



KIPP: NORTHEAST DENVER --- LEADERSHIP ACADEMY

Family Handbook 2021-22

**18250 E. 51st Ave. Denver, CO 80249
720-452-2570**

**2021-22 School Hours: 7:40-3:00 (Tuesdays 7:40-1:15)
2021-22 Office Hours: 7:30-3:30**

Principal Welcome Letter

Welcome to KIPP Northeast Denver Leadership Academy

GROW | OWN | INSPIRE | ADVOCATE | EXPLORE | CONNECT

Dear Families,

With warmest wishes, we at KNDLA welcome you back to campus for the 2021/22 School Year.

Our Leadership Academy is a busy place: students have full academic days participating in a variety of classes with the goal of opening doors to ensure choice filled lives. All of our community has made this choice to be here and work alongside one another in the pursuit of a more just world. We are grateful that our space is populated by thoughtful, caring, diligent and intelligent students, parents, guardians, faculty and staff working towards sharing the goal of living in joyful, academically excellent space.

In making this choice, we also commit to living with the implications of our decision. The decision to be a member of the KNDLA community is a decision:

- to value social and emotional learning;
- to appreciate that restorative and therapeutic interventions are more likely to be successful than administrative interventions alone;
- to foster community, to model inclusivity in terms of attitudes to race, gender and cultural background;
- to recognise that learners will have a different academic schedule and a different school day than their peers in other schools in the Far Northeast and across Denver.

We make this choice together because we are a Leadership Academy. Our school welcomes the challenge of developing leaders and influences of the future. We welcome parent engagement and we welcome student voices and we welcome academic excellence. We have a vision of how this works in our school with commensurate requests, demands and expectations.

After a disruptive academic year, we hope to see students in person (masked up, per our expectations) and we hope to be partners in progress.

With gratitude for all you do in raising your children,

Richard Royal
Interim Principal (2021/22 School Year)

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Choice & Commitment

KIPP Colorado Public Schools

Our school is part of a regional network called “KIPP Colorado Public Schools.” In 2020-21, KIPP Colorado will serve approximately 2,500 students in six public charter schools located in Denver, Colorado.

Our KIPP Colorado Family includes:

Southwest Denver

KIPP Sunshine Peak Elementary School (KSPE)

KIPP Sunshine Peak Academy (KSPA)

KIPP Denver Collegiate High School (KDCHS)

Far Northeast Denver

KIPP Northeast Elementary School (KNE)

KIPP Northeast Denver Middle School (KNDMS)

KIPP Northeast Denver Leadership Academy (KNDLA)

KIPP Across the Nation

KIPP Colorado Public Schools is part of the larger KIPP Network. KIPP is a non-profit network of college-preparatory, public charter schools educating elementary, middle, and high school students. KIPP has a 20-year track record of preparing students in educationally underserved communities for success in college and life.

Our schools are part of the free public school system and enrollment is open to all students. Our public charter schools are given more academic and budgetary flexibility than traditional public schools and in exchange, commit to deliver high-quality academic results for students.

There are 200 KIPP schools in 20 states and the District of Columbia educating nearly 80,000 students on their path to and through college, careers, and life. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than that of students from similar economic backgrounds.

Our success is driven by:

- **High Expectations:** We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.
- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. Further, we empower them to express their voice with power and to improve the world around them.
- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We

empower our educators to lead school teams and we invest in training to help them grow as professionals.

- **Safe, Structured, and Nurturing Environments:** Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurriculars, so our students love school and maximize their learning.
- **KIPP Through College:** Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

As we look to the future, we have never been more optimistic. We recognize there is more work to be done, but our progress to date has clearly demonstrated what is possible. Today we stand in partnership with other organizations committed to educational excellence and equity – working together so that all children have the opportunity to lead choice-filled lives.

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Our schools are part of the free public school system and enrollment is open to all students. Our public charter schools are given more academic and budgetary flexibility than traditional public schools and in exchange, commit to deliver high-quality academic results for students.

We are a network of 270 schools with nearly 10,000 educators and more than 160,000 students and alumni. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than that of students from similar economic backgrounds.

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- **High Expectations:** We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.
- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. Further, we empower them to express their voice with power and to improve the world around them.
- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We empower our educators to lead school teams and we invest in training to help them grow as professionals.

- **Safe, Structured, and Nurturing Environments:** Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurriculars, so our students love school and maximize their learning.
- **KIPP Forward:** Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

As we look to the future, we have never been more optimistic. We recognize there is more work to be done, but our progress to date has clearly demonstrated what is possible. Today we stand in partnership with other organizations committed to educational excellence and equity – working together so that all children have the opportunity to lead choice-filled lives.

KIPP Forward

Climbing the Mountain

KIPP Forward (Formerly KIPP Through College and Career (KTCC)) is part of the broader KIPP approach that empowers KIPPsters (students) and their families with the knowledge, resources, and support to climb the mountain to and through college and career. In 2011, the KIPP Foundation identified five critical factors that were instrumental in college success. These findings have largely shaped our approach to supporting students to and through college, data collection, and program development. These findings were first published in the 2011 KIPP College Completion Report, and include:

Academic Readiness: A rigorous education is one that keeps the end in mind, and ensures that all students are prepared for the demands of higher education.

The Right Match: Graduation rates, especially for first-generation college students, vary widely among institutions at all levels of competitiveness, meaning, choosing the right higher education institution is key to a student's college success. Match Matters is an initiative of all KIPP Through College and Career regions across the country.

Social and Academic Integration: Integration through study groups, campus clubs, alumni contacts, that enhances a student's college experience and helps him or her resist negative pressure to leave school. One example of how KIPP facilitates these connections is through KIPP Alumni Ambassadors. A KIPP Colorado Alumni was chosen to be the KIPP Ambassador at Duke University. In her role, she organizes meet-ups for the other KIPP alumni that attend the university in an effort to check-in and support each other.

