



Extraordinary Education. Timeless Traditions. Inspired Lives.

LOWER DIVISION FAMILY HANDBOOK

2020 - 2021

Revised: August 2020

2450 South Wabash Street
Denver, CO 80231
(303) 369-0663 Fax: (720) 449-0781
www.denverjds.org

CONTACT LIST—LOWER DIVISION

Knowing whom to call with a question can save time and facilitate effective communication. Please refer to the list below when an issue or question arises.

Lower Division Administrative Matters

Elana Shapiro Principal, Lower Division (ext. 102)
eshapiro@denverjds.org

Jodie Applebaum Lower Division Dean (ext. 112)
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Attendance, Transcripts, Class Registration, School Records

Brigitte Stout Front Office Administrative Assistant (ext. 100)
bstout@denverjds.org

Important School Contacts

Head of School/CEO
Avi Halzel (ext. 147)

Director of Admission/LD Judaic Coordinator
Shayna Friedman (ext. 150)

Business Manager
Rick Getzr (ext. 107)

Director of Advancement
Krista Boscoe (ext.152)

Communications and Admission Coordinator
Matan Halzel (ext. 108)

Officer of Advancement & Alumni
Samantha Walsh (ext.103)

Business Office Assistant
Robin Helgerson (ext. 155)

Admission & Operations Coordinator
Alison Price (ext. 122)

School Counseling
Dr. Rachel Gall (ext. 116)

Parent-Teacher Organization (PTO)
Alyson Slatkin (303) 594-5652

Teacher Email: firstinitiallastname@denverjds.org **Ex:** jsmith@denverjds.org

Kindergarten

Kate Routes
Carla Zimmer
Zafirrit Eliyahu
Mel Wolf

First Grade

Rebekah Kochavi
Caroline Simon
Tara Smith
Silvi Biton

Second Grade

Emily Sprayregen
Ryan Schafer
Elena Shtutman
Elaina Estricher

Third Grade

Pat Garner
Patrick Sawyer
Elena Shtutman
Elaina Estricher

Fourth Grade

Spencer Stachler
Dina Horsch
Ravit Eldar
Doniel Kaye

Fifth Grade

Rebecca Sheinbaum
Jordan Langton
Ravit Eldar
Doniel Kaye

Instructional Coach

Rebecca Sheinbaum

Student Services Team

Kelly Grove, Coordinator/Learning Specialist
Rebecca Wohl Hibshman, Learning/Behavior Specialist
Stephanie Satler, Classroom Support Specialist and Assessment Coordinator

Physical Education

Jim Thayer

Library

Judy Rath

Art

Daniel Chartier

Music

Rufina Feld

Technology

Eric Einstein

Blast Program Director

Joel Rozansky

Lunch Program Coordinator

Robin Helgerson

Before School Care

Carole Rich

After School Care

Charlene Irani

At the end of this document please see the COVID-19 Addendum. This addendum covers new guidelines, precautions, policies, plans and scenarios related to COVID-19. Policies related to COVID-19 supersede any and all policies where there is a conflict between two policies.

LOWER DIVISION DAILY SCHEDULE 2020-2021

MONDAY- THURSDAY	8:10 a.m. – 3:35 p.m.
FRIDAY	8:10 a.m. – 2:45 p.m.
LATE STARTS	9:35 a.m. – 3:35 p.m.
HALF DAY	8:10 a.m. – 11:30 a.m.

Note: Please check www.denverjds.org for the most up to date School Calendar

2020-21 FAMILY HANDBOOK

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A school functions best when parents and students understand its policies and procedures. Parents and students should be familiar with all policies in the Lower Division Family Handbook. Please refer to it when questions arise. Although the school makes every effort for all handbooks to be comprehensive and current, the policies and procedures contained in them are subject to administrative interpretation, modification and elaboration. Division principals and the head of school/CEO may exercise their discretion in the implementation of school policies and procedures included in this handbook. Please contact the Lower Division principal with any questions.

1.0 ABOUT THE SCHOOL

1.1 MISSION STATEMENT

The mission of our Jewish community day school is:

Our pluralistic Jewish community day school prepares and inspires Jewish students through an extraordinary secular and Judaic education to live purposefully, act ethically and thrive in the world.

Denver Jewish Day School serves students, regardless of race, color, national origin, gender, gender identity, sexual orientation, or physical abilities and without regard to the financial abilities of families in so far as the physical and financial resources of the school allow.

1.2 DIVREI CHAIM AND MIDDOT

Our *Divrei Chaim* (Words to Live By) and *Middot* (Jewish Values)

Divrei Chaim means “Words to Live By” in Hebrew, and our *Divrei Chaim* act as our guiding principles, influencing and steering everything we do. These *Divrei Chaim* not only serve as the basis of our character development program, but they are fully integrated into all of our classes and student life. Our *Middot* (Jewish values) help us to frame the *Divrei Chaim*, offering guidance as to how we enact and live the *Divrei Chaim*.

Words to Live By - דברי חיים		Values - מידות
<p>חסד <i>Chesed</i> Kindness</p>	<p>We demonstrate compassion through our thoughts, words, and actions, seeking that which is morally upright and good.</p>	<ul style="list-style-type: none"> ● צדק - Tzedek - Justice: We emphasize fairness and impartiality. ● חמלה - Chemlah - Compassion: We commit to mindfully weighing our actions and considering their effect on others.
<p>יושר <i>Yosher</i> Integrity</p>	<p>We adhere to a code of honor and responsibility, acting with consideration for others and our world and recognizing that we are created in God’s image.</p>	<ul style="list-style-type: none"> ● בצלם אלוקים - B’tzelem Elokim - In God’s Image: We recognize that all people are created in God’s image and deserve our understanding and respect. ● דרך ארץ - Derech Eretz - Way of the Land: We behave in a considerate and dignified way when interacting with others and with our community, showing appreciation for the world around us.
	<p>We approach the world</p>	<ul style="list-style-type: none"> ● אהבת תורה - Ahavat Torah - Love of Learning: We

<p>סקרנות <i>Sakranut</i> Curiosity</p>	<p>with wonder and awe, eager to engage in the processes of inquiry and learning.</p>	<p>engage in our learning of Torah and secular knowledge with a deep interest and passion for better understanding the world around us.</p> <ul style="list-style-type: none"> ● חקר - Cheker - Inquiry: We commit to learning all we can through continued inquiry, research, and investigation, persisting in asking questions and seeking answers.
<p>קהילה <i>Kehillah</i> Community</p>	<p>We are all part of one community, and we unite in our respect for each other and our responsibility to each member of that community.</p>	<ul style="list-style-type: none"> ● אחדות ישראל - Achdut Yisrael - Unity of Israel: We are united with all Jewish people through a common language, religion, heritage, and culture as well as a connection to the land and people of Israel, and we achieve the most by appreciating our differences and valuing what we have in common. ● כבוד - Kavod - Respect: We honor each other, using mutual respect as the basis of our relationships, even when we have differences.
<p>תכלית <i>Tachlit</i> Purpose</p>	<p>We think, speak, and act with intent, aiming to make our world a better place.</p>	<ul style="list-style-type: none"> ● כח הדיבור - Koach HaDibur - Power of Words: We choose our words carefully in order to ensure that our use of speech is mindful and intentional. ● תיקון עולם - Tikkun Olam - Repairing the World: We are obligated to work toward creating a more just and righteous society and to strive to fix or heal the world.

1.3 APPROACH TO EXTRAORDINARY EDUCATION

Our Approach to Extraordinary Education

Guided by our *Divrei Chaim* (Words to Live By), Our Approach to Extraordinary Education outlines a Denver JDS education.

<p>חסד <i>Chesed</i> Kindness <i>We demonstrate compassion through our thoughts, words, and actions, seeking that which is morally upright and good.</i></p>	<p>We use kindness as the basis of our interactions with each other, valuing all students and their unique contributions to our community.</p> <ul style="list-style-type: none"> ● The <i>Divrei Chaim</i> (Words to Live By) and <i>Middot</i> (Jewish values) guide our interactions with each other, fostering empathy and inclusivity. ● We recognize that students thrive when cared for and supported, and our love for our students is pervasive throughout the hallways and classrooms. ● We cultivate an empathic, inclusive and pluralistic environment where students feel safe and comfortable and are encouraged to grow.
<p>יושר <i>Yosher</i> Integrity <i>We adhere to a code of honor and responsibility, acting with consideration for others and our world and recognizing that we are created in God's image.</i></p>	<p>We model integrity in all that we do, fostering emotional intelligence along with academic growth.</p> <ul style="list-style-type: none"> ● We cultivate trust amongst our students and between faculty and students, focusing on social emotional growth through mindfulness, an emphasis on our <i>Middot</i> (Jewish values), a focus on our thoughts and actions, and the integration of our counseling and advisory programs. ● We emphasize the role of the students in shaping their experience and highlight a growth mindset, celebrating opportunities to engage with challenge, grappling with setbacks, fostering resilience and experiencing true learning. ● We value the unique contributions of each individual student and personalize the learning so that all students are challenged and grow at the level that is right for them.

