



Extraordinary Education. Timeless Traditions. Inspired Lives.

UPPER DIVISION FAMILY HANDBOOK

2020 - 2021

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2019-20 FAMILY HANDBOOK
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HANDBOOK INTRODUCTION

A school functions best when parents and students understand its policies and procedures. Parents and students should be familiar with the policies in the Upper Division Family Handbook. Please refer to this handbook 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 Upper Division Principal with any questions.

1.0 ABOUT THE SCHOOL

1.1 MISSION STATEMENT

Our mission:

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 ability of families insofar 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
חסד <i>Chesed</i> Kindness	We demonstrate compassion through our thoughts, words, and actions, seeking that which is morally upright and good.	<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.
יושר <i>Yosher</i> Integrity	We adhere to a code of honor and responsibility, acting with consideration for	<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

	others and our world and recognizing that we are created in God's image.	in a considerate and dignified way when interacting with others and with our community, showing appreciation for the world around us.
סקרנות <i>Sakranut</i> Curiosity	We approach the world with wonder and awe, eager to engage in the processes of inquiry and learning.	<ul style="list-style-type: none"> ● אהבת תורה - Ahavat Torah - Love of Learning: We engage in our learning of Torah and secular knowledge with a deep interest and passion for better understanding the world around us. ● חקר - Cheker - Inquiry: We commit to learning all we can through continued inquiry, research, and investigation, persisting in asking questions and seeking answers.
קהילה <i>Kehillah</i> Community	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.	<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.
תכלית <i>Tachlit</i> Purpose	We think, speak, and act with intent, aiming to make our world a better place.	<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 - Tikun 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

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

טון <i>Chesed</i> Kindness <i>We demonstrate compassion through our thoughts, words, and actions, seeking that which is morally upright and good.</i>	<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.
יושר <i>Yosher</i> Integrity <i>We adhere to a code of honor and responsibility, acting with consideration for others and our</i>	<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.

<p><i>world and recognizing that we are created in God's image.</i></p>	<ul style="list-style-type: none"> ● 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 <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 <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 <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 an 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 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 Denver JDS Position On LGBTQ Inclusivity and Allyship

Denver JDS is a welcoming community that embraces a diversity of life experiences and Jewish journeys and fosters connections and support among our members. In alignment with our middot and mission, Denver JDS welcomes all Jews, regardless of their sexual orientation or gender identity, as full participants in all aspects of our school community.

1.6 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.

1.7 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, and real-world application and transfer of 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.

1.8 GENERAL DESCRIPTION

Denver Jewish Day School Upper Division provides a unique experience in total Jewish education. The school is committed to accepting students with different levels of Judaic skills and integrating the Jewish and general studies programs when possible. The Jewish studies program provides the knowledge, skills, and attitudes that will enable students to understand and appreciate their Jewish heritage and prepares them to function as knowledgeable adults and leaders within the Jewish community.

The general studies curriculum is designed to prepare students to enter college and face the complexities and challenges of modern life. Courses in grades 6, 7, and 8 lay the foundation for more advanced study and encourage enthusiasm for learning. In grades 9 through 12, students study English, mathematics, science, social studies, and Hebrew language at a college preparatory level every year. In all courses, there is a concern with both the mastery of specific information and the process of learning, writing, and thinking. Teachers work with students to help set and meet high academic standards.

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.

1.9 BOARD OF TRUSTEES—VOTING MEMBERS

BOARD OF TRUSTEES 2020-21

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)

Ex-Officio

Avi Halzel, Head of School/CEO
Krista Boscoe, Director of Advancement
Shayna Friedman, Director of Admission
Rick Getz, Business Manager
Elana Shapiro, Principal, Lower Division
Jason Snyder, Principal, Upper Division
Jason DiGioia, Upper Division Faculty Representative
TBD, Lower Division Faculty Representative

1.10 HOW PARENTS CAN SUPPORT A DENVER JDS EDUCATION

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, secular and Judaic.
- B. Be familiar with and support our Divrei Chaim (Words to Live By) and Core Values (*Middot*). (See “Words to Live By” Sec. 1.3)
- C. Establish expectations that are fair and realistic. Give the message to your student that you value honest achievement more than the mere appearance of academic success. (See “Academic Honesty” Sec. 2.2.1)
- D. Help your student make good choices and learn to establish priorities.
- E. Know and help see that your student follows the attendance rules, the kashrut policy, and the 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” Sec. 1.7) Do not wait until a problem grows before establishing a dialog. You may follow your child’s academic work online by checking Google Classroom and FACTS/SIS frequently. Email is a quick and effective way to communicate with faculty members and administrators. (See “Electronic Communication,” Sec. 6.6.2)
- H. Encourage and model tolerance and respect for the diversity of Judaic belief and practice found in the Denver JDS Upper 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 Upper Division Behavior and Discipline Code (Sec. 7.0). Be aware of the consequences that will result from the 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.

1.11 PROCESS FOR EFFECTIVE PARENT-SCHOOL COMMUNICATION

In order for the three components 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 Upper 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 further discussion, contact the department chair.
- E. If you feel the matter merits even further attention after the conversation with the department chair, contact the Dean of Student and Faculty Affairs or the Upper Division Principal.

- F. While dealing with a sensitive issue with one's own children, it can be difficult to remain even-keeled. Please strive to maintain an open and cooperative attitude. While we may often have different perspectives surrounding difficult issues, the overall well-being of the student is paramount. The Denver JDS *Divrei Chaim* should serve as a guide for the actions of all members of the Denver JDS community, including parents.
- G. Keep the Upper Division Principal informed about personal and family issues that may impact your student in school.

The Upper Division Principal is responsible for all operations at the Denver JDS Upper 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.

1.11.1 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 above when questions arise.

1.11.2 Calendar

School calendars for 2019-20 calendars are available on the school website, www.denverjds.org. For the most recent and complete information regarding extracurricular school sporting events, access the online Athletic Calendar.

1.12 STUDENT COUNCIL

The Upper Division's Student Council is an organization whose structure, role, and responsibilities have been granted by the administration. Student Council advises the administration of student concerns and sponsors many activities that enrich school life.

1.13 PARENT TEACHER ORGANIZATION (PTO)/ 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 funds to benefit 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. All parents will receive information about volunteering for PTO along with other back-to-school information prior to the beginning of the school year. The same information will also be available on the school website at www.denverjds.org. The PTO President for the 2019-20 school year is Alyson Slatkin who can be reached at alyson259@gmail.com

2.0 ACADEMICS

2.1 ACADEMIC CALENDAR

There are two semesters in the school year, each composed of two grading periods of about nine weeks in duration.

SEMESTER	GRADING PERIOD	ENDING DATE
1	1	October 18
	2	December 18
	Final Exams	December 14-18
2	3	March 27
	4	June 4
	Final Exams	June 1-4

2.1.1 Senior Development Program (SDP)

During the last weeks of the school year, students in grade 12 will participate in the Senior Development Program (SDP). Successful completion of SDP is a requirement for graduation. Direct any questions to Dean of Technology and Programs Josh Lake.

2.2 POLICIES

2.2.1 Academic Honesty

Students are expected to be honest. Cheating in any form is detrimental to the learning atmosphere the school strives to create and contrary both to our mission and Divrei Chaim. Academic dishonesty is a violation of the Denver JDS Upper Division behavior and discipline code. (For specific details on what constitutes academic dishonesty see "Cheating/Plagiarism" Section 7.4)

2.2.2 Time Schedule

Regular school hours are 7:55 a.m. until 3:25 p.m. Monday through Thursday, and 7:55 a.m. until 2:35 p.m. on Friday. On late-start days (several Wednesdays during the school year), school begins at 9:40 a.m. See the Denver JDS online calendar for these dates. Supervision will be provided from 7:30 a.m. for those students who arrive early on late start mornings. Students who are dropped off at school before 9:15 a.m. need to check in on arrival with the supervisor on duty or the school office.

2.2.3 Drop/Add

With permission of all teachers involved, students may change course selections up to September 1 for First Semester and February 1 for (new classes) Second Semester. Thereafter, courses may only be changed by completing a drop/add form and obtaining the approval of the department chair and the Dean of Student and Faculty Affairs. Students who transfer from one class to another will receive one grade at the end of the quarter, which reflects their cumulative performance in both classes.

2.2.4 Advanced Placement/PSAT/PLAN

Advanced Placement (AP) preparation is offered in some high school classes. Advanced Placement courses are taught at the college level. Students should expect significant additional work in these courses. Coursework requirements for Advanced Placement designation on the transcript are determined by each individual teacher.

Fees for the Advanced Placement exams must be paid in September for students in grade 12 in order for the Advanced Placement designation to be noted on “Courses in Progress” and other official records of enrollment sent to colleges for seniors. Advanced Placement fees for students in grades 10 and 11 are due in March prior to the exams in May. Advanced Placement fees are non-refundable.

Students are not expected to attend classes on the day they take an Advanced Placement exam.

