands-on learning with minimal direct instruction... it requires all students to become experts on what they're studying; it demands a significant amount of revision of work, meaningful classroom and community critiques, and carries the expectation that every child is capable of producing high quality work. When kids are given the opportunity to absorb, master, and go beyond the basic learning material, learning becomes more meaningful and empowering.

Public presentations will be created by the students for an audience beyond the classroom, compelling students to reflect on and articulate what they've learned, how they've learned, explain the research they conducted, their areas of strength, and their struggles. Students will present their projects for their classmates regularly, and for the community at least semi-annually. These presentations are an opportunity to make learning public, so that it is even more meaningful and memorable – and thus, more valuable.

Shared Responsibility & Democracy

Our students will be immersed in the operations and decisions of the school as much as possible in order to instill a sense of responsibility. Children not only have a say in their education, via collaboration on their Independent Learning Plans, and the education of their peers in mixed-age classrooms, but the functioning of school government and school environment. When there is a strong sense of equal responsibility, a student culture is cultivated where there is little to no bullying.

One of the most compelling reasons to adopt Place-Based Education (where students use their local environment as their main source of curriculum material) is to provide students with the knowledge and experiences needed to actively participate in the democratic process. Democratic education begins with the premise that everyone is unique, so each of us learns in a different way. This approach helps children learn about themselves, engage with the world around them, and become positive and contributing members of society.

Assessments

Assessments will reflect the ongoing change and growth innate in this community-driven system. Although the assessments legally required by the state of Colorado will be performed as required, the staff, students and parents/guardians will be involved in creating a much broader assessment system to track whether the individualized instruction is succeeding to meet its stated goals.

The in-school assessment system will include both formative and summative assessments, which will be created collaboratively based on input from all participants.

“Highly Qualified” versus “Certified” Instructors

Colorado charter schools are allowed to hire "highly qualified" instructors without necessarily requiring a teaching certificate... and we have chosen to embrace this option— as do many charter schools in Colorado — because we feel it will support our program. We believe that the experiences these instructors can offer students is valuable in a Project-based environment within on a community of learners. We expect our classrooms to be very different from the traditional public school classroom, and thus require a specific type of classroom management that is not typically taught at traditional colleges. All our teachers will receive professional training specific to our program.

Our hiring process will be vigorous and eventually inclusive of representatives from all areas of our school: the administration, the instructors, the students and the parents. It will require in-person interviews as well as the teaching of a mock classroom lesson. Like all public school leaders, charter leaders aim to hire talented, passionate, and qualified instructors who will boost student achievement and contribute to a thriving school culture.

Family Involvement

Families are key partners in supporting student learning and the school community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning.

Each family is asked to complete a commitment form, which specifies how the family will contribute to the success of the program. Parents represent a wealth of skills, interests, talents, and resources that add to the depth of students' learning. PPOS holds high expectations of student families, just as the families hold the school's professional staff to the highest expectations.

The PPOS parental involvement commitment has three major components: attendance at monthly collaborative student-Advisor-parent meetings, twenty hours of service to the school each year, and participation in school services such as after school programs. While this parental commitment cannot be enforced — being that PPOS is a public school that is open to any and all students of the public — families are encouraged and supported to participate in school functions through multiple strategies to ensure the highest rate of success for all participants in the learning environment.

The 20-hours of service commitment, (10-hours for single parent homes,) can be carried out by any member of the child's immediate family, individually or as a family unit, depending on the type of task. PPOS strives to ensure that parents/guardians feel that they are welcome and comfortable volunteering in any way they can.

The Family Participation Commitment has four major components:

- Attend all student-led conferences, including goal-setting advisory meetings
- Attend Back-to-School Night and Project Presentation Nights
- Plan for child to participate in all activities
- Attend New Family Orientation upon joining PPOS

Options for Family Involvement

- Room Parent (including organizing snack and coordinating class tasks)
- Front office volunteer
- Project planning assistant
- Help in classroom
- Plan fieldwork, help with Project research for fieldwork
- Chaperone learning excursions
- Help with building repairs
- Help with garden
- Provide translation
- Chaperone overnight trips
- Serve on a portfolio panel
- Assist with transportation

- Classroom maintenance
- Bring food/supplies to classroom celebrations
- Serve on a committee
- Help coordinate volunteer efforts
- Be a literacy volunteer or math tutor
- Grant writing
- Playground maintenance
- Assist with family forums and/or educational events
- Organize Lost and Found
- Lead class Projects as an expert

The Family Handbook, which includes the Family Participation Commitment form, will be available on the Pagosa Peak Open School website in April 2017.