<p>סקרנות Sakranut Curiosity</p> <p><i>We approach the world with wonder and awe, eager to engage in the processes of inquiry and learning.</i></p>	<p>We believe students are naturally curious, wanting to explore the world around them.</p> <ul style="list-style-type: none"> • Our students drive the learning, actively finding their place in the Jewish tradition of asking their own questions and seeking their own answers, and we empower the individual students to be the facilitators of their educational journeys. • We emphasize future-ready skills such as communication, collaboration, critical thinking and creativity, using content knowledge as a vehicle for developing the skills necessary for success in the world of tomorrow. • We promote a love of learning through providing opportunities for students to explore the world around them, ultimately creating lifelong learners who are constantly driven by new questions.
<p>קהילה Kehillah Community</p> <p><i>We are all part of one community, and we unite in our respect for each other and our responsibility to each member of that community.</i></p>	<p>We recognize the essential role of our community, both at Denver JDS and beyond, providing the basis for our learning and extending the learning beyond the classroom.</p> <ul style="list-style-type: none"> • We cultivate a home/school partnership, working with our families to support students and ensure their success. • We extend our learning beyond the walls of the school through involvement in our community, collaborating with organizations to provide different opportunities and broaden the student experience. • We are committed to Jewish life, Jewish learning and Israel, and we work to foster individual student identity within our pluralistic community while also gaining an understanding of the role and obligation of each individual within the greater Jewish community.
<p>תכלית Tachlit Purpose</p> <p><i>We think, speak, and act with intent, aiming to make our world a better place.</i></p>	<p>We instill in our students a sense of purpose, encouraging them to use their learning to make an impact.</p> <ul style="list-style-type: none"> • Our dual-curricular and dual-language program gives students the opportunity to explore questions not only of “how,” but also “why” as they use their Judaic learning as a framework for living and to contextualize and add meaning to their learning as a whole. • We provide relevant, authentic learning experiences for our students by using methodologies like project based learning and experiential education and tools like educational technology to help students make connections between their learning and the real world and to expand the walls of the classroom. • Our students recognize that they are part of something bigger than themselves and have an obligation to do good, and we work with them to cultivate the inspiration and tools to do so.

1.4 PLURALISM AT DENVER JDS

Denver JDS is an intentionally pluralistic school, which means that we do not affiliate with any denomination of Judaism and welcome students from various backgrounds. It also means that we foster the value of pluralism amongst our community members.

Pluralism at Denver JDS means being rooted in one's own identity while seeking out multiple perspectives in order to clarify, refine, and challenge ideas and interacting with appreciation for those who think and act differently as we unite in our shared values as a Jewish community.

Our commitment to pluralism is based on the understanding that...

- Our world is increasingly more connected and more diverse.
- Being able to understand various perspectives and effectively interact and work with those who hold different opinions and beliefs is an essential capacity for success in today's world.
- In order to most effectively build our own identities, we must understand both what we believe and hold to be true and also how that differs from what others believe.
- The more we understand about the world around us, the more confident we can become in who we are and what our role is in that world.

- Although our community is diverse, we join together as a community of shared *Middot*, Jewish values. One of our core Middot is the concept of *b'tzelem elokim*, or the idea that we are all created in the image of God, and, as such, we are all deserving of understanding and respect.

At Denver JDS, pluralism is shown by...

- Presenting a variety of perspectives on issues in order to encourage appreciation and respectful dialogue.
- Fostering the skill of critical thinking in order for students to be empowered in their own learning and processing of the world around them.
- Engaging in ongoing conversations about how we mark holidays, life cycle events and other occasions in order to celebrate the traditions of everyone.
- Providing multiple points of entry and ways to connect to Judaism in a variety of ways and on different levels including religiously, spiritually, academically, intellectually and theologically.
- Focusing on skills and content knowledge in order for students and families to make thoughtful decisions about belief and practice.
- Setting identity parameters to ensure the essential character and integrity of our community.
- Grounding our understanding of differences in our shared tradition, recognizing that we are all one people and that we are each unique in the role we play.
- Offering kosher food at all school functions and ensuring school functions do not conflict with Shabbat and holidays in order to include our full community.

1.5 ISRAEL EDUCATION AND ENGAGEMENT

As a Zionist institution, Denver JDS supports Israel and fosters a connection to the State, land and people of Israel among our students. Using our entire faculty, as well as community resources such as the *shinshinim* (Israeli emissaries), parents, stakeholders and Israel itself, we follow a layered and developmentally appropriate progression of instruction, both formal and informal, providing a space for students to use primary sources and authentic materials to explore the many facets of Israel and engage with Israel beyond the classroom. Our students will connect on an intellectual, moral, emotional and social level, gaining a deep understanding of Israel, its people and its history, while forming their own multidimensional perspectives. They will be critical consumers, possessing the capacity to think analytically and to consider various primary sources in comparison to their own opinions and the views of others. Our faculty, parents and other members of the community will nurture an authentic and honest understanding of Israel and a commitment to furthering their own personal relationship, as appropriate. Through this understanding of and commitment to Israel's intrinsic place in historical and modern Judaism, we will cultivate a lasting, genuine connection to Israel among all our community members.

1.6 INNOVATIVE EDUCATION AND PROJECT BASED LEARNING

Denver JDS is committed to teaching practices, pedagogies and methodologies that create spaces and opportunities for students to engage in learning on an authentic level, focusing on the deliberate integration of information, future-ready skills, personal meaning-making, as well as real-world application and transfer of that learning.

Project based learning (PBL) plays a key role at Denver JDS as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question through a project that integrates student voice and choice, sustained inquiry, opportunities for critique and revision and reflection, all based around key knowledge, understandings and skills.

1.7 ACCREDITATION

Denver JDS is a full member of and accredited by the Association of Colorado Independent Schools (ACIS). Denver JDS is also a member of the National Association of Independent Schools (NAIS). Additionally, Denver JDS belongs to Prizmah, a national network of Jewish community day schools, and is a member of the Colorado High School Activities Association participating in the 5280 League.

1.8 HOW PARENTS CAN SUPPORT A DENVER JDS LOWER DIVISION EDUCATION

In order for school values to have a positive impact, parents need to support them at home. Effective education requires cooperation between families and the school.

Here are some specific ways to help:

- A. Affirm the importance of all classes, both secular and Judaic.
- B. Be familiar with and support the *Divrei Chaim* (Words to Live By) and *Middot* (Core Values) of Denver JDS.
- C. Establish expectations that are fair and realistic. Give the message to your student that you value honest achievement rather than the mere appearance of academic success (See “Academic Honesty,” Section 2.2.2).
- D. Help your student make good choices and learn to establish priorities.
- E. Know and help to ensure that your student follows the attendance rules, the *kashrut* policy, and dress code outlined in this Handbook. These policies are most easily monitored before students arrive at school.
- F. Support teachers and school policies. A positive attitude has a powerful influence.
- G. Communicate with school staff if you have questions or concerns. (See “Process for Effective Parent-School Communication,” Section 1.7). Do not wait until a problem grows before establishing a dialog. Email is a quick and effective way to communicate with faculty members and administrators (See “Electronic Communication,” Section 6.5.2).
- H. Encourage and model respect and appreciation for the diversity of Judaic belief and practice found in the Denver JDS Lower Division.
- I. Provide an atmosphere conducive to studying at home. Assist your student in planning time effectively.
- J. Pay particular attention to the Denver JDS Lower Division Behavior and Discipline Code (Section 7.0). Be aware of the serious consequences that will result from violation of the code.
- K. Establish close communication with your student. Be aware of changes in behavior or attitude that may indicate problems and advise the school of any significant issues.
- L. Monitor your student’s behavior outside of school. Know where he or she is, whom he or she is with, and what he or she is doing. Keep in touch with other parents.
- M. Supervise all social gatherings that are held at your home and be aware of the supervision at gatherings outside your home.
- N. Contact the school counselor if you need support or information.

1.9 PROCESS FOR EFFECTIVE PARENT-SCHOOL COMMUNICATION

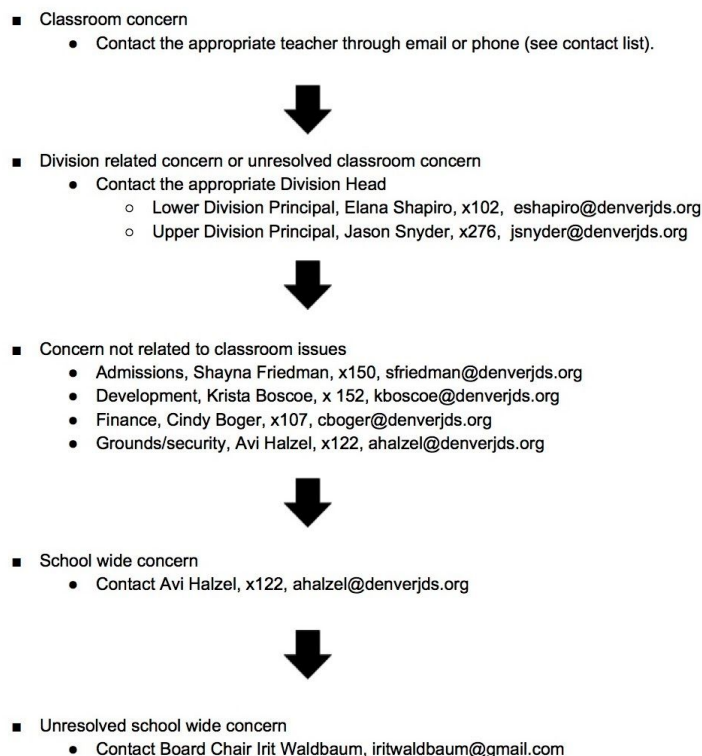
Open and respectful communication is the cornerstone of a successful school environment. In order for the three main constituencies of the school (parents, students and teachers) to work together successfully, there must be a shared understanding and commitment to the process by which communication takes place. Commitment to the following communication process will help achieve an effective and mutually respectful partnership. These are the steps to take if your child brings an issue to you about Lower Division staff and/or procedures:

- A. Listen attentively to your student.
- B. If your student is seriously concerned about the issue, urge your student to discuss the matter with the teacher, privately if possible.
- C. If you are still concerned about the issue, contact the appropriate teacher to obtain more information and seek to resolve the issue.
- D. If you feel the matter merits even further attention after the conversation with the teacher, contact the Lower Division principal.
- E. Maintain a cooperative attitude to solve the problem. When an atmosphere that supports constructive solutions exists between teachers and parents, everyone benefits.
- F. Keep the child's teachers and the Lower Division principal informed about personal and family issues that may impact your student.