College Affordability and Financial Understanding: KIPP Forward Advisors work with families to get accurate information about applying for college, and help students navigate the challenges of paying for college. Our KIPP Forward Advisors are also reaching out to local banks to try to establish a partnership to help families start college savings accounts for students in eighth grade.

Current KIPP Forward Programming

KIPP Forward currently offers programming such as career readiness workshops, job shadow days, networking events with professionals, resume building support, career roundtables, internship application support, and individual counseling to current students and alumni, to better meet the needs of the students we serve. Offering career services is the completion of a comprehensive approach to ensure that KIPP is delivering on the promises that we make to all KIPP students.

Senior Seminar

The course exists to address gaps in students' knowledge of the college application and acceptance process, to provide a practicum for submitting financial aid and scholarship applications, and to

introduce other skills that will be valuable to the post-secondary student. This course utilizes instruction regarding best practices and procedures for college admissions, scholarships, and financial aid. The course is designed as half seminar style learning and half practicum with weekly check-ins with the college advisor.

Junior Seminar

The course exists to build knowledge and understanding of post-secondary options. It provides a structured framework for students to be able to move into the final year of high school with a clear concept of how to skillfully select and apply to post-secondary institutions. Through research we have learned that when students choose the right college, they are more likely to successfully complete a Bachelor's degree in four years. This course utilizes lectures, small group discussions and practicums to engage students in project-based learning.

Summer College

Summer College is a two-day, introductory trip for our incoming freshmen and transfer students. During this time students participate in various team building activities, explore the CSU campus and attend various sessions hosted by their 9th grade teachers. This trip is meant to show our students where we hope they will be in four years - on a college campus.

College visits

We provide students the opportunity to visit college campuses through organized trips to college/universities in Colorado. As well as planning college visits, students are invited to participate in programs like CESDA, CU-Boulder Diversity Day, and Keeping the Dream Alive Conference.

Summer College Programs

Working closely with students, we find summer academic programs that will enhance the student's knowledge in an academic or career track of their interest. Some examples include Lorenzo De Zavala Youth Legislation Session, Georgetown Summer program, and MIT engineering symposium.

Career Readiness

Through our career readiness programming our students learn essential career and life skills, explore areas of career interest, determine what is required of the career field they want to enter, develop resume writing and interviewing skills, network with professionals, and participate in applied learning opportunities and internships.

Financial Literacy

Our financial literacy programming provides our KIPPsters and families an opportunity to fully understand the cost of college and how they can make financial smart decisions when deciding on a college option. Through comprehensive financial literacy workshops for students and parents, our families gain financial empowerment, which lead to the enrollment in 529 college savings plans.

Parent College Programming

The KIPP Forward Team has developed a series of college nights for parents of KIPP Colorado High School students that consist of an introduction to college, college admissions, financial aid awareness, and high school to college transition.

College Advising

KIPP Colorado provides one-on-one advising to our alumni on college campuses through quarterly visits as well as monthly check-ins via email, Facebook, and text. Students also receive assistance with internship placement for the summer and assistance with Financial Aid and scholarship completion.

KIPP Northeast Denver Leadership Academy

Our Belief

The educators at KIPP Northeast Denver Leadership Academy are collectively driven by a common belief — ALL children want to learn, will learn, and can accomplish greatness in college and in life. We believe that in order for students to succeed, we must have clearly defined and measurable high expectations for academic achievement, opportunities to develop agency, and opportunities to develop the leadership skills needed to be successful in our world. We believe that with high expectations and support, our students will reach their full potential and have the agency to profoundly impact our community and society. Our actions will always be in pursuit of this belief in our students.

Our Core Values

When we **own** our self-identities and honor the humanity in one another, we will **grow** as a community. We seek to inspire through **exploration, connection, and advocacy**. These core values, created with students and staff, are the foundation of our work. When we operate within our values, our school culture will be positively impacted and students and staff will be able to make positive change.

Our Mission

Together with families and communities, we create a joyful, academically excellent school that prepares students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

Our Vision

Every student grows up free to create the future they want for themselves and their communities.

Our Priorities

- **Focus on Character:** Grades, test scores, and other academic achievements are certainly a priority, as they will determine the quality of college our students are accepted to and the scholarship money they receive. However, strong academics is not the only goal for our students. We focus on the holistic development of our students so they are individuals with strong leadership skills and have the work ethic to overcome any obstacles in life.
- **Provide a World-Class Education:** KNDLA is a college-preparatory school whose goal is to prepare students to be successful in college and in life. We have a rigorous curriculum and a learning environment that is challenging, yet supportive. Our approach is not to train our students; rather, it is to teach them how to think through complex problems and figure things out on their own. This requires taking risks, exploring curiosities, making mistakes, and learning from those mistakes on a daily basis.
- **Collaborate with Families and the Community:** Our work with families is a partnership. We expect that families will help students work hard at home on schoolwork and push their kids to reach their full potential, and families can expect us to always act on what we believe is best for their children. Regular communication between the school and families is essential and includes newsletters, family nights, and parent/teacher conferences each quarter.

- **Build Success Beyond the Classroom:** Beyond succeeding academically, our students show their greatness in everything they do. KNDLA offers strong elective classes, a variety of enrichment clubs, and competitive sports programs. Students are required to get involved in extracurricular activities to become more well-rounded individuals.
- **Safe and Professional Learning Environment:** ALL of our students deserve a safe learning environment to come to every day. We ensure this happens by creating a community environment where students and staff work together with the common goal of building sustainable leadership skills. Students hold each other accountable and help each other out. Staff also hold students to the same high professional expectations we have of adults in the building.

Black Lives Matter

At KNDLA, we believe Black Lives Matter. We believe in social justice. We believe learning is a fundamental right. We believe the education system needs to change, and we will continue to use our platform to make that change.