Year-Round School

In order to facilitate PPOS's stress on environmental education and health, the school will operate on a year-round schedule, thus providing access to summertime activities — hikes, outdoor science experiments, and our "Edible Schoolyard".

Discipline & Restorative Justice

PPOS's philosophy is that children feel more secure and act more responsibly when expectations are clear and understood, and when students and parents/guardians are involved in defining expectations and consequences. Principles will be developed for each classroom, in a collaborative manner, and will be displayed in every classroom and used as reference for appropriate behavior. Discipline is a set of habits, routines and beliefs that students evolve in order to do excellent work, accept failure gracefully, and ultimately develop a sense of achievement.

Food Program

Pagosa Peak Open School embraces healthful eating, food preparation and agricultural practices as crucial to a healthy school community and a healthy planet.

During the first four years of the school's operation, staff, students, parents and community volunteers will collaborate on the development of an integrated food program that will include:

1. A child-friendly commercially approved kitchen facility where students and staff can explore healthy food preparation choices as Project-Based Learning events that blend together math, science, social studies, health and nutritional studies.
2. Affordable, nutritious meals available for all students and staff, based on a sliding scale that accommodates Free and Reduced Lunch students. Parents and community members will be invited to enjoy meals at the school at a reasonable charge.
3. Meals that include fresh vegetables grown through the school's Edible Schoolyard program. Additionally, local meats and produce will be utilized whenever possible.
4. An "Edible Schoolyard" program that emulates the program originally developed by Martin Luther King Jr. Middle School in Berkeley, CA in 1996 and expanded upon by over 5,000 Edible Schoolyard garden classrooms around the globe, including 163 in Colorado.

During the development phase of our food program, students will be required to bring a bag lunch from home.

Free & Reduced Lunch Eligibility

Please see the form to the left to see if you will potentially qualify for Free or Reduced Lunch (FRL). The exact income limits will likely vary slightly for the 2017-2018 school year.

Special Education

Special Education teachers are required to be fully certified teachers by the state of Colorado.

Although States will not be required during the 2016-17 school year to ensure that teachers, including special education teachers, are highly qualified, the ESSA maintains the requirement that a person employed as a special education teacher in elementary school, middle school, or secondary school has:

- Obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination,
- Holds a license to teach in the State as a special education teacher,
- Holds a bachelor's degree.

School Location & Transportation

Pagosa Peak Open School will be located inside the Parelli Natural Horsemanship World Headquarters building at 7 Parelli Dr., located near Walmart.

Transportation to and from school will be arranged by carpools, and we are working with Mountain Express to possibly provide transportation for students unable to connect with a carpool.

Student Activities Fee

Student activity fees are \$250, due upon acceptance or may be made in installments, paid before October 15th of the corresponding school year. Free and Reduced lunch qualified students are able to get financial aid for this fee.

PPOS Academic Calendar 2017-2018

September						
Su	Mo	Tu	We	Th	Fr	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						
Su	Mo	Tu	We	Th	Fr	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						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30		

December						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
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21	22	23	24	25	26	27
28	29	30	31			

February						
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				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
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25	26	27	28	29	30	31

April						
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29	30					

May						
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27	28	29	30	31		

June						
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24	25	26	27	28	29	30

July						
Su	Mo	Tu	We	Th	Fr	Sa
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22	23	24	25	26	27	28
29	30	31				

August						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sep 5	First Day of School	Jan 8	Staff Work Day	May 21	Staff Work Day
Oct 9-13	Fall Break	Feb 5	Staff Work Day	Jun 4-15	Graduation Break
Oct 16	Staff Work Day	Feb 12-16	Winter Break	Jun 11-15	BIE Advisor Training
Nov 20-24	Thanksgiving Break	Mar 12	Staff Work Day	Jul 4-6	Independence Break
Nov 27	Staff Work Day	Apr 2-6	Spring Break	Jul 9	Staff Work Day
Dec 22	Staff Work Day	Apr 9	Staff Work Day	Aug 10	Last Day of School
Dec 25- Jan 5	Christmas Break	May 16-18	Spring Camping Trip	Aug 13-31	Summer Break
First Day of School Advisor Work Day / Training - No School Holiday Break - No School Camping Trip & Teacher Training					