The Lower Division Principal is responsible for all operations in the Denver JDS Lower Division. If you are not satisfied with how a problem has been addressed, you may direct your concern to the head of school/CEO of Denver Jewish Day School, and then finally to the Board president.

1.9.1 Concerns Protocol

In keeping with our *Divrei Chaim* (Words to Live By) and *Middot* (Core Values), we are open to addressing concerns when they arise. Please follow the process below when questions occur:



1.9.2 Calendar

The 2020-2021 Daily Calendar on the school's website is the authoritative source of information regarding dates of school events. The calendar can be located under "Calendar" on the homepage. Please check this important resource frequently. No login is required.

1.9.3 Communication Policy for Two-Household Families

When an enrolled student's parents are divorced and/or keep separate households, both parents will receive school communication unless there is a court order on file at the school specifying otherwise.

1.10 HELPING HANDS - TZEDAKAH

Community service at Denver JDS gives students the opportunity to apply Jewish values and to contribute to the school and the community. Opportunities for service exist within the school and the Jewish community. During the school year, students are involved in a number of projects. The Lower Division Helping Hands program focuses on grade-level service learning projects centered on the issues of hunger, homelessness and health. The goal of the program is to expose students to the realities of these issues and includes classroom lessons, hands-on projects and *tzedakah* (charity). Parent volunteers and teachers work closely together to make this a meaningful and fruitful experience.

1.11 THE PARENT TEACHER ORGANIZATION/ PARENT VOLUNTEERS

The Denver Jewish Day School PTO is an organization that reaches out to parents at the school. The primary goals are to create a strong sense of community between parents and teachers and to raise money that will be used for the benefit of students and faculty. PTO participation provides an excellent way for parents to get involved in school activities and special events. Volunteers enrich the school in many ways. PTO information is available on the school website at denverjds.org in the "Community Life" section. If you have any questions contact PTO President for the 2020-2021 school year, Alyson Slatkin, alyson259@gmail.com, 303-594-5652.

1.12 BOARD OF TRUSTEES — VOTING MEMBERS

Denver JDS Board of Trustees 2020-2021

Officers and Trustees

Irit Waldbaum, Board Chair

Incoming Chair and Treasurer - Rich Cohn

Secretary - Dr. Haidi Demain

Board Committee Chairs

Marc Cooper, Chair of Buildings and Grounds

Lisa Engbar, Chair of Development

Rich Cohn, Chair of Finance

Laurie Morris, Chair of Committee on Trustees

Trustees

Carley Brooks
Randy Brunschwig
Blake Cohen
Haidi Demain
Nancy Kaufman
Jared Kleinstein
Jocey Kraus
Carla Kutnick
Ceci Lowinger
Ali Metzl
Kami Pomerantz
Scott Reisch
Dr. Eli Sacks
Jonathan Sar
Susan Schneider Stein
Ilana Steinberg

PTO President

Alyson Slatkin

Rabbinic Council Representative

Rabbi Emily Hyatt (non-voting)

2.0 ACADEMICS

2.1 PHILOSOPHY

Denver Jewish Day School provides an extraordinary education in both secular and Judaic studies. The secular program is focused on helping students to develop high-level thinking, reasoning and analytical skills in a variety of content areas including mathematics, language arts, science and social studies. In addition, the secular program enables children to develop a positive self-concept in order to understand the difference between right and wrong, be sensitive to fellow human beings and take responsibility for their role in the world. The Judaic program introduces students to the language and practice of prayer and to traditions related to Shabbat and Jewish holidays. In addition, the Judaic program exposes children to the range of historic and contemporary expressions of Jewish identity while endorsing none as uniquely valid. It encourages sensitivity to the variety of expression and practices among differing people. It develops pride in Judaism and teaches respect for other religions. The program enables students to understand their connection to God and the centrality of God in Judaism and to understand their connection with the people and land of Israel. In the Hebrew program, students learn to read text with understanding and are enabled to speak in Hebrew. Finally, all programs encourage study and application of Jewish values to the contemporary world.

2.2 POLICIES

2.2.1 Homework Philosophy

One of the *Middot* (core values) infused throughout the school is that of *ahavat Torah*, a love of learning. Our teachers design every class period with that in mind, cultivating this love of learning among our students and providing them with the tools and inspiration to make it grow. Outside of the school day, learning continues through interacting with friends and family members, engaging in extracurricular activities such as playing an instrument or a sport, navigating free time and pursuing other interests during unstructured time, or even relaxing, all of which have been shown to make a positive impact on child development and student achievement.

Studies have shown that homework in elementary school often provides little academic benefit and can even result in poor performance and negative feelings around learning, all while cutting into the time students have to dedicate to other forms of learning. Certain types of homework can, however, foster a connection between the classroom and home while also cultivating independent learning skills. As such, in order to maximize student learning and to foster *ahavat Torah*, we take a thoughtful and intentional approach to homework, assigning activities to stretch students' thinking and to help them apply what they learn in school to the greater world. Our goal with homework is to provide opportunities for students to challenge their thinking and apply new concepts, connect with their families, and become independent lifelong-learners.

Shared Responsibility

We believe homework success is a shared responsibility among students, families, and teachers.

Student responsibilities include:

- Using class time effectively in order to complete in-class assignments during the allotted time whenever possible.
- Listening to directions in order to understand the purpose of the homework and the steps needed to complete the homework.
- Asking questions of the teacher when something is unclear.
- Gathering materials needed in order to complete the assignments before leaving school.
- Completing the assignments as thoroughly and thoughtfully as possible.
- Returning assignments and materials on time.
- Making up any missed assignments, as needed.
- Working independently on the assignments or in collaboration with parents/family as appropriate.
- Following up with teachers when the assignments seem too difficult to be completed

Family responsibilities include:

- Helping to establish a routine that is conducive to completing homework (such as specifying a time) and good study habits.

- Assisting in setting up a physical space that supports homework completion (such as a quiet place with necessary supplies).
- Collaborating with students on assignments that are meant to include parents/families and supporting them in completing the work independently.
- Encouraging students to communicate with the teachers about challenges that arise with homework (in primary grades, parents may want to communicate with teachers directly).
- Reading emails from teachers about assignments going home, checking grade level websites bi-weekly and being aware of the homework expectations.
- Being supportive, encouraging and showing interest in the work

Teacher responsibilities include:

- Planning purposeful, meaningful homework.
- Considering age and developmental stage, classroom and life experiences, as well as individual needs and instructional levels of students when designing and assigning homework.
- Expressing the purpose, objectives, expectations and due dates of the homework to students and parents/families.
- Explaining homework assignments thoroughly and clearly so that students can complete them independently.
- Answering questions from students and parents/families about homework.
- Communicating with parents/families concerning policies, expectations and assignments.
- Providing timely feedback to both the students and parents/families regarding homework completion aligned with expectations.
- Coordinate with team members to ensure a balance in homework.

Homework Assignments and Timing

Teachers in the Denver JDS Lower Division do not regularly assign nightly homework, generally opting instead for weekly or monthly assignments. This practice allows for families to consider the unique aspects of their family life and who their children are as learners in order to successfully integrate homework into their lives. Assignments may include a balance of activities associated with various content areas including writing, reading, math, science, Hebrew, Judaics, or social studies. Outside of assigned homework, regular reading at home also helps to build valuable literacy skills and foster a love of reading, so we strongly encourage students to read nightly in addition to the specific homework expectations provided by teachers. Additionally, should students not complete in-class assignments during the specified time, they may be asked to complete them at home.

Our primary and beginning-intermediate students (kindergarten through third grade) are growing and developing in all areas at a rapid pace, including in the areas of study habits, concentration and self-regulation. As such, homework in these grades is primarily focused on instilling *ahavat Torah*, a love of learning, and connecting student learning to the greater world. We limit the homework assigned in these grades in order to provide ample

time for students to discover who they are as learners. Our kindergarteners should not expect regular homework. Our first graders can expect up to 20 minutes of homework each week, and our second and third graders can expect up to 30 minutes of homework each week.

Our intermediate students (fourth and fifth grades) continue to develop and grow in the same areas as our primary students, but they also begin to mature and prepare for middle school. As such, homework in these grades aims to help our students become independent learners with time management skills and good study habits, fostering the student's sense of responsibility and accountability while continuing to encourage *ahavat Torah*. Our fourth graders can expect up to 45 minutes of homework a week, and our fifth graders can expect up to an hour of homework each week.

Homework is not assigned over Jewish holidays, though reading is always encouraged.

Policy about Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable make-up schedule. We very much understand that when students miss school due to illness, they are often too sick to work on homework during those missed days, so additional time is provided.

Summer Homework

Research has shown that students who engage in reading and other academic activities over long breaks show significantly improved skills and are better prepared to begin the next grade come fall. As such, we hope all students will participate in the fun and engaging summer activities sent home.

2.2.2 Academic Honesty

Students are expected to be honest. Cheating in any form is detrimental to the learning atmosphere the school strives to create and counter-productive to our mission. Academic dishonesty is considered to be a violation of the Denver JDS Lower Division behavior and discipline code.

2.2.3 Extra Help and Tutoring

Students should contact teachers directly for short-term extra assistance outside of class. More extensive assistance may require an outside tutor. Parents may contact Learning Resource Coordinator/Specialist Kelly Grove (kgrove@denverjds.org) for a list of tutors who can provide long-term help.

