

## Student / Parent Handbook

### Introduction to Odyssey School of Denver

**Our Mission:** Odyssey School of Denver is a dynamic Expeditionary Learning community dedicated to fostering each child's unique potential and spirit of adventure through exemplary standards of character, intellectual achievement, and social responsibility.

Founded by a dedicated group of parents and teachers, Odyssey School of Denver is an Expeditionary Learning, public school of choice chartered by Denver Public Schools (DPS) to serve northeast Denver. The school opened its doors in September of 1998 with classrooms serving grades 1-4 and an enrollment of 48 children at a temporary site in northeast Denver. Odyssey School of Denver serves grades Kindergarten through eighth grade with an enrollment of 234 students.

Odyssey School of Denver is based on the Expeditionary Learning philosophy. Expeditionary Learning is one of seven "break the mold" school designs funded in the early 1990's by New American Schools, a presidential and private sector initiative that called for radically new models of education built upon high standards and yielding dramatic improvement in student achievement. There are now more than 160 Expeditionary Learning schools nationwide.

We believe children learn best through personal, direct experience. Expeditionary Learning begins with children's curiosity about the world. It harnesses children's natural passion to learn and helps them develop the curiosity, knowledge, skills, and personal qualities they need for successful adulthood. Learning expeditions - journeys into the unknown for a definite purpose - are the heart of this methodology. Students acquire knowledge and skills primarily through learning expeditions that cut across and make connections among disciplines.

Gone are the ringing bells, rows of desks, and fill-in-the blank worksheets. For most of the day, students and teachers are engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. On a given day, their explorations may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments. Students work individually, in small groups, and as a member of their "crew" or class. Together they learn to draw on the strengths of a whole class. As ELOB was part of our history, adventure is a required part of our curriculum. Throughout the year students participate in 3-5 day camping trips and "adventure days" that may involve rock climbing, cross-country skiing, or other outdoor activities.

Odyssey is committed to 2-year relationships with students as much as our structure allows. Our crew structure is a K-1 loop, two 2/3, two 4/5, a stand-alone 6, and two 7/8 classrooms. We also have teachers that are specialists for math and literacy; some double as crew leaders.

Odyssey School of Denver is committed to providing a rich learning environment for students from diverse racial, ethnic, and socioeconomic backgrounds -- students with a range of abilities, affinities, and strengths. Odyssey weights its lottery to ensure at least 33% of students who qualify for the Federal lunch program.

Family and community involvement are critical to Odyssey's success. As a community school, Odyssey expects high levels of family involvement. Parents play essential roles in and out of the classrooms. There are significant opportunities for involvement: helping with classroom instruction and fieldwork, serving on committees, supporting the office, serving as reading volunteers, staffing camping trips, etc. Our goal is

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100% participation. Involvement is defined in very broad terms with ample opportunity for families to participate. Attendance at Odyssey carries with it an obligation for family involvement. Please do your share!

Odyssey School of Denver is a cooperative enterprise: our families, staff, and Director, share the responsibilities and rewards of operating our school. Parents play essential roles in and out of the classrooms. Our families experience firsthand the school environment, become advocates for their children, and enrich the school community with their ideas, interests, talents, and resources. Family involvement is a key foundation of Odyssey School of Denver as families are essential partners in the educator of our students.

The school requires that all families support their children in learning at home and school, while also being involved in other activities that support their child(ren)'s crews(s) and the school as a whole.

### Why Odyssey May Look Different Than Other Schools

A great deal of thought, research, and practice has gone into designing our school's structure. We haven't always made the same decisions that were made by the schools in our childhoods. Some of what you see at Odyssey may look unfamiliar. You may be surprised that certain school pieces are missing. You may notice some unexpected new things. This section should explain some of these surprises.

#### **Our Progress Reports Replace Traditional Grades**

Instead of evaluating students using letter grades (A, B, C, D, and F), we evaluate our student's work as "Beginning", "Developing", "Accomplished", or "Exemplary". We make these evaluations using rubrics based on state standards. The rubrics are discussed and sometimes created with students before their work begins and throughout the process.

#### **Our Classroom Space Is Used Flexibly**

In an Odyssey classroom work areas are arranged to help students collaborate in small groups. This requires group tables as opposed to rows of individual desks. Each classroom also has a large space set aside for whole group meetings, which are essential to building a supportive community of learners.

#### **Our Classrooms Have Ongoing Conversations and Are Full of Movement**

Student conversation is the center of much of our learning here. We believe that deep learning takes place when children challenge one another, ask questions, share ideas, and build on one another's knowledge verbally. At certain times during the day, children will be getting out of their seats to gather materials, consult with one another, and look at information on the walls. In these situations, the child who is sitting still and not making a peep may be the one off task and not the other way around.

#### **Emphasis on Two Year Relationships with Students**

Our configuration is a K-1 loop, 2-3, 4-5, 6 and 7-8. Multi-age grouping allows a classroom to accommodate children's different levels of maturity and differing capabilities. We teach to each child rather than to the grade. The younger children have the experience of stepping into a leadership role when the older group moves on and a younger group moves in. There is a sense of continuity in the classroom. When children stay with the same teacher two years, that teacher uses knowledge she or he has gained about a child during the first year to plan learning experiences for the next year.

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### **Fieldwork Is Central To Our Curriculum**

Learning extends beyond Odyssey's walls; it connects to the world. Students frequently work in the field, sometimes one or twice a week. Fieldwork is deeply woven into each teacher's curriculum. Attendance is required on fieldwork as much as it is in the classroom. The field may be a forest, a theater, a ghost town, a hospital lab, a courtroom, a museum, etc.

### **We Use Primary Sources As Much As Possible**

We believe children can learn authentically by using authentic resources. Although they have access to some textbooks, students more often gather information from non-fiction and fiction trade books, publications, and the Internet. By reading literature and exploring primary sources, children gain information-gathering skills that they use to independently problem-solve and conduct research in the real world.

### **Revising Work Is a Habit Here**

Students at Odyssey normally aren't finished with a piece of work until they do multiple drafts of it. This expectation reaches across grades and disciplines. Improving on work again and again is common practice here. Teachers guide students from draft to draft. Students collaborate to assess the work of their peers. Rubrics set high standards for finished pieces and guide students as they strive to get their work to meet these high standards.

### **We Are a Teacher/Student/Parent Team**

We invite and strongly encourage parents and students to be active crew members with us, rather than passengers. We want to hear parents' perceptions about their children and their experiences at Odyssey. We expect parents to check in with their children's teachers and to be interested in their learning. We want parent feedback about our expeditions and our culture. We expect our students to be responsible for their own learning. Our teachers do not pour knowledge into passive students. They interact, question, prompt, and set up physical and intellectual environments for students. Within this context, we expect students to explore, wonder, hypothesize, create, and discuss their ideas about the world. This is hard work. We expect every member of the team to actively participate in the learning experience.

### **We Encourage Internal Rather Than External Rewards**

We do not reward our students with prizes when they succeed. We offer specific praise, encouragement, and a culture that fosters and celebrates student achievement. We believe that if children only experience extrinsic rewards, they learn to work only for those rewards, and do not connect their learning to the outside world. We strive to help children make those connections, believing that the purpose of learning is to interact thoughtfully and powerfully in the world.

### **Learning Is Public and Collaborative**

Our students' work is often assessed by their peers. Students read their writing out aloud, solicit comments, and present project drafts for formal peer critiques. We do public work just like in the real world. Having an authentic audience keeps us on our toes, supporting quality work with high standards.

### **Your Child Will Camp At Least Twice A Year**

Each fall and spring your child's class will take a camping trip. It will last 1-5 days, depending on the grade. (Kindergarten typically does a one-night camping trip in the spring as well as day trips.) Camping trips are a big part of who we are as an Expeditionary Learning school. They allow our crews to develop positive cultures at the beginning of the year and to reflect and find closure at the end of the year. Student

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attendance is not optional. If you are not willing to let your child participate in these camping trips, then this school is not a good match for you.

### **Adventure Deepens Our Learning**

Although our students camp, hike, ski, and climb, we are not solely a school of wilderness adventure. We use adventure experiences as a required component of our curriculum to promote growth in intellect and character using the principles of Expeditionary Learning Outward Bound. Students who are comfortable taking risks out-of-doors often gain the confidence to take bigger risks in the classroom. They build confidence as leaders and collaborators.

### **Service and Character Development Are Part of Our Curriculum**

We focus on character and service as well as academics. Quality academic work is mirrored by the quality of the ways in which we treat one another, our community, and our environment. Students are encouraged to be compassionate, disciplined, courageous, and responsible. For example, your child's crew may take time during the day to discuss why a crew member has been mistreated. They may take twenty minutes to pick up litter at a neighborhood park. They may spend one afternoon a month visiting an aging community member.

### **Students and Teachers Often Dress Casually**

Because we are a hand-on school, teachers and students need to dress appropriately for whatever activities are called for on a given day. We are often up to our elbows in goopy materials and the natural world. Appropriate dress for a visit to a museum, for science experiments and messy art projects, and for venturing into the wilderness will vary. Parents are asked to be knowledgeable about activities on a given day by reading the weekly Friday Folder letters as well as permission slips for field work and to assure that their children are dressed appropriately for the day.

### **Most of Our Staff Go By Their First Names**

Most of us introduce ourselves to our students with our first names. This is part of the Outward Bound culture, which fosters respect within relationships and not necessarily by titles. Some of our students prefer to put a Ms. or Mr. in front of our first names. We respect their desire to do so.

### **We Expect Students to Behave In Ways That Are Kind, Safe, and Appropriate**

We expect students to follow these three simple courtesies at our school. If students do not, they are held responsible for their conduct. Expectations are clear and we follow through with consequences appropriate to individual students.

### **We Are Strict About Safety**

Outward Bound is known for the priority it places on safety. It follows safety measures conscientiously and always errs on the conservative side. We also follow this high road. Every precaution is taken to ensure your child's safety. Our Adventure Coordinator and teachers are very experienced and vigilant about high safety standards.

### **We Need Parents to Support Their Children with Their Homework**

We expect parents to be aware and supportive of their child's efforts with homework. We expect parents to let teachers know if their child is struggling with homework. We expect all students complete and turn in homework on time.

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### Odyssey's Habits of a Learner

Odyssey's Habits of a Learner describe aspects of Character and Social Responsibility that we value in their own right and believe are essential for a student's Intellectual Achievement and academic success. All students, K-8, are given opportunities to develop all six stated Habits of a Learner. The ultimate goal is to have the Habits of a Learner become actions or patterns of behavior that are repeated so often that they become typical to their everyday – whether in school or out of school.

Odyssey's Habits of a Learner	
Habit	Target(s)
<b>1. Responsibility</b>	<ul style="list-style-type: none"><li>· I can use strategies to engage in my learning.</li><li>· I can use strategies to complete quality work on time.</li></ul>
<b>2. Revision</b>	<ul style="list-style-type: none"><li>· I can use revision strategies to improve my work and actions</li></ul>
<b>3. Inquiry</b>	<ul style="list-style-type: none"><li>· I can use the inquiry process to investigate a topic or problem.</li></ul>
<b>4. Perspective Taking</b>	<ul style="list-style-type: none"><li>· I can use multiple perspectives to help me understand events and issues.</li></ul>
<b>5. Collaboration &amp; Leadership</b>	<ul style="list-style-type: none"><li>· I can contribute to a common goal through my words and actions.</li><li>· I can effectively implement leadership strategies.</li></ul>
<b>6. Service &amp; Stewardship</b>	<ul style="list-style-type: none"><li>· I can make choices that have a positive impact on the environment and community.</li></ul>

### School Hours

School hours are from 8:10 am to 3:15 pm Monday through Thursday, and from 8:10 am to 1 pm on Friday. There will be supervision the playground from 7:50 until 8:10 am every morning on the playground area. On very cold mornings supervision will be provided from 7:50 to 8:10 am in the school gym. Students should not be in the building before 8:10 unless accompanied by a parent or guardian. The school is open at 8:10 am; and students are expected to be in their classroom ready to begin work at 8:15. Students will be considered tardy if they arrive to their classroom after 8:15 in this case the student must bring a note from the office and this will be reported to the district and on progress reports.

**School Closings for Inclement Weather (Snow):** Odyssey School of Denver will close for snow when the Denver Public School (DPS) District closes for snow or at the discretion of the Director. If DPS runs a late schedule, Odyssey School of Denver will run a late schedule. Parents are asked to tune in to KOA radio at 850AM or any of the local network TV stations for the latest school closure information. School closure information will also be available on the DPS website at [www.dpsk12.org](http://www.dpsk12.org). Once DPS announces that it will be closed, Odyssey will be closed. Once it is announced that DPS is on a late bus schedule, Odyssey will be on a late schedule.