We commit to:

- As Team and Family (families, staff, students and community) we examine our systems and policies for racist language and practices. If systems and policies are found to have racist language and/or practices, we revise them or stop doing them.
- We represent Black, Indigenous People of Color in our visual culture (bulletin boards, print, walls), reflecting the racial, ethnic and cultural backgrounds of our students, staff and community.
- We use anti-racist language, both verbally and non verbally in our communication with each other. When we hear language that is racist we speak and disrupt.
- We provide time and space for open dialogue through forums, affinity groups and community circles for families, staff, students and our community. We recognize and honor the heavy burden that Black Lives have had to carry throughout history.
- We acknowledge that white privilege has led to racial inequity and commit to naming, understanding and dismantling all forms of racism and white supremacy in our school, community and world.

We ask that you join us in our commitment to supporting Black lives in our school and community to create a more just world for our children.

School Routines & Expectations

School Hours

- The school opens for students at approximately 0725 (contingent upon the weather) to access the cafeteria for breakfast. The school day ends at 3pm daily for dismissal for buses, with the exception of Tuesday when students are dismissed at 1.15pm (“Early Release”);
- Attendance is taken at the beginning of the school day between 0740 and 0750. Attendance is a legal requirement as the school has a duty of care for your young person;
- Students in the school building must be supervised by a named and specific member of the KNDLA community at all times;
- These policies are subject to change as we move to various instructional models based on health guidelines.

Promotion and Graduation Policies

Students must meet requirements in all three categories below to graduate as a student in good standing from KNDLA. Only students who have met all promotion requirements are eligible to be promoted to the next grade level. Retention of students with learning differences who are on an IEP will be consistent with the student’s IEP and is subject to IEP team review.

Academics

Students must earn the credits from all classes in which they are enrolled. Any student who fails any class may be required to make up the credits in a night or summer school class in order to be promoted and will be required to make up these credits in order to graduate. At 20 unexcused absences, a student might not be promoted to the next grade level or may be required to retake academic coursework. Please see the Attendance Policy outlined in this handbook.

Leadership Development

At KNDLA, we believe that diverse experiences shape individuals into becoming the community leaders of tomorrow. Cultivating leadership skills is just as important as achieving strong grades and also contributes to the success of students in college, careers, and in life.

Service Learning

It is a priority for our KIPP students to graduate with a belief in giving back to their community. Additionally, we want our leaders to explore their interests and passions in order to help them on their journey to a choice-filled life. Thus, all students are required to complete service learning hours. There are specific requirements for each grade level, which includes deadlines at the end of each school year. Students will have both community-based and school-based requirements that must be met. Community-based hours must be fulfilled at a location other than KNDLA, whereas school-based hours can be completed at KNDLA. A summary of service learning requirements can be found on the table below. Any student who fails to meet the service learning deadlines will need to register for a make-up service opportunity.

Fulfilling Requirements

Students at KNDLA are both supported and held accountable to high expectations on a daily basis, which we believe is essential to helping students reach their goals. The requirements below are some, but not all, of the expectations for students to meet:

- Demonstration of consistent commitment to refine leadership skills while enrolled at KNDLA
- Demonstration of responsible behavior and respectful interactions with peers and staff
- Attendance of Office Hours until the student has access to the privilege of non-participation
- Attendance of Redirection Time, when required to do so
- Attendance and full participation in any required interventions, including on Saturdays, over breaks, and during the summer if required, when required to do so
- Fulfillment of required summer enrichment requirement(s), when required to do so

Grade Level	Leadership Development Aspirational Goals
9th Grade	<ul style="list-style-type: none"> ● Pass all classes and requirements, or successfully make up failed credits ● No more than 20 absences, regardless of excused or not <ul style="list-style-type: none"> ○ 4 tardies = 1 absence and 2 unexcused early dismissals = 1 absence ● 5 total service learning hours by the end of semester 1 ● 10 total service learning hours by the end of semester 2 <ul style="list-style-type: none"> ○ 5 out of the 10 total service learning hours must be community-based service learning hours (meaning they must be obtained from location other than KNDLA) ● One non-KIPP service learning site by the end of semester 2 ● 12 or more enrichment credits by the end of semester 2 ● Students have served all Redirection Times and consequences earned.
10th Grade	<ul style="list-style-type: none"> ● Pass all classes and requirements, or successfully make up failed credits ● No more than 20 absences, regardless of excused or not <ul style="list-style-type: none"> ○ 4 tardies = 1 absence and 2 unexcused early dismissals = 1 absence ● 20 total service learning hours by the end of semester 1 ● 30 total service learning hours by the end of semester 2 <ul style="list-style-type: none"> ○ 15 out of the 30 total service learning hours must be community-based service learning hours (meaning they must be obtained from location other than KNDLA) ● One non-KIPP service learning site served during 10th grade by the end of semester 2 ● Student has met Character Readiness criteria required for next grade ● Students have served all Redirection Times and other consequences earned.

<p>11th Grade</p>	<ul style="list-style-type: none"> ● Pass all classes and requirements, or successfully make up failed credits ● No more than 20 absences, regardless of excused or not <ul style="list-style-type: none"> ○ 4 tardies = 1 absence and 2 unexcused early dismissals = 1 absence ● 40 total service learning hours by the end of semester 1 ● 50 total service learning hours by the end of semester 2 <ul style="list-style-type: none"> ○ 25 out of the 50 total service learning hours must be community-based service learning hours (meaning they must be obtained from location other than KNDLA) ● One non-KIPP service learning site served during 11th grade by the end of semester 2 ● Student has met Character Readiness criteria required for next grade ● Students have served all Redirection Times and consequences earned.
<p>12th Grade and To Have The Privilege of participating in the Graduation Ceremony</p>	<ul style="list-style-type: none"> ● Must pass all classes and requirements, or successfully make up failed credits prior to senior check-out date. ● Met all state and district requirement for graduation ● No more than 20 absences during final year, regardless of excused or not <ul style="list-style-type: none"> ○ 4 tardies= 1 absence and 2 unexcused early dismissals= 1 absence ● 60 total service learning hours by the end of semester 1 ● 60 or more enrichment credits ● All student fees paid in full or fee waiver policy met ● Students have served all Redirection Times and consequences earned.