2.2.4 Report Cards and Transcripts

Report cards are issued twice a year at the end of each semester. Denver JDS Lower Division uses a standards-based report card. Students are rated at their level of proficiency. In addition, report cards include personalized comments for each student regarding his/her progress in every academic area.

2.2.5 Parent Conferences

Formal parent conferences are held in the Fall and again in the Spring. During the rest of the school year, parents may request additional conferences as needed directly with individual teachers.

3.0 ATTENDANCE

3.1 TARDINESS / LATE PICKUP

It is the responsibility of the student to arrive at classes on time. Tardiness is generally not excused. **If a student is going to be tardy to his/her first class of the day for any reason, the office staff must be notified by phone (303-369-0663, ext. 100).**

Any student who is not in class when it is scheduled to begin and not excused for lateness by an administrator will be asked by the teacher to report to the office for permission to enter class (late slip). Families should allow extra time to arrive at school on time when road conditions are bad. Students are not counted “tardy” when the **school** determines that poor road conditions justify it. Excessive tardies can severely interfere with a child’s progress in school. Please make every effort to arrive at school on time. Parents will be contacted through a letter when excessive tardies accrue and a remediation plan will be developed to address the issue.

3.1.1 Arrival and Dismissal Times

Please note that students are not permitted into classrooms prior to 8:00 a.m. unless they are registered for before school care, which is located in the lunchroom. Any child who is dropped off prior to 7:50 a.m. or who is not picked up by 3:50 p.m. will be sent to the before/after school program, and you will be billed via your FACTS Tuition account.

3.1.2 Before School Care and After School Care hours of operation

Before School Care

Monday - Friday 7:15 am - 8:00 am

After School Care

Monday - Thursday 3:40 pm – 6:00 pm

Fridays Aug 21st through Nov 6th 2:50 pm – 5:00 pm

Fridays Nov 6th through Mar 19th 2:50 pm – 4:00 pm

Fridays April 9th through May 28th 2:50 pm – 5:00 pm

A late fee will be assessed for students who are not picked up on time. If we are unable to reach a student’s parent, guardian or designated pick-up person in a timely fashion the Arapahoe County Sheriff or Department of Human Services will be contacted to pick up the child.

3.2 ABSENCES FROM SCHOOL

Generally, an absence is considered excused in cases of illness, medical appointments, or family emergencies.

3.2.1 Unplanned Absences

Absences caused by illness and emergencies are unavoidable, but absences for other reasons should be kept to a minimum. Schedule medical and dental appointments on the dates of the planned late-start Wednesdays or after school dismissal whenever possible. **It is a parental responsibility to notify the office staff before the start of the school day if a child will be absent.**

If a student is not present and the office has not received parent notification, office staff will attempt to reach parents by phone. Please keep all family contact phone numbers current. The school should be given the name and phone numbers of the adult(s) who will be responsible for the student if the parents or guardians are not available.

3.2.2 Planned Absences

Denver JDS Lower Division urges that absences be kept to an absolute minimum, but if there are legitimate reasons for a planned absence, arrangements should be made with the office **two weeks in advance**, or as soon as possible before the absence. Please fill out an advanced absence form (available in the Lower Division Front Office) for absences longer than three days in length.

3.2.3 Part-Day Absences

For students who will miss only part of the school day, parents should give permission to the office staff by phone or email before the start of the school day. **During the school day no student should arrive late for school or leave during the school day without reporting to the office and signing the check-in/check-out sheet. Parents should not give students permission to miss school when special programs are scheduled.** All special programs have an educational value and purpose that is undermined when students elect to be absent.

3.3 SCHOOL CANCELLATION/LATE START DUE TO BAD WEATHER POLICY

On days when bad weather makes it necessary to close school or to have an unscheduled late start, announcements will be made on the local television networks (CBS, ABC and NBC) and radio (KOA 850AM). Their websites may also list school closure or late start information. Information will be listed for "Denver Jewish Day School." Closures/late starts will be noted internally on the school's Facebook page first and then on the school's website (denverjds.org), Twitter feed and telephone answering system (303-369-0663). If there are no postings it means that school is open and there is no late start. In the event of an unscheduled closing or late start for any reason, even if not related to weather, media announcements will be made and families will also be notified by phone.

4.0 SCHOOL ENVIRONMENT

4.1 SAFETY AND BEHAVIOR

Any behavior that threatens the safety or welfare of others is forbidden. Running, pushing, shoving, tripping, throwing objects or snowballs and other horseplay are not allowed inside or outside the classroom. Excessive noise, inappropriate language, lying on floors and sitting or standing on tables are prohibited. There is a presumed right that the school counselor and/or school administrators can communicate with enrolled students in matters of concern to their safety and well-being.

4.2 DRESS CODE

Clothing should be appropriate for a learning environment; parents should consider this when purchasing clothing. Proper dress plays a part in the dignity and atmosphere of a school. Students are expected to show respect for themselves and others through their appearance. Dress should not be sexually suggestive or revealing in keeping with the core value of *tzeni'ut*, modesty.

Spaghetti straps (less than two fingers width), low-cut or strapless tops, or those that bare the midriff are prohibited. This prohibition includes necklines and slit skirts which can be revealing during normal activity. Clothing that must be “adjusted” to meet dress code standards is not acceptable. Pants that are worn in a sagging fashion (below the hips, showing underwear), very tight clothing, torn clothing and clothing with inappropriate images, wording or slogans are prohibited. Sleepwear such as slippers, pajamas and “scrubs” are also inappropriate. Clothing which advertises or depicts alcohol, drugs or tobacco products, or inappropriate language is prohibited. Shorts and skirts must be mid-thigh in length. Mid-thigh is defined as a length in which with both your hands at your sides, shoulders relaxed, your hem should be no shorter than the length of your middle finger. Shorter sport shorts are permitted only during physical education classes or after-school sports. A student whom a faculty member deems to be wearing clothes in violation of the dress code will be asked to report to the office immediately.

Male students must wear *kippot* whenever they are in the school building and when visiting Jewish institutions at which wearing *kippot* is an expectation. Male students should leave *kippot* on throughout the school day. **In addition, students are encouraged to wear white on Fridays in honor of Shabbat.**

The school's usual dress code is also in effect during field trips. However, male students are not required to wear *kippot* or hats on field trips. The Lower Division administration will determine the appropriateness of apparel not explicitly covered by this dress code.

4.3 PERSONAL ELECTRONICS -- Phones/Games/Laptops/Notebooks/Music Players

Personal electronics have the potential to enhance or interfere with the learning experience. The school's policies are intended to allow for constructive student use and discourage inappropriate use of electronic devices at school. Personal electronics must be turned off completely during the entire school day. Laptops or tablets may be used in class at the discretion of the teacher or if allowed as a recommended accommodation for a diagnosed learning difference. Students should not make audio or video recordings of school classes without the permission of the teacher and/or if a student's Learning Plan provides ongoing permission to the student. If a student misuses a personal electronic device or laptop (e.g., going to inappropriate websites, sending hurtful messages, using the device when or where it is not allowed, or displaying inappropriate images), the device will be held in the office until a parent can meet with the student together with the principal of the Lower Division. Repeated violations of this policy will result in either temporary or permanent loss of personal electronic privileges at school. Serious or chronic violations may result in additional disciplinary consequences. Denver JDS cannot be held responsible for any damage to or loss of personal electronic devices brought to school.

4.4 CLEANLINESS

Students are expected to help keep the school environment neat and pleasant by cleaning up after themselves. This includes classrooms, hallways, lockers, lunchroom and common areas. Students are expected to keep classrooms neat and clean by picking up their belongings at the end of each class. **Writing on desks, walls, or other school property and damaging school bulletin boards or white boards is defacing school property and, as such, is a significant violation of the Discipline Code.** Food and beverages are not allowed in classrooms except for special events; teachers do allow water bottles. **Gum is not allowed.** Students are expected to clean up classrooms thoroughly after eating.

4.5 FLYERS AND SIGNS

All flyers and signs for Denver JDS or community events and information must be approved by administration before being hung. Flyers and signs must be hung in designated areas (i.e. Community bulletin board in the Lower Division Leftin Family Lobby) and may not cover any windows or doors.

4.6 VISITORS

All visitors must sign in at the office and wear an identification badge on request while in the building. Generally, the only student visitors allowed in the building and in classrooms during school hours are prospective applicants to Denver JDS or those visiting for an expressly educational purpose. Permission to visit for these purposes must be granted in advance by the director of Admissions. Students who wish to visit for any other purpose must receive approval in advance by the principal of the Lower Division.

Parents are welcome to visit classes at Denver JDS through prior arrangement. Please set up these visits directly with the classroom teacher. Specifically in grades K-1, parent visits are not advisable during the first few weeks of school as children transition to the school setting. Please do not visit classrooms spontaneously as this may be disruptive to the learning environment. Younger children are not allowed to accompany parents in a formal classroom visit.

4.7 PARENT SUPERVISION AT SCHOOL

All children (age 0 - grade 5) must be supervised by an adult at all times. Please do not leave children unattended in automobiles. When the school day or after-school activities end, Denver JDS is not responsible for student supervision once a parent or guardian has arrived at school.

4.8 DOGS ON SCHOOL GROUNDS

At Denver JDS, we recognize that dogs are an important part of life for some of our families and, as such, are often included in day-to-day activities such as bringing children to and from school. In our teaching we promote the positive relationship between people and animals, and we do see pet ownership as a valuable educational experience for children. However, we are concerned that even well-behaved dogs can behave unpredictably when placed in busy, noisy and crowded school environments, and that this can lead to dog fights/snapping at each other. Children can also behave unpredictably when in the presence of dogs or when in contact with dogs, and this can potentially lead to a child being bitten. There are also health and safety concerns for allergic children and about dog waste, particularly on the grassy areas where children typically play.