**Students go outside for recess everyday! Please dress for the weather. If the temperature drops below 20 degrees or if it is too wet we keep the students inside.**

### Student Drop Off and Pick Up

The staff will not supervise students before 7:50 AM or after 3:30 PM. Children are not to be dropped off at school before 7:50 AM or picked up after 3:30 PM. There will be supervision on the playground from 7:50

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until 8:10 AM every morning on the playground area, which is adjacent to the Odyssey wing of the building. The parking lot is reserved for our fleet of busses, the gear van, for visitors and for staff. **Please do not pull into the parking lot when dropping off or picking up your child.** In order to have a smooth drop off and pick up procedure, **you may not get out of your car** if you are in the lane in front of the North sidewalk entrance of the school. **If you need to get out of your car for any reason, please park on the street in designated areas.**

Children who are not picked up by 3:30 will remain at the school office until a parent/guardian arrives to pick them up. We understand that occasionally circumstances arise that makes it difficult to arrive at school on time to pick up your children. On these occasions, please notify the office in advance. Habitually unsupervised students on school grounds prior to 7:50 am or after 3:30 pm will be reported to the Director. **Habitual lateness in picking up children at the end of the school day will result in a referral to Social Services.**

If someone other than a parent or legal guardian is to pick up a child during the school day, the parent/guardian must provide information to the Odyssey office in writing or via phone about which, when, and why that person will be picking up the child.

### **Student Dress**

The Denver Public Schools Board of Education recognizes that the responsibility for the dress and appearance of students generally rests with individual students and their parents. Therefore, students are encouraged to dress appropriately for all school activities. Ultimately, however, the decision of safety or unsuitability of clothing is a matter of Odyssey School of Denver's staff's judgment. The following general standards are:

1. Reasonable cleanliness of wearing apparel is expected
2. Shoes, sandals or boots must be worn in the building
3. Beach or swimwear is inappropriate
4. Dress will not be worn that causes or is likely to cause disruption of the educational process including, but not limited to, hats that obscure a student's face or clothing that may be deemed to be provocative or offensive or which promotes illegal activity such as the use of drugs, alcohol and tobacco.
5. Wearing apparel that interferes with or endangers the student while he/she is participating in classroom activities may not be worn. The decision as to the safety or unsuitability of the clothing is a matter for the judgment of Odyssey staff. The rule of thumb for Odyssey parents:
  - Any kind of underwear needs to be covered
  - All printed language must be appropriate for a K-8 environment
  - Pants must be pulled up to the waist
  - Shirts must cover the belly and have necklines that do not show cleavage.
  - Shorts should be as long as your fingers when your arm is resting at your side
  - When a swimsuit is required, a one piece suit should be worn
6. Students must not wear dark glasses in the building without permission from the Director
7. Any manner of grooming or apparel, including clothing, jewelry, emblems, and badges, which by virtue of color, arrangement, trademark, or other attribute that is associated with or denotes membership in or affiliation with any gang is not allowed. The prohibition on gang-related apparel will be applied at the discretion of the Director as the need arises.

Disciplinary action for violation of any dress standards will include notification of the violation, the requirement that the clothing be changed before re-entering class, and, at the discretion of the Director, a

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parental conference. More severe disciplinary consequences, including suspension or recommendation for expulsion, may result from repeated or serious violations.

Parents/guardians should remember that physical education classes and recess usually take place outdoors. In cold weather, students must come to school with adequate warm clothing to allow them to be outside for up to 45 minutes at a time.

### Student Attendance

Every child who has attained the age of six years and is under the age of 16 is required to attend public school, with such exceptions as provided by law. According to state law, CSR 22-33-105: Compulsory Attendance Law, it is the obligation of every parent, guardian, and legal custodian to ensure that every child under his/her care and supervision attends school. This Student/Parent Handbook serves as Odyssey School of Denver's notification to parents, guardians, and legal custodians of their obligation under state law to ensure their child's attendance at school.

Parents, guardians, and legal custodians must note that adventure activities, including camping trips, are a required part of the Odyssey curriculum. We utilize adventure experiences to promote growth in intellect, character, and social responsibility. Students are required to attend all adventure activities. Failure to appear for an adventure activity or camping trip will constitute an absence from school and will be treated according to Odyssey policies on student attendance described below.

School starts at 8:10 am. Teachers will mark attendance records with either a "present" or "absent". If no mark is by the student's name when the attendance roster is collected, the student will be counted tardy for that day unless s/he has an acceptable reason from a parent or guardian for being late. Administrative personnel will make the determination as to whether the student will be counted as tardy. In any case, students may not enter the building after 8:15 am without checking in at the office first and receiving a Pass to take to their teacher acknowledging that they have signed in.

### **Absences**

Failure to appear and remain throughout the entire time of a scheduled class period will constitute an absence.

When a student is absent, the student's parent or legal guardian is to notify the school of the absence by calling the office at 303.316.3944 before 9:30 am. The notification and explanation of the absence is only that and does not automatically excuse the absence. Excused absences are granted in accordance with school policy. If a child has not been accounted for by being marked present or with an excused absence, then the front desk will make every effort to locate the child by contacting families.

When a student needs to be excused early, he/she must bring a note from his/her parent/guardian asking to be excused at a specific time, giving the reason for leaving, and approximate time of return. This note must be brought to the main office before the student goes to class. The requests must have a parent/guardian signature and phone number where a parent can be reached. Before departing, the parent/guardian must sign out on the register provided in the main office.

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### 1. Excused Absences

Excused absences are those resulting from: temporary illness, extended illness, injury, physical disability, mental disability, emotional disability, and family emergency. They also include absences excused by the Director through prior requests of parents/guardians, absences that occur when a student is in custody of a court or of a law enforcement authority, and any other absence approved by the Director. The school may require suitable proof of an excused absence including written statements from medical sources.

### 2. Unexcused Absences

Unexcused absences are those absences deemed unacceptable by the Director regardless of the prior approval or knowledge of the parents. Unexcused absences include those resulting from suspensions and recommendations for expulsion. Absences not properly reported by the parent are unexcused. Office staff records unexcused absences daily.

### 3. Tardiness

Tardiness is the appearance of a student at school without proper excuse after 8:15 am or after the scheduled time that a class begins. A child that is habitually tardy is at risk for lower academic success.

### 4. Notification of Absences

When a student is truant from school or from assigned classes, school personnel will make a reasonable effort to notify parents, guardians, or legal custodians by phone as quickly as possible. If a student's academic progress is compromised because of absence, reasonable effort will be made to notify the parents/guardian in advance so remedial action can be taken.

### 5. Academic Sanctions

Students with excused or unexcused absences are responsible for work missed and are expected to make it up for their own benefit. Teachers are not required to provide opportunities for students to make up missed work.

### 6. Truancy

Truancy is an absence from school without the permission of the student's parent/guardian, the teacher in charge, or the Director.

### 7. Habitually Truant Students

Odyssey students age 7 and above who have three or more unexcused absences from school or from class in a one-month period, or 10 or more unexcused absences from school or from class in a school year, are considered to be "habitually truant" under state law. Absences due to suspension or recommendation of expulsion will not be considered for purposes of determining habitual truancy.

Once a student is determined to be habitually truant, the Director will notify the student's parents/Guardian and the school's Social Worker in writing of the student's unexcused absences and of the fact that the student is habitually truant. At that time, the school will develop a plan with the goal of assisting the child to remain in school. School personnel will make reasonable efforts to meet with the parent/guardian to review and evaluate the reasons for the child's truancy. Further unexcused absences may result in the student's withdrawal from Odyssey School of Denver and return to his/her home school.



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### Academic Accountability

Odyssey School of Denver strives to create an environment of academic rigor that will prepare students to excel in high school. Because Odyssey utilizes portfolio assessment as its primary means of evaluating student performance, it is imperative that all students complete class work and homework in a timely manner. A comprehensive collection of completed work will be necessary to ensure that students are prepared to compile a portfolio that demonstrates their academic ability.

#### **Portfolio Assessment**

At Odyssey, subject area portfolios and expedition portfolios are the place where students house evidence of **intellectual achievement**. Students use these portfolios to present their learning at student led conferences throughout the year. Teachers analyze those portfolios and other classroom assessments to determine progress toward academic targets and “Habits of a Learner” targets, which they share in progress reports. Portfolios are a crucial tool for revealing what your child has learned. They help teachers and students notice missing links in a child’s learning and also acknowledge and celebrate a child’s accomplishments.

#### **Student / Parent Conferences**

Student / parent conferences are scheduled twice during the school year – in October and then again in March. Because these conferences are such an important part of your child’s learning at Odyssey, student and parent attendance is required.

Conferences not only tell you how your child is doing in school, but they help your child take responsibility for her/his own learning. Conferences provide an occasion for students to reflect on their progress, set goals for future work, and make a public presentation to the most important people in their lives. Your child will lead her/his own conference and present her/his own learning to you. Students prepare for these conferences by choosing their best work, revising work, writing reflections on their learning, and practicing presentation skills. We expect parents to come with their children for every teacher/parent/student conference in the school year.

#### **Homework Guidelines**

In addition to assigned class work, an important component in the pursuit of academic excellence is the assignment of homework by teachers, and the successful completion of that homework by the students. In addition to the academic benefits of homework, schoolwork that is the responsibility of the student to complete outside the school environment helps students to hone their time-management skills, their self-discipline, and their ability to problem-solve on their own.

Odyssey School of Denver employs a fairly standard set of homework guidelines. Each teacher at Odyssey may assign up to 10 minutes of homework per night per grade level. The guidelines are given below.

K-1	10 minutes per night plus reading time
Grades 2-3	20 to 30 minutes per night plus reading time
Grade 4-5	30 to 40 minutes per night plus reading time
Grade 6	60 minutes per night plus reading time
Grades 7-8	70 to 80 minutes per night plus reading time

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This policy does not mean that this amount of homework will be given each and every night. These times are meant to serve as guidelines. Teachers will have discretion when assigning homework to determine the amount given based on the circumstances of the class and the material being covered. Generally the time guidelines will be targeted to the “average” student for that class. Some students may complete their assignments more quickly and some more slowly than other students. Homework in 7/8 is harder to regulate, as three teachers cannot always plan their homework needs together. Parents should maintain communication with teachers in the event that their child is consistently spending more time on homework than expected, or conversely, that their child is not being challenged.

### **Passages :**

At Odyssey, we use rituals to define and support our culture. Our culture values the unique contribution of individual students and believes that the community should notice and celebrate the accomplishments that individuals achieve as they grow in their life at Odyssey. The passage process demonstrates that this community values each student, wants to know how each student has grown, wants to be sure that the community has done all they can to help the student be ready for where they are going.

This process is Odyssey’s rite of passage. Each passage is an event that marks the transition of a student from one part of the school into another, or a transition into high school. For passage at Odyssey to be a legitimate rite of passage, it must require something significant of students and it must be a public experience. Students create a Passage portfolio and prepare a presentation to a panel as a way to reflect on how their habits impact their academic achievement. By having staff and community members serve as an audience for student’s reflections on their “Habits of a Learner”, we not only hold students to high standards, we support their continued development as they grow in their life at Odyssey.

### **Policies Pertaining to Daily School Activities**

#### **Deliveries for Students**

If a student leaves items at home, they may be delivered to school and left in the main office for the student to pick up. Please make every effort to communicate any directions or changes to your child’s day before dropping them off at school. In the event that you have a last minute need to get a message to your child, please call the main office. We make every effort to answer the phone when you call. However, there are times that you will need to leave a message. We will check messages every hour. If the message is left before 3:00 pm, we will do our best to deliver messages to your child before the end of the day. This service should be used rarely.

#### **Fundraising Activities**

Plans for fundraising must be presented to the Director and Fundraising Committee a minimum of two weeks in advance. These plans must include the appropriate provisions for safety in the implementation of all activities and must be in line with the overall fundraising strategies and activities of the school. Teachers’ crew budgets should be sufficient to support all crew activities.

#### **Hallways**

Halls are off limits during recess and lunchtime unless given permission by a supervisor. Sports equipment, including balls, should not be used in the halls. Rules for proper behavior in Odyssey School of Denver’s hallways and corridors include:

1. Walk, do not run, skip, hop or jump.
2. Speak quietly.
3. Keep hands and feet to oneself.

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4. Treat displays and projects with respect.
5. Respect those working in classrooms.

### **Lost and Found**

The school's lost and found is located in the lunchroom. Parents are urged to label children's clothing for easy return. Items not claimed with a month are donated to charitable organizations.

### **Lunchroom**

Our Community Values form the basis for behavior in the lunchroom with the addition of the rules listed below:

1. Students must sit in the area of the cafeteria designated for Odyssey students.
  2. Students must clear the table of their individual eating area before being dismissed.
  3. Students must only sit on the seats.
  4. Food throwing is not allowed.
  5. Students must speak quietly and use proper table manners.
  6. Students must walk to the bathrooms and playground.
1. Personal trash must be disposed of before a student leaves the lunchroom.
  2. Students will share responsibility throughout the year for cleaning tables, chairs, and floors at the end of their lunch period.

### **On-Site Activities Outside of School Hours**

All of the policies and procedures for maintaining a safe environment are in force when school activities happen at Odyssey School of Denver during times that school is not in session. The Director must be informed a minimum of two weeks in advance of the plans for activities such as clubs, school dances, concerts or performances, or other extra-curricular activities. Plans for such activities must include the appropriate provisions for safety. Depending upon the type of activity, arrangements may need to be made to procure additional security.