PSAT's are administered at Denver JDS to all sophomores and juniors on the nationally administered Wednesday testing date in October. The PSAT is a practice test for college entrance exams. Students take it in the spring of their junior year and fall of their senior year, and it measures skills in three areas: critical reading, mathematics, and writing. Those juniors who have been approved by the College Board for the accommodation of additional time will have the option of having that accommodation provided by Denver JDS for an additional testing fee or taking the test with their classmates without accommodations.

PLAN testing is offered but not required for sophomores and juniors. The PLAN is a pre-ACT college entrance exam that is designed to be a predictor of success on the ACT, just as the PSAT preparatory test is for the SAT. The PLAN assessment consists of four academic achievement tests: English, math, reading, and science, and measures what students know and what they are able to do with their knowledge. Those students opting to take the PLAN are expected to make up any missed classwork. The PLAN is purely optional and accommodations cannot generally be provided. Please contact College Counselor Ceci Lowinger with any questions.

2.2.5 Special Testing Accommodations

Special testing accommodations such as extra time may be granted for students taking the ACT and/or SAT when professional educational testing justifies them as determined by the ACT and the SAT (College Board). Significant lead time before the tests are administered — months not weeks — may be required for the process of obtaining/reviewing educational testing and applying for these special accommodations.

For those students with already approved SAT and/or ACT accommodations that require school-based testing (not national testing):

- There will be a \$60 administrative fee for each test given on a Sunday or on another day during a break during the school year.
- There will be a \$30 administrative fee for each test given during a school day.
- Two exams in total per school year (the ACT and/or SAT) can be administered by the school on Sunday mornings within the ACT/SAT permitted test-date windows, pending availability of approved test administrators. Students opting for more than two total test administrations by the school per school year may need to be tested during a school day within the permitted test-date windows.

Contact Denver JDS College Counselor Ceci Lowinger (clowinger@denverjds.org) with any questions about special testing accommodations.

2.2.6 Free Periods

During free periods, students in grades 10 through 12 may be allowed to socialize in the Lowinger Family Commons if it is not in use. Students in grades 11 and 12 may leave campus with parental permission. Students may sit along the sides of the hallways during their lunch or free periods if so allowed by supervisors as long as they do not obstruct those walking through the hallways or make excessive noise.

2.2.7 Tiger Time

“Tiger Time” is the name for the blocks of time with no scheduled classes between 11:50 A.M. to 12:55 P.M. every Tuesday and Thursday. The rationale is to give students and their teachers time for remediation, make-up work/tests, and other one-on-one or small group support. Tiger Time also allows for longer science labs, clubs, and assemblies for multiple grades without the need to miss classroom instruction. Middle school students largely have their time structured through their advisors, while high school students are largely free to choose to use their time as they decide. This freedom for high school students allows them to practice priority-setting and time-management skills before they matriculate to college.

2.2.8 Extra Help and Tutoring

Students should contact teachers directly for limited extra assistance outside of class. Students should take particular advantage of Tiger Time to meet with teachers for additional help. More extensive assistance may require an outside tutor. Parents may contact Peta Miller Dean of Student and Faculty Affairs, for help in locating a tutor.

2.2.9 Homework

Parental involvement in homework is expected to be minimal. If your student needs extensive help to succeed in a class, contact the teacher. Students are encouraged to use Tiger Time to reduce the amount of time needed at home to finish homework. Time spent on a given assignment can vary widely among students, but here are general intended homework amounts:

Grades 6-8 — Students should expect an average of approximately 10 minutes per grade level per night. (Example: sixth grade = 60 minutes) Homework should not be done with the assistance or input of other students unless the teacher specifically instructed otherwise.

Grades 9-12 — Students should expect an average of approximately 30 minutes a day per academic subject. Advanced Placement classes and accelerated classes in the math and science departments will require additional preparation time. Homework should not be done with the assistance or input of other students unless the teacher specifically instructs otherwise.

On the day immediately following a major Jewish holiday, no student homework will be due. Tests and quizzes will also not be assigned on these days. The major Jewish holidays include Rosh Hashanah and Yom Kippur; the 1st, 2nd, 7th, and 8th days of *Sukkot*; *Purim*; the 7th and 8th days of Passover; or *Shavuot*. Students may have

schoolwork that is due two days after a holiday, or during the intermediate days (3-6) of Sukkot, or any other Jewish holiday.

There are also several “Minor Fast Days” that may fall during school days. On these fast days, observant students refrain from eating from sunup to sundown. For that reason, no quizzes, tests, or major in-class assessments may be given on these days. Physical education activities are optional for fasting students. Assignments, tests, quizzes, and other assessments may be given the day following a fast day. The fast days that fall during the school calendar are *Tzom Gedaliah*, the 10th of *Tevet*, and *Ta’anit Esther*.

2.2.10 Late Work

Late work will normally face a 10% (one letter) per day grade reduction. While teachers may exercise their discretion in accepting late work, unless an accommodation for extra time to complete assignments is provided for in a student’s Learning Plan (LP) assignments will generally not be accepted more than one day late. To be binding, any agreement regarding the acceptance of late work must be confirmed via email by the teacher. In the case of a student being absent from school, homework, and assignments due whilst the student was absent are due the first day the student returns to school. Exceptions may be granted by Peta Miller, Dean of Student and Faculty Affairs if the request for additional time is supported by a note from a medical practitioner.

2.2.11 Final Exams

Final exams will be given to high school students during the last week of each semester. High school students are dismissed to leave the building at the conclusion of the last examination each day. Final exams count as 20% of the semester grade. A schedule will be announced prior to the week of finals. Middle school students do not take final exams, with the exception of 8th grade students; they take a math final only. Sixth and seventh graders in a math class that has predominantly 8-12 graders will also take a math final. (The class’s math teacher will determine how this eighth-grade semester exam grade will be counted toward the quarter or overall semester grade.) **Final exams cannot be administered early.** If an absence causes a student to miss a final exam, the exam must be made up as soon as possible **after** the original exam date.

RULES FOR FINAL EXAMS

- A. The school dress code is in effect during finals, including the requirement for boys to wear kippot.
- B. It is the student’s responsibility to avoid cheating **and the appearance thereof**. The student must do his/her own work and keep his/her eyes on his/her own work. The student should sit well away from any other student at his/her table and should not sit at a table with a student who is taking the same exam. The student should find a table with a student in a different class.
- C. The student should not get up from his/her seat during the exam. The student should raise his/her hand with any questions and keep working until a teacher can come to his/her table.
- D. The student may not continue to work on an exam after leaving the testing room. The student should use the restroom prior to beginning his/her tests, and raise his/her hand if a tissue is needed.

- E. Only materials that are specifically allowed by the teacher may be at or near the testing location. Books, backpacks, purses, pencil bags, and other items should be kept well away from the test table – against the wall or on the bleachers in the gym.
- F. The student may not have any electronic communication, recording, or playback devices on or near him/her during the tests. This ban includes but is not limited to cell phones, Apple watches, computers, tablets, AirPods, personal gaming devices, or any other players/recorders.
- G. The student may only use calculators that are allowed/approved by the teacher for the exam. If the student's calculator is programmable or has memory, it can only have teacher-approved programming or information stored in memory.
- H. The school may modify testing security rules as deemed necessary to support academic integrity among students.

2.2.12 Promotion Requirements

In order to move from grade to grade, all core classes must be passed at the "D" level, or a school-approved schedule for make-up work must be on file. The Upper Division Principal will meet with parents to discuss the advisability of repeating a grade when more than one class has not been passed during a semester.

Students may accelerate in a subject matter with the prior permission of the Principal of the Upper Division. The students must complete the course work on their own over the summer and MUST pass an assessment with no lower than 80%.

2.2.13 Fail/No Credit

All classes required for graduation must be passed at the minimum "D" level. No credit is earned for failures. Failures must be made up in a manner that is acceptable to the school. It is the responsibility of the student and parents to gain approval for make-up work from school administration before it is undertaken. Students cannot earn credit for the second semester of a two-semester course (such as algebra) until they have successfully passed the first semester. Students cannot receive a Denver JDS Upper Division diploma until all failures at the high school level have been made up to the satisfaction of the school.

2.2.14 Retention

All students are expected to keep and maintain a grade point average of at least "C" in academic courses. Should a student's grade point average falls below this point, the student will be on academic probation for the following semester and the following will occur:

- A. The parents and students will be informed in writing.
- B. Parents of a student on academic probation will be encouraged to utilize FACTS/SIS to monitor grades closely.
- C. The Upper Division Principal or the Dean of Student and Faculty Affairs will meet with the student at least twice during the semester on probation to review progress.

Other measures, including school-mandated study sessions, prescribed use of Tiger Time or free periods, or organizational check-ins may be required of the student.

Generally, school policy does not permit academic probation for more than one semester for grades earned in high school. In order to remain at the Denver JDS Upper Division, high school students need to bring their grade point averages to a “C” by the beginning of the semester that follows the academic probationary semester.