Please adhere to the following policies regarding dogs on school grounds:

- Dogs are not permitted inside the school building when school is in session or during school programs, including one hour before the school day begins and one hour after

the school day/school activities end. (An exception to this policy will be made for bona fide service dogs. Please see school administration for details).

- Dogs may not be near the main entrance of the school buildings.
- Dogs on any area of school property must be on a short leash at all times and an adult or older child (sixth grade and up) must hold the leash.
- The dog must not be tied up and left unattended anywhere at school, even for a brief period of time.
- Dogs are not permitted on the playground area at any time.
- The dog owner is responsible for disposing of any waste left by the dog on the school grounds.

4.9 FIELD TRIPS AND CLASS OVERNIGHT TRIPS

All parent drivers must fill out the required **Field Trip Driver forms**. All students must be in a car/booster seat in accordance with state guidelines. The safety of the children being transported is our primary concern. It is a requirement of Denver Jewish Day School's insurance company that drivers' information (copy of current insurance card, driver's license and vehicle registration) be approved before being allowed to drive on a field trip (this process typically takes about two weeks). All drivers/chaperones are expected to remain with the group and at the trip destination until the trip ends unless instructed otherwise. Field trips may be by foot or vehicle. To ensure that parents are aware of out-of-school activities, individual permission forms will be sent home for field trips that exceed a distance of one mile from the school and/or require transportation by car or bus. Short, off-campus walking trips within one mile from the school do not require separate permission forms and are covered by the permission and release on the Student Information Form completed at the beginning of the school year.

Please note that field trips do not occur during our Before School Care or After School Care programs.

Denver JDS operates many mission-focused experiential travel programs ranging from one-night experiences to the six-week Hebrew Immersion Program (HIP) in Israel. These programs have different risks associated with them as compared to a regular day at school, so special care is taken to mitigate risks and keep students safe when they are away from school. Care is taken to address potential risks involving: political, cultural, economic and social conditions; health and medication considerations in the geographic area to be visited; individual medical and health concerns for staff and participants; transportation safety; environmental hazards and risks. Trip preparations include emergency action plans, appropriate insurance coverage, selection of qualified staff, parent communications and student orientation as relevant. These trips are a privilege, not a right.

For overnight trips, please be aware that the school often receives best pricing by purchasing transportation and lodging months in advance of these trips—and does so with the assumption that all students will participate. (The 10th grade trip to Israel is an exception. Parents must formally commit to this trip before transportation and lodging are purchased). When such arrangements have been made, in the event a student cannot join a trip—whatever the reason—the school must insist on payment. The school can refund only those expenses, which are recoverable by the school.

4.10 COLD WEATHER RECESS GUIDELINES

Winter Gear: Please dress your child in warm winter gear as we only call indoor recess when it is extremely cold. Otherwise, you can assume your child will be outside playing in the fresh air. Please make sure your child has a coat, gloves, hat and any other outdoor winter clothing you see fit.

Recess: When there is significant active precipitation or the temperature/wind chill is 20 degrees or lower, we will have indoor recess. If the temperature/wind chill is between 20 and 28 degrees, recess times may be shortened. If the temperature/wind chill is above 28 degrees, students will have outdoor recess.

4.11 PHOTOGRAPHY AND VIDEO POLICY

Denver JDS employees regularly take pictures and videos of Denver JDS students. These pictures and videos are sometimes posted so that family and friends can see the exciting things that students are doing at school. The pictures and videos can also be used in publicity materials or social media designed to promote the school. In most cases, students are not identified by name. If the student's name is given, it is not accompanied by a picture in which the student is easily identifiable. It can be challenging to identify and remove individual students from the large quantity of pictures and videos we take. Parents, please contact the school office if you do not wish to permit the school to follow these policies for use of photos and videos for your student(s). We will provide a form to fill out and return to the office.

Remote Learning Video Recordings

Classes conducted through remote or streaming learning platforms may be recorded by the School for educational purposes and may be shared with other students, families or employees of the School. As a result, your child's image, likeness, or voice may be recorded while he or she is participating in synchronous remote learning.

Online interactions with a student or students during remote learning activities may not be recorded or disseminated in any manner by anyone other than an employee of the School without permission in writing from the head of school/CEO or other school official authorized by the head to grant permission. Disciplinary action may be taken by the School if this policy is violated.

Parents/guardians are deemed to have consented to the School's recording and usage of remote and streaming learning recordings upon acknowledging that they have received and read the Family Handbook.

4.12 MESSAGES FROM PARENTS

Parents should not call the office staff to leave messages for students unless it is a genuine emergency. Students will be able to check messages on cell phones **only** after school hours.

4.13 COUNSELING DEPARTMENT POLICIES

The counseling department provides confidential individual, small group and classroom support to all K-12 students, as well as consulting with parents. Classroom and small group topics include social skills, healthy relationships, personal safety and health education. Parents provide written consent for their child to be seen individually by counseling staff except in crisis situations. Counseling staff will meet with students up to three times for support with short-term issues. Community referrals for individual, group, or family therapy, or psychological evaluation, are provided when deemed appropriate.

5.0 FOOD

5.1 Kashrut

Kashrut, or keeping kosher, is the mitzvah of eating in accordance with Jewish tradition. *Kashrut* is maintained at all Denver JDS sponsored events both on and off campus.

1. Food for distribution to groups of students, faculty/staff, parents and/or guests (for classes, parties, programs, events, rentals, etc.)

All food distributed to groups (not brought for individual consumption) of students, faculty/staff, parents and/or guests, must adhere to stricter standards of supervision than that which is permitted for individual consumption. **Food that is to be distributed to groups must come from a certified kosher caterer or bakery, be prepared at school under the supervision of one of the school's *mashgichim* (see names and contact information in the Denver JDS Kashrut Policy below) or, if it is packaged food, it must be marked with acceptable symbols (*hechshers*) of *kashrut* supervision (listed below and subject to change).** Home baked goods, even from homes where *kashrut* is observed, may not be distributed to groups. If you are not sure if a product is kosher, please ask in the school office before the item is served. **Food to be distributed to groups should be checked by one of the *mashgichim* before being served.** These guidelines should be followed at all school functions, both on and off campus, where food is served/provided to groups of students, faculty/staff, parents or guests. Denver JDS also encourages parents and students to adhere to the dietary laws when planning non-school sponsored events such as parties. This will help ensure that everyone can participate and feel included.

2. Food for individual consumption by students, faculty/staff and guests (lunch, snacks, etc.)

All food brought on to the school campus for individual consumption must be dairy or parve. This means no meat or meat by-products are allowed unless provided by the school and prepared under the school's *kashrut* supervision. Students, faculty/staff and guests should bring a dairy or parve lunch and/or snack from home if they wish to eat while on campus and will not be eating food served by the school. This policy applies to food for consumption on field trips and class trips as well. Students may purchase food that meets these requirements, when on field trips and class trips, with permission from their supervisors.

In accordance with the laws of *kashrut*, poultry is considered meat while fish is not. Parve means having neither meat nor milk in it. Parve foods include fruits, vegetables, juice, soda, eggs and kosher fish. Please note that to be considered kosher, fish must have fins and scales; shellfish is not kosher. Soups and sauces with non-kosher chicken or meat stocks are also unacceptable.

Consult the [Denver JDS Kashrut Policy](#) for additional detailed information.

Denver JDS encourages families to be aware of and sensitive to food allergies when bringing in treats to share. Denver Jewish Day School also encourages parents and students

to be respectful of dietary laws and food allergies when planning non-school sponsored events such as parties. This will help ensure that everyone feels included. Parents who wish to have their child celebrate birthdays in school are welcome to bring non-food birthday treats to share with classmates such as pencils or stickers. Please include enough for all members of your child's class or grade.

5.2 LUNCH SERVICES

Children should bring a snack and lunch to school every day. A hot lunch program is available to families who wish to participate. Information and registrations for hot lunch will be sent four times per school year, once each quarter.

Day-Of and Emergency Lunch Orders:

While it is best to pre-order lunches through online lunch registration, sometimes the kitchen can accommodate last minute, "day-of" lunch orders. Day-of lunch orders must be placed by 9:30 a.m. by calling the kitchen at 303-369-0663 x238. Please leave a voice message if they do not answer immediately. Day-of lunches cost \$8.00 and will be billed to your FACTS Tuitionaccount. This fee includes a surcharge for last minute preparation. Children in the Lower Division without a lunch will be provided the option of an emergency lunch (consisting of crackers, cream cheese and fruit) at a charge of \$5.00, which will be billed to your FACTS Tuitionaccount.

5.3 FOOD AT AFTER SCHOOL CARE

A kosher, dairy, or parve snack is offered to each child. ASC staff are aware of students who have allergies, particularly food allergies related to snacks that are offered in ASC. ASC adheres to the Colorado State Afterschool Care Snack Guidelines.

6.0 STUDENT SERVICES

6.1 HEALTH CARE/FIRST AID/SAFETY

Only minor injuries and superficial wounds are treated by the Denver JDS staff. Medical needs, including medication, small bandages, etc. should be taken care of during lunch to minimize disruption of classroom instruction. Please refer to "Medications," Section 6.6.2 below, for more information.

Colorado law requires that no student be admitted to school without showing a valid immunization certificate. Therefore, we request an updated copy of each student's immunization card be submitted to the office at the beginning of each school year. **All students must submit an up-to-date immunization form.** Please request this from your student's physician or download it from the forms section of our website and send it in with the other registration forms. If you do not have a visit with your student's physician prior to the beginning of the school year, please call the physician's office and request a copy be faxed to the Lower Division office at 303-755-3614. If a state alert is issued regarding a widespread measles (or other infectious diseases) outbreak, we reserve the right to temporarily exclude unvaccinated students from attending school.