### **Protocol for After School & Evening Events Organized by Odyssey Crews**

Students may organize after school and evening events. To do so, they must proceed according to the following protocol: At least four weeks before the event, students must:

- Discuss plans with their lead teacher – set a date far enough in advance in order to assure that the students can properly plan the event. They must have approval from the lead teacher before proceeding.
- Requesting permission from the Odyssey office
- Students must secure the appropriate staff and parents to serve as chaperones by a certain deadline as named by the Director

Three weeks before the event:

- Request permission from the Director of Operations or Director of Communications, in the Odyssey office, to check with the custodial staff to see if the event can be scheduled on the date requested.
- Give plans to the Director for the evening (music list, flow of event, food, costs, flyers, plan for set up and clean up)

Two weeks before the event:

- Give the custodial staff directions as to how the room is to be set up.
- Finalize staff member(s) and chaperones for the event

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Chaperones are responsible for supervising and disciplining students at these events. At the conclusion of the event, students and chaperones are responsible for cleaning up and returning the spaces used to their original state.

### **Responsibility for Children at All-School Events for Families**

Parents and guardians are responsible for monitoring and supervising their children at all school events such as the Fall Picnic, Back to School Night, Exhibition Night, etc. Children who are not behaving in an appropriate manner will be brought to parents by school staff.

### **Personal Electronic Equipment**

Cell phones, laptop computers, compact disc players (with or without headphones), I-Pods, and radios and/or electronic games are not to be used at any time during the school day and are not allowed at school. If parents want students to have cell phones for use before or after school, the cell phone must be kept in the student's backpack or cubby during the day in the "off" position. Teachers may grant exceptions to this rule if use of the personal electronic equipment can be used for educational purposes. Student failure to comply with this rule will result in confiscation of the personal equipment. Students may or may not get the phone back at the end of the day. Parents may be asked to come and pick up the phone. Repeat violations will result in confiscation for longer periods of time as well as a parent conference. All property brought to school is brought at the owner's risk. Odyssey School of Denver cannot assume responsibility for any property belonging to students.

### **Photo Release**

During the school year your child will be participating in many educational experiences. Odyssey School of Denver, DPS, Expeditionary Learning, Outward Bound, and approved affiliations by Odyssey may take pictures and/or videos of these activities for their publications. We request your permission to use any photographs or videos in which your child may appear during registration.

Any photos taken by volunteers or teachers can be used on the Odyssey website or Facebook page as well. Photos may not be used for personal use or on personal media sites such as Facebook.

### **Public Displays of Affection**

Public displays of affection are not allowed on school property.

### **Playground and Recess Rules**

1. The playground is off limits to Odyssey students unless supervised by an Odyssey staff member.
2. Misuse of equipment is not allowed. All equipment must be used only as intended.
3. Students must be sure the areas around all equipment are clear of others before usage.
4. If a student is not in full view of a supervising adult, that student is in an off limits area.
5. No eating/drinking on the playground, unless staff has designated lunch or snack outside.
6. No throwing snow.
7. Any injury during games results in an immediate end of activity until student is helped.
8. Any conflict during a game/activity will result in immediate end of activity until agreement is achieved.

Students must be outside during lunch recess and may only be in the building if they have a pass from a teacher to use the bathroom or get a drink. If students are to return to the classroom to work instead of going to recess, they must provide a note from their teacher to the staff supervising the lunchroom.

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Students will not be given permission to return to the classroom to get sweaters or jackets before going outside for lunch recess.

### **Responsibility for Personal Property**

All personal property brought to school is brought at the owner's risk. Odyssey School of Denver cannot assume responsibility for any property belonging to students. Distracting or inappropriate objects will be taken from a student and returned at the end of the day. Repeated violations will require a parent conference. Students should not bring large sums of money to school. If it is necessary to bring a large sum of money, that money should be taken to the office.

### **Roller-Skates / Blades, Skateboards, Bicycles, Scooters**

Odyssey School of Denver applauds students who chose to ride to school. All students must wear helmets when riding anything on wheels while on school property. Students who choose to not wear helmets will need to walk their 'vehicle' while on school property.

### **School Supplies**

It is the responsibility of students to come to school with appropriate materials.

### **Student Use of Copy Machines**

With permission from their teacher, students may bring materials to the office to be copied.

### **Student Use of Staff Lounge**

The Staff Lounge is for the sole use of teachers, staff, and parents/guardians working on school-related projects. Students are not allowed in the Staff Lounge unless they are under the direct supervision of an adult for an explicit purpose.

### **Telephone Policies**

In order to limit disruption to the classroom, students will not be called to the telephone except in cases of emergency.

Students **may not** use the telephone in the office without permission from their teacher. **NOR MAY THEY USE THE CLASSROOM PHONE WITHOUT PERMISSION.**

Telephone Directory: Odyssey School of Denver will publish an annual student directory that contains a listing of students, parents/guardians, home addresses, and phone numbers.

## **Student Rights and Responsibilities**

The following Code of Conduct most clearly delineates the rules and regulations that assist community members in adhering to the school's values:

Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he/she is expected to conduct him/herself in a manner compatible with the school's function as an educational facility. Conduct which disrupts or threatens to disrupt the operation of the school; which interferes in any way with the public or private rights of other students or citizens; which threatens or endangers the health or safety of any person; or which damages property, will not be tolerated and will result in disciplinary action.

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Our primary objective is the proper recognition and preservation of every Odyssey student's constitutional rights, and allowance for such rights:

### **1. Freedom of Expression**

Students may freely express their points of view, provided they do not seek to coerce others to join in their way of expression and provided also that they do not substantially disrupt school operations, intrude upon the rights of others, encourage activities and/or in engage the use of drugs or alcohol, promote sex or endanger the health and safety of other students or of school personnel.

### **2. Personal Appearance**

Restrictions on a student's hairstyle or manner of dress will be imposed when there is a "clear and present danger" to the student's health and safety or when the behavior causes an interference with work or creates classroom disorder. See Section VIII: Student Dress.

### **3. The Right to Petition**

Students are always allowed to present petitions to the administration. Collecting signatures on petitions is limited to before and after school hours and during free time such as lunch and recess. No student will be subjected to disciplinary measures for signing a petition to the administration - assuming that the petition is free of obscenities, libelous statements, personal attack or advocating of disruption which poses a threat to the regular school program, and is within the bounds of reasonable conduct.

### **4. Student Property**

A student's desk, portable desk, backpack, storage area, or personal property may be opened for inspection when there is reasonable cause to believe that prohibited articles are stored therein.

### **5. Student Due Process Rights**

Students will have clearly established means by which administrative due process is available for the protection of the individual's rights. Due process procedures will conform to the following basic principles:

- A. They must be fair
- B. They must apply equally to all
- C. They must be enforced in a fair manner, which involves:
  1. Adequate and timely notice with an opportunity to prepare a defense
  2. An opportunity to be heard at a reasonable time and manner
  3. The right to a speedy and impartial hearing on the merits of the case
  4. The right to appeal the decision

In cases of student suspension or recommendation for expulsion, specific due process procedures will be followed in accordance with Odyssey School of Denver's stated policy, Denver Public School's policy, and current Colorado State policy.

### **6. Student Involvement in School Affairs**

While on school grounds, in school facilities, at school-sponsored activities (field work and extended trips), or when being transported in vehicles approved by the school, students will comply with school policies and regulations pertaining to student conduct.

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Students will have the right to participate, as suitable to their age and maturity, in decision-making processes, student government, and student organizations. They will have the constitutional rights to freedom of assembly and expression and the right to possess and distribute literature as set forth in school policies pertaining to student organization and publications.

### **7. Community Responsibilities**

As part of our desire to create a stronger school culture, students will share responsibility for keeping our school clean and presentable. In the lunchroom students will clean tables, chairs, and floors at the end of their lunch period to get the lunchroom ready for the next group of students.

### **Other Important School Policies**

#### **Enrollment Policy**

Students entering K-8th grade and who are residents of the Denver school district are invited to apply for enrollment. Students from other districts are eligible to apply in accordance with the inter-district transfer law.

Odyssey School of Denver participates in the Denver Public School Choice Process. Choice forms are available at any DPS school or online and are usually due at the end of January for the following school year. On the choice form families rank their top 5 schools in order of preference. DPS facilitates the choice lottery. Every student will be assigned to a school based on their lottery number and the order that schools are ranked on the form. Students will be assigned to their highest-ranked school where space is available and enrollment requirements are met. Students will be waitlisted on higher ranked choices that do not have space available.

**Socio-Economic Diversity:** Odyssey School of Denver is committed to a socio-economically diverse community, with at least 33% of the school's enrollment to be filled by children whose families qualify for the free or reduced lunch program.

**Staff Policy:** Children of current staff members will receive priority for admission if their applications are received by the designated deadline or with residency or guardianship changes. These children will be allowed to remain in the school regardless of whether or not the parent/guardian remains employed by the school. Children of former staff members that worked at Odyssey School of Denver for five years or longer, will receive priority for admission if their applications are received by the designated deadline. The total number of students enrolled under the Staff Policy will not exceed 10% of the school's population.

**Sibling/Household and Alumni Policy:** It is the intent of Odyssey School of Denver to support whole families and create school community. Siblings of enrolled students will receive priority for admission if their applications are received by the designated deadline. Children who have permanent residence in a current family's household will receive priority. Alumni students/families receive priority with guardianship or residency changes. Younger siblings of Odyssey graduates also receive priority. Documentation will need to be provided to claim this priority (birth certificate, tax forms, custody forms).

**Board Policy:** Current Board members, in good standing as determined by the Board Chair, who have served at least one full year of Board service by the designated deadline for applications will receive enrollment priority. Children of former Board members, who left in good standing, on the Board of Directors of Odyssey School of Denver for five years or longer, will receive priority for admission if their

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applications are received by the designated deadline. The total number of students enrolled under the Board Policy will not exceed 10% of the school's population.

**Priorities** - Our first priority is maintaining our economic diversity. This is given first consideration. Children of current staff and siblings are given priority over children of founders, board members, past board members and past staff. This is the priority ladder:

1. Maintaining 33% FRL students
2. Siblings & children of current staff
3. Previous employees who worked at Odyssey for 5 or more years, current board members who have served at least one year of Board service by the designated deadline for applications, and past Board members who meet the eligibility of 5 years of service as set forth above.

### **Grounds for Denial of Admission**

Subject to the school's responsibilities under the Exceptional Children's Educational Act and applicable federal, state, and local laws, the following will constitute ground for denial of admission to the school:

1. Failure to meet age requirement.
2. Having been expelled from any school district the preceding twelve months.
3. Having engaged in behavior in another school during the preceding twelve months that is detrimental to the welfare or safety of other students or of school personnel.
4. An applicant who is not a Denver resident, unless otherwise entitled to attend, is not eligible for the initial lottery.
5. Falsification of application or enrollment documents.
6. Failure to comply with the immunization provisions. (Families who choose not to immunize their children must sign an immunization waiver.)
7. Enrollment is contingent upon review of a student's IEP to determine if the student's needs can be met, program limitations are discussed.

### **Class Requests**

Every year we get many questions about class requests for the following year as students move from one crew to another. While we will accept requests for specific crew assignment, we strongly discourage them for the reasons cited below.

Our primary consideration in developing class lists is balance. We look at the students that are moving into or leaving each crew, and attempt to balance it with regard to grade level, gender, ethnicity, economic diversity, academic and behavioral needs, student relationships, etc. This is a collaborative process involving teachers and administrative staff. Often there are many unknowns, especially the new students who will be joining us in August. We do interview all new students, grades 1 – 8, to better ensure proper placement.

In past years our efforts to honor a request have made achieving the right balance more difficult. Multiple requests in a given classroom make the task even more complicated. Families are not aware of all issues as to placement and can't be told for reasons of confidentiality.

Requesting a classroom has several other consequences as well, including:



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- When one family's request is honored, it affects other families at that grade level. To accommodate one request, many students may have to be moved. This is unfair to parents who do not make requests.
- Though class requests are confidential, inevitably teachers may learn of them, which can contribute to poor morale.
- Often a group of parents request one classroom due to student friendships. This is impossible to accommodate and may lead to negative feelings among families and toward office staff who develop the class lists.

Odyssey is fortunate to have talented and qualified teachers. While one teacher or classroom may seem to better "fit" a student, all of our teachers are fully capable of working with all students. Every year, classroom environments will change. One year a crew may seem ideal; and the next it may not. We all need to work together to encourage and support strong classrooms

For the reasons given above, we strongly discourage classroom requests. Most requests will not be granted. If you feel strongly about requesting a classroom, you must submit a letter in the spring before the end of the school year. Please be sure to include your reasoning. Prior to finalizing class lists, we will consider all requests and will inform you by mail if your request will be granted. For reasons of confidentiality, reasons for decisions will not be provided. Please remember that all students moving to the 2<sup>nd</sup>, 4<sup>th</sup>, or 7<sup>th</sup> grade have a 50/50 chance of either classroom. You may be placed in the class of your choice for reasons not related to your request.

### **Protocol for Requesting a Crew Change in Mid-Year**

Occasionally, a parent/guardian may want to request a change of crews for his/her child. Such changes are strongly discouraged by Odyssey unless there are strong and compelling reasons to do so. In most circumstances there is no room in the other crew to accommodate such a change. If such a change is to be requested, the following protocol must be followed.