Graduation Requirements

The following criteria shall entitle a student to a high school diploma from KIPP Colorado Public Schools: *Subject to change based on district guidelines due to COVID-19.

1. **Successful completion of 24 units of credit** (in the prescribed categories listed in table 1 below, including and in addition to successful completion of any school or program-specific requirements which have been approved by the District and KIPP Colorado Public Schools). A Unit of Credit is defined as the amount of credit earned toward graduation following demonstration of district identified competencies. Successful completion is defined as a passing grade or score. Achievement in the Colorado Academic Standards as demonstrated by mastery of appropriate grade-level courses or competencies
2. **Demonstration of College and Career Readiness** in English and Math through one or more of the approved options in the DPS Approved Menu of Options as illustrated in table 2 below.
3. **Completion of the requirements and goals** as listed on a student’s Individual Career and Academic Plan (ICAP) and/or Individualized Education Plan (IEP) which may include modified content standards.

Table 1. Unit/Credit Hour Requirements		
Content Area and Specific Course Requirements	Units	Credit Hours
English (to include 2 units of composition)	6	60
Math (Algebra, Geometry, Algebra II)	4	40
Science	4	40
Social Studies (to include .5 unit of Civics)	4	40
World Languages*	2	20
Electives	3	30
Physical Education	1	10
TOTAL	24	240

*2 units of World Languages may also be fulfilled by successful completion of one approved AP world language course and passing the AP exam with a score of 3 or higher.

Table 2. Demonstration of College and Career Readiness**		
DPS Approved Menu of Options	English	Math
ACCUPLACER	95	61
American College Testing (ACT)	18	19
Advanced Placement (AP)	2	2
Scholastic Aptitude Test (SAT)	470	500

Individual Career/Academic Plans ICAP	n/a	n/a
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**The menu is subject to change and revision from the state. When changes are made, KIPP Colorado Public Schools will update its policy to ensure adherence to the state’s guidelines.

Units of Credit earned from Outside Institutions, Home-Based Programs, or Independent Study:

- Students entering from outside KIPP Colorado Public Schools must meet the KIPP Colorado Public Schools requirements to receive a high school diploma. The principal or principal’s designee in collaboration with DPS policy shall determine whether credit toward course unit requirements shall be granted for course content/units taken outside KIPP Colorado Public Schools.
- KIPP Colorado Public Schools shall accept the transcripts from a home-based educational program. In order to determine whether the course content/units and grades earned are consistent with district and KIPP Colorado Public Schools requirements and standards, KIPP Colorado Public Schools shall require submission of the student’s work or other proof of academic performance for each course unit for which credit toward graduation is sought. In addition, KIPP Colorado Public Schools may administer testing to the student to verify the accuracy of the student’s transcripts.
- Students who wish to obtain credit from outside institutions or programs, work experience, independent study, work based study, community service, capstone or certification programs, must meet the unit competencies appropriate to the credit type, and must receive approval from the school principal or principal’s designee.

Years of Attendance:

The DPS Board of Education believes that most students benefit from four years of high school experience. However, in some cases students require differentiated lengths of time to meet the graduation requirements. Therefore, in accordance with the High School Procedures Guide, a student may graduate early provided the student has met all district graduation requirements. In addition, the district will support students who may require more time to meet graduation requirements up to age 21, as well as allow students to remain enrolled to pursue ASCENT. [Reference IKE, IKE-R]

Students with Individualized Education Plans:

Students with disabilities will be provided access to all graduation pathways and will have the opportunity to earn a diploma. The Individualized Education Plan (IEP) will describe the course of study, the specially designed instruction, the accommodations and modifications that will enable the student to demonstrate proficiency of the standards and achieve their post-secondary goals.

Grading Policy

There are three terms during one academic year: Semester 1, Semester 2, and Summer School. Semesters 1 and 2 are split into two quarters each. Final grades are stored permanently on a student's transcript at the end of each semester. The grading scale, which includes Honors and AP classes, is below

Grading Scale

Percentage	Letter Grade	Grade Point Average (GPA) (Unweighted)	Honors Weighted	AP Weighted
93 – 100	A	4.0	4.5	5.0
90 – 92	A-	3.67	4.17	4.67
87 – 89	B+	3.33	3.83	4.33
83 – 86	B	3.0	3.5	4.0
80 – 82	B-	2.67	3.17	3.67
77 – 79	C+	2.33	2.83	3.33
73 – 76	C	2.0	2.5	3.0
70 – 72	C-	1.67	2.17	2.67
67 – 69	D+	1.3	1.8	2.3
Below 67	F	0.0	0.0	0.0

Please note that this grading scale above is subject to review periodically throughout the school year.

Pass/Fail Classes

Graded as follows. They are for credit; however, might not impact GPA.

Percentage	Letter Grade
80 – 100	Pass (P)
0 – 79	Fail (F)

Honors Classes and Advanced Placement (AP) Classes

Honors and AP classes are given an additional GPA boost when calculating weighted GPA. Unweighted GPA, the primary focus of colleges, does NOT result in a GPA bump for Honors or AP classes. Placement in Honors and AP classes is based on a combination of each student's GPA and test scores.

Class Rank

Class rank is used to show colleges how a student's GPA compares to other students in the graduating class. It is essentially a classification of students by their high school GPA, with the rank of number 1 being the highest GPA and the lowest class rank representing the lowest GPA. Class rank is determined using the cumulative weighted GPA for each student.

Extra Credit

Extra credit cannot be made available to individual students. Any extra credit offered must be available to the entire class. Additionally, no stand-alone extra credit can be offered to students within the two-week period when grades are due at the end of each semester. Extra credit points on assignments and/or tests can still be made available to students in the last two weeks of a semester.

Work From Being Absent and Late Work

Students will have two days to make up work for each day of an excused absence. Work turned in beyond these two days will either not be accepted or have points deducted. For work assigned the day a student was present before an absence, that work is due the day upon the student returning. Policies on late work will be articulated in each teacher's syllabus.