Students becoming ill during the school day must check in with the office and be evaluated by office staff before calling home to be picked up. Students must use the office phone for this purpose. Any child with a temperature of 100 degrees or higher or who has vomited will be sent home. This child may not return to school until 24 hours after the temperature has returned to normal or after the last episode of vomiting.

6.1.1 Emergencies

In case of emergency, parents will be notified as soon as possible after appropriate treatment. To enable the office staff to act responsibly, correct and current business, cell and home phone numbers should be listed on the emergency contact form kept on file in the school office. This emergency contact form must be filled out and returned to the office by the end of the first week of school. This form must be on file for each student. If any of these numbers change during the school year, the office must be informed. If the office is unable to make contact with a parent or another responsible adult noted on the emergency contact form, it is Denver JDS's policy in the Lower Division to contact the student's personal physician or dial 911 for emergency service.

6.1.2 Medications

Students are not allowed to have prescription or over-the-counter medications in their possession at school or at school activities. **Prescription medication must be kept in the office.** If a student must take prescription medication at school, please complete a Medication Information and Release form that is available in the office. One form is required for each medication. Acetaminophen and ibuprofen will be available in the school office and may not be brought to school by any student. No student can be given these medications without parental authorization on the Confidential Health Form on file in the office. If the need for more immediate access to any medication makes these policies problematic, please contact the office. If your student has a medical condition beyond that noted in the medical information form submitted to the school at the beginning of the year, please send a note to the office giving details. Lower Division students will be allowed to carry an inhaler for respiratory problems only with parental authorization on the Confidential Health Form that is submitted at the beginning of the school year. We highly recommend that students who self carry an inhaler also have a spare that is kept in the school office.

6.1.3 School Guidelines for Managing Students w/Allergies

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's Responsibility

- Notify the school of the child's allergies before school begins.
- Work with the school team to develop a Food Allergy Action Plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities. .
- Provide written medical documentation, instructions and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on the written form.

- Provide properly labeled medications in the original container and replace medications after use or upon expiration.
- Educate the child in the self-management of their food allergy including:
 - Safe and unsafe foods
 - Strategies for avoiding exposure to unsafe foods
 - Symptoms of allergic reactions
 - How and when to tell an adult they may be having an allergy-related problem
 - How to read food labels (age appropriate)
- Review policies/procedures with school staff, the child's physician and the child (if age appropriate) after a reaction has occurred.
- Provide emergency contact information.

School's Responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Assure that all staff who interact with the student on a regular basis understand the food allergy, can recognize symptoms, know what to do in an emergency and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Coordinate with the school health coordinator to be sure medications are appropriately stored and be sure an emergency kit is available that contains a physician's standing order for epinephrine. Students should be allowed to carry their own epinephrine, if age appropriate, after approval from the student's physician, parent, the school health coordinator, and allowed by state or local regulations.
- Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate) and physician after a reaction has occurred.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- Follow federal/state laws and regulations regarding sharing medical information about the student.

Student's Responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should ask specific questions regarding ingredients before consuming.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.

- Should know how to self administer an Epi-Pen with approval of physician (age appropriate).
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- Should memorize cell phone numbers of parents or guardian.

More detailed suggestions for implementing these objectives and creating a specific plan for each individual student in order to address his or her particular needs are available in The Food Allergy & Anaphylaxis Network's (FAAN) School Food Allergy Program. The School Food Allergy Program has been endorsed and/or supported by the Anaphylaxis Committee of the American Academy of Allergy Asthma and Immunology, the National Association of School Nurses and the Executive Committee of the Section on Allergy and Immunology of the American Academy of Pediatrics. FAAN can be reached at: 800-929-4040.

6.1.4 Safety Drills

Safety drills are held several times during the school year. Drills include:

- 1) "Evacuation" drill in the event of fire or other calamity necessitating evacuation;
- 2) "Shelter in Place" drill in the event of tornado or other calamity necessitating shelter;
- 3) "Lockdown" drill in the event of significant security threat;
- 4) "Secure Perimeter" drill for purposes of heightened security.

During "lockdown" or "secure perimeter," students and parents may be restricted from leaving or entering the building. During "evacuation" or "shelter in place" drills, students are expected to remain quiet as they walk through the halls to assemble in the safety area. Once in the assembly area, students are to remain with their teacher until the drill is completed and are to be quiet on request during any drill. Students are not to return to class until an administrator has given permission to do so.

6.1.5 Counseling Department Policies

The counseling department provides confidential individual, small group and classroom support to all K-12 students, as well as consulting with parents. Classroom and small group topics include social skills, healthy relationships, personal safety and health education. Parents provide written consent for their child to be seen individually by counseling staff except in crisis situations. Counseling staff will meet with students up to three times for support with short-term issues. Community referrals for individual, group, or family therapy, or psychological evaluation, are provided when indicated.

6.1.6 Suspected Abuse or Neglect

Any staff member of Denver JDS, who in his or her official capacity, suspects or has reason to believe that a child has been subjected to abuse or neglect, must make a report to the county department of social services or local law enforcement agency, in accordance with Child Protection Act of 1987, Colo. Rev. Stat. §§ 19-3-301 et seq., 26-6-104 (2009).

7.0 BEHAVIOR AND DISCIPLINE CODE

7.1 INTRODUCTION AND PHILOSOPHY

The Lower Division Behavior and Discipline Code is intended to support a safe and secure environment which enables students to acquire the academic and social skills needed to become responsible and productive members of society. This policy, based on the belief that discipline should be a learning experience for the student and not simply punitive in nature, states the expectations Denver JDS has for its students and the consequences which will follow when a student's behavior fails to meet those expectations. All Denver JDS personnel responsible for the care and supervision of students are authorized to hold every student accountable for inappropriate conduct on school property and in any location during school-related activities. Parents/guardians and students should read the policy and be familiar with its rules and regulations. Any questions about the policy or its implementation should be addressed to the Lower Division principal or the Lower Division dean.

Denver Jewish Day School is guided by our school's *Divrei Chaim* and *Middot* in our approach to disciplinary practices. We believe that all students are created *B'Tzelem Elokim*, in the image of God, and are valued members of our community. We recognize that all students, at times in their school career, will act in ways that are contrary to our community standards. When that happens we endeavor to engage with the student in a restorative process. Through this process we focus on "the three Rs":

Recognition of why the behavior was problematic and not in line with community standards

Replacement behaviors are identified, taught and practiced for future use in similar situations

Restoration of damage, tangible and intangible, to relationships and our community.

When it is clear, in rare instances, that students or their families are unable or unwilling to engage in the process effectively, we may have to make the difficult decision to temporarily or permanently exclude a child from the Denver JDS community both in the interest of the student and others. In all cases, our primary goal is to restore relationships and help students be successful members of our community.

7.2 SCHOOL EXPECTATIONS

A fundamental principle of Judaism and one of the *Middot* (Core Values) adopted by Denver Jewish Day School is that human beings are created *B'tzelem Elohim*, in the image of God. Denver Jewish Day School, therefore, has zero tolerance for behaviors that we feel are destructive to our community. Denver JDS does not, however, have a zero tolerance policy toward individuals. When students behave in a way that is not in keeping with our *Middot* or other school standards of behavior, we endeavor to work with students so that they understand how destructive their actions have been to other individuals, the community and to the misbehaving students themselves. Disciplinary consequences are sometimes the appropriate response to poor behavior; they are only one piece of our broader approach to unsatisfactory behavior, however, which may also include behavior contracts, counseling and restorative practices. We have found that this broader approach to poor behavior allows students to learn from their transgressions, while helping to promote harmony in our community. This said, no one has the right to interfere with the education of others. Every student may reasonably expect that the conduct of others will not be an obstacle to learning.

Denver JDS Lower Division expects every student to do the following:

- A. Take responsibility for his/her behavior and contribute to the learning process.

- B. Exhibit respectful behavior toward the educational process, the tenets and practices of Judaism and the rights, beliefs and property of others.

7.3 VIOLATIONS

A student may suffer disciplinary consequences for misbehavior or conduct prejudicial to good order and discipline or that impairs the morale or good conduct of other students at Denver Jewish Day School. The following behaviors are not tolerated at Denver JDS:

- A. Improper or unkind conduct toward others, including bullying
- B. Disruption of the instructional program
- C. Failure to follow the rules and instructions of the school and staff
- D. Tardiness
- E. Truancy
- F. Cheating/academic dishonesty
- G. Possession or use of illegal drugs or alcohol
- H. Possession of other banned items including weapons
- I. Fighting
- J. Arson
- K. Theft
- L. Vandalism
- M. Hazing

Improper and unkind conduct may include harmful or abusive speech, text messages, email, letters and other written or digital materials, public or private, that are counter to the ethical standards of Denver JDS.

7.4 CHEATING/PLAGIARISM

Cheating is using the work or help of another on a paper, test, homework assignment, lab assignment, or examination without the express permission of the teacher. Discussing a problem and its solution with one or more other students may be acceptable; however, borrowing or lending a finished copy of homework or a paper is not. Assisting or facilitating another student in the act of cheating is also considered to be cheating. A student who is unsure whether a given action constitutes cheating should consult the teacher.

Plagiarism is a form of cheating in which one uses the words or ideas of another without giving appropriate credit to the source.