The criteria for academic probation are the same for students in grades 7 and 8. However, students in the first semester of grade 7 will receive a warning — rather than official academic probation — if their grades fall below the “C” average. Grade 7 students in their second semester and grade 8 students either in their first or second semester will be placed on academic probation if their grades fall below the “C” level. They will have two semesters, however, to raise their grades to a level where they are no longer on academic probation. Students in grade 6 with grades that fall below the “C” level will be dealt with on a case-by-case basis.

2.2.15 Extracurricular Eligibility

In order to participate in Upper Division extracurricular sports (volleyball, basketball, baseball, or soccer), Student Council, and other school-sponsored extracurricular activities, students must meet eligibility standards. (Some eligibility requirements differ depending on a student’s grade level.) To earn and maintain extracurricular eligibility, students must do the following:

- A. Follow the Denver JDS Upper Division Behavior and Discipline Code. Loss of eligibility is one of several possible disciplinary consequences for school misbehavior (grades 6-12).
- B. Be in good academic standing from the previous semester. Those on academic probation when the semester begins can regain eligibility if they earn a 2.0 grade point average in general and Judaic studies courses, calculated separately, for the first nine-week grading period of the probationary semester (grades 8-12).
- C. Attendance is required of students on the day they intend to participate in an after-school extracurricular activity and on the morning immediately following. If a school athlete, for example, misses any part of a school game day or the following day he/she will be ineligible to play in the game immediately following the absence. If special circumstances apply, the student may appeal the ineligibility to the Dean of Programs.
- D. High school students must earn grades of 70% or above as a running average toward quarter grades in all academic classes during the season, as indicated on eligibility reports. There will be eight pre-determined eligibility periods in the school year, each roughly three school weeks in length, although the length of eligibility periods can vary considerably depending on vacations and special activities that affect the school and athletic calendar. Students who earn lower than 70% in any two academic classes or lower than 60% in one class, general or Judaic, will be “out” for the entire eligibility period. Eligibility can be restored at the beginning of the next eligibility period. A student whose grades drop below the standard will not be able to participate from the first Sunday through the last Friday of the following eligibility period. If grades improve sufficiently by the last Friday of that period, eligibility will be restored from the first Sunday through the last Friday of the subsequent eligibility period. Eligibility is determined by FACTS/SIS grades. There is no student appeals process with teachers. All ineligible students are required to meet with the Dean of Student and Faculty Affairs to discuss how best to regain eligibility for the next eligibility period (grades 9-12).

Please note that candidates for Student Council positions may need to meet higher eligibility requirements, in which case those standards will be shared with all students before the Student Council election campaigns begin.

2.2.16 High School Graduation Requirements

General Studies: Eight different semesters of English, Math, and Hebrew as well as six semesters of Science and Social Studies must be completed at a passing level to earn a diploma. Students must also complete four semesters successfully of General Studies electives to earn a diploma. In addition, students must complete Judaic Studies requirements and additional educational requirements as specified by the administration. Administration may modify some graduation requirements for students with diagnosed learning disabilities and/or who transfer into the school during high school.

Judaic Studies: The Denver JDS Upper Division Judaic Studies Program is a crucial component of the school's mission. Judaic Studies roots our students in traditional Jewish text and gives them an understanding of the 3,000-year history that formed the Jewish people. Combining rigorous academic study with meaningful spiritual questioning, it helps students find answers and feeds their desire to ask more questions. It encourages them to live values-driven lives and to seek opportunities to make the world a better place.

The goal of the Judaic Studies Program at Denver JDS is to produce knowledgeable, thoughtful, ethical, and spiritual students who have a solid foundation in the texts, traditions, and history of the Jewish people. Denver JDS high school students will spend four years exploring God, *Middot* (values), holiness, and community in a manner that will send them into the world with a greater sense of purpose.

Judaic Studies courses are primarily concentrated in the traditional texts of the Jewish people and their commentaries *Tanakh* - the 24 books of the Hebrew Bible; *Talmud* - the 63 volume legal/ethical compendium and explication of the Torah's teachings that serves as the foundational text of the modern Jewish religion; and *Halakhah* - Jewish legal codes.

An understanding of the Jewish people in the scope of world history is also critical to developing a sense of how the religion and the people have survived and evolved. General Jewish history classes are offered as Options classes in middle school, with more focused classes being offered in high school as both Core (e.g. American Jewish History and Israel Seminar) and Options (e.g. Holocaust Studies and Jewish Denver).

Options courses are meant to expose students to a broad variety of subjects beyond the normal reach of typical Jewish studies courses. As such, they might be based on topics in modern Jewish life, thought, history, literature, ethics, mysticism, Hassidut, or other topics.

Tefillah, Jewish prayer, has been one of the cornerstones of Jewish practice throughout history, with all modern denominations engaging in prayer on some level. As such, Denver JDS students explore both the theory and practice of tefillah by participating in Mincha (afternoon prayers) twice a week according to their preferred liturgy, as well as

by taking classes in our Zman Kodesh (holy time) program. In Zman Kodesh, students select two 30-minute per week classes each semester from a wide range of topics on prayer and spirituality, such as singing traditional Shabbat zemirot (songs/hymns), exploring the poetic side of Jewish liturgy, examining the history of human prayer across religions, and practicing yoga and meditation as a spiritual exercise.

The Judaic Studies requirements for graduation from Denver JDS are as follows:

- Students must take no fewer than twelve (12) semesters of Judaic Studies courses between the beginning of 9th and the conclusion of 12th grade.
- Each year, students will take two semesters of Judaic Studies Core courses, which meet five days a week, for a total of eight (8) semesters of Judaic Core classes.
- Students additionally must take at least four (4) semesters of Options courses that are Judaic in nature.
- Students must take at least one (1) semester of Jewish history at the high school level, as either a Core or Options course.

If a student joins Denver JDS in 10th, 11th, or 12th grade from another school, these requirements would be prorated to the appropriate degree as specified by the Upper Division Dean of Judaic Studies.

Students may also take Judaic Honors courses in order to graduate with “Distinction in Judaic Studies.” For more information, see section 2.2.21.

2.2.17 Tzedek Program:

In addition to the Tzedek classes taken in 7th and 9th grades, Denver JDS offers an optional high school Tzedek Program. The Tzedek Program is an optional track of interdisciplinary coursework for high school students. The program culminates with recognition of its completion with a cord worn at graduation.

The goal of the Tzedek Program at Denver JDS is to produce students who engage with the world around them and take on the problems and challenges of the 21st century. Students learn about issues of justice, the environment, equality, and diversity. The Tzedek Program gives students hands-on experience in changing their community and their world through action and volunteerism (*g'milut chasadim*), righteous generosity (*tzedakah*), and advocacy (*temicha*).

Denver JDS will strive to offer one secular and one Judaic Tzedek Options class per semester.

Requirements

In order to graduate with distinction Tzedek, a student must fulfill the following requirements:

- *Completion with a passing grade of four (4) semesters of Tzedek-based classes.* These classes will be announced on an annual basis and tracked by the school.
- *Completion of Community Service Requirement:* attendance at three (3) Tzedek Program service activities per year, or a total of nine (9) over a student's 9th, 10th,

and 11th grade years of high school.

- *Completion of a Tzedek Capstone Project* in their 11th or 12th grade year. Students will:
 - Take the Options course entitled 'Tzedek Capstone' in their 11th or 12th grade year, in which they will focus on a significant societal issue, under the direction of the Tzedek Coordinator and/or the Upper Division Dean of Judaic Studies, and do significant in-class partner learning (*chevruta*) on that topic from both a Judaic and real-world perspective.
 - Create a final project/paper that integrates Judaic learning and a real-world perspective. The project must be approved beforehand by the Tzedek Coordinator
 - Show significant engagement related to their project that involves volunteerism (*g'milut chasadim*), righteous generosity (*tzedakah*), and advocacy (*temicha*).
 - Give a presentation of their Tzedek Program project to a group of parents, teachers, and students.
- *Take a leadership role in the Tzedek Program.* 11th and 12th graders will be on an advisory council to help the Tzedek Program Coordinator find great Tzedek opportunities for Denver JDS students in the Tzedek Program.

For more information on the Tzedek Program, contact Tzedek Program Coordinator Channa Schweid, Upper Division Dean of Judaic Studies Benjamin Levy, or Upper Division Principal Jason Snyder.

2.2.18 Community Service Requirement

Community service is required at Denver JDS in grades 9 through 12. The yearly requirement is for students to perform 18 hours of service. Within the 18 hours, students must perform at least eight hours out of school with a recognized non-profit community, advocacy, or volunteer organization OR attend 2 Denver JDS Tzedek program service activities. Successful fulfillment of this requirement is noted on school transcripts.

Denver JDS provides the following opportunities for student participation in activities that count toward their community service requirement:

- School-Organized Extracurricular Community Service Events
- Science Department Assistance
- Athletic Event Assistance
- Sanctioned Representation of Denver JDS at After-School and Weekend Events
- Serving as a Denver JDS Ambassador
- Tutoring a Denver JDS student under the direction and prior approval of an academic department chair as a volunteer (i.e., without payment)

Other forms of at-school community service may be accepted but will first need to be proposed to and authorized by the school administration. For further guidance on qualifying out-of-school community service, please direct questions to Tzedek Program

Coordinator Channa Schweid.