50% Minimum Grading Policy

KNDLA typically holds a 50% minimum grade policy for major assignments, though this is subject to change per individual assignment or class or grade level without consultation. The basis of this policy is rooted in grading equity and fairness to students in accordance with a 100-point grading scale. Without a 50% minimum grade, an F consists of a 66-point interval on a 100 point scale, which when applied to a student's grade results in an F as a disproportionate weighting of the F in the student's overall grade. Using a 100-point grading scale, grade letters are distributed along 10 point intervals up to a grade of C, with letter grade breaks at 90%, 80%, and 70%. Mathematically, then, keeping a grade minimum of 50% maintains a more consistent point interval for a letter grade of F as with the other letter grades (at least closer to a 10-point interval), and does not apply the mathematical punishment of an F when it is on 66-point interval. The purpose of the 50% minimum policy is not to exercise leniency on poor academic performance (a 50% is still an unacceptably low score of performance for any student); rather, the purpose is to apply a level of equity to our grading system. For more context and research behind the 50% grade policy, please see Doug Reeves article, "The Case Against the Zero," *Phi Delta Kappan*, Vol. 86, No. 4, December 2004, pp. 324-325.

Student & Family Policies

COVID-19 Student & Family Commitments

Norms and Expectation Due to COVID-19 and Other Infectious Diseases

The following expectations and guidelines are put in place to increase the health and wellness of all students, staff, parents, and guardians. These were developed by reviewing the latest information obtained at the time from the Centers for Disease Control and Prevention (CDC), and local and State guidelines. By following these guidelines we are promoting safety for all.

Students, staff and visitors must follow all safety procedures that the school has implemented. All students must follow the safety directions from teachers and staff. If students choose not to follow this requirement as determined by his or her teacher, disciplinary actions may be taken as outlined in the student code of conduct.

If a student is feeling ill, the student must stay home, call the school, seek medical attention as appropriate, and continue to stay in contact with the school. If a student has a fever or becomes sick while at school, the parent/guardian will be called to come and pick up their child as soon as possible. Parents must keep their contact information up to date with the front office as well as provide emergency contacts. Schools will expect students who are ill to be picked up immediately.

If a student tests positive for COVID-19, the parent/guardian must call the school immediately, and the student must quarantine the amount of time required by the school, follow the directions of a doctor, and continue to stay in contact with the school.

If a student has had close contact with someone who has tested positive for COVID-19 (including a parent, siblings, those who live in the same household, etc), the parent/guardian must call the school immediately, the student must quarantine the amount of time required by the school, and continue to stay in contact with the school.

All students entering a KIPP elementary and middle school building will be temperature checked. High school students and adults must self-monitor and report symptoms. If the temperature is 100.4 degrees or greater for a student, a parent/guardian will be called to come and pick up their child. If an adult's temperature is greater, they will not be allowed inside the building.

All students, children, and adults entering a school building must wear a face mask. Students will wear masks throughout the day with the exception of meal times, outdoor activities and naps.

All students must wash their hands and/or use hand sanitizer throughout the day (the school will provide hand sanitizer in all classrooms with the exception of ECE).

No sharing of items or food/drink will be allowed.

Parents/guardians will not be allowed beyond the front desk. If a parent/guardian needs to meet with a staff member the meeting will be set-up virtually or at a pre-designated meeting space within the school.

Enrollment & Registration

Enrollment

KIPP Colorado Public Schools enroll all students through the Denver Public Schools (DPS) Unified Enrollment System. This means students are admitted to our school based on a ranking algorithm system that accounts for student/family school preferences until the enrollment capacity is reached.

Enrollment for the upcoming school year begins in January of the preceding school year. Any student who is interested in attending a KIPP Colorado school, and is not currently enrolled, must complete and submit a DPS School Choice enrollment form (<http://schoolchoice.dpsk12.org/>). Once the student's enrollment form is submitted, and if DPS places the student at our school, the school will contact the family about registration and enrollment.

Registration

Each student must be officially registered at his or her KIPP Colorado School by a parent/guardian before attending. Registration occurs during the summer prior to the start of the school year. Please refer to the school calendar for specific dates.

Food and Nutrition Services

KNDLA has a different food service provider. Information from KNDLA will be shared electronically via the Front Office and via the Flyer App. Please find more information at <https://charterchoice.strataapps.com>

Please contact Ms. Gloria Sanchez at KNDLA directly if you have specific questions or require assistance regarding food at KNDLA.

Please note that all students at KNDLA are offered the privilege of "off campus lunch", but that this privilege may be removed as an administrative intervention.

Student Fees

KIPP Colorado Public Schools does not require payment of student fees as a condition of enrollment or as a condition for participation in any course of study, instruction, or class offered during the regular school day and year that satisfies requirements for promotion or graduation.

KIPP Colorado Public Schools may require payment of fees as a condition for participation in extracurricular and enrichment programs, including but not limited to: before and after-school programs, field trips, and athletics. Fees for these purposes may be collected as part of a general student activity fee at the time of start-of-year registration, and/or as separate fees for specific extracurricular and enrichment programs. School leaders determine whether or not credits are awarded for completion of extracurricular programs that require fees. The school will publish the amount of fees charged by the time of start-of-year registration. They will be based on and will not exceed the per-student cost of operation of the program.

KIPP Colorado Public Schools may require payment of fees related to the costs of some required supplies, uniforms, and equipment not provided free of charge by the school; or for repair or replacement of supplies and equipment issued to a student free of charge for use during the school year that become lost or damaged. The amount of fees charged will be published by the school by the time of

start-of-year registration and will be based on and will not exceed the per-student cost of the supplies, uniforms, or equipment.

KIPP Colorado Public Schools may require payment of fees related to dual enrollment courses offered at the high school level. The amount of the flat fee to be charged will be published by the school by the time of start-of-year registration and will not exceed \$75 per course taken, regardless of credit hours.

In all cases where fees are charged, KIPP Colorado Public Schools will not require payment of any fees as a condition for access to or release of student academic records.