Students must also avoid the appearance of cheating. The appearance of cheating can be given during a test by looking around the room, speaking with others, handing something to another student, glancing at others' papers, or having unapproved materials in clear view. In cases of cheating, the Lower Division principal will determine consequences which may include a grade of "0" with no makeup opportunity, parent notification, loss of eligibility, suspension, a disciplinary report and/or dismissal.

7.5 DRUGS AND ALCOHOL

The school's drug and alcohol policies are based upon these facts:

- A. Possession, use, distribution and sale of drugs and alcohol by students is forbidden by both state and federal statutes.
- B. Substance use is psychologically and physiologically harmful to students.

- C. Student involvement with drugs and alcohol is damaging to the school community and incompatible with the learning environment provided by the school.

Denver JDS will not tolerate the use of controlled substances (drugs) or alcohol by its students. A student at school, traveling between school-related functions, or attending any school-related function found to be providing, selling, using or possessing drugs, look-alike drugs, drug paraphernalia or alcohol, or under the influence of drugs or alcohol, will be suspended or expelled. If off-campus involvement with drugs or alcohol seriously affects the school, the school may take disciplinary action.

If a Lower Division student is found to have violated the school's drug and alcohol policy, he or she will be suspended immediately and may be dismissed. In determining discipline, the Principal of the Lower Division will consider how both the school and the student can confront substance use issues, such as through counseling and/or drug screenings. A student who is suspended for a drug/alcohol violation will remain on substance abuse probation for the duration of his or her Denver JDS experience. A student who violates the drug and alcohol policy a second time will be expelled. Denver JDS will support a student who seeks help for a substance-related problem. Support may include on-going discussion with staff members, professional assessment, professional counseling, or participation in a rehabilitation program. A student who seeks help for a substance-related problem voluntarily, and not as a result of a drug or alcohol policy violation, generally will not face disciplinary action.

7.6 BANNED ITEMS

Students should not bring any items to school they do not need for classes. Possession of banned items may be grounds for detention, suspension, or expulsion. Possession of alcoholic beverages, illegal substances, weapons or facsimiles, fireworks or other highly combustible materials, or tobacco products, will likely be considered a serious violation of these guidelines.

7.7 CONSEQUENCES FOR CODE VIOLATIONS

Consequences for misbehavior may include, but are not limited to, silent lunch, detention, suspension, expulsion, community service, loss of eligibility for extracurricular sports and activities, loss of off-campus privileges and/or loss of eligibility to participate in other school activities.

Detention, suspension, dismissal and other consequences are not necessarily sequential, each being determined by the nature of the offense. Extreme misbehavior such as fighting, truancy, highly inappropriate conduct toward others or possession of banned items may be grounds for immediate suspension or expulsion.

7.8 SUSPENSION

A student may be suspended from one or more individual classes. When a student is suspended, all work is to be made up, and the student will receive half of the credit which otherwise would have been earned for this work. Suspensions may be in-school or out-of-school, at the discretion of the Lower Division dean or Lower Division principal. Note that the school may be obligated to report suspensions to other schools and/or colleges to which students request that transcripts/records be sent.

The school administration may remove a student from Denver Jewish Day School in response to violations of school rules and regulations, disobedience, open and persistent defiance of proper authority, refusal to obey a member of the school staff, conduct which disrupts the education of others, or conduct which harms and/or endangers the student, other students or property. Denver JDS staff may take actions of reasonable and appropriate physical intervention to protect people or property.

7.9 DISCIPLINE PROCESS

The discipline process is as follows:

Step 1 **Minor offenses**—teacher deals with student

Teachers will follow these steps to help resolve a problem with a student:

- A. For minor offenses, the teacher first will speak with the student about the specific behavior.
- B. In the case of serious and/or chronic misbehavior, the teacher will submit a discipline report to the Lower Division Administration.

Step 2 **Serious/chronic offenses**—teacher submits discipline report. In accordance

with the by-laws, the Lower Division dean and the principal of the Lower Division will make all decisions for consequences, suspension, or expulsion. Expulsion generally will follow the fourth serious disciplinary report. The Lower Division dean/principal has discretion to determine the consequences of a disciplinary report, including whether to allow a student further disciplinary reports. The Lower Division dean's/principal's decisions will be based on the severity of the violation(s) and the time during which the violations occur. In some cases, records of serious misbehavior prior to enrolling at Denver JDS may also be taken into consideration. The Lower Division dean/principal will provide prompt written notification to the parents/guardians of an expulsion, of a second and each subsequent discipline report, or of a first discipline report if it results in a suspension of a half day or longer. The Lower Division principal and/or dean will also confer with the parents/guardians with each disciplinary report subsequent to the first required written notification. A staff member designated to act in the Lower Division dean's/principal's absence may suspend a student.

Step 3 Lower Division dean/principal meets with student and teacher.

Step 4 With second and each subsequent discipline report, the Lower Division dean/principal will:

- A. Meet with student and teacher
- B. Notify parents/guardians in writing

Step 5 If first discipline report results in a suspension of half day or longer or immediate expulsion, the Lower Division dean/principal will:

- A. Notify parents/guardians in writing
- B. Notify head of school/CEO in writing

- Step 6 Dismissal will generally follow the fourth disciplinary report. Lower Division dean/principal will:
- A. Meet with student and teacher
 - B. Notify parents/guardians in writing
 - C. Notify head of school/CEO in writing
- Step 7 Within five school days of written notification of dismissal, parents/guardians may appeal by submitting written notification to the principal of the Lower School.
- Step 8 Within 10 school days of receipt of letter of appeal, the principal of the Lower Division will meet with the Lower Division dean to render final recommendations.
- Step 9 Lower Division principal will notify parents/guardians of final decision in writing.

7.10 APPEALS

A student and the student's parents or guardian may appeal an expulsion. Suspension and other forms of disciplinary action are not subject to appeal.

To appeal, a letter of appeal must be submitted to the Head of school within five school days of the family's receipt of written notification of dismissal. Within 10 school days of the head of school's receipt of the letter of appeal, the head of school, the principal of the Lower Division and a faculty member of their choosing will meet with the Lower Division dean. This group will render a final recommendation on the appeal to the principal of the Lower Division who will make the final decision on the appeal.

7.11 INTERROGATIONS AND SEARCHES

7.11.1 Right to Search

Denver JDS lockers, desks and other properties are provided for the convenience of students and are subject to inspection without notice. Moreover, Denver JDS personnel have the right to search any Denver JDS property, the person, clothing, locker, automobile, packs, or other personal belongings of any student under his or her supervision whether or not it is during school hours and regardless of location. The school cooperates with the Arapahoe County Sheriff's Department's K-9 Unit in periodic sweeps of the school for illegal substances. School personnel who suspect possession of such items as illegal drugs, alcohol, stolen properties, fireworks and other highly combustible materials or weapons may conduct searches. Denver JDS divisional principals and/or deans may refer a student who refuses to submit to a search to law enforcement authorities. Denver JDS administration may accede to police requests for assistance in conducting warranted searches.

7.11.2 Interviews with Police, Juvenile Officers, or Other Law Enforcement Officials

When law enforcement officials seek to question students during the school day or during periods of extracurricular activities, the Denver Jewish Day School Lower Division official in charge at the time of the interrogation will be present unless a parent, guardian, or

attorney representing the student is present. The official will undertake reasonable efforts to contact parents or guardians to notify them in advance of any such interrogation.

7.12 HARASSMENT

7.12.1 General Policy

Denver JDS recognizes individual differences in culture, race, ethnic origin, creed and gender. In order to provide a positive environment for the mutual respect of one another, certain guidelines for appropriate behavior need to be recognized by each student. Inappropriate behavior, either verbal or physical, which disregards the feelings of others, or is demeaning, may constitute harassment. Harassment includes unwelcome physical advances, unwarranted verbal remarks and derogatory or discriminatory statements. Harassment is not tolerated at Denver JDS.

7.12.2 Sexual Harassment

Sexual harassment is unlawful and is defined, in part, as unwelcome and unwanted sexual advances or favors, other physical or verbal conduct of a sexual nature, including gender-based harassment that creates an intimidating, hostile or offensive educational environment.

Sexual harassment may include:

- A. Pressure for sexual activity
- B. Unnecessary touching in any form
- C. Display of explicit, offensive or demeaning materials, including photographs
- D. Statements of a sexual nature which are likely to embarrass that person or anyone hearing it

7.12.3 Sexual Orientation/Gender Identity Harassment

Sexual orientation/gender identity harassment is the use of demeaning or hurtful language, threat of violence or use of violence toward another person on the basis of his or her sexual orientation or gender identity; whether heterosexual, lesbian, gay, bisexual, or transgender (LGBT).

Use of offensive terms toward other individuals which denigrate LGBT individuals will not be tolerated. This may be the case even when the intended victim does not identify as LGBT, or when the use of such a term is not directed at any specific individual, but rather is used pejoratively to a class or category based on sexual orientation.

7.12.4 Racial/Ethnic Harassment

Racial/ethnic harassment is any abuse — physical, written, or verbal (including “humor”) — directed at an individual or group solely on the basis of race or ethnic heritage.

Racial/ethnic harassment may include:

- A. Demeaning graffiti
- B. Epithets based on race or ethnicity
- C. Racially/ethnically stereotyped remarks or “humor”
- D. Insensitive comments in or out of class

7.12.5 Bullying

Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically is repeated. Bullying differs from conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

7.12.6 Hazing

Hazing is defined as committing an act or acts against a student or coercing a student to commit an act that creates risk or harm to a person in order to be initiated into a student group, organization, or class.

7.12.7 Harassment Complaint Procedures for Students

- A. Any student who believes he or she has been harassed should report the matter immediately to his/her teacher or the Lower Division dean.
- B. Any student, teacher, or staff member who becomes aware of any possible harassment of a student should advise the Lower Division dean promptly.
- C. The Lower Division dean shall be responsible for prompt action to clarify the complaint and conduct an investigation to determine the extent and specifics of the harassment, including a conference with the alleged offender.