Pagosa Peak Open School Daily/Weekly Schedule

Monday – Thursday

7:30	Before School: Breakfast, Open Play & Exploration	<i>Additional supervision by Advisors, Assistant Advisors, volunteers, and/or independent contractors.**</i>
8:15	Morning Meeting	(T :20) Each morning the advisors greet each student with eye contact, a smile and hug or pat on the back. Review of the day's upcoming activities, pledge of allegiance
8:35	Main Lesson	(T 2:45): This block begins with a cross-curricular lesson that includes activities to awaken and focus attention, followed by focused subject lessons tied to the main project for the day. Advisors present themed studies in blocks of time spanning several weeks, using the Main Lesson period to address a progressive range of competencies in arithmetic, language arts, science, and humanities. Meaningful connections link subject areas and previous and future Main Lessons. Advisors in each classroom design and direct the classroom schedule with input from students, Assistant Advisors and volunteer parents, while following state-determined requirements.
11:20	Recess	(T: 25): All students attend recess at the same time, before lunch.
11:45	Lunch °	(T: 30): All classrooms will dine together in a family-style setting, (likely within their own classroom, depending on the facility) with one adult leading a casual discussion. During the last five to ten minutes of lunch, all students will clean their dishes and tables. Children may also be released to eat at home. Parents who have made reservations are welcome to come eat a cafeteria-prepared lunch at the school, for a nominal price, or they may bring a sack lunch.
12:15	Yoga	(T :15) Daily group exercise to tone and strengthen muscles, increase flexibility and create body awareness and control
12:30	Learning Center *	(T 1:15): The afternoons are usually used for the arts, outdoor

		activities, and practical work. Learning Centers will be a planning time for the main classroom teachers while their students are rotated amongst specialized subjects. Learning Center classes will rotate between the Arts, and Spanish. Wherever possible, Learning Center teachers will plan their lessons in teams with the main classroom teachers, so that main lessons are deepened by way of the Learning Center activities.
1:45	Exploration Block *	(T 1:15): This block allows students to enhance learning and memory by giving them individual time to further investigate and reflect on previously learned material, and/or time to explore new subjects and interests. Advisors and classroom volunteers will circulate the classroom during this time to offer guidance and support when requested. Individual 'advisory' will be held during this time to allow teachers to connect one-on-one with students in order to build authentic relationships and foster autonomy. This time will also be utilized for Intervention with peer-to-peer tutoring, as well as Special Education and ELL Interventions
3:00	Closing meeting & clean up	(T: 30): Advisors will lead group discussion during Closing Meetings, covering the achievements and struggles of the day, and celebrating each student to deepen community connection.
3:30	After School: Free Choice	Various community members including Pagosa Peak staff will offer lessons or lead activities (some will require a fee, some will be free of charge.) Students will also be able to use shared spaces (supervised by Assistant Advisors and Volunteer Parents) if those spaces are not being used for lessons. Use of free choice spaces will be coordinated by School Director. Free Choice activities may include music lessons, art, theater, cooking classes, outdoor excursions, and community service.**
5:30	Pick-up	

RED text = Optional Attendance Time BLUE text = Required Attendance

** Learning Center and Exploration Block will be swapped for half of the classrooms in order for classrooms to share the same rotating Art and Spanish teachers.*

***Before and after school care will be a cost-based program that advisors/assistants/parents/independent contractors have the option of overseeing for additional compensation.*

Morning Meeting

The Pagosa Peak Open School day begins with the each advisor warmly welcoming the students as they enter the classroom to begin the morning meeting. Each morning the advisors greet each student with eye contact, a smile and hug or pat on the back. Once the students are settled in, advisors review of the day's schedule and upcoming activities. The morning meeting includes quick group activities such as the pledge of allegiance, riddle solving, story and poem readings, and interactive song and dance with a quick recap of the previous days accomplishments.

Main Lesson

Main Lesson is the academic block of the school day. During this period the Advisor provides direct instruction in Singapore Math, Reading and Writing. This block may include cross-curricular lessons that include activities to awaken and focus attention, followed by focused subject lessons tied to the main project for the day. Advisors in each classroom design and direct the classroom schedule with input from students, Assistant Advisors and volunteer parents, while following state-determined requirements. The idea is to create a classroom schedule that best suits all of these "stakeholders."

Lunch

Recess brings welcome free play movement to the day. Lunch is preferred to be served family-style to help instill etiquette, social interactions and casual conversation. All classrooms will dine together in a family-style setting, (likely within their own classroom, depending on the facility) with one adult leading a casual discussion. During the last five to ten minutes of lunch, all students will clean their dishes and tables. Children may also be released to eat at home. Parents who have made reservations are welcome to come eat a cafeteria-prepared lunch at the school, for a nominal price, or they may bring a sack lunch.