First, the parent/guardian must meet with the child's lead teacher to discuss concerns as to how and why the child's needs are not being met. Intervention strategies should be discussed and implemented. After 30 days there will be a follow-up meeting between the parent/guardian and lead teacher to check in on progress. At that time there would be a decision to continue with the interventions, modify the interventions, or begin a more formal process of requesting a change of crew.

If a change of crew is still being requested, the parent, lead teacher and School Director would discuss issues and develop a further plan of action to resolve the situation within the current crew assignment. The new plan of action would be closely monitored for a month. If the situation is resolved, no further action will be taken.

If the parent were still interested in a change of crew, there would be a meeting with the parent, lead teacher, the prospective lead teacher, and the School Director. This meeting would be to discuss the pros and cons of such a move. If this group decides there are enough compelling reasons to move the student, they will. If there is a disagreement as to the placement of the child, the Director will make the final decision.

### **Immunizations**

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All students will furnish the required certificate of immunization or will be excluded from attending school. A student will be exempted from this requirement only upon submission of:

1. Certification from a licensed physician that the physical condition of the child is such that immunization would endanger the child's life or health.
2. A statement signed by one parent/guardian that he/she is an adherent to a religious belief whose teachings are opposed to immunizations.
3. A statement signed by one parent or guardian that he/she is opposed to immunization for personal reasons.

Minimum immunization requirements are:

<b>Vaccine</b>	<b>Grades K-8</b>
DPT/Td/DT	4
Polio	3
Measles*	1
Mumps*	1
Rubella*	1
Hib**	
Hepatitis B***	3

\*Measles, mumps and rubella vaccines must have been administered on or after the first birthday to be acceptable for certification.

\*\* One dose of Hib vaccine must have been administered at age 12 months or older. Children age 5 and older are exempt from the Hib requirement.

\*\*\* Beginning July 1, 1997, all students born on or after Jan. 1992, must have had three doses of hepatitis B vaccine. Hepatitis B vaccine must be administered such that dose two is given not less than 30 calendar days after dose one, and dose three is given not less than 60 calendars or more than 150 calendar days after dose two. By July 1, 2003, all students in grades K-12 must comply.

### **Procedures for Compliance**

1. A completed Certificate of Immunization indicates full compliance.
2. A request for immunization signed by a parent/guardian that local health officials administer the necessary immunizations. Request must be submitted at the time of school entry and completed Certificate of Immunization be submitted within 60 calendar days of school entry or child will face suspension or recommendation for expulsion from school.
3. A written plan for immunization signed by one parent/guardian for receipt by the child of the required inoculation or the first or the next required of a series of inoculations within 30 days. The plan must be submitted at time of school entry and completed Certificate of Immunization be submitted to school within 60 calendar days of school entry or child will face suspension or recommendation for expulsion from school.
4. Transfer students from outside the state are the only students who may officially have the 60-day grace period without presenting one of the above statements upon entering.

### **Medications**

If a student requires prescribed medication during the school day:

- He/she must have a district medical permission slip signed by parent/guardian and a doctor. Each medication must have a separate, completed form.

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- Medication must be brought to the office as soon as the student arrives at Odyssey School of Denver.
- Medication must be in the original prescription container labeled with the dosage.
- All medication will be administered in the office.

At NO time is a student allowed to have medication in his/her possession unless prior approval or paper work (self carry form) has been obtained.

- A student will need to follow the above instructions for all over-the-counter (OTC) medications as well. All cough drops, homeopathic remedies, throat lozenges etc. fall in to this category.
- A signed parent/doctor medical permission slip must be turned in for each OTC medication.
- OTC Medication must be labeled with the prescription on the container with dosage indicated.
- **ALL CAMPING MEDICATIONS and PAPERWORK must be turned in to the office ONE WEEK prior to a scheduled camping. NO EXCEPTIONS!!**

### **Parental Concerns: How to address an issue, which is concerning you.**

To address a concern or seek resolution to a problem at Odyssey School of Denver, first, please address the person most immediately involved in the issue with which you are concerned. Please remember that teachers have very full schedules and may not be available to talk with you at your convenience. This is especially true at the beginning of the school day as students are arriving as well as during the school day. It is best to schedule a time in advance to meet either in person or to talk on the phone. If you feel having a facilitator might be helpful, you may ask to have the School Director, or another staff person, attend the meeting.

If, after this step, your concern is not addressed to your satisfaction, contact a representative of Odyssey School of Denver's Board of Directors. This representative may work with you to resolve the issue or may take the issue to the Board for inclusion at the next meeting. Parents are encouraged to work through the parent representatives of the Board. A list of Board members is available in the school office or on our website.

### **Retention and Acceleration of Students**

Grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging.

Grade retention or acceleration of students will depend on several factors, including all of the following:

1. Academic skills
2. Maturity
3. Satisfactory completion of work
4. Likely success in completing the academic work at the next grade level
5. Parental input

Grade retention or acceleration will be based on the best interests of the student and his/her educational success. A student will be retained or accelerated if the Director and the student's teacher agree that grade retention or acceleration is in the best interests of the student based on the general considerations above.

Procedural guidelines for retention or acceleration of a student are as follows:

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1. The teacher and or Director of Education will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
2. The parents, Director, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.
3. The Director, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the Director decides that it is in the best interests of the student. Strong consideration will be given to the parental concerns; however, the Director will make the final decision.

In such instances, an academic plan will be prepared that includes the following:

- A summary of the school's interventions during the current year to meet the student's academic needs.
- The interventions to be implemented during the next school year to meet the student's academic needs.

### **Special Education Procedures**

Prior to enrollment we will meet with parents to discuss the availability of services and the needs of individual students. Odyssey School of Denver has a limited amount of services in a mild moderate setting. Incoming students with IEPs will have a transition meeting to ensure that services are meeting the service time according to the IEP in regard to the structure of the Special Education department at Odyssey School of Denver. Accommodations and modifications will be made so that students with IEPs can meet the graduation requirements adequately.

All students with an Individualized Education Plan (IEP) enrolled at Odyssey School will have their plan reviewed so specific services can be provided in the least restrictive environment. Services include but are not limited to:

- Support to educators in order to make accommodations in the general classroom environment.
- Direct consultation with a student (e.g. reminders, checking on progress)
- Effective support to help students adjust to learning difficulties and become an advocate for their learning styles.
- Monitoring of the IEP and annual reviews.
- Communication with school administration, teachers, school personnel and a parent/guardian..

The referral process for special education begins with the general education teacher providing and documenting interventions and completing an Individual Learning Plan (ILP). If a student does not respond to interventions the case is escalated to the Student Intervention Team (SIT) where intervention specialists are involved who may provide more intense interventions. If a student continues to not respond to interventions the referring teacher will consult with Parents, Intervention Specialists, Administration, and Special Education Service Providers and special education services may be recommended, as well as, more formal testing may be suggested.

### **Student Emergencies**

If a student becomes seriously ill or injured at school, parent/guardian contact will be made as specified on the school emergency card. A parent/guardian must keep the school informed of any changes in work,

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home, or emergency phone numbers. Every effort will be made to inform a parent/guardian quickly. A parent/guardian must notify the school regarding child custody information that affects the release of health and academic records, or the release of the child from school. Students will be released only to their parent/guardian, unless the school has received written notification of changes.

### **Student Records**

The following records must be on file in the school office at the beginning of each school year.

- Emergency notification card
- Physical Exam Form – a physical is required every year
- Proper immunization records
- Self-administered medical profile
- Doctor administered medical profile if traveling out of the country for fieldwork
- Acknowledgment of risk form
- Pick-up authorization form
- Photo Release form
- Release of Records form

Failure to have the above records on file by the first week of the school year could prevent the student from participating in fieldwork and other activities. In accordance with state law, Odyssey School of Denver cannot allow students who do not have the proper immunization records on file to attend school.

### **Release of Information: Student Records**

At the beginning of each school year, in the Student / Parent Handbook, Odyssey School of Denver will notify parents/guardians of rights pursuant to this policy.

A parent/guardian has the right to review the student's education records unless the custodian of the education records has received a copy of a court order to the contrary. The school, via the Director of Enrollment and Communication, maintains permanent education records or temporary records directly related to a student. Education records may contain personally identifying data, progress reports, courses taken, standardized achievement test scores, attendance data, aptitude tests, psychological tests, interest inventory results, health data, family background information, teacher observations and reports of serious or recurrent behavior problems. Parents must submit a written request to see the files to the Director of Enrollment and Communication, who will set a date and time for the inspection and review no more than three working days from the date of request. The record itself cannot be taken from the school building. If any material or document in a student's education record includes information on other students, the parent/guardian has the right to review only that part of the material that relates to his/her student. The special education teacher will inform parents of students with disabilities when information under this policy is no longer needed to provide education services to the student. The information will then be destroyed at the request of the parent/guardian.

A permanent record of the student's name, address, telephone number, progress reports, attendance record, classes attended, level completed and year completed may be maintained without time limit.

A parent or guardian has the right to challenge the contents of a student's education record if the parent/guardian feels that any information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. In this event, the parent/guardian requests a conference with the Director or submits a written request for amendment. The conference can be conducted by telephone or

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in person. Within five working days, the Director will notify the parent/guardian of his/her decision regarding the requested amendment. All correspondence regarding records is to be sent via certified mail. In the event the parent/guardian is dissatisfied with the decision, the process for addressing a concern is followed. If/when a request to amend education records is granted, the custodian will amend the records accordingly. If/when the request to amend education records is denied the parent/guardian has the right to document in the records a statement commenting on the reason for disagreement with the records. Odyssey School of Denver, for as long as the record of the contested portion of the record is maintained will maintain this explanation. If the record or contested portion is disclosed to any party, the explanation will also be disclosed.

Directory information including a student's name, address and telephone number will be made public unless a written request to withhold such information is submitted by the student's parent/guardian.

The school will not disclose personally identifying education records without written consent of the parent/guardian except to the following:

- School officials charged with the responsibility of providing education programs and/or services to the individual student.
- Authorities named in the Family Educational Rights and Privacy Act including Comptroller General of the United States, Secretary of Education, Director of NIE, Assistant Secretary of Education, or state educational authorities.
- Authorities investigating or providing emergency services involving the health and safety of students.
- State and local official who are required to obtain specific information pursuant to state law.
- Accrediting institutions.
- Testing and research organizations as long as confidentiality is maintained and such organizations are required to destroy records after they are no longer needed.
- Anyone, if required by a court order or subpoena, provided that a reasonable effort is made to notify the parent/guardian prior to complying with the subpoena or court order.

The school may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent/guardian. All other requests for information must be submitted to the Director of Enrollment and Communication by the parents/guardian in writing. The Director of Enrollment and Communication will maintain a list of all requests for information from an individual student's education record. This list will be contained within the student's educational record.

### **Withdrawal from School / Transfer of Records**

If a parent/guardian and student move to another school district during the school year or summer months, the student's records will be sent to the appropriate school at the request of that school. Parents must submit a withdrawal form prior to departure. This form is available in the school office. On the last day of withdrawal, students should have in their possession all books and materials in order to return those items. A parent/guardian should be certain that there are no fees due to the school at the time of withdrawal. Forwarding of transcripts and records may be delayed pending the payment of such fees.

### **Students Staying with Another Family**

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If a student is staying with another family in the absence of the parent/guardian for a short term, the office must be notified with a note stating the dates the parent/guardian will be away and the name and number of the designated responsible person. This information will be used in case of an illness or an emergency.

### **School Policies on Behavior and Discipline**

#### *The Relationship of Culture and Discipline*

*“The quality of a school lies in its culture. Particular aspects of the school – budget, curriculum, teaching roles, decision making, assessment, physical layout – are elements of this culture but do not in themselves define it. The only way to understand a school culture is to understand what students experience in being part of it. Not just the motivated, mainstream students, but also the students who look or feel different. How safe do students feel, physically and emotionally? What kind of pride and intensity is encouraged for work? What values, what sense of courtesy and responsibility are modeled? A culture of quality connotes a culture of high standards for all students in all domains: standards for academic achievement, arts, physical fitness, critical thinking, and creativity, but also standards for kindness, integrity, industriousness, and responsibility.” Ron Berger, A Culture of Quality*

#### Defining the Ideal

At Odyssey School of Denver we strive to create an environment that honors the following elements:

- the physical appearance of the school building, outside and in
- the levels of physical safety and emotional safety that children and adults in the building feel
- the way routines of arrival, class transitions, lunch times, and dismissal are handled
- the ways authority is exercised
- the tone of courtesy, kindness, and acceptance in peer culture
- the ways in which student achievements are shared within the school community and beyond
- the aspects of the school that define it in the larger community

#### Maintaining Positive School Culture

Part of maintaining a culture of quality is taking the time as a school community (staff, families, students, greater community) to build and sustain structures, traditions, and rituals to make sure these realms of the school are positive. There are no shortcuts to building and maintaining a school community of courtesy and kindness, of integrity and responsibility. Being strict about issues of character and physical environment is essential. But strict rules alone are not the answer: they maintain order but do not guarantee that children will treat each other well or feel good about themselves. What is necessary is a school community that not only demands the best of its students in terms of character but that models that character through school tone, routines, and practices. This work cannot be attended to with little effort, in the margins of the school day. At Odyssey School of Denver these efforts are viewed as a primary and explicit priority and commitment of time, all day, every day.