7.12.8 Title IX

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. Josh Lake is the Denver JDS Title IX Coordinator. Please contact Josh Lake with any questions, concerns or if you would like to report a discrimination violation related to Title IX.

COVID-19 ADDENDUM

Guidelines And Precautions for COVID-19 August 10, 2020 (subject to change)

Summary of Campus Wide Health Guidelines (posted on main entry doors)

- 1. Illness - Before Entering School Buildings Or Staying On Campus**
 - Do not come on campus if you are sick. This includes any fever above 100.4.
 - All adults must take their temperature upon first entry to school buildings each day using mounted touchless thermometers in school lobbies.
 - Do not come on the campus if you have COVID-19 symptoms, are awaiting the results of a COVID-19 test (even if you are asymptomatic), or if you have had close contact with a person infected with COVID-19.

- Conduct a Covid-19 symptom screening. COVID-19 symptoms include:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

2. When On Campus

- ALWAYS maintain a safe physical distance from all people.
- Wear a mask at all times when you are inside the buildings & outside during drop off/dismissal & when not physically distanced. Masks must be worn over the mouth & nose.
- Practice good hygiene - wash hands frequently, use hand sanitizer.
- Avoid touching high use surfaces when possible.
- Extend greetings without physical contact.
- Cough and sneeze into your elbow and away from other people

3. Who Can Be At School?

- Students may be at school during approved school hours.
- Faculty and staff may be at school during approved work hours.
- Staff may work remotely to the extent possible.
- Service providers may only enter school buildings if absolutely necessary.
- Parents and guests may only enter the buildings when it has been pre-arranged with a Denver JDS administrator and should not remain on campus for extended times.

COVID 19 Precautions

Denver JDS is instituting many precautions to protect our students, faculty, and staff. While there are no guarantees, the following fifteen precautions will help make our school as safe as possible.

1. Masks

Everyone on campus will be required to wear a mask at all times while inside the school and under certain circumstances when outside. Masks should be reasonably tight fitting but still

comfortable. Thicker (3 layers or fabric) masks are recommended. Masks with plastic vents are not permitted.

- Mask breaks will be permitted with permission from teachers.
- Teachers will allow students to remove their masks when outside, under certain controlled circumstances, when students are separated by 6 feet or more distance.
- We will help students get used to the masks but ultimately a student will have to wear a mask or he/she cannot remain in school.
- Each student should bring three masks to school every day. Help your child find a mask that he/she is comfortable with.
- We will have basic masks available in the school office as needed but everyone should have their own masks.
- We have clear face masks for faculty so that students can see their teacher's facial expressions. Each teacher will decide when and if to use this type of mask.
- The state will be providing one KN95 mask per week for all school employees.
- The student council will be selling DJDS masks.

2. Physical Distancing

- Physical distancing will be required for all adults and all Upper Division students.
- Physical distancing will be used with students in the Lower Division but not as strictly. According to the latest research and guidance, physical distancing does not need to be as strict with younger children.
- Hallways and many common areas will have directional markings to delineate where to walk.
- Physical distancing will be taught but ultimately a student will have to adhere to the physical distancing policies or he/she cannot remain in school.

3. Hand Washing/Hand Sanitizing

- Students and teachers will wash their hands with soap and water for 20 seconds throughout the day.
- Students and faculty/staff will have access to hand sanitizer to use frequently. Students will wash or sanitize their hands before and after eating and before going outside and returning inside.

4. New Campus Cleaning Procedures

- We have hired a new professional cleaning company (Service Solutions) to clean and disinfect the school daily.
- The cleaning company will provide a full-time day porter to clean and sanitize high traffic areas during the day.
- Teachers/students will disinfect desks and classroom items during the day.
- Cleaning company will conduct frequent deep cleans and is prepared to properly disinfect the buildings in the event of a COVID-19 outbreak.

5. Temperature Checks & Symptom Checks

- Students and employees will be required to pass a daily symptom screening, including a temperature check, at home before coming to school.
- Touchless free standing thermometer stations are located in the lobbies of both buildings for regular usage by adults and classes of students.

- All adults must take their temperature upon first entry to school buildings each day using mounted touchless thermometers in school lobbies.
- Each student must have a temperature check at least one time per day. Teachers should take their class for a temperature sometime during the school day.
- A list of symptoms and a self checker from the CDC can be found [here](#) on the main Coronavirus page of the CDC website.
- COVID-19 symptoms include:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Do not come on campus if you are sick. This includes any fever of 100.4 or above. If you become sick at school with a fever of 100.4 or above or if you have any of the symptoms of COVID-19 you must notify a school administrator and depart the school. Students with any COVID-19 symptoms or a fever of 100.4 or above should be sent to the office immediately. Depending on an evaluation of their symptoms, they may be sent to the COVID-19 isolation room and arrangements for their departure from school will be made.
- School administration will notify Tri-County health of any COVID-19 related health incident and follow their guidance. [This guidance from the Colorado Department of Public Health and Environment](#) will be used in conjunction with TCH and will be followed until guidance is received from TCH.

6. HEPA Air Purifiers & Air Quality

- HEPA air purifier units have been placed in every classroom and other areas of the buildings.
- These systems filter and circulate air five times an hour. (See appendix for picture).
- Turn the unit at at the beginning of the day and off at the end of the day. The units should not be left running overnight.
- You are encouraged to open the windows in your room. Be sure to close windows before you depart school.

7. Shared Supplies Shared supplies will be greatly limited and supplies that are shared will be sanitized regularly.

8. Desks Every student will have his/her own desk. Desks are to be distanced from each other.

9. Desk Shields Desk shields are in place on every student desk (K-12).

10. Cohorts Cohorts are in use to limit the number of students and faculty who have contact with each other. Ultimately each division is a unit.

11. Outside Learning - Teachers will take students outside frequently to conduct class. We have lots of beautiful areas for outdoor learning. Specific areas are identified so that there will not be confusion. Breaks can be taken outside and lunch can also be eaten outside as possible.

12. Limited entry to school buildings Parents and visitors will only be permitted in the buildings with permission from a school administrator. Meetings will be conducted by Zoom & phone.

13. Entry and exit Students will enter in the morning and depart in the afternoon through multiple doors. Specific grades will be assigned to certain doors. This will prevent too many people from congregating in one area at these times.

14. Some programs are on hold as safety concerns are addressed

- All trips and field trips are currently on hold
- After school Blast Program is currently on hold
- We are examining how we can safely offer After Care and Before Care. These programs will not be offered at the start of the school year.
- Middle School and High School sports have been delayed for now by CHSAA.

15. Travel guidelines

Employees and students are asked to limit travel as much as possible prior to their return to school. Additionally, we ask that individuals notify a division principal or the head of school if they plan to travel by air, or travel to a COVID-19 hotspot (a state experiencing increasing cases, and increasing positivity rates over the most recent 14-day period or a positivity rate of 10% or greater). In those cases, we may require that they take a COVID-19 test three or more days after they return from their travel, receive a negative COVID-19 test result, and/or self-isolate for a period of time before they may return to campus.

COVID-19 Case Management

If an employee, student, or close contact of an employee or student has COVID-19 or COVID-19 symptoms, Tri-County Health will be contacted by a school administrator and their experts will guide us through the steps to take according to the latest guidance and protocols. [This guidance from the Colorado Department of Public Health and Environment](#) will be used in conjunction with TCH and will be followed until guidance is received from TCH.

COVID-19 Community Covenant

Denver Jewish Day School is a sacred community dedicated to living Jewish values every day. In addition to our *Divrei Chaim* (Words to Live By) and Mliddot (Jewish Value), our COVID-19 practices are driven by our interpretation of the Jewish concept of *Pikuach Nefesh* (saving a life) and the biblical commandment to “build a parapet around your roof” (Deuteronomy 22:8). The health and safety of our community members will rely on an abundance of caution practiced by all of us. To that end, members of the Denver JDS community, please read our COVID-19 Covenant and abide by the behaviors outlined there.

- I pledge to do my part to keep our community in good health.

- I understand I have a role in the fight against COVID-19 and pledge to take responsible actions when among my fellow citizens.
- I will demonstrate personal integrity, respect for others, and support the health and safety of the greater Denver JDS community by:
 - Following public health guidelines in place to better protect myself and others.
 - Adhering to physical distancing guidelines.
 - Adhering to mask wearing guidelines.
 - Keeping my hands clean and sanitized when out in the community.
 - Adhering to number limits in social situations to prevent high-spread scenarios.
 - Modifying my actions to protect myself and others and, when appropriate, respectfully encouraging others to do the same as guidelines and recommendations adapt over time.

By taking the pledge, I accept responsibility for myself and my actions and will do my best to prevent the spread of COVID-19 to help keep our community safer for all.

Four Learning Scenarios for the 2020-21 School Year

1. All Students Every Day - In school learning with significant precautions
 - We will also offer a streaming option that will be available when in school learning is taking place.
 - We will stream classes for students who are at home by family choice or because they are quarantined. This option does have limitations.
2. Hybrid Model - Monday/Wednesday and Tuesday/Thursday.
 - This scenario would be implemented if we need to limit the number of students allowed in a class or in school at one time.
3. Enhanced Remote Learning Model
 - Remote learning 2.0. All students learning remotely as in spring 2020, but better.
4. Traditional School - School like it was “Pre-COVID-19” — Because we are optimists!

We are also prepared to switch between the following four scenarios during the school year as the health situation dictates. Having the two divisions in two different scenarios is a possibility.