Yoga

Yoga provides physical fitness in a manner that allows children to feel they are part of a healthy non-competitive group. This daily exercise tones and strengthens muscles, increases flexibility while creating body awareness and control. Explaining the different muscles used in poses and incorporating games and sequences, helps build strength as well as body awareness and coordination. Balancing poses teach children that with increased focus, they can increase attention naturally, even for those who struggle with different attention challenges. Poses and games focused on balancing skills, develop an intrinsic strength, evoke a centered feeling, and promote stillness and quieting of the mind. This can help kids deal with the stress of living in a chaotic world where constant stimulation is a regular part of life. For growing children yoga can provide tools to manage stress through breathing awareness, meditation and healthy movement. The physical benefits of Yoga include increased flexibility with increased muscle strength and tone; improved respiration; a balanced metabolism with improved cardio and

circulatory health. Stress is naturally reduced and healthy hormones are released, with proper breathing.

Learning Center

Learning Center will be the planning time for the main classroom advisors while students are rotated amongst specialized subjects such as Art, Outdoor Education, Kitchen, Garden, Spanish and or Music. Wherever possible, Learning Center teachers will plan their lessons in teams with the main classroom teachers, so that main lessons are deepened by way of the Learning Center activities.

Exploration Block

This block allows students to enhance learning and memory by engaging students in Project-based activities giving them individual time to further investigate and reflect on previously learned material, and/or time to explore new subjects and interests. Once provided clear guidance of expectations, students are given autonomy to complete portfolio projects with Advisors and classroom volunteers circulating the classroom during this time to offer guidance and support when requested. Advisors will utilize this time to observe each child's natural learning habits and interests. "Life Time" individual advisory will be held during this time to allow advisors to connect one-on-one with students in order to build authentic relationships and foster self-sufficiency. This time may also be utilized for Intervention with peer-to-peer tutoring, as well as group-advisory sessions.

Students with Specific Needs including ELL students will spend part of Explorations addressing their ILP, 504 plan and or RTI as well as any contracted services.

Closing Meeting and Clean up

Advisors will lead group discussions during Closing Meetings, covering the positives and struggles of the day, and celebrating the individualities of each student to deepen community connection. This is a time where students are allowed to express themselves, without judgment, in a supportive group atmosphere and connect with other students expressing similar attitudes. Students and advisers reflect on the day's lessons and preview upcoming events and schedules.

Students are responsible for cleaning their workspace and classroom with additional delegated duties as needed. Students will be taught to recycle and reuse items as part of encouraging green self-sufficient living.

After School Programs

It is the intent of the PPOS founding board to offer ample after school activities that allow student and community interactions. PPOS will open its doors to community member to meet and engage their passions through student enhancement programs such as academic tutoring, art, music or dance lessons, crafting, sports, clubs and or organizational events. These programs may or may charge a fee and may or may not be independent of PPOS. Staff will be compensated if they choose to supervise these additional programs.

Fridays

Fridays are reserved for expanded Project-based experiences. In collaborations with specials and main lessons, Fridays are used for outdoor excursions, in-depth studies, community engagement, free choice, group advisory and/or team-building activities. In-depth interventions and parent conferences may also occur on Fridays. Advisors, community members and parents are encouraged to share hobbies, interests, and fascinations with the children through, lessons, activities, presentations and experiments. Be it gardening, rafting, woodworking or astrophysics, staff and families are highly encouraged to share and engage the children in various subject matters that may not be found in a typical classroom. These presentations and interactions, whenever possible, will be planned on Fridays.

INCOME ELIGIBILITY GUIDELINES											
Effective from July 1, 2016 to June 30, 2017											
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES			REDUCED PRICE MEALS - 185 %				FREE MEALS - 130 %			
	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	
1	11,660	1,832	916	846	423	15,444	1,267	644	594	297	
2	16,020	2,470	1,235	1,140	570	20,826	1,736	868	801	401	
3	20,160	3,108	1,554	1,435	718	26,208	2,184	1,092	1,008	504	
4	24,300	3,747	1,874	1,730	865	31,590	2,633	1,317	1,215	608	
5	28,440	4,385	2,193	2,024	1,012	36,972	3,081	1,541	1,422	711	
6	32,580	5,023	2,512	2,319	1,160	42,354	3,530	1,765	1,629	815	
7	36,730	5,663	2,832	2,614	1,307	47,749	3,980	1,990	1,837	919	
8	40,890	6,304	3,152	2,910	1,455	53,157	4,430	2,215	2,045	1,023	
For each add'l family member, add	4,160	642	321	296	148	5,408	451	226	208	104	



135 Country Center Dr., Suite F – 84
Pagosa Springs, CO 81147
www.PagosaCharterSchool.com

Enrollment Application

Please note that all the information submitted on this application will be confidential and viewable by PPOS administration only. Please answer truthfully to the best of your ability. If you have any questions please ask a PPOS representative.