Community service hours must be completed between the beginning of the school year and the Friday of the first week of May. Completed community service verification logs with student and parent signatures and including service supervisor names and phone numbers are due on this date as well. If you have any questions, please see Tzedek Program Coordinator Channa Schweid.

2.2.19 Report Cards and Transcripts

Report cards are issued electronically four times a year. Families can expect to find final quarter and semester grades online in FACTS/SIS approximately one week after the completion of a grading period. Call the office if you would like to request a hard copy of your student's semester report card.

Incompletes received on report cards must be made up within three weeks from the end of the quarter for which the student received the "I." It is the student's responsibility to arrange to make up the missing tests/assignments within the specified time. Failure to make up the incomplete will result in the calculation of the grade with no credit for the missing tests or assignments. Students with extraordinary circumstances may petition the Upper Division Principal and the teacher involved in writing for an extension. This petition must be received by the end of the three-week period.

Transcripts are the official record of course work completed at the Denver JDS Upper Division. Only semester grades appear on final transcripts. Transcripts also provide cumulative grade point averages for students in grades 9 through 12. Grade point averages will be computed using the following values; pluses and minuses will appear on transcripts:

99 and above	A+	4.0
93-98	A	4.0
90-92	A-	3.7
88-89	B+	3.3
83-87	B	3.0
80-82	B-	2.7
78-79	C+	2.3
73-77	C	2.0
70-72	C-	1.7
68-69	D+	1.3
63-67	D	1.0
60-62	D-	0.7
Below 60	F	0.0

Semester grades should be checked carefully when they first become available. Grades cannot be reviewed or altered 30 days after posting. Students requesting an official transcript be sent to another school or college should allow two weeks between the date of the request and the date transcripts will be sent. Only classes taken at Denver Jewish Day School Upper Division will be used to determine GPA. Grades from other institutions will be attached to the Denver JDS transcript. GPAs on Denver JDS

transcripts are calculated by multiplying graded (not pass/fail) classes times the credit hours of the class. Transcripts will not be released if fees or tuition are not current.

2.2.20 Honor Roll

The Honor Roll is compiled at the completion of each semester. Grades for all academic courses (general and Judaic) are considered when compiling the Honor Roll. Grades for non-academic courses, including physical education and enrichment courses, are not considered when calculating the Honor Roll. Spanish is considered an academic course. Pending incompletes (marked "I" on report cards) may result in Honor Roll ineligibility. Pluses and minuses are considered in Honor Roll calculations.

There are three Honor Roll levels:

- A. Principal's Straight "A" Honor List—Students earning a 4.00 grade point average.
- B. Most Outstanding List—Students earning a 3.75-3.99 grade point average.
- C. High Achievement List—Students earning a 3.25-3.74 grade point average.

2.2.21 Distinction in Judaic Studies

A high school student may graduate with "Distinction in Judaic Studies," a special honor denoted by a gold seal upon their diploma and a cord worn at graduation. In order to earn this distinction, a student must take at least eight (8) semesters of Honors Judaic Studies courses throughout high school with at least four (4) semesters coming from Core classes.

A student must also earn an average of A- (3.7 GPA) in all of their Judaic Studies courses for "Distinction" with no individual semester grade lower than a grade of B- (2.7). For more information contact the Upper Division Dean of Judaic Studies Benjamin Levy.

2.2.22 Parent Conferences

Conferences are held in November and arranged by sign-up. **It is expected that parents of students in grades 6 through 9 and for those students new to the school will attend conferences.** Conferences are optional for all other parents. It is highly encouraged that all students attend conferences along with their parents. Regularly scheduled classes do not meet during parent conferences. During the rest of the school year, parents may request conferences directly with individual teachers.

2.2.23 Parent Communication with 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.

2.2.24 Summer Assignments

All students (grades 6 through 12) will be given a summer reading assignment for their English class. Students can expect discussion, assignments, and testing on the assigned book(s) when school begins in the fall. Students will need to purchase or

borrow from the library the required book(s). Students should expect to have to complete some math work over the summer. There may also be additional summer assignments for other specific classes, particularly Advanced Placement classes.

2.2.25 Addendum to Remote Learning

To accommodate the uses of technology in support of remote learning, the Denver JDS Family Handbook has been updated with the following: Classes conducted through remote learning programs 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. Parents/guardians are deemed to have consented to the School's recording and usage of remote learning recordings following receipt of this policy unless they specifically opt-out, in writing, to the head of school/CEO by May 21, 2020. The school reserves the right to exclude students from synchronous remote learning activities if consent is withdrawn. 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.

3.0 ATTENDANCE

3.1 TARDINESS

It is the responsibility of students to arrive at class on time. Tardiness interrupts classes and interferes with learning both for the student who is late and for classmates whose class is interrupted by a late arrival. **If a student is going to be tardy to his/her first class of the day for any reason, the office staff needs to be notified by phone (303-369-0663, ext. 275) or email (alandow@denverjds.org) prior to his/her first class.**

If a student arrives later than 7:55 A.M. (or 9:45 A.M on a late start Wednesday) due to a medical or dental appointment, a note from their medical practitioner must be given to front office staff upon arrival at school for the tardiness to be excused.

If the school makes the determination that hazardous road conditions warrant it, tardiness will likewise be excused.

All other incidences of tardiness are counted no matter the reason. All students are allowed three unexcused tardies each quarter with no school consequences. On the fourth instance, however, students and parents are advised that for each additional instance the students off-campus lunch privileges will be revoked in the case of students in grades 9 through 12, and free-time privileges will be revoked in the case of students in grades 6 through 8. Excessive tardiness will require a family meeting with the Dean of Student and Faculty Affairs to determine further consequences. All students begin with a clean slate at the beginning of each quarter.

We understand that while students generally bear responsibility for their lateness to school, sometimes it is due to other members of their family—parents or siblings. This is why we have a

forgiving policy with exemptions for hazardous weather conditions and measured consequences for excessive tardiness.

Suspension of off-campus lunch privileges is a likely consequence for those high school students who return late to class the period after being away from campus.

3.2 ABSENCES FROM SCHOOL

Generally, an absence is considered excused in cases of illness, medical appointments, or family emergencies. A student who has been absent should plan to arrive at school a few minutes early upon the day of their return in order to check in with the office administrative assistant before his/her first class begins.

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. (See "Time Schedule," Sec. 2.2.2.) **It is a parental responsibility to notify the office staff before the start of the school day by email (alandow@denverjds.org) or phone (303) 369-0663, ext. 275 for Ashley Landow if a student has an unplanned absence.** If a student is not present by 8:45 a.m. and the office has not received parent notification, office staff will attempt to reach parents by phone and/or email. Please keep all family contact phone numbers and email addresses current. The school should be given the name and all the contact information of the adult(s) who will be responsible for the student if the parents or guardians are out of town or otherwise unavailable.

3.2.2 Planned Absences

Denver JDS Upper 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 teachers and with the office **two weeks in advance**, or as soon as possible before the absence.

Work missed during college visits must be made up as with any other planned absence. Juniors and seniors are still subject to the excessive absence provisions as detailed in Sec. 3.2.5, "Excessive Absence," and should plan accordingly.

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 (303-369-0663 ext. 275, alandow@denverjds.org), and the student should stop to get an early dismissal slip from the office staff before his/her first scheduled class of the day – regardless of which classes he/she may be missing. **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.**

Upperclassmen with off-campus privileges are permitted to come and go during their lunch or scheduled free periods without checking in and out, however. If a student returns from an appointment during the school day, he/she must also check-in at the office, present a note from the doctor/dentist or parent, and sign in. **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.

Except for high school students who have submitted the necessary permission forms and are exercising their regular off-campus privileges, no student is allowed to leave the school grounds during the school day without the permission of the Upper Division Principal and the consent of the parent or guardian.

As noted in the Extracurricular Eligibility section of this Handbook (Section 2.2.13) absence for all or part of the day of an extracurricular activity or the morning immediately following it results in ineligibility for the student. Please see Dean of Technology & Programs Josh Lake with any questions.

3.2.4 Absence--Not Excused

An absence that is not excused results in academic penalties. When a student has an absence that is not excused, 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 are not excused absences.**

3.2.5 Excessive Absence

Students who are excessively absent may be required to petition the Upper Division Principal in order to receive credit for courses affected by those absences. Typically, students absent from class 15% or more of the time per semester will have to petition for credit, regardless of the reasons for the absences. This is approximately ten classes per semester in a class that meets four or five days a week, and about five classes per semester in a class that meets two days a week. The consequences of excessive absences may be lowered grades or loss of credit. Additionally, second semester excessively absent seniors may be required to take final exams from which they would otherwise be exempt.

3.2.6 Absences and Extracurricular Eligibility

Absences for all or part of the day of an extracurricular activity (including sports competitions) or the morning immediately following result in ineligibility for the student. Please contact Dean of Technology & Programs Josh Lake with any questions.