### **Student Conduct and Discipline Procedures – DPS Policy JK-R**

The following student conduct and discipline procedures are developed for the implementation of School Board Policy JK - Student Discipline. These procedures are designed to be consistent with the general purpose and principles outlined in Policy JK, as well as consistent with federal and state statutes, and local ordinances.

# Student / Parent Handbook

## SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION



## Student / Parent Handbook

- 1) Characteristics of Disciplinary Practices
  - a) Successful disciplinary practices have the following characteristics:
    - i) They are explicit, reasonable, and timely.
    - ii) They have logical, fair, consistent, and age-appropriate consequences.
    - iii) They include a variety of prevention and intervention measures.
    - iv) They provide the opportunity for significant parent/guardian and student participation.
    - v) They respond to individual differences among students with insight and sensitivity.
    - vi) They ensure the opportunity for students to obtain an education.
    - vii) They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.
- 2) Staff Training
  - a) Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.
- 3) Non-Discrimination
  - a) School district staff responsible for implementing this Policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.
  - b) Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and Board Policy JKF (Discipline of Students with Disabilities).
- 4) Addressing Racial Disparities and Other Protected Class Disparities in School Discipline
  - a) Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, or referred to law enforcement.
- 5) Student Conduct Subject to Disciplinary Action
  - a) Student conduct during either curricular or extracurricular activities in classrooms, in school buildings, on school grounds, or in school vehicles may be subject to disciplinary action, if such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.
- 6) Individual School Policies
  - a) Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this policy. Any such rules or codes shall be approved by the Superintendent or a designated District official and will be made available to students and their parents/guardians in a manner consistent with Section 1-6 of this policy prior to implementation.
- 7) Distribution
  - a) The District shall post this policy on the District web site and in each school, in English and Spanish. Copies of this policy and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, translated in a language that the parent/guardian can understand.
  - b) Individual schools are encouraged to train their students on the contents of this policy and other school rules and Codes of Conduct they adopt.

### SECTION TWO: INTERVENTIONS AND CONSEQUENCES

- 1) General
  - a) Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school

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suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

### 2) Reasonable Consequences

- a) Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and/or community. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.
- b) Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

### 3) Relevant Factors in Making Discipline Decisions

- a) When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:
  - i) Age, health, and disability or special education status of the student
  - ii) Appropriateness of student's academic placement
  - iii) Student's prior conduct and record of behavior
  - iv) Student's attitude
  - v) Level of parent/guardian's cooperation and involvement
  - vi) Student's willingness to repair the harm
  - vii) Seriousness of the offense and the degree of harm caused
  - viii) Impact of the incident on overall school community.
- b) The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

### 4) Interventions

- a) When misconduct occurs, schools shall investigate the circumstances and gather facts that will help to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level. Interventions should provide students an opportunity to learn from their mistakes, and re-engage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community.
- b) There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.
  - i) Administrative Strategies are statutory, rule-based, or contract-based interventions done "to" the offender, such as:
    - a. Removal from classroom
    - b. Detention
    - c. Suspension
    - d. Expulsion
  - ii) Restorative Strategies are problem-solving interventions done "with" the offender. Justice drives them as much as is possible and focus is on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with

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allied agencies and professionals. An assessment of the incident/conduct will be done, and the school or District will make a determination whether a face-to-face meeting with all parties is appropriate. Examples may include:

- a. Family group conferencing
  - b. Victim-offender mediation
  - c. Classroom peace circles
  - d. Reparation of harm.
- iii) Therapeutic/Resource Strategies are done "by" the offender and require intrinsic motivational behavior change. Such interventions include:
- a. Mental health counseling
  - b. Anger management classes
  - c. Informal mentoring and behavior coaching.
- c) Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:
- i) Independently (e.g., 1-day after-school detention)
  - ii) As alternatives to each other (e.g., choice of mediation or 1-day suspension)
  - iii) In conjunction with each other (e.g., 2-day in-school suspension along with anger management class and mediation)
- d) Interventions can range from reminders, redirection, student/teacher conferences to classroom removal, behavior contracts, suspensions, recommendations for expulsion, and/or referral to law enforcement.
- e) For examples of different types of interventions, see graphic organizer [Download Attachment A](#)[pdf]

### SECTION THREE: DISCIPLINARY OFFENSES

#### 1) Offenses and Consequences

- a) The offenses listed below consist of both rule violations and law violations. Rule violations can be addressed through the various interventions described above in Section 2, and law violations can be addressed through those interventions or through the juvenile and criminal justice systems.
- b) The District and the Board of Education recognize that some school-based offenses victimize other students, and respect the rights of those affected by such offenses. When a law violation occurs in which a student is the victim, the school must immediately notify a parent or guardian of that student and notify him or her of the circumstances and how the school is responding to the incident. In this instance, the parent or guardian has the option of contacting law enforcement, and may request that the school facilitate that process. With full respect for those rights, the District and the Board of Education District strongly encourage informing parents and guardians of alternative strategies such as restorative justice, mediation, and other interventions for addressing the incident, and using such strategies instead of engaging the juvenile and criminal justice systems when appropriate and adequate to address both the victim's needs and the misconduct.
- i) For the purpose of this section, those offenses listed below that victimize other students and are classified as Type Two or above may constitute law violations. If a school official is unsure whether a particular disciplinary offense constitutes a law violation, the DPS Safety and Security Office should be consulted.

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- c) When the victim of a law violation is a school or the District, or when there is no victim, incidents are to be resolved without the involvement of law enforcement whenever practicable, subject to the requirements listed below.
- d) Potential consequences listed below include the appropriate references to the Discipline Ladder in Section 3, whether the offense can result in a recommendation of expulsion, and whether the offense can result in a "school referral." A school referral indicates when an offense may or shall result in the school contacting an outside individual or entity in response to the offense. There are five types of mandatory referrals:
  - i) Mandatory referral to law enforcement
    - (1) For these offenses, the student must be referred to law enforcement.
      - (a) Whenever the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student. For more information on the rights of students when being interrogated by law enforcement officials, see Policy JIH.
      - (b) For incidents of suspected child abuse, unlawful sexual behavior, unlawful sexual contact, or indecent exposure, see also Policy JLF, JLF-R, and the DPS Child Abuse and Neglect Protocol Bulletin. Offenders under 10 years of age are referred to Denver Department of Human Services. Offenders 10 years of age or older are referred to law enforcement.
    - (2) These offenses are marked with an asterisk ("\*") below.
      - (a) Optional referral to law enforcement
        - (i) For these offenses, the student may be referred to law enforcement. However, these incidents are to be resolved without the involvement of law enforcement whenever practicable. The discretionary exercise of a school official's authority to notify law enforcement should involve the consideration of a variety of factors. Those factors include, but are not limited to:
          1. Whether the misconduct was particularly egregious;
          2. Whether the student persists in misconduct after being told to cease such behavior, and continues to endanger the health, safety, or welfare of others;
          3. The age of the student engaging in misconduct (e.g., students under the age of 10 should not be referred to law enforcement);
          4. Whether the student has received prior warnings;
          5. Whether the student's misconduct is specifically intended to cause, or irresponsibly causes, others physical harm or endangers the health, safety, or welfare of others;
          6. Whether the offense victimized another person, and that person expresses a desire to contact law enforcement.
        - (ii) If a school official has any questions regarding the decision of whether to notify the police, he or she should contact DPS Safety and Security for consultation before notifying the police.
        - (iii) Whenever the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student. For more information on the rights of students when being interrogated by law enforcement officials, see Policy JIH.
        - (iv) These offenses are marked with a double asterisk ("\*\*") below.
      - (b) Mandatory referral to Safety and Security

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- (i) For these offenses, the school shall contact DPS Safety and Security to determine whether the offense should be reported to law enforcement.
- (ii) These offenses are marked with a triple asterisk ("\*\*\*\*") below.
- (c) Mandatory referral to Title IX Officer
  - (i) For these offenses, the District Title IX Officer should be contacted pursuant to DPS Policy JBB.
  - (ii) These offenses are marked with a quadruple asterisk ("\*\*\*\*\*") below.
- (d) Mandatory referral to fire department
  - (i) For these offenses, the student must be referred to the fire department.
  - (ii) These offenses are marked with five asterisks ("\*\*\*\*\*") below.

### DISCIPLINARY OFFENSE CONSEQUENCES

DISCIPLINARY OFFENSE	CONSEQUENCES
<p><b>Type One Offenses in school, on Fieldwork, or on Extended Trips</b></p> <ul style="list-style-type: none"> <li>· Classroom disruption</li> <li>· Picking on, bothering, or distracting other students</li> <li>· Use of profanity or vulgarity</li> <li>· Dress code violation</li> <li>· Minor disruption of school activity</li> <li>· Minor defiance of authority/disobedience (e.g., purposefully not following directions)</li> <li>· Verbal insults or put-downs</li> <li>· Use of cell phones, Gameboys, and similar electronic devices at unauthorized times</li> <li>· Minor damage or defacement of school property</li> <li>· Tobacco offenses</li> <li>· Unauthorized use of school equipment</li> <li>· Gambling</li> <li>· Minor physical aggression with another student (e.g., pushing, shoving)</li> <li>· Scholastic dishonesty</li> <li>· Other minor school-based misconduct</li> </ul>	<p>For Type One offenses, school officials shall refer to Level A of the Discipline Ladder. If similar violations occur during the same school year, the intervention moves to the next level on the ladder (e.g., from Level A to Level B, and so on).</p> <p><u>Level A - Teacher/Student</u></p> <ul style="list-style-type: none"> <li>• The student is provided an opportunity to tell his/her version of the incident.</li> <li>• The teacher or designated staff counsels with the student.</li> <li>• One or more interventions are initiated as appropriate (see below)</li> <li>• All incidents and interventions are documented in the Behavioral Incidents Google doc.</li> </ul> <p><u>Level B - Teacher/Student/Parent</u></p> <ul style="list-style-type: none"> <li>• The student is provided an opportunity to tell his/her version of the incident.</li> <li>• The teacher or designated staff notifies the student's parent/guardian.</li> <li>• The teacher counsels with the student and, if possible, the parent/guardian.</li> <li>• One or more interventions are initiated as appropriate (see below)</li> <li>• All incidents and interventions are documented in the Behavioral Incidents Google doc.</li> </ul> <p><u>Level C - Teacher/Support Staff/Student/Parent</u></p> <ul style="list-style-type: none"> <li>• If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of the school's support staff.</li> <li>• The student is provided an opportunity to tell his/her version of the incident.</li> <li>• The parent/guardian is notified.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student's teachers will be included in the conference.</li> <li>• One or more interventions are initiated as appropriate (see below)</li> <li>• All incidents and interventions are documented in the Behavioral Incidents Google doc.</li> </ul> <p><u>Possible Interventions for Type One Offenses:</u></p> <p>Lead Teacher:</p> <ul style="list-style-type: none"> <li>• Reminders, redirections, loss of privileges, removal from classroom, daily report card/point sheet</li> </ul> <p>Restorative:</p> <ul style="list-style-type: none"> <li>• Restorative dialogue, restorative community service, apologies (written or verbal), in-class peace circles, mentoring</li> </ul> <p>Skill-based/Therapeutic:</p> <ul style="list-style-type: none"> <li>• Reminders, redirections, role-playing, bully prevention classes, Positive Behavior Support program, morning meetings</li> </ul>
<p><b>Type Two Offenses in school, on Fieldwork, or on Extended Trips</b></p> <ul style="list-style-type: none"> <li>• Bullying: Level I (e.g., verbal and written aggression or intimidation)</li> <li>• Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level I (e.g., verbal and written harassment)</li> <li>• Sexual harassment: Level I (e.g., verbal and written harassment)</li> <li>• Consensual but inappropriate physical contact</li> <li>• Destruction or theft of school property, including graffiti (under \$500)</li> <li>• Severe defiance of authority/disobedience (e.g., demonstrating gross disrespect for school personnel)</li> <li>• Trespassing</li> <li>• Theft from an individual (under \$500)</li> <li>• Other school-based misconduct that disrupts the school environment</li> <li>• Recurring Type One offenses (after going through Levels A through C of the Discipline Ladder)</li> <li>• False activation of a fire alarm</li> </ul>	<p>For Type Two offenses, school officials shall refer to Level D of the Discipline Ladder. If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level D to Level E, and so on).</p> <p><u>Level D - Administrative Level Referral</u></p> <ul style="list-style-type: none"> <li>• The student is referred to the appropriate administrator or designated staff person.</li> <li>• Documentation of the steps taken to intervene and change the student's behavior is provided.</li> <li>• The student is provided an opportunity to tell his/her version of the incident.</li> <li>• The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.</li> <li>• One or more interventions are initiated as appropriate (see below)</li> <li>• If necessary, in-school suspension of up to three days may be utilized</li> <li>• School officials should consider developing a behavior intervention plan for the student</li> <li>• Referrals and interventions will be documented in the Administrative Incident Referral Google doc.</li> </ul> <p><u>Possible Interventions for Type Two Offenses:</u></p> <p>Administration:</p>