Student Information

_____ Date of Birth: ____ / ____ / ____
Full/Legal Name Month Day Year

Parent / Guardian Information

_____	_____
Parent/Guardian's Full Name	Parent/Guardian's Full Name
_____	_____
Phone Number	Phone Number <i>(if different)</i>
_____	_____
Home Number	Home Number <i>(if different)</i>
_____	_____
Email Address	Email Address <i>(if different)</i>
_____	_____
Home Address (Street, unit/apt.)	Home Address <i>(if different)</i>
_____	_____
City, State, Zip	City, State, Zip
_____	_____
Mailing Address <i>(If different from Home)</i>	Mailing Address <i>(If different)</i>
_____	_____
City, State, Zip	City, State, Zip

Additional Student Information

Student's expected grade for the 2017-2018 School Year *(please circle one)*

Kindergarten *(must be 5 years old on or before 09/15/2017 to enter Kindergarten)*

1st grade 2nd grade 3rd grade 4th grade

Name of student's current school

City, State of current school

Does this student have siblings that are applying to PPOS? **YES** or **NO** *(circle one)*

If yes, please list the siblings' names and grades

Is the student's parent currently employed at PPOS? **YES** or **NO** *(circle one)*

If yes, please list the name(s) of currently employed parent(s)

Do you currently qualify for Free or Reduced Lunches (FRL)? **YES** or **NO** *(circle one)*

(Please see page 14 of the Enrollment Packet to see if you qualify)

What is the student's primary language? **English Spanish Other** *(circle one)*

Do any of the following apply to the student? *(circle all that apply)*

English as a Second Language

Homeless *(not having a regular and safe place to sleep)*

Migrant/Refugee Status

Does the student currently receive any of the following services? *(circle all that apply)*

Speech/Language

Occupational Therapy

Deaf/Hard of Hearing

Individualized Education Plan (IEP)

Gifted/Talented

504 Plan

If the student received these services in the past year or any other that is not listed,
please make a note: _____

Will the student need to arrange transportation, either via the Mountain Express Transit (MET) public transportation system, or via school-organized car pools? **YES** or **NO** *(circle one)*

If yes, please note preference, or desire to speak with transportation organizer

Emergency Contact Information *(other than parent/guardian)*

Full Name

Relationship to Student

Phone number

Statements of Understanding/Agreement

- It is your responsibility to familiarize yourself with our enrollment process; detailed information is provided on our website at www.pagosacharterschool.com
- Attending an Enrollment Meeting is extremely important before this application is considered complete. To set up a time to attend an Enrollment Meeting contact school administration at 970.946.6204
- Any misrepresentations will result in this application being discarded and/or the student's exit from the school
- I understand that by submitting this form the student is not guaranteed placement in the school.
- I understand that a new application must be submitted each year for initial admission consideration into the school.
- Applications can be mailed to Pagosa Peak Open School/Enrollment Application, 135 Country Center Dr., Suite F – 84, Pagosa Springs, CO 81147 or emailed to enrollment@pagosacharterschool.com
- Submit a separate Enrollment Application for each student. Only one application per student will be accepted. You may mail all applications from the same household in the same envelope.
- Each family is encouraged to donate at least 20 volunteer hours each year. By submitting this application, you agree to engage in this community effort.
- All applications must be complete. No exceptions.

Wait List Placement:

- If there are more student applicants for positions than available spots, PPOS will hold a lottery. The lottery will be held on the first Wednesday in March, unless PPOS notifies otherwise. Families must have completed and submitted the enrollment form no later than the last business day in February.
- Parents/legal guardians whose children are selected in the lottery for the upcoming school year will be notified the same day by phone of their child(ren)'s selection.
- PPOS must receive a verbal confirmation of intent to enroll for each selected student no later than five (5) business days after the lottery and notification, and parents/legal guardians must complete an Enrollment Packet within ten (10) days after the lottery and notification. If you decline acceptance or do not respond within the deadline, the student's placement will be forfeited and the student must reapply for further consideration.
- An Enrollment Acceptance Letter will be available immediately following acceptance notification. The Enrollment Acceptance Letter must be completed, signed and returned to Pagosa Peak Open School within ten (10) business days of receipt or the student's status will be revoked.
- Detailed lottery information is provided on our website at www.pagosacharterschool.com

By signing below, you agree that you have read and accept all information contained herein, and that the information provided is accurate.

Parent/Legal Guardian's Signature

Date

Full Name, printed