3.2.7 Missed Work Due to Absence

When students are absent it is their responsibility to check Google Classroom for information about missed classwork and assignments. At the beginning of the school day, students can also request from teachers those materials that are not available on Google Classroom. The requested materials will be compiled in the office and will be available for collection at the conclusion of the school day. All students should consider

a “buddy system” with a classmate to facilitate the gathering of special materials and information during absences. It is also the student’s responsibility to contact teachers on his/her return to school to create an acceptable make-up schedule. Students are generally given two school days to make up each day of a missed class. Based upon circumstances adjustments can be made at the teachers’ discretion.

Students who are absent on the day of a test should plan to take that test on the day they return. Students who miss part of the school day and have assignments due in missed classes for that day should plan to submit assignments directly to the teacher or to see that assignments are placed in the teachers’ boxes in the office on that day. A pattern of absences during major tests or on days when major assignments are due is not acceptable and should be avoided.

3.3 OFF-CAMPUS PRIVILEGE

Students in grades 9 through 12 are allowed to leave the campus during their lunch period if parent permission forms are properly completed and submitted and the student’s name is posted on the Permission to Leave Campus list on the bulletin board outside the office. With parental permission, students in grades 11 and 12 are also allowed to be off-campus during other times as specified on the permission forms. A student’s off-campus privileges may be revoked as a consequence of misbehavior in school, excessive tardiness, failure to return to school in time for classes/activities, failure to check-in or out in the office as required by school policies, or carelessness as a driver or pedestrian. **Even students with off-campus privileges will be required to remain on campus for special school programs and activities.**

With the exceptions of planned school field trips and the exercise of off-campus privileges by high school students, students may not leave school grounds without the permission of an Upper Division administrator and the consent of the parent or guardian.

3.4 SCHOOL CANCELLATION/LATE STARTS DUE TO BAD WEATHER

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 (www.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 ATHLETICS

4.1 PROGRAM GOALS

Beyond building strength, agility, endurance, and specific athletic skills, extracurricular sports teach players the value of cooperation, sportsmanship, discipline, and preparation. Moreover, Denver JDS’s sports program strives to develop Jewish values and character through athletic training and competition. Denver JDS sports teams compete at different levels and have

different goals. Middle school teams learn the basic skills of the sport, junior varsity teams refine skills taught in middle school, and varsity teams utilize these skills to be competitive at the highest level of which they are capable against opposing teams. Substitution and playing time decisions are influenced by the goals of each of these team levels.

4.2 EXPECTATIONS FOR PARTICIPATION

A "try-out" period will be scheduled before practices begin to determine the best team placement for each player. High school students without varsity-level skills will have an opportunity to compete at the junior varsity level. Playing time (in actual games) is determined by the head coach of each team based on the criteria of "The Five A's" -- Ability, Attendance (at practices and games), Attitude, Age, and Academic Eligibility. (See "Extracurricular Eligibility," Sec. 2.2.15.) Additional eligibility requirements for sports participation may be added during the course of the school year.

Players need to show commitment, determination, a desire to learn, and a positive attitude in order to remain on the team. Further, players may not suit up for a game if they have been absent that day unless specific permission is granted by the Athletic Director. Middle school participants who are involved with Bar/Bat Mitzvah training are excused from practices and/or games but must notify their coach of their planned absence as indicated above. To take part in practices or games, the *Permission to Participate in School-Sponsored Activities* portion of the Upper Division registration packet must be completed and on file in the office. Additionally, the *CHSAA Physician's Authorization Form* must be on file by September 1 for a student to participate in girls volleyball and boys soccer; by November 1 for basketball; and by March 1 for baseball and girls soccer. Sports participation fees are charged for each sport. **Sports participation fees must be paid and relevant athletics forms must be turned in before students will be issued uniforms or allowed to participate in games.**

4.3 TEAMS

Denver Jewish Day School plans to field the following sports teams:

Volleyball (girls)	middle school, junior varsity, and varsity
Basketball	middle school boys, middle school girls, junior varsity boys, junior varsity girls, varsity boys, varsity girls
Baseball (boys)	middle school, junior varsity, and varsity
Soccer	varsity boys, varsity girls

The actual number and configuration of teams depends upon the number of students who try out and the availability of appropriate opponents and coaches as well as sufficient, workable game dates. In the event student interest exceeds the school's capacity to field manageable interscholastic teams, an intramural option will be available to students, which will allow for participation in practices and scrimmages to make it possible for all students to participate in the sport in which they are interested. Participants should be careful to secure valuables (including cell phones) in lockers during practices and games; there is a lot of traffic in and public use of locker rooms.

4.4 ATHLETIC CALENDAR

On the Denver JDS webpage (www.denverjds.org) access the “Sports Schedules” for the most up-to-date game schedules and directions to away games.

4.5 STANDARDS OF BEHAVIOR FOR ATHLETICS

As members of the Colorado High School Activities Association (CHSAA) and the 5280 League, Denver JDS holds to the following guidelines for fans at all sporting events:

- Fans should support and cheer for their team and enjoy the skill and competition. They should not intimidate or ridicule the other team or its fans.
- School athletics are learning experiences for students. Participants will make mistakes. Praise and support student-athletes in their attempt to improve themselves as athletes as you would praise a student working in the classroom.
- Admission to a school sporting event is a privilege and does not give one the right to abuse others verbally.
- Learn about the rules of the game so that you may better understand and appreciate the event, the decisions of the coaches, and the calls of the officials.
- Behave respectfully toward the opposing players, coaches, spectators, and support groups.
- Respect the integrity and judgment of game officials. Understand that they are doing their best to referee the event fairly and to help further the sporting experience of the student/athletes.
- Recognize and show appreciation for outstanding play by either team.
- Support school and league administrators in emphasizing the benefits of educational athletics and the rule of good sporting behavior.
- Be a positive role model through your own actions and by expressing your discomfort with those around you at events whose behavior does not follow with these expectations.

Violation of the provisions of this code may result in removal from a sporting event and suspension from future events.

Additionally, CHSSA and ACIS require that school personnel, students, and families refrain from “recruiting” student-athletes who attend other schools (or their families), but rather to direct any student or family member who shows interest in attending Denver JDS directly to the Director of Admission.

5.0 SCHOOL ENVIRONMENT

5.1 SAFETY/BEHAVIOR

There is a presumed right that school administrators and/or the school counselor can communicate with enrolled students in matters of concern to their safety, well-being, and behavior. Behavior that threatens the safety or welfare of oneself or 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, sitting, or lying in hallways so as to make it difficult to pass, and sitting on tables are prohibited behaviors. Public displays of affection are not appropriate. Defacing school property is a severe violation of

the Discipline Code. (See the Denver Jewish Day School Upper Division Behavior and Discipline Code, 7.0 below, for a complete statement of policies.)

5.2 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.

Sleeveless tops, low-cut tops that show cleavage or those that bare the midriff or back are prohibited. This prohibition includes necklines and slit skirts which can be revealing during normal activity. Clothing which is clear, lace, or otherwise “see-through” is only permitted such that the clothing worn underneath conforms to the dress code. Clothing that must be “adjusted” to meet dress code standards is likewise 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, refers to or depicts drugs, alcohol, or tobacco products is prohibited. Shorts and skirts must be no shorter than three inches above the center of the knee cap.

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 and there exchange the inappropriate piece of clothing for a piece of clothing provided by the school. The student may redeem the inappropriate clothing by returning the piece of clothing loaned to him/her. Clothes not claimed by the end of the grading period will be given to charity. Additional consequences for repeated failure to observe the dress code may be incurred beginning with the third instance and may include detention, academic consequences, and, in severe cases, suspension and dismissal.

Male students must wear *kippot* whenever they are in the school building and when visiting Jewish institutions at which wearing *kippot* is an expectation. Wearing a *kippah* is optional for female students. A student who needs a *kippah* may purchase one in the school office. This may also count as a tardy if the student is late for class. If a student cannot purchase a *kippah*, he will be given one but will be expected to spend his lunchtime in the office. Male students should leave *kippot* on throughout the school day and can face disciplinary consequences for a pattern of failing to do so.

The school’s usual dress code is also in effect during finals and field trips. However, male students are not required to wear *kippot* or hats on field trips. More formal attire, though still in accordance with the dress code, is expected at graduation. The Upper Division Principal and/or the Dean of Student and Faculty Affairs will determine the appropriateness of apparel not explicitly covered by this dress code.

5.2.1 Physical Education

Students are required to dress for all P.E. classes in athletic shoes, gym shorts, or sweatpants. A small gym bag may be useful. P.E. grades will be negatively impacted if students do not bring the required P.E. clothing.