Attendance Policy

We expect all students to maintain a 96% or higher attendance rate (this calculates to a maximum of approximately 8 absences depending on the total number of days of school each year).

A student who misses a day of school for any reason is responsible for making up any missed classwork and homework. Since missing class affects learning time, repeated absences may be reflected in the student's grades and may have an impact on the student's ability to pass a class or promote to the next grade level.

Absences

Families should call or email the school as soon as they are aware their student will miss school. If an adult family member or guardian does not call to report an absence, it will be recorded as unexcused and counted towards truancy.

Excused Absences

All absences will be reported as unexcused absences unless the school receives the following documentation.

- Doctor's note specifying the excused day(s);
- Religious holidays with documentation by a religious official;
- Parent/guardian note or email indicating there is a family funeral;
- Parent/guardian note or email indicating there is a family emergency – emergencies include house fires, house floods, housing loss, etc.;
- Court documents mandating a court appearance – the student will be excused only for the day(s) indicated on the court documents; or
- School service absences (absences that occur as a result of participation in school activities that are authorized and pre-approved by the school leader).

It is a parent/guardian's responsibility to bring all excuse notes into the school; it is not the school's responsibility to seek out the notes. We recognize that not all illnesses require a trip to the doctor. We will excuse up to two days absence for sickness without a doctor's note. The third absence will require a note from a doctor and subsequent absences will not be excused without a note. Excused absences will not count against attendance incentives but can result in attendance interventions (e.g. a call home) if they are excessive and interfering with academic performance.

Unexcused Absences

Absences without documentation will be recorded as 'unexcused.' All work still needs to be made up by the student; however, it is a teacher's discretion as to whether or not he/she gives credit to the student for work from unexcused absences.

Excessive student absences are a serious issue. School staff closely monitors student attendance and will determine if and when a student's absences are affecting his/her academic success. We will send home a report of all absences and will respond to unexcused absences as follows:

- At 5 unexcused absences, the school will send a letter home informing the family of the attendance count.
- At 10 unexcused absences, the school will send a 2nd letter home and set up a parent meeting to develop an attendance contract. The student is considered a habitual truant and may not be promoted to the next grade. At this point, the school leader may make a referral to truancy court with a J-9 form.
- At 15 unexcused absences, the school will send a 3rd letter home and set up a parent meeting with the school leader to review the attendance contract. A student is considered habitually truant and may not be promoted to the next grade.
- At 20 unexcused absences, a student may not be promoted to the next grade level or may be required to retake academic coursework. A student will be referred to Truancy Court with a J-9 form. If the courts are no longer accepting J-9s for the remainder of the school year, we will file the J-9 at the very start of the next school year.

Students with unexcused absences of more than ten consecutive days for students under 17, or 30 consecutive days for students 17 and over, may be dropped from our enrollment, thus causing the student to lose all credits for the current semester.

Extended Absences

We highly discourage extended absences, as it often proves very difficult for students to catch up and get back on track. As such, the school leader must approve extended absences in advance. We require families to make these requests with at least two weeks' notice, so we can give teachers enough time to collect work for the student. Students are required to complete all assigned work during the absence and may be required to attend office hours or homework sessions to catch up on their work if it is not completed. The procedure for requesting an extended absence around winter break will be communicated by the school each year. Not following the procedure can result in unexcused absences and loss of credit.

Early Release/Late Arrival and Appointment during School Hours

Every minute of school is crucial to a student's education. We strongly encourage all appointments for students to be made outside of school hours. If a student must attend an appointment during school hours, please try to schedule it in the afternoon on an early dismissal day. Please refer to our school schedule and calendar for early dismissal days and times.

Official documentation of the student's appointment during school hours should be submitted to the office the next day. Doctor's appointments or dentist appointments are not excused as full day absences. Please bring your child to school before or after his/her appointment, we will only excuse one hour before and one hour after an appointment. Surgeries and other in-patient procedures are excluded from this policy. Students are responsible for gathering and completing any missed classwork and homework.

Tardies

In order to fully implement our rigorous educational program, we must make use of every minute. Students are considered tardy if they arrive in their classrooms after the scheduled start of the school day or class period. Tardy students must follow the tardy procedures set up at the school and make up all work that is missed. Every three tardies will be counted as one unexcused absence. Excessive tardies may result in retention.

- At 15 unexcused tardies (equivalent to 5 unexcused absences), the school will send a letter home informing the family of the tardy count.
- At 30 unexcused tardies (equivalent to 10 unexcused absences), the school will send a 2nd letter home and set up a parent meeting to develop an attendance contract.
- At 45 unexcused tardies (equivalent to 15 unexcused absences), the school will send a 3rd letter home and set up a parent meeting with the school leader to review the attendance contract.

Withdraw/Transfer Policy

As a school of choice, we support the choice process. Parents/guardians who wish to transfer their child out of our school must first have an exit meeting with the school leader or other designee. If all parties decide the choice to leave is the optimal decision, parents must fill out the Denver Public Schools transfer paperwork and the school leader may then approve or deny the transfer. Ultimately, DPS will review the transfer paperwork and the parent will be notified of the decision made. Until there is a final decision among the DPS School Choice Office, parents, and the school leader, the student must remain in class.

If a student withdraws, all materials, books, money owed, and property of the school must be either paid, returned in good condition (as determined by the Assistant Principal of Operations), or replaced at full value.

Attendance Procedures

Reporting an Absence

Families should call the main office as soon as they are aware their student will miss school.

To provide documentation for an excused absence families should email the proof (doctor's note, court documents, etc.) to Idali Alonso (ialonso@kippcolorado.org) and Gloria Sanchez (gsanchez@kippcolorado.org). You may also turn in a copy of the note at the main office. Email is preferred because it offers a time stamp for receipt.