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	<ul style="list-style-type: none"> <li>• Removal from classroom, in-school suspension, behavior intervention plan, homework packets, excursion probation, may be asked to stay away from the programming for a period of time</li> </ul> <p>Restorative:</p> <ul style="list-style-type: none"> <li>• Victim-Offender Dialogue, mediation, peace circles, community accountability boards, mentoring, extended reflection</li> </ul> <p>Skill-based/Therapeutic:</p> <p>Daily report card/point sheet, social worker/psychologist, class/student group for recurring offenses (anger management), Life Skills class</p>
<p><b>Type Three Offenses</b></p> <ul style="list-style-type: none"> <li>• Bullying: Level II (e.g., physical acts of aggression or intimidation and repeat Level I behavior)</li> <li>• Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level II (e.g., acts of physical harassment and repeat Level I behavior)</li> <li>• Sexual harassment: Level II (e.g., acts of physical harassment and repeat Level I behavior) - (Policies JBB and JLF should be referenced to determine whether the student's behavior rose to the level of an offense that must be reported to law enforcement or the Denver Department of Human Services.)</li> <li>• Fighting: Level I (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses)</li> <li>• Being under the influence of drugs or alcohol - see Policies JICH, JICH-R</li> <li>• Possession of legal alcohol or unauthorized drugs</li> <li>• Possession of illegal drugs</li> <li>• Destruction or theft of school property, including graffiti (\$500 - \$5000)</li> <li>• Theft from an individual (\$500 - \$5000)</li> <li>• Other school-based misconduct that substantially disrupts the school environment</li> <li>• Recurring Type Two offenses</li> </ul>	<p>For Type Three offenses, school officials shall refer to Level E of the Discipline Ladder. If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level E to Level F).</p> <p><u>Level E - Suspension Options</u></p> <ul style="list-style-type: none"> <li>• The student is referred to the appropriate administrator or designated staff person.</li> <li>• Documentation of the steps taken to intervene and change the student's behavior is provided.</li> <li>• The student is provided an opportunity to tell his/her version of the incident.</li> <li>• The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.</li> <li>• One or more interventions are initiated as appropriate (see below)</li> <li>• If previous interventions have not been successful, the principal or principal's designee may consider the use of an in-school suspension of 1-3 days or a one-day out-of-school suspension</li> <li>• Elementary school students shall not receive out-of-school suspensions for Type One offenses.</li> <li>• School officials should consider developing a behavior intervention plan for the student. In some cases, such a plan might be mandatory.</li> <li>• Upon return to school after suspension, further steps to encourage positive behavior are to be considered.</li> <li>• Referrals and interventions will be documented in the Administrative Incident Referral Google doc.</li> </ul> <p><u>Possible Interventions for Type Three Offenses:</u></p> <p>Administration:</p> <ul style="list-style-type: none"> <li>• Removal from classroom, in-school suspension (1-3 days and/or a one-day out-of-school suspension), behavior intervention plan, homework packets</li> </ul>

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	<p>Restorative:</p> <ul style="list-style-type: none"> <li>Victim-Offender Dialogue, mediation, peace circles, community accountability boards, mentoring</li> </ul> <p>Skill-based/Therapeutic:</p> <p>Daily report card/point sheet, social worker/psychologist, class/student group for recurring offenses (anger management), Life Skills class</p>
<p><b>Type Four Offenses</b></p> <ul style="list-style-type: none"> <li>Arson</li> <li>Fighting: Level II (including incidents with significant injuries, but which do not rise to the level of the Type Five offense "1st or 2nd degree assault") (Note: will be classified as 3rd degree assault for reporting purposes)</li> <li>Destruction or theft of school property, including graffiti (over \$5000)</li> <li>Theft from an individual (over \$5000)</li> <li>Possession of an explosive (non-fireworks /firecrackers) that seriously endangers the welfare or safety of other students or school personnel</li> <li>Willfully causing damage to the property of a school employee</li> <li>Assault, harassment, or false allegation of abuse against a school employee</li> <li>Hazing activities (e.g., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group)</li> <li>Child Abuse</li> <li>Unlawful Sexual Behavior and/or Unlawful Sexual Contact, and/or Indecent Exposure</li> <li>Witness Intimidation or Retaliation</li> <li>Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants</li> <li>Recurring Type Three offenses</li> <li>Habitual disruption (see Section 4 of this policy in the student handbook; habitually disruptive students are eligible for expulsion, though not for referral to law enforcement)</li> </ul>	<p>For Type Four offenses, school officials shall refer to Level F of the Discipline Ladder. If the misconduct has seriously endangered the welfare or safety of other students or school personnel, and the student's continued presence in the school constitutes a significant safety risk, the student may be recommended for expulsion.</p> <p><u>Level F - Additional Suspension Options</u></p> <ul style="list-style-type: none"> <li>The student is referred to the appropriate administrator or designated staff person.</li> <li>Documentation of the steps taken to intervene and change the student's behavior is provided.</li> <li>The student is provided an opportunity to tell his/her version of the incident.</li> <li>The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.</li> <li>One or more interventions are initiated as appropriate.</li> <li>If previous interventions have not been successful, the principal or principal's designee may issue an additional 1-3 day in-school suspension and/or a 1-3 day out-of-school suspension (see Section 6 of this policy regarding the use of suspensions).</li> <li>Elementary school students shall not receive out-of-school suspensions for Type One offenses.</li> <li>School officials should consider developing a behavior intervention plan for the student. In some cases, such a plan might be mandatory.</li> <li>Persistent misconduct can result in the student being declared "habitually disruptive," for which the student will be recommended for expulsion.</li> <li>Upon return to school after suspension, further steps to encourage positive behavior are to be considered.</li> <li>Referrals and interventions will be documented in the Administrative Incident Referral Google doc.</li> </ul> <p><u>Possible Interventions for Type Four Offenses:</u></p> <p>Administration:</p> <ul style="list-style-type: none"> <li>In or out-of-school suspensions, referral to Denver</li> </ul>



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	<p>Department of Human Services if under the age of 10 yrs old, referral to Denver Police Department if 10 years or older, Habitually disruptive designation, expulsion</p> <p>Restorative:</p> <ul style="list-style-type: none"> <li>• Family/community group conferencing, High-risk Victim-Offender Dialogue, reentry/transition conference</li> </ul> <p>Skill-based/Therapeutic: Arapahoe House, Mental Health Corporation of Denver, School social worker/psychologist</p>
<p><b>Type Five Offenses</b></p> <ul style="list-style-type: none"> <li>· Robbery</li> <li>· First or second degree assault, and sexual assault</li> <li>· Sale or distribution of, or intent to sell or distribute, unauthorized drugs or controlled substances</li> <li>· Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or District (including any firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3", pocket knives with blades longer than 3.5", spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury)</li> </ul>	<p>The Discipline Ladder does not apply to Type Five Offenses. Students who commit these offenses are to be given a 3-10 day out-of-school suspension and, as required by state law, there will be a recommendation for expulsion and notification of law enforcement.</p>

E. DPS Safety and Security shall develop a list of school-based offenses that also constitute criminal violations. These violations must be reported to law enforcement to comply with statutory requirements. Each school, through its principal and/or designee, shall submit a written report of all such crimes, or suspected crimes, and submit them to DPS Safety and Security for District-wide compilation and prompt reporting to law enforcement.

F. What follows is a list of disciplinary offenses and the consequences that shall result from them.

### 2) Discipline Ladder:

- a) Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B). It is the intent of this policy that disciplinary offenses or violations are cumulative for a current school year. Past school years' referrals of a student should generally not be considered in determining the maximum consequence or ladder level for a disciplinary offense or violation during a current school year.
- b) The discipline ladder is used to provide students with support so as to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced above in Section 2 of this policy.

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### Discipline Ladder

#### Level A - Teacher/Student

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff counsels with the student.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

#### Level B - Teacher/Student/Parent

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff notifies the student's parent/guardian.
- The teacher counsels with the student and, if possible, the parent/guardian.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

#### Level C - Teacher/Support Staff/Student/Parent

- If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of the school's support staff.
- The student is provided an opportunity to tell his/her version of the incident.
- The parent/guardian is notified.
- The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student's teachers will be included in the conference.
- One or more interventions are initiated as appropriate.
- Any referrals or interventions will be documented.

#### Level D - Administrative Level Referral

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If necessary, in-school suspension of up to three days may be utilized (see Section 6 of this policy for more details).
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5 of this policy).
- Referrals and interventions will be documented.

#### Level E - Suspension Options

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.

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- If previous interventions have not been successful, the principal or principal's designee may consider the use of an in-school suspension of 1-3 days or a one-day out-of-school suspension (see Section 6 of this policy regarding the use of suspensions).
- Elementary school students shall not receive out-of-school suspensions for Type One offenses.
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5 of this policy).
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

### Level F - Additional Suspension Options

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If previous interventions have not been successful, the principal or principal's designee may issue an additional 1-3 day in-school suspension and/or a 1-3 day out-of-school suspension (see Section 6 of this policy regarding the use of suspensions).
- Elementary school students shall not receive out-of-school suspensions for Type One offenses.
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory, see Section 5 of this policy).
- Persistent misconduct can result in the student being declared "habitually disruptive," for which the student will be recommended for expulsion. See Section 6 of this policy for more information.
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

## SECTION FOUR: DISRUPTIVE STUDENTS IN THE CLASSROOM

### 1) Removal from Classroom

- a) The District acknowledges the important role and responsibility of teachers in an effective discipline plan. A classroom free of disruption is essential for learning. When a teacher judges it necessary to protect the instructional process, he or she may remove a disruptive student from class to an alternative setting. The Board of Education defines "Classroom Disruption" as a willful and substantial disobedience or open and persistent defiance, or repetitive interfering with the school's or teacher's ability to provide an appropriate learning environment in the classroom which cannot be managed through effective classroom management and/or the intervention strategies identified in this policy.
- b) In the event a student is removed from the classroom, the teacher shall see that the student has his or her textbooks and class work to complete assignments. Each School Leadership Team ("SLT") should collaborate with the school's principal to formulate a plan regarding alternative setting(s) for students removed from a classroom by a teacher. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student. As soon as reasonably possible the teacher or school principal (or designee) will contact the parent or legal guardian regarding the removal and request his or her attendance at a conference, if appropriate.

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- c) A behavior plan may be developed at this time, but must be developed after the second removal of the student from the class. The plan should be consistent with the building disciplinary plan. Conditions under which students will be returned to class after the second removal, including the time period, which should expire before the student is returned, shall be part of the behavior plan if developed. A referral to the school intervention team (with adequate documentation) is appropriate. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student.
- d) Upon the third removal (with the exception of students with an active IEP), the student may be removed from the teacher's class for the remainder of the term. A referral to the school intervention team (with adequate documentation) is appropriate. Whether the student will be placed in a different education setting or suspended shall be consistent with this policy and IDEA regulations.
- e) In the disciplinary plan the SLT (or designee) will incorporate the requirements of CRS 22-32-109.1 and Board policy concerning disorderly conduct toward, harassment of and making knowingly a false accusation of child abuse against a teacher. In implementing the disciplinary plan a teacher shall be protected from civil or criminal liability as provided by CRS 22-32-109.1 (9).
- f) If a principal has evidence a teacher is referring an excessive number of students for disciplinary reasons, the principal shall review the classroom practices with the teacher and try to determine if a more preventive approach is possible through change in practice, or if the teacher would benefit from staff development. However, this concern shall not be utilized as a reason for returning a student to class who has been excluded by the teacher without the conference referred to above.

### SECTION FIVE: SUSPENSION AND EXPULSION PREVENTION

#### 1) General

- a) Alternatives such as restorative or therapeutic interventions should be utilized to help students who are at risk of suspension or expulsion before such disciplinary measures become necessary.
- b) The principal of each school or a designee shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.
- c) At-risk students could be defined as those students with previous behavioral problems or students who were suspended, expelled, or removed from class at any point in the last calendar year.

#### 2) Behavior Intervention Plans

- a) The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student's disruptive behavior and educational needs, and emphasize the importance of maintaining the child's enrollment in school.
- b) To develop the plan, the principal or a designee will arrange for a meeting with the student, the student's parent/guardian, and any members of the staff whom the principal or designee believes should attend. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.
- c) A written plan will be prepared that addresses the student's disruptive behavior, educational needs, and the steps necessary to keep the child in school. Functional behavioral assessments are encouraged in developing the plan. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan. The behavioral plan shall include a

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description of the support and educational services that will be provided by the school to help the student avoid future suspensions and expulsion.

- i) The District must work with the student's parent or guardian in providing these services.
  - ii) Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education.
  - d) Every effort will be provided for parent/guardian and teacher(s) input and involvement in the contract's development. Notification of the plan will be presented to the parent/guardian in a language he or she understands.
  - e) The parent/guardian, student, and the principal or designee should sign the contract.
  - f) Every effort will be made to ensure that a plan of services is in place and acted upon before any action is taken to suspend or expel a student, barring emergency situations in which immediate disciplinary action is necessary to ensure the safety of the school and its occupants.
- 3) Mandatory Behavior Intervention Plans
- a) There are two situations in which a behavior intervention plan must be developed: when a student has been twice removed from class for being disruptive; and when a student receives a suspension that counts toward being declared a "habitually disruptive student."
  - b) See Section 6 for more information on "habitually disruptive students."