5.3 CLEANLINESS

Students are expected to help keep the school environment neat and pleasant by cleaning up after themselves. This includes classrooms, hallways, locker rooms, restrooms, the Student Lounge, and the Lowinger Family Commons. 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 and whiteboards are defacing school property and, as such, are significant violations of the Discipline Code. Food and beverages are allowed in classrooms only if the teacher decides that the circumstances warrant it. In such cases, students are expected to see that classrooms are well cleaned up afterward. Water bottles are allowed in classrooms. It is at the discretion of individual teachers whether gum may be chewed in class. Students are expected to assist in the clean-up of the Lowinger Family Commons after lunch.

5.4 VISITORS

All visitors must sign in at the office and wear an identification badge on request while in the building. Permission to visit must be granted in advance by the Director of Admissions, the Dean of Student and Faculty Affairs, or the Upper Division Principal.

5.5 PARENT SUPERVISION AT SCHOOL

All children (age 0-5) 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.

5.6 DOGS ON CAMPUS

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; 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, including one hour before the school day begins and one hour after the school day ends. (An exception to this policy will be made for bona fide service dogs. Please see the 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 (6th 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 in the playground area at any time.

- The dog owner is responsible for disposing of any waste left by the dog on the school grounds.

5.7 FOOD

5.7.1 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 onto 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. Pareve 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, like many ramen and cup of noodle products, are also unacceptable.

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

3. Hot Water and Microwaves

Hot water is available to students for preparing lunch items that call for it. Four microwaves in the Upper Division are also available for student use. One microwave is strictly kosher. The only food that can be placed in that microwave is food prepared by a certified kosher caterer or bakery, food prepared at school under supervision, or packaged food with acceptable symbols of *kashrut* supervision. The other microwaves are for use with any dairy or parve food items.

5.8 DAILY STUDENT COMMUNICATION

Important information about the school day is posted daily on the Student Information Boards (first floor, by the locker rooms and in the lobby). Messages to students from the office are also posted there. Students are expected to check the Student Information Board daily to stay informed. More general information is also on the digital messaging board in the lobby.

5.9 OFFICE SERVICES

During the school year, Upper Division office hours are from 7:30 a.m. until 3:50 p.m. Monday through Thursday and from 7:30 a.m. until 2:50 p.m. on Friday. **All students should be picked up from school by 3:50 p.m. Monday through Thursday** (unless the student is attending a school-sponsored sports activity taking place in the building), **and by 3:00 p.m. on Friday.**

A separate phone is provided in the office for student use. However, students are not to use the office phones or the copying machines without the permission of office staff. The office staff is not responsible for or equipped to provide school supplies required for classroom projects, i.e. poster board, index cards, graphing paper, markers, etc.

The faculty work area, the faculty lounge, and the Malman-Opatowski Boardroom are off-limits to students except when accompanied by a faculty or staff member.

5.10 MESSAGES FROM PARENTS

Parents should call the office staff to leave messages for students. Please limit your electronic communication with your child during the school day. It is distracting to your child.

5.11 FLYERS AND SIGNS

All flyers, signs, and information for Denver JDS or community events must be approved by the administration before being posted. Flyers and signs must be placed in designated areas and may not cover any windows or doors.

5.12 PHOTOGRAPH AND VIDEO POLICY

Denver JDS employees regularly take pictures and video of Denver JDS students. These pictures and videos are sometimes posted so that family and friends can see the exciting or interesting 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 volume 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.

5.13 STUDENT PARKING

All students who will be driving to school regularly must register their vehicle(s) with the office. They are also required to display a small Denver JDS parking sticker on the windshield on the passenger side just above the dashboard. Stickers are available in the school office. This process promotes campus safety and security and helps identify vehicles in emergency situations. If a student has registered his/her vehicle prior to this school year, it is not necessary to register again. Students who begin to drive a different and unregistered vehicle during the course of the school year should inform the office of the change and delete and/or add the appropriate vehicle information as soon as possible. As soon as students begin to drive to school and park in the school lot during the school year they must report to the office to complete vehicle registration and receive a parking sticker.

Safety is of utmost concern in the school's parking areas. Students who fail to show appropriate attention and caution as drivers in the parking area may be restricted to use of designated remote parking spaces or lose parking privileges in the Denver JDS parking lot.

6.0 STUDENT SERVICES

6.1 COLLEGE COUNSELING

The College Counseling program is designed to guide Upper Division students through the college admissions process, which includes testing, the college search, applications, and attendance decisions. Denver JDS believes that choosing a college is a process that entails a combination of research, reading, reflection, discussion, and self-assessment. The ultimate goal is a good match between the student and the college. Students in grade 10 are welcome to reach out individually to the college counselor at any time. All students in grade 11 will meet throughout the year with the college counselor and will be expected to complete tasks necessary to begin preparation of the college selection and application process. Students in grade 12 will also meet regularly with the college counselor during the first semester for ongoing guidance and support as they complete college applications.

Ms. Alyse Opatowski is the college counselor. She can be reached on extension is 235 or aopatowski@denverjds.org.

Her office hours are Tuesday and Thursday from 11:30-2:30pm, Outside of these hours, Ms. Opatowski is available, and has the flexibility to meet with students and parents by appointment.

Teachers and administrators at Denver JDS reserve the right to update college recommendations as circumstances warrant. Colleges to which students have applied or been accepted can be informed about student suspensions and serious disciplinary matters such as academic dishonesty.

6.2 COLLEGE PLANNING CALENDAR

Denver JDS recommends that all students take the ACT and/or SAT during the spring of their junior year. SAT testing dates and registration deadlines are available at collegeboard.com and ACT testing dates and registration deadlines are available at actstudent.org. It is advisable to register for standardized tests as early as possible. Sunday test administrations will be offered for Denver JDS students who cannot test on Saturday for religious reasons. More highly selective colleges require or recommend two SAT Subject Tests in any two of the following: Math 1, Math 2, Literature, Physics, Chemistry, US History, or another subject. Students considering SAT Subject Tests are responsible to discuss this pro-actively with their teachers and with the college counselor early in the sophomore or junior year in which SAT Subject Tests may be taken. Students who need to apply for Advanced Placement (AP), SAT or ACT testing accommodations need to meet and discuss it with the college counselor at least three months prior to the administration of PSAT, SAT, or ACT exams, and at least four months prior to AP Exams. Students are responsible for adherence to Denver JDS posted deadlines for transcript and recommendation submissions.

All national tests will require a high school code for registration. Denver Jewish Day School Upper Division's High School Code Number is 060436. Please use "Denver Jewish Day School" as the school's name.

6.3 STUDENT ADVISORY PROGRAM

Students in grades 6 through 10 will take part in the student advisory program. There are several objectives of the program:

- To develop a supportive relationship between the student and the faculty advisor
- To inform students of upcoming school events, activities, and schedule changes
- To provide the opportunity for small group interaction
- To provide access to peer support
- To address academic concerns and teen issues
- To explore the dynamics that foster good relationships and effective communication

Parents may call their student's faculty advisor or the school counselor if they wish to speak to a staff member who knows their student in a capacity other than as their student's classroom teacher.

6.4 COUNSELING PROGRAM

Counseling oversees the K-12 health curriculum and developmentally appropriate programming designed to facilitate social and emotional health and academic success. The Counseling Program provides individual and group sessions as needed with parent approval. Our school counselor Rachel Gall, Ph.D. keeps regular hours on campus Monday through Friday. Most years there is a counseling intern who works under the guidance of the school counselor to assist in all areas of the counseling program.

6.5 LEARNING RESOURCE CENTER—LRC

The Learning Resource Center (LRC) focuses on mainstreaming students with mild to moderate learning disabilities through the provision of LRC remediation and support. Diagnostic information, based on appropriate psychological and educational testing (provided by parents)

and in-school faculty observation, is used to determine a student's strengths, weaknesses, and learning styles. Learning Specialist Barbara Silberman collaborates with Upper Division classroom teachers to implement appropriate teaching strategies, accommodations, and modifications for identified students.

6.6 COMPUTERS/TECHNOLOGY

6.6.1 General Guidelines/Bring Your Own Device (BYOD)

All students are allowed to connect two devices (laptop, tablet, or smartphone) on the Denver JDS wireless network. By doing so, the student agrees to use the wireless network in a responsible and appropriate manner.

Students may be suspended from using Denver JDS technology if the technology is not used properly in the larger context of behavior expectations for school and community. Technology suspensions may vary from a length of one day to the remainder of the academic year, depending on the nature of the infraction and the student's behavioral track record using school technology. Additional school consequences may be appropriate for some violations of technology rules.

The BYOD program requires all students to bring a laptop computer (no tablets) to school just like they bring a notebook, pens, and other school supplies.

Chromebooks are strongly recommended, but most modern, wifi-enabled laptops will be fine. For those who do not have an appropriate device and will not be able to purchase one, Denver JDS will provide the option to lease to own a laptop from the school for a reasonable yearly fee.

6.6.2 Electronic Communication

The school website can be found at www.denverjds.org. **All staff and faculty can also be reached by email. Addresses consist of the first name initial and the last name followed by @denverjds.org (for example, Josh Lake can be reached at jlake@denverjds.org).**

Students will be given denverjds.org email addresses (Google mail) and will be expected to use the school email system to communicate and collaborate with teachers.