Attendance Incentives

At KNDLA we have a positivist approach to student behavior and wish to presume the best of our young people. On occasion, we recognise that adolescents may lapse in their judgement and make less than ideal choices. Students who are regularly absent from school without cause, or regularly late to school, will lose access to some reasonable privileges as determined by the school leadership team (for example; opportunity to leave the campus for lunch).

Student Support

English Language Learners

KIPP Colorado Public Schools is committed to ensuring all students succeed academically. Our high expectations set the bar for our academic program and our data-driven, differentiated, and culturally responsive approach guides our work with English Language Learners (ELLs). Supporting our English Language Learners is crucial to our school mission and achieving our vision.

All incoming students, new to Denver Public Schools or entering Kindergarten, will take the WIDA Access Placement Test (W-APT) to assist with initial identification of students' English language proficiency. Families will be immediately notified if a student is identified as eligible for our language instruction educational program (LIEP) as measured by the W-APT. Families can opt in or out of our LIEP program and additional language services. In the event that a family opts out of LIEP services, we will continue to support the student with a whole group curriculum and instruction that utilizes ELL best practices for language development and access to grade level curriculum.

Our English Language Acquisition program will teach grade level academic standards with the scaffolding to simultaneously support ELLs in content knowledge and language acquisition.

Special Education

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment, and may receive special education services according to a written Individualized Education Plan (IEP). Students who received special education services at their previous school will receive services at KIPP Colorado Public Schools as so designated in an IEP meeting, which will take place within the first 30 days of school. If your student has previously received special education services or has been given a Section 504 plan, please make sure to immediately notify the school leader.

If you believe your child may be eligible for special education services, please notify the school leader as soon as possible in writing. If you are interested in more information on special education, please contact the school leader.

Retention of students in special education must be consistent with the student's IEP and is subject to IEP Team review.

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous- improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students (www.cde.state.co.us/mtss/whatismtss). At KIPP Colorado, the MTSS framework is managed by the MTSS team and implemented by grade level teams. MTSS structures are used to support both academic and behavioral concerns. Biweekly, the grade level team discusses students of concern. Initially looking for patterns of concern, the team creates individualized plans for collecting data and providing support, moving students from tier to tier within the system in accordance with the visual representation of MTSS.

Following four to six weeks of data collection at Tier 2 and Tier 3, the grade level team determines

whether they should discontinue the process (student has caught up), continue the process (student is making sufficient progress/growth- this level of support is working), or refer the student to special education (the student may need additional supports beyond what can be offered by general education). Throughout the process, the grade level team seeks input from other stakeholders for support and services. These stakeholders include, but are not limited to, other grade level teachers, learning support staff, special education service providers, parents, and the student him/herself.

Medical Policies and Protocol

Immunization and Health Records

State law requires that all children entering elementary school and middle school be immunized against diphtheria, tetanus, pertussis, polio, measles and rubella. These requirements can be waived only if a properly signed health or religious exemption is filed with the school.

KIPP Colorado will follow the Denver Public Schools rules and procedures regarding vaccination requirements for high school students.

Medications

No medication can be administered or consumed at school unless both a doctor and a parent/guardian have completed the appropriate forms. KIPP Colorado strongly encourages families to dispense both temporary and maintenance medications outside of school hours when possible. Ask your doctor for a medication schedule that can accomplish this.

If a student requires medication during school hours, the distribution of the medications will be supervised by the front office staff or nurse under the following guidelines:

- Parents/guardians must provide a signed medicine administration release form.
- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: student name, name of medication, and doctor's name and phone number.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

Students are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications. The only exceptions are EpiPens and inhalers that have been properly registered with the main office or school nurse.

Allergies

If a student has any type of allergy that would limit participation in routine school activities or the food program, please notify the main office with appropriate documentation.

Student Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick up the child. Students will not be permitted to make phone calls without the permission of a staff member. We do not have the capacity to watch over and care for ill students. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. If your child has an emergency, we must be able to reach you.

Please be sure that the school has updated contact and health information. If your child has needs we do not know about, we cannot provide for those needs. Therefore, please make sure you let us know about any needs your child has.

Communicable Diseases

Any student suspected of having any communicable diseases (e.g., lice, pink eye, scabies) will not be able to attend school until satisfactory treatment has been given. Discretion is used to check other students in classes where there is an outbreak. Written notice will be sent home regarding outbreaks.

School Safety

Closed Campus

KIPP Colorado Public Schools are closed campuses, meaning students must remain on campus at all times during the school day, including lunch, unless given privileges otherwise. Students may leave campus with proper parent/guardian permission and under supervision of school personnel for the purposes of field trips, off-campus field lessons, and extracurricular school events.

Students who are obligated to remain at school after the time of dismissal for extracurriculars, sports, Redirection Time, a family conference, or other school-related activities, must report directly to the room designated for that occasion, at which time attendance is required.

For any school-sponsored, off-campus event, school personnel will distribute to students a written permission form that must be signed by a parent/guardian and returned to school before the departure for the event in order for the student to be permitted to participate.

Students who need to leave campus early for any other reason must be picked up by a parent/guardian or authorized individual. The parent/guardian must report directly to the main office to pick up his/her child. There, the parent/guardian must sign-out the student and office staff will then retrieve the student from his/her class. Please refer to the Early Release/Late Arrival section for direction on student appointments that cause them to miss class.

Contacting Students during School Hours

If a parent/guardian needs to contact his/her child in an emergency, the parent/guardian should contact the school's main office. Parents/guardians are not permitted to contact a student in his/her classroom or attempt to remove the student from the building without permission from a main office staff member.

Student Use of Telephones

Students may not use any school phone without permission from a staff member. Students will only be allowed to use the phone in case of emergency. Students who use a phone without permission from a staff member will be subject to disciplinary procedures.

Visitors

KIPP Colorado Public Schools welcomes visitors. All visitors must report directly to the main office upon arrival to sign-in and receive a visitor's pass. Visitors must be authorized by a school staff member to visit

classrooms. Any person without an authorized visitor's pass or who has not signed in at the main office will be asked to leave campus immediately.