### SECTION SIX: SUSPENSIONS OR EXPULSIONS

#### 1) General

- a) Suspensions, both in-school and out-of-school, are only to be given in accordance with Section 3 of this policy.
- b) A student may not be suspended for conduct that occurs off of school property and outside the school day unless the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other students or school personnel. In this instance, the provisions in Section 3 of this policy shall be followed.
- c) Students who are suspended may not participate in extracurricular activities or school sponsored events during the period of the suspension. However, students on suspension during the administration of state assessments shall be provided an opportunity to take the test and may be allowed to participate in related test preparation activities, upon approval by the school principal or a designee.
- d) The school shall provide the student with the opportunity to earn equivalent grades and credits as other students during the student's suspension, and the ability to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to provide an opportunity for the student to reintegrate into the educational program of the district following the period of suspension.

#### 2) In-School Suspensions

- a) Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, the District and the Board of Education endorse the concept of in-school suspension.
- b) The purpose of in-school suspension is to provide a more effective means of discipline than detention or out-of-school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-

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school suspensions shall be imposed in a manner that is consistent with students' due process rights, as outlined in this and other policies. The following guidelines shall be observed:

- i) Students shall be assigned to a special class, if available, where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers.
- ii) The principal or a designee shall notify the parents/guardians at once by telephone if their child has been placed under in-school suspension. If the parent/guardian cannot be reached by phone, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class.

### 3) Out-of-school Suspensions

- a) Students can only be suspended out-of-school if they commit a Type Three, Type Four, or Type Five offense (see Section 3 of this policy), or if they have reached Level E in the Discipline Ladder (see Section 3 of this policy).
- b) Elementary school students shall not receive out-of-school suspensions for Type One offenses (see Section 3 of this policy).

### 4) Procedures for Out-of-school Suspensions

- a) The Board of Education delegates to each school principal, or to a person designated in writing by the principal, the authority to suspend a student out of school in a manner consistent with this policy. In exercising this authority, the principal or designee must follow the procedures prescribed to afford due process.
- b) Before a student is suspended, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:
  - i) Be allowed to call a parent or guardian, and have the parent or guardian attend the conference if they are able to within a reasonable amount of time.
  - ii) Be informed of the charges and evidence against him or her.
  - iii) Have an opportunity to respond to the charges, verbally or in writing, and present his or her version of events.
  - iv) Be informed of the right not to submit a written statement, if a written statement is requested.
  - v) Have an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the principal or designee.
- c) It is best practice for the principal, or principal's designee, to interview all known witnesses and to review all evidence prior to making a determination regarding suspensions.
- d) If, after the informal conference, the principal or designee decides to suspend the student out of school, the school must make a reasonable attempt to contact the parent or guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must inform the parent/guardian that the student has been suspended, and must include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the principal or designee to review the suspension prior to or concurrent with reinstatement. It must also state that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.
- e) If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

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- f) If the suspension will count toward declaration of the student as "habitually disruptive," the parent/guardian and student must be so notified in writing, as discussed in Section 6 of this Policy.
  - g) Upon reinstatement from suspension of any student, the principal or designee shall attempt to meet with the student's parent or legal guardian to discuss the student's behavior and the possible need for a behavior intervention plan (as discussed in Section 5) for the student in an effort to prevent further disciplinary action.
  - h) For Type Three offenses (see Section 3 of this policy), if the student's presence in school presents a danger or severe disruption to the school and its occupants or additional time is needed to further investigate the incident, the principal has the option of extending the maximum one-day out-of-school suspension available under Section 3 by up to two days, for a total of three days.
  - i) For Type Four offenses (see Section 3 of this policy), if there has been a recommendation for expulsion, or a request for an extension of the suspension period made to the Superintendent or designee through Section 6 of this policy, the principal has the option of extending the maximum three-day out-of-school suspension available under Section 3 by up to two days, for a total of five days, if deemed necessary for the safety of the school.
- 5) Out-of-school Suspension Appeal Rights
- a) The student must be informed of his or her right to appeal an out-of-school suspension with the principal or designee in the notice of suspension.
  - b) The student shall have the following rights in the suspension appeal process:
    - i) The right to request a meeting with the principal or designee.
    - ii) The right to a representative to be present at the meeting.
    - iii) The right of the student, parent/guardian, and/or representative to address the principal or designee on the evidence and the appropriateness of the penalty.
    - iv) The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension, and have it included in the student's disciplinary file.
    - v) The right to review, or have a parent, guardian, or representative review, any evidence relied upon in the suspension decision and which is reasonably available for production. The district shall not be obligated to produce evidence which would be in violation of the Family Education Rights and Privacy Act or without an individual(s) consent or Court order.
  - c) The principal or designee will:
    - i) Review all written documents.
    - ii) Make a determination of whether there was sufficient evidence to find:
      - (1) That the alleged violation occurred, and
      - (2) Whether the penalty imposed was appropriate.
    - iii) Provide a written decision within five days of the meeting.
    - iv) If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
    - v) If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal or designee.
  - d) If the principal or designee denies the appeal, the student may pursue a second appeal of the suspension to a Superintendent designee.
  - e) The student shall have the following rights in the second appeal process:
    - i) The right to request a meeting with a Superintendent designee.
    - ii) The right to a representative to be present at the meeting.
    - iii) The right of the student, parent/guardian, and/or representative to address the Superintendent designee on the evidence and the appropriateness of the penalty.

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- iv) The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension.
- f) The Superintendent designee will:
  - i) Review all written documents.
  - ii) Make a determination of whether there was sufficient evidence to find:
    - (1) That the alleged violation occurred, and
    - (2) Whether the penalty imposed was appropriate.
  - iii) Provide a written decision within five days of the meeting.
  - iv) If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  - v) If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Superintendent designee.
- 6) Extensions of Out-of-school Suspensions
  - a) The Board of Education delegates to the Superintendent or a designee the authority to extend a student's out-of-school suspension by up to ten (10) days as necessary, upon recommendation of the principal. The total period of suspension shall not exceed twenty-five (25) days.
  - b) A suspension shall only be extended if the student committed a Type Four or Type Five Offense (see Section 3 of this policy), the student's presence in school presents a danger or severe disruption to the school and its occupants, and either additional time is needed to further investigate an incident or there has been a recommendation to the Superintendent or designee to expel the student.
  - c) If an extension of the suspension is to be recommended, the principal or a designee shall make a reasonable attempt to notify a parent/guardian at once by telephone and shall follow up with a written notification in a language the parent/guardian can understand. Through this oral and written notification, the principal or designee shall attempt to schedule a conference with the parent/guardian to explain the reason for the extension.
  - d) If the suspension has been extended so that the total suspension is ten (10) days or more, and there has not been a recommendation of expulsion, the student is to receive the same right to a hearing as described below in Section 6-8 of this policy.
  - e) If a student's suspension is extended beyond a total of ten (10) days, the student must be provided with an alternative-learning environment in which he or she shall have the opportunity to earn equivalent grades and credits as other students during the suspension period.
- 7) Habitually Disruptive Students
  - a) A "habitually disruptive student" is a child who has been suspended out-of-school by the principal or a designee three (3) times during the course of a school year for causing a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events.
  - b) For violations which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.
  - c) The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of "habitually disruptive student" and the option to recommend expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand.
- 8) Procedures for Expulsion



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- a) The Board of Education delegates to the Superintendent the authority to expel for any period up to one (1) calendar year a student who does not qualify for admission to or continued attendance in the public schools of the district.
- b) Procedures for expulsion of a student will be initiated by the school principal's recommendation to the Superintendent or a designee. The principal will, at the time of making such recommendation, give to the student and the student's parent/guardian written notice of the recommendation in a language that they can understand. The notice will contain:
  - i) A statement of the reasons for the recommended action
  - ii) A statement that a hearing on the question of expulsion will be held unless waived by the student or the parent/guardian within ten (10) days after the date of the notice.
  - iii) A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.
- c) Unless the student or parent/guardian expressly waives their right to a hearing, the Superintendent or designee shall not expel any child without a hearing at which evidence may be presented in the child's behalf by the parent, an attorney or an advocate of the parent/guardian's choice.
- d) Hearings will be conducted by a hearing officer, who may not be a current employee of the school, the District, or the Board of Education. At the hearing, testimony and information will be presented under oath. Technical rules of evidence will not apply. The student, parent/guardian, or representative may question individuals presenting information.
  - i) Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.
- e) The Superintendent or designee will, following review of the recommended action and the report of the hearing officer take action on the recommended expulsion. A written opinion notifying the student and his or her parent/guardian of the action taken shall be issued within five (5) days of the hearing. The notice shall be in a language that the parent/guardian can understand.
- f) The Superintendent or a designee will notify the student and his or her parent/guardian of their right to appeal the decision to the Board of Education within ten (10) days of the receipt of the notice. The notice shall be in a language that the parent/guardian can understand.
- g) If an appeal is timely requested, the Board of Education will review the record and offer the opportunity for representatives of the District and the student to make statements to the Board of Education. The Board of Education will:
  - i) Make a determination of whether there was sufficient evidence to find:
    - (1) That the alleged violation occurred, and
    - (2) Whether the penalty imposed was appropriate.
  - ii) Provide a written decision within five days of the meeting.
  - iii) If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  - iv) If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Board of Education.
- h) Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

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### SECTION SEVEN: ANNUAL REVIEW AND DISCIPLINE COMMITTEES

- 1) Annual Review and Report
  - a) Both individual schools and the District will evaluate and monitor the effectiveness of the school discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of student. This will allow schools and the District to: identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.
  - b) Schools will annually review their school climate and submit a written report in a form to be prescribed to the Board of Education, the Superintendent, and the District School Improvement and Accountability Council; based on the review, schools will make changes consistent with the intent of this and other policies.
  - c) The review will include the following:
    - i) Intervention and prevention strategies.
    - ii) The number of referrals, in-school suspensions, out-of-school suspensions, expulsions, tickets, and arrests, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
      3. Differences in referrals among staff members.
      4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
  - d) Based on the review, schools will make changes consistent with the intent of this and other policies.

### **Policy JKF- DISCIPLINE OF STUDENTS WITH DISABILITIES**

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### Discipline of Students with Disabilities

Except as provided in this policy and federal and state law, students with disabilities shall be subject to the School District's Conduct and Discipline Code and its policies and procedures governing the discipline of students. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement.

### Definitions

- 1) Students with Disabilities. Students with disabilities shall include those students identified as such under the Individuals with Disabilities Education Improvement Act (IDEA '04) or Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), or through the School District's established process. A student may assert disability protections under IDEA '04 if it can be established that prior to engaging in the misconduct leading to the proposed discipline:
  - a) A parent of the student has expressed concern in writing to supervisory or administrative personnel of the School District, or a teacher of the student, that the student is in need of special education services; or
  - b) The parent of the student requested an evaluation of the student to determine eligibility for special education services; or
  - c) A teacher of the student or other School District personnel has specifically expressed concern about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel (in accordance with the School District's established child find or special education referral system).
    - i) Exception: A student cannot assert any of the protections defined in this policy:
      - (1) If a student has been evaluated and found not to have a disability, or if it has been determined that an evaluation was not necessary, and if the student's parent(s) has been given notice of the eligibility determination or determination not to evaluate.
      - (2) The parent has not allowed the student to be evaluated for special education.
      - (3) The student was determined eligible for special education, but the parent refused services.
- 2) Suspension. For purposes of this policy, a suspension shall mean a single removal of no more than ten (10) consecutive school days. Suspensions include any removal from a student's usual education program for a part of a school day.
- 3) In-School Suspension. For the purposes of this policy, an in-school suspension shall be documented as a disciplinary action, but shall not count toward the 10 cumulative day short term removal total as long as the student will have the opportunity to progress in the general education curriculum, continue to receive special education services and participate with nondisabled peers to the same extent as in the current placement.

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- 4) Expulsion: For the purposes of this policy, an expulsion shall mean a disciplinary proceeding held in accordance with state law to determine the appropriate consequence for the student's conduct, which may include removal from a student's usual educational program for more than 10 consecutive days, provided the student's conduct was not deemed to be a manifestation of his/her disability.
- 5) Change of Placement: For purposes of this policy, a change of placement shall mean the removal of a student with a disability from the student's current educational placement if:
  - a) The removal is for more than 10 consecutive school days; or
  - b) The student has been subjected to a series of removals that constitute a pattern. In determining if a pattern exists, the following factors are taken into consideration:
    - i) The series of removals total more than 10 school days in a school year;
    - ii) The student's behavior that resulted in the removals is substantially similar in each instance; and
    - iii) The length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
  - c) The District shall determine on a case-by-case basis whether a pattern of removals constitutes a change of placement.
- 6) Interim Alternative Educational Setting (IAES): A student may be removed to an IAES as determined by the IEP team for 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:
  - a) Carries or possesses a weapon at school, on school grounds or at a school function under the jurisdiction of the local or state education agency;
  - b) Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school grounds or at a school function under the jurisdiction of the local or state education agency; or
  - c) Inflicts a serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the local or state education agency. Serious bodily injury is defined as an injury that results in substantial risk of death, extreme physical pain, protracted or obvious disfigurement, or protracted loss or impaired functioning of a bodily member, organ or mental faculty.