Students and parents using FACTS/SIS can monitor grades and are encouraged to do so. Through FACTS/SIS, parents can access this electronic, online, real-time grade book used by all teachers. Each student and his/her parents have a password to access grades through FACTS/SIS. All returning students will use their originally assigned password. Students new to the Upper Division will be given their passwords and information on the use of FACTS/SIS at the beginning of the school year.

As mentioned in "Report Cards and Transcripts," Sec. 2.2.18, final grades for grading periods and semesters will only be available on FACTS/SIS.

A weekly online summary of upcoming events, Mondays with Mogy, is sent weekly during the school year to all Denver JDS parents.

6.6.3 Personal Electronics

Smart Phones, games, laptops, tablets, music players, and other personal electronics have the potential to enhance the learning experience or to interfere with it. The school's policies are intended to allow for constructive student use and discourage the inappropriate use of electronic devices at school. Personal electronics should be used in a responsible manner according to the teacher's instruction.

Personal digital devices such as laptops may be used in class under the direction of the teacher or as allowed as a recommended accommodation for students with diagnosed learning differences. Students should not make audio or video recordings of school classes or activities without the permission of the teacher unless the student's Learning Plan provides standing permission to the student. If a student misuses personal electronic devices in a relatively minor way, the teacher will address that behavior. If the misuse is more serious, the student may be referred to the Dean of Student and Faculty Affairs or the Upper Division Principal for appropriate consequences. Inappropriate uses may include visiting inappropriate websites, sending hurtful messages, and using the device when, where, or in a way that is not permitted by the teacher.

6.6.4 Cell Phones

High School students may use cell phones during passing periods and off-periods. Unless explicit permission is given by teachers, students may not have cell phones during class at any time.

Middle School students are not permitted to **use or carry** their cell phones from 7:55 a.m. to 3:25 p.m. Any electronic device that is not a laptop computer, such as a cell phone or tablet, is not permitted for use from 7:55 a.m. to 3:25 p.m. These devices must remain at home or in the lockers, out of sight, silent, and unused during the day. Electronic devices that are seen or heard will be confiscated and held in the main office until pick up. The first offense will result in having the device confiscated and held until the end of the day. Any additional offense will result in having the device confiscated and a parent will be required to come to school and meet with an administrator. Communication between parents and students during the school day must be made through the Upper Division Front Office at 303-369-0663.

6.7 HEALTH CARE/IMMUNIZATION/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 passing periods or lunch to minimize disruption of classroom instruction. Please refer to "Medications," Sec. 6.7.2 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 to 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 and submit it 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 to be faxed to the Upper Division office at 720-449-0781.

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

6.7.1 Emergencies

In case of emergency, parents will be notified immediately. 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 Upper Division to contact the student's personal physician or dial 911 for emergency service.

6.7.2 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 carried on the person of 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. Upper 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.

6.7.3 School Guidelines for Managing Students with 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 student's allergies before school begins.
- Work with the school team to develop a plan that accommodates the student's needs throughout the school including in the classroom, in the cafeteria, in

after-care programs, during school-sponsored activities as well as a Food Allergy Action Plan.

- 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 student on the written form.
- Provide properly labeled medications in the original containers and replace medications after use or upon expiration.
- Educate the student 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 student's physician, and the student 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, 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 understands food allergy, can recognize symptoms, knows what to do in an emergency, and works 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 will be allowed to carry their own epinephrine with approval from the student's physician, the parent, the school Health Coordinator, and if 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 plans with the teachers, parents/guardians, students, and a physician after a reaction has occurred.
- Discuss field trips with the family of the food-allergic student to decide appropriate strategies for managing the food allergy.
- Follow federal/state/district 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 guardians.

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.

6.8 BOOKS AND MATERIALS

6.8.1 School Supplies

All students will need pens, pencils, a binder, notebook paper, an assignment book, and several pocket folders. Students will also be responsible for providing materials for special projects (i.e. poster board, index cards, markers, etc.). Please do not count on the school office to provide daily school supplies such as paper and writing implements except in emergencies. The first week of school teachers will advise students of any special supplies they will need for individual classes. Students will not be expected to have all those supplies in class until the following first day of the following school week. Papers will often have to be typed, so students should have access to a computer with a printer.

All high school students and grade 8 algebra students are required to have a graphing calculator. All students should have a *TI-83 Plus or higher Texas Instruments model*. Although there are several other versions/brands of graphing calculators available, these are the calculators that will be taught in the classroom.

6.8.2 Lockers/Storage

All lockers are the property of the Denver Jewish Day School and are offered as a convenience for students. **Lockers are subject to inspection without notice.** Locker doors are to be closed completely without the doors bending. If a locker cannot close completely because it is too full, its contents may be emptied and given to the student to sort and reorganize.

Students in grades 6 through 8 should bring a lock from home to use during PE.

Most students also need a locker shelf to help organize their hallway locker space. No lock is needed for hallway lockers as the lockers have a built-in combination lock. (Please select a backpack that will fit into a locker that is 12” deep and 11” wide. Rolling backpacks are generally too large to fit into the lockers.)

Many people have access to the Upper Division building hallways during and after school. The school also sponsors several after-school programs and other organizations utilize school facilities in the afternoons and evenings. **The school cannot be held responsible for vandalism or theft of student property when students do not use their hall or locker room lockers or if their lockers are left unlocked. Students are strongly urged not to have valuables or carry significant amounts of money at school.**

Students may not decorate the outside of their lockers nor use any tape or other adhesives to decorate the inside of their lockers. No flyers or posters are to be affixed to lockers. The single exception to this policy is that students are allowed to decorate another student’s locker on his/her birthday. **Lockers that are decorated for birthdays will have decorations removed by the end of that school week.**

At the end of the school year, there will be a cleaning/repainting fee for any lockers with interiors that are newly damaged or defaced. When students are issued lockers at the beginning of the year, they should notify the office in writing of any damages to their lockers. If damage occurs to the exterior of a student’s locker during the course of the school year, the office should be notified in writing.

6.8.3 Textbooks

While electronic textbooks are being used more commonly in the Upper Division, textbooks are still commonly used. Textbooks that are given to students are the property of the school without charge. The condition of textbooks is recorded when issued. Students will be charged if a book is damaged on return in excess of normal “wear and tear” while in that student’s possession. If a book is lost or destroyed, a replacement fee will be charged according to the cost of replacing the book at current prices. Excessive wear will be charged at one-third of the replacement cost. Students will have the option of purchasing their books in some classes.

6.8.4 Lost and Found

Valuable items such as personal electronics, jewelry, purses, wallets, keys, or cash that are found should be turned into the office. **Parents and/or students are strongly encouraged to write the student’s name on books, backpacks, lunch boxes, calculators, jackets, and other articles of clothing for easy identification.** Unclaimed or abandoned items will be placed in the Lost and Found bin at the south end of the first-floor hallway. Students are urged to check for lost items as soon after the loss as possible. Every two to three weeks items in the lost and found will be set out in the lobby for two days so that students may have a final opportunity to redeem their property. Unclaimed textbooks will be returned to school textbook shelves and other unclaimed items will be donated to charity. Regrettably, hundreds of items cumulatively worth thousands of dollars are given away each year because items are not labeled and

students fail to check the lost and found. Parents are welcome to check the lost and found whenever in the building.

6.9 SPECIAL EVENTS

6.9.1 Guidelines

Denver JDS staff supervisors may eject any participant in a special event for behavior including but not limited to the following:

- Failure to cooperate with staff/adult supervisor's instruction
- Vandalism
- Possession of banned items such as fireworks, alcohol, tobacco products, drugs, weapons
- Behavior indicating intoxication or drug use
- Inappropriate dress, behavior or language

Violations by Denver JDS students may lead to school penalties in addition to ejection from the event.

6.9.2 Financial Assistance

Parents who would like to inquire about financial assistance for any school extracurricular activity should contact Business Manager Cindy Boger at ext.107. All inquiries and assistance will be kept confidential. Assistance is not provided for the lunch program since participation is completely optional.

6.9.3 Color War

Sometime during the second semester, a special event called Color War will take place. During Color War, students are divided into teams that compete academically, artistically, and athletically. On the final evening, each team gives a special presentation to parents. This presentation typically includes an art project, decorated room, song, and dance. Competition is organized around Judaic themes. Color War is one of the highlights of the year for students and brings students together, giving them an opportunity to learn by doing. Color War consists of a "break-out" at the beginning of the Color War week. There are no academic classes during Color War. There is no school on the Friday of Color War week. Information will be sent to parents at the end of the first semester giving details about Color War.

6.9.4 Field Trips/Class Trips

A permission slip will be emailed home before every field trip and must be returned to the school. Field trips are planned with an educational purpose in mind. Unless otherwise noted on the permission slip, students are expected to join the field trip. Supervision or instruction is not necessarily provided for students who do not attend field trips or who fail to return permission slips and/or fees. Parents may be asked to pick up students from school if they have failed to make arrangements to participate in field trips.