### Suspensions

- 1) Suspensions of a student with a disability may be conducted in the same manner and for the same reasons as for a student without a disability for a period not to exceed 10 consecutive days.
- 2) A student may be suspended for more than one incident of misconduct in a school year if each removal does not exceed 10 school days and cumulatively it does not constitute a pattern. Building administrators in consultation with the student's special education case manager will determine if a change of placement occurs.

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- 3) Suspensions of students with disabilities exceeding 10 consecutive school days or removals for separate incidents of misconduct that result in a change of placement will necessitate a manifestation determination review. Additionally, the parents will be provided notice of the disciplinary action to take place and procedural safeguards.
- 4) After a student with a disability has been removed from his or her current placement for 10 school days in the same school year, school personnel, in consultation with the student's special education case manager will determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

### Expulsions

- 1) If an expulsion is being considered for a student with a disability:
  - a) The parents shall be notified of the decision to take this action and of procedural safeguards accorded by law not later than the date on which this decision is made; and
  - b) Immediately, if possible, but not later than ten (10) school days after the student is suspended, the IEP team and other qualified District personnel shall review the direct relationship between the student's disability and his or her conduct in a manifestation determination review.

### Manifestation Determination Review

- 1) At the Manifestation Determination Review, the principal/designee, the parent(s) and relevant members of the IEP team (as determined by the parent and District) shall review:
  - a) all relevant information in the student's file,
  - b) the student's IEP,
  - c) any teacher observations, and
  - d) any relevant information provided by the parent(s).
- 2) The team must determine whether:
  - a) The conduct in question was a direct result of the school's failure to provide the special education services, supplementary aids and services, behavior intervention strategies and/or placement required by the student's IEP; or
  - b) The conduct in question was caused by or has a direct and substantial relationship to the disability.

The conduct is not a manifestation of the student's disability if the IEP Team determines that the conditions in both 1 and 2 were not met. If the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school officials may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, the student will continue to receive educational services, so as to enable the student to continue to participate in

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the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, as determined by the IEP Team.

The conduct is a manifestation of the student's disability if the IEP Team determines that a condition in either item 1 or 2 was met. If the IEP Team determines the condition described in item 1 of this section was met, the school must take immediate steps to remedy those deficiencies. If the behavior that gave rise to the violation of the school code is determined to be a manifestation of the student's disability, the school must return the student to his/her current educational setting unless:

- i) The parent/guardian and district agree to a change of placement; or
- ii) The District obtains a change of placement as provided by law; or
- iii) The student has been placed in an Interim Alternative Educational Setting, as described below.

The student shall receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. If a functional behavioral assessment was completed and a plan developed prior to the misconduct, it will be reviewed and modified, as appropriate, to address the behavior at issue.

### Interim Alternative Educational Setting

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, for violations described in Section I (F) of this policy. The IEP Team will determine the setting and services to be provided so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

### Students Identified as Disabled under Section 504

The following shall apply to students who do not qualify as a "student with a disability" for purposes of the IDEA '04, but who do qualify as a "student with a disability" for purposes of Section 504. If the 504 Team determines that the conduct is not a manifestation of the student's disability, school officials may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities, including suspension and expulsion if applicable. Furthermore, educational programming will be provided to the extent that that educational programming would be provided to students without disabilities and is not subject to approval of the Section 504 Team.

### **Search and Seizure**

To maintain order and discipline in the school and to protect the health, safety and welfare of all students and school personnel, there are times that searches may be deemed necessary. School authorities may search a student's person and/or personal property, cell phone, desk area, storage area, backpack, or parent/guardian automobile whenever a school authority has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials.

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Anything found in the course of a search can be used as evidence against the student. The evidence may be:

1. Seized and admitted as evidence in any suspension or recommendation for expulsion proceeding.
2. Returned to the parent or guardian of the student.
3. Destroyed, if it is of no significant value.
4. Given to a law enforcement officer.

### **Corporal Punishment / Physical Restraint**

Corporal punishment is defined as action taken by school employees to spank or otherwise physically handle a student in any way to purposely inflict punishment. No corporal punishment will be administered to students by anyone in the school. Physical restraint is reasonable and appropriate physical intervention or force by trained staff as necessary for the following purposes:

1. To restrain a student from an act of wrongdoing
2. To quell a disturbance threatening physical injury to others
3. To obtain possession of weapons or other dangerous objects upon a student or within the control of a student
4. For the purpose of self-defense
5. For the protection of persons or property
6. For the preservation of order

Any such acts are not in conflict with the legal definition of child abuse and will not be construed to constitute corporal punishment within the meaning and intention of this policy.

### **Non-discrimination / Non-harassment of Students and Staff**

Odyssey School of Denver does not discriminate and affirms the rights of all students on the basis of race, color, religion, sex, sexual orientation, national origin or disability in its education programs/activities. The school also extends all programs and activity possibilities to students based upon their individual interests and potential without discrimination according to handicapping conditions. All students are to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment.

Notice of Nondiscrimination on the Basis of Handicap or Disability: No person at Odyssey School of Denver will, on the basis of handicap/disability, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any educational programs or activities. The Board of Cooperative Educational Services, by virtue of this policy, agrees to comply with the Section 504 regulations issued May 4, 1977, which will cause no discrimination on the basis of handicap in educational programs or activities which the school operates. Any student or employee will have a ready means of resolving any claim of discrimination on the basis of handicap in the educational programs or activities of the school. To this end, the following policies are in effect:

Designation of Responsible Employee: The Director of Odyssey School of Denver has been designated as the school's Section 504 compliance officer, the employee responsible for coordinating school compliance with Section 504 of the Rehabilitation Act and its administrative regulations and with the Americans with Disabilities Act. The Director can be reached by phone at 303-316-3944 ext. 43212, or at Odyssey School of Denver, 8750 E. 28<sup>th</sup> St, Denver CO 80238.

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Grievance Procedure: In the event that a student or employee believes that there has been a violation of Section 504 of its administrative regulations, he/she will mail or deliver to the compliance officer a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individual involved, and the dates, times and locations involved. If requested, the individual filing the written statement will have the opportunity to discuss the matter personally with the compliance officer. The compliance officer will make such additional investigation as is necessary to determine the complete facts involved and will report to Odyssey School of Denver Board his/her findings and recommendations regarding the resolution of the matter.

Individuals or groups are in violation of this policy if, on school grounds, at school-sanctioned activities, or in vehicles sponsored by the school, they:

1. Make demeaning remarks directly or indirectly, such as name-calling, racial slurs, or physically threaten or harm an individual on the basis of race, color, religion, sex, sexual orientation, national origin or disability;
2. Display visual or written material or deface school property or materials to demean the race, color, religion, sex, sexual orientation, national origin or disability of an individual or group.
3. Damage, deface, or destroy private property of any person because of that person's race, color, religion, sex, sexual orientation, national origin or disability.

Students who believe that they or any other students have been the subject of harassment and/or discriminatory behavior will report the incident immediately to the director, appropriate supervisor or their designees. Complaints about harassment/ discriminatory behavior will be investigated immediately. Any student who violates this policy that directly or indirectly causes intimidation, harassment or physical harm to another student or staff member will be subject to disciplinary action.

### 1. First Offense

- A. The student and parent/guardian will meet with the director.
- B. Information on available cultural diversity and relevant counseling programs will be given to the students and parent/guardian.
- C. The student will be suspended and the incident will be reported to the district attorney in those instances of misconduct directed toward a school employee or employee's property, pursuant to Colorado statute and school policy.

### 2. Second Offense

- A. The student will be suspended.
- B. A meeting of the parent/guardian and the Director will be scheduled prior to re-admittance to school.
- C. The student will be required to participate in counseling or attend a culturally diverse program, at his/her own expense.
- D. The incident will be reported to the district attorney in those instances of misconduct directed toward a school employee or employee's property, pursuant to Colorado statute and school policy.

### 3. Third Offense

- A. In substantial cases, withdrawal from Odyssey School of Denver and a recommendation for expulsion may be made.

These guidelines for progressive discipline will not preclude the Director or designee from eliminating any of the steps in the process if, in his/her judgment, the misconduct warrants more severe action.



Student / Parent Handbook  
School Policy on Weapons, Gangs, and Drug/Alcohol Use

**Weapons in school:** The possession and/or use of dangerous weapons by students at school are detrimental to the welfare and safety of those students and others in the school community.

Carrying, bringing, using, or possessing any dangerous weapon in the school building, on school grounds, at any school sanctioned activity or event, or while being transported in a school approved vehicle, without the authorization of the school is strictly prohibited. “Dangerous weapons” are defined as:

Firearms: whether loaded or unloaded, or a firearm facsimile; any pellet or BB gun, or any other device, whether operational or not, designed to propel projectiles by spring action or compressed air;

Knives: knives include a fixed blade knife with a blade that measures three inches or greater in length or a spring-loaded knife or a pocketknife with a blade longer than three and one-half inches;

Or any weapon, device, instrument, materials, or substance, whether animate or inanimate, used or intended to be used to inflict death or bodily injury.

Any student who acts in violation of this policy will be placed on immediate suspension. That student will also be recommended for expulsion, initiated promptly by the director.

**Gang-related behavior and dress:** This policy has been adopted pursuant to the requirements of state law, in recognition of the fact that gang activities at school impose a threat to the welfare and safety of students and others in the school community and cause substantial disruption to the educational process.

The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The sponsoring districts have determined that gang activity in schools is often marked by the prominent display of certain colors or other indicia in wearing apparel by students: graffiti with distinctive symbols; and the used of signals and gestures known to denote gang membership. Students, who adopt a dress style suggestive of such displays, even when unassociated with gang activity, may become targets of antisocial behavior.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

1. Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in school buildings or on school grounds, at school sanctioned activities and events and while being transported in school approved vehicles. The prohibition on gang-related apparel will be applied at the discretion of the Director in consultation with the school’s cabinet as the need arises.
2. Gestures, signals, or graffiti which denote gang membership or activities are prohibited in the school building and on school grounds, at school-sanctioned activities and events, and while being transported in school approved vehicles. This prohibition on gang-related gestures, signals, and graffiti will be applied at the discretion of the Director after consultation with the school’s cabinet as the need arises.

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3. Gang graffiti on school premises will be quietly removed, washed down, or painted over as soon as discovered and photographed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal actions against the offenders.
4. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership will be referred to the Director for disciplinary action.
5. Disciplinary action for violation of these standards will include notification of the violation, where applicable; the requirement that the apparel be changed before reentering class; and, at the discretion of the Director, a parental conference. More severe disciplinary consequences, including suspension or recommendation for expulsion will result from repeated or serious violation.
6. The Director will establish open lines of communication with local law enforcement regarding this policy in order to further its purposes.

**Alcohol / Drug Use:** Student use, possession, distribution, or sale of alcohol or illicit drugs is prohibited at Odyssey School of Denver, on school grounds, at any school-sanctioned activities, when students are being transported in school sponsored vehicles, or at any time or in any place where the student's conduct interferes with or obstructs the educational program or operations of Odyssey School of Denver or the health, safety or welfare of students or employees. Illicit drug use is the use of illegal drugs and the abuse of alcohol and other drugs, including anabolic steroids. For the purpose of this policy, illicit drugs include, but are not limited to, opiates, narcotics, marijuana, and intoxicants of any kind, in addition to counterfeit drugs, and drug-containing paraphernalia. A violation will subject a student to appropriate disciplinary action, up to and including recommendation for expulsion and referral for prosecution. Recommendation for expulsion will be mandatory for any distribution, trade, exchange, or sale of a drug or other controlled substance in a school building or in or on school property.

If it is determined by the director or other Odyssey School authority that a student is under the influence of alcohol or drugs, the appropriate law enforcement agency will be called and the student will be subject to the following provisions:

### 1. First Offense

- A. The student will be suspended according to the school policy regarding suspensions and expulsions. (See pages 12-13.)
- B. The director will attempt to develop with the parents and the student a procedure that will outline the responsibilities of the parent, the student, and the school in an effort to keep any further offenses from occurring.
- C. Information on available drug or alcohol counseling and rehabilitation programs and recommendations for chemical dependency assessment, diagnosis, and possible treatment will be given to students and parents. The costs of these programs are to be incurred by the parent/guardian.
- D. When appropriate students and parents will be asked to follow up with assessment, diagnosis or treatment as a condition to readmission to school. Evaluation of any such participation will be made at the parent conference at the time of the suspension is reviewed and the student is considered for readmission to school.

### 2. Second Offense

- A. Withdrawal from Odyssey School of Denver and a recommendation for expulsion will be made to Denver Public Schools. DPS' policy regarding suspensions and expulsion will prevail.

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- B. If the student participates in an appropriate rehabilitation program and receives significant treatment, the school will consider such factors in determining if re-admittance to Odyssey School of Denver will follow the rehabilitation.