All parent drivers on field trips must fill out the required **Field Trip Driver** form. It is a requirement of the Denver Jewish Day School's insurance company that drivers'

information (copy of current insurance card, driver's license, and vehicle registration) be submitted before being allowed to drive on a field trip. All drivers/chaperones are expected to remain with the group and at the trip destination until the trip ends unless instructed otherwise and should not make stops that are not part of the planned trip itinerary.

Students are expected to follow school standards of behavior during field trips. This includes showing respect for one another and for all adults who facilitate the trip. The school's *kashrut* policy will be followed on all field trips. The school's usual dress code is also in effect during field trips; however, boys are not required to wear *kippot* or hats on field trips unless visiting another Jewish institution at which a *kippah* is expected.

Experiential education is an important element of the Denver JDS program and class trips are a vital element of our school's experiential education. Class trips take place at JCC Ranch Camp (grade 6), at Snow Mountain Ranch (grade 7), in the Four Corners (grade 8), in Los Angeles (grade 9), in Israel (grade 10) in Washington D.C. (grade 11), and in Seattle (grade 12). In grade 12, students also take part in the Senior Development Program. These experiences are seen as an educationally important part of the school's curriculum and also as a means to build closer bonds and cohesion within classes. It is presumed at the beginning of the school year that all students will participate. Many parents choose to take the option on the enrollment contract to pay for class trips as part of their regular school tuition payment plan.

Parents should contact Business Manager Cindy Boger for information on financial assistance and/or modified payment schedules if needed.

Please be aware that the school often receives the best pricing by purchasing transportation and lodging months in advance of the class 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.

6.9.5 Safety Drills

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

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

During "lockdown" or "lockout" students and parents may be restricted from leaving or entering the building. During "evacuation" or "shelter" drills students are expected to remain quiet as they walk through the halls to assemble in the safety areas. 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.

7.0 BEHAVIOR AND DISCIPLINE

7.1 INTRODUCTION

The Upper Division Behavior and Discipline Code is intended to support a safe and secure environment that 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 Upper Division Principal or the Dean of Student and Faculty Affairs.

7.2 SCHOOL EXPECTATIONS

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.

7.3 VIOLATIONS

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

- A. Improper or unkind conduct towards others, including bullying/cyberbullying
- 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 being under the influence of illegal drugs or alcohol
- H. Possession of other banned items including weapons
- I. Fighting
- J. Arson
- K. Theft
- L. Vandalism
- M. Hazing

7.4 CHEATING/PLAGIARISM

Cheating is using the work or help of another on a paper, tests, 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 when deemed so by the teacher; 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 teacher, Dean of Student and Faculty Affairs, and the Upper 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 adolescents is forbidden by both state and federal statutes.
- B. Substance use is psychologically and physiologically harmful to adolescents.
- 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 an Upper 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 Upper Division Principal will consider whether and how both the school and the student can confront substance use issues, such as through counseling and/or drug screening. A student who is suspended for a drug/alcohol violation will remain on substance abuse probation for the duration of their 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 an 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/nicotine 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, Friday morning 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 towards others, or possession of banned items may be grounds for immediate suspension or expulsion.

7.8 DETENTION

A student may be required to serve detention time during a non-school day, after school, or before regular classes begin. Detention may entail school and/or community service.

7.9 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 Dean of Student and Faculty Affairs or the Upper 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. While under suspension, students may not be on campus for any reason.

7.10 DISCIPLINE PROCESS

- Step 1 **Minor offenses**—The teacher deals with the student. Teachers will follow these steps to help resolve a problem with a student:
1. For minor offenses, the teacher first will speak with the student about the specific behavior.
 2. In the case of serious and/or chronic misbehavior, the teacher will submit a discipline report to the Dean of Student and Faculty Affairs.
- Step 2 **Serious/chronic offenses**—The teacher submits discipline report(s) to the Dean of Student and Faculty Affairs. In accordance with the by-laws, the Upper Division Principal will make all decisions for detention, suspension, or expulsion. Expulsion generally will follow the fourth disciplinary report. The Upper Division Principal has the discretion to determine the consequences of a disciplinary report, including whether to allow a student further disciplinary reports. The Upper Division 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 Upper Division Principal will provide prompt written notification to the parents/guardians and Head of School/CEO of 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 Upper Division Principal and/or Dean of Student and Faculty Affairs 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 Upper Division Principal's absence may suspend a student.
- Step 3 Upper Division Principal and/or Dean of Student and Faculty Affairs meets with student and teacher.
- Step 4 With second and each subsequent discipline report, the Upper Division Principal and/or Dean of Student and Faculty Affairs will:
- A. Meet with the student and teacher
 - B. Notify parents/guardians in writing
 - C. Notify Head of School/CEO
 - D. Confer with parents/guardians
- Step 5 If there are repeated infractions or a single serious infraction, the school may, at the discretion of the Upper Division Principal and Dean of Student and Faculty Affairs, convene a Discipline Panel. (See "Discipline Panel" 7.10.1)
- Step 6 If any disciplinary action results in a suspension of half-day or longer or immediate expulsion, Upper Division Principal and/or Dean of Student and Faculty Affairs will:
- A. Notify parents/guardians in writing
 - B. Notify Head of School/CEO in writing

- Step 7 Dismissal will generally follow the fourth disciplinary report. Upper Division Principal and/or Dean of Students and Faculty Affairs will:
- A. Meet with student and teacher
 - B. Notify parents/guardians in writing
 - C. Notify Head of School/CEO in writing
- Step 8 Within five (5) school days of written notification of dismissal, parents/guardians may appeal by submitting written notification to Head of School/CEO.
- Step 9 Within ten (10) school days of receipt of the letter of appeal, the Head of School/CEO, the Dean of Student and Faculty Affairs and a faculty member of their choosing will meet with the Upper Division Principal to render final recommendations to the Upper Division Principal.
- Step 10 Upper Division Principal will notify parents/guardians of final decision in writing.

7.11 APPEALS

A student and the student's parents or guardian may appeal a dismissal. 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/CEO within five (5) school days of the family's receipt of written notification of dismissal. Within ten (10) school days of the Head of School/CEO's receipt of the letter of appeal, the Head of School/CEO, the Dean of Student and Faculty Affairs and a faculty member of their choosing will meet with the Upper Division Principal. This group will render a final recommendation on the appeal to the Upper Division Principal who will make the final decision on the appeal.

7.12 INTERROGATIONS AND SEARCHES

7.12.1 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 their 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. The Upper Division Principal and/or Dean of Student and Faculty Affairs 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.

7.12.2 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 JDS Upper 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.

7.13 HARASSMENT

7.13.1 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.

7.13.2 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

7.13.3 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

7.13.4 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 towards another person on the basis of their sexual orientation or gender identity; whether heterosexual, lesbian, gay, bisexual, or transgendered (LGBT).

The use of offensive terms towards other individuals that 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.

7.13.5 Bullying/Cyber Bullying

Bullying is the 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 involves a power imbalance element where a bully targets a student who has difficulty defending him or herself.

As stated in our *Middot* (core values), we believe that all of our students are created *b'tzelem Elokim*, in the image of God. Denver Jewish Day School, therefore, has zero tolerance for behaviors that we feel are destructive to our community. We do not, however, have a zero-tolerance policy towards individuals. When students behave in a way that is not in keeping with our *Divrei Chaim* (Words to Live By) or our *Middot* or other school standards of behavior, we endeavor to work with the students so that they understand how destructive their behavior was 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 which may also include behavior contracts, counseling, and restorative justice. We have found that this broader approach to poor behavior allows students to learn from their transgressions while preserving the harmony of our community.

7.13.6 Hazing

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

7.13.7 Harassment Complaint Procedures for Students

- A. Any student who believes that he or she has been harassed should report the matter immediately to his/her teacher or the Upper Division Principal or the Dean of Student and Faculty Affairs. If those persons are unavailable or the student believes that it would be inappropriate to contact a teacher, the Dean of Student and Faculty Affairs, or the Upper Division Principal, the student should contact the school counselor.
- B. Any student, teacher, or staff member who becomes aware of any possible harassment of a student should advise the Upper Division Principal or Dean of Student and Faculty Affairs promptly.
- C. The Dean of Student and Faculty Affairs and the Upper Division Principal 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.
- D. The alleged offender will receive a notification of the complaint, a summary of the investigation and a statement of the disciplinary action to be taken.

- E. The complainant will receive a notification of the investigation and the protective action taken by the school on his/her behalf.
- F. The right to confidentiality for both the complaining party and the accused will be respected consistent with the need to investigate and, when necessary, to take corrective action.
- G. No student will be affected adversely in educational status or privileges as a result of making a complaint regarding harassment.

Covid-19 Addendum

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

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

When On Campus

- ALWAYS maintain a safe physical distance from all people.
- Wear a mask at all times when you are inside the buildings and outside when not physically distanced. Masks must be worn over the mouth and 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

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 come on campus when it has been pre-arranged with a Denver JDS administrator.
-

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 soon

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 Middot (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.