Students who have withdrawn from KIPP Colorado are not permitted to visit during the academic day. They may come to the office and request permission to visit before or after school, but this permission may be denied depending on the circumstances of their departure.

KIPP Colorado recognizes the importance of engaging the community in our schools and the importance of school/community partnerships yet also recognizes concerns for the welfare of students. Therefore, KIPP Colorado limits visitors to:

- Parents/guardians of current students
- Other family members of current students who have written approval by the student's parent/guardian as well as school administrators

Visiting a school is a privilege, not a right, which may be limited, denied or revoked by a school administrator or designee based on considerations of student and/or staff safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

Loitering on campus by non-students is prohibited.

Student Commerce

Students and outside organizations may not sell any good or service on school property or at any school-sponsored event unless approved by the school leader.

Mandated Reporting of Suspected Abuse or Neglect

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately through the statewide hotline (1.844.CO.4.KIDS) when they have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being harmed physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm. All school personnel will follow required protocols for reporting the suspected abuse or neglect.

Emergencies, Drills, & Evacuations

In the event of a fire or other emergency requiring evacuation from school, an alarm will sound at which time a teacher or staff member will organize and direct students outside the school building to a designated location where student attendance will be taken. Students in wheelchairs or with challenges using the stairs will be escorted by a staff member out of the building. In some instances, students may need to be evacuated to a location off-campus. Details of off-campus evacuation locations are available in the school office.

KIPP Colorado Public Schools administer periodic fire alarm, tornado, and lockdown/lockout procedures throughout the school year to ensure the safety of all students and school personnel. Students who have

sensory needs related to drills will be notified and accommodated as needed.

A map detailing the evacuation protocol is posted in every room. The school will host drills to ensure students are aware of safety protocols and procedures. In any emergency drill or evacuation, students should remain silent, follow their teacher, and stay with their class in the designated area and wait for further instructions. Students should not gather personal belongings or stop at the bathroom or lockers. Any student violating this procedure is jeopardizing the safety of the school and will face consequences in accordance with the school's behavior system and discipline policy.

Student safety is our first priority and when an emergency arises, we will first make sure students are safe and then send notifications out to families. If there is an emergency on campus, families will be notified as soon as possible through the school app, by text message, by phone, and/or through social media. Please make sure the school has your most up-to-date contact information so we can ensure you receive notifications.

Student Accident or Medical Emergency

In the event of a student experiencing a medical emergency at school, trained school personnel will immediately administer first aid on the student as may be necessary for the student's health and safety. In emergency situations, school personnel will contact emergency medical services by calling 911.

In all situations involving a student needing first aid or emergency medical care, a parent/guardian of the student will be immediately contacted. If the parent/guardian cannot be reached, school personnel will contact the emergency contact and/or the student's physician as identified on the student's emergency contact card.

A student sustaining severe or life-threatening injury or illness at school will be triaged by the administration/office staff and transported to an appropriate medical facility. Parents/Guardians will be notified prior to transfer and the students will be accompanied by trained school personnel if a parent/guardian is not available immediately. In the event the parent/guardian is unavailable to ride in an ambulance with the child, the parent/guardian is expected to meet staff at the respective hospital.

School Delays and Cancellations

If Denver Public Schools (DPS) is closed due to inclement weather, KIPP Colorado Public Schools are closed. Listen to the radio or television for the announcement of the closing of Denver Public Schools. If DPS is not in session, KIPP Colorado's chief executive officer will make a determination to close if needed. Listings will be on local television and radio stations as well as the KIPP Colorado website and social media sites. Once the school day has started, school will be canceled only if the weather or situation deems necessary. KIPP Colorado Public Schools will follow the DPS decision on such matters.

Student Transportation

KIPP staff are prohibited from transporting students in their private vehicles for any reason. KIPP chaperones and volunteers are prohibited from transporting students in their private vehicles to/from KIPP-sponsored field trips.

Internet Safety and Acceptable Use Policy

Internet Safety

It is the policy of KIPP Colorado Public Schools to:

- Prevent user access and transmission of inappropriate material via the internet utilizing KIPP technology resources;
- Prevent unauthorized access and other unlawful online activity;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Federal Communications Commission's Children's Internet Protection Act (CIPA).

This policy applies to all KIPP community members, including students, teachers, staff, and contractual or temporary staff and/or volunteers.

Technology Protection Measure

KIPP Colorado Public Schools shall filter all internet traffic to ensure it is appropriate for minors and in compliance with all local, state, and federal mandates. KIPP Colorado Public Schools shall maintain the necessary licensing to ensure all applicable categories of harmful internet content is blocked and inaccessible by school community members.

Monitoring and Supervision of Online Activities

It will be the responsibility of all members of KIPP Colorado staff to allocate KIPP Colorado technology resources for student use to supervise and monitor appropriate usage of KIPP Colorado technology resources, especially internet access, in accordance with the Children's Internet Protection Act. This includes, but is not limited to:

- In-classroom monitoring of student use of technology resources
- Follow-up meetings with students and/or parents concerning student use of technology resources

KIPP Colorado staff members are responsible for providing instruction to students concerning appropriate online behavior utilizing KIPP Colorado technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of KIPP Colorado technology resources while avoiding inappropriate content. Internet safety education topics include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyber bullying awareness and response, and other online privacy and security issues.

KIPP Colorado's network and computing systems are for educational use only. KIPP Colorado makes no assurances of any kind, whether expressed or implied, regarding any internet, network, or electronic communication services. Even with the above provisions, KIPP Colorado cannot guarantee that a student or staff member will not gain access to objectionable or inappropriate internet material. Should any violations occur, the KIPP Colorado team is committed to acting expeditiously to take corrective action.

Violation of Policy

Any violation or abuse of this policy by KIPP Colorado community members is just cause for taking disciplinary action, up to and including removal of all KIPP Colorado network privileges and accounts,

and/or legal action. To keep the KIPP Colorado technology resources and property safe, viable, effective, and user friendly, all KIPP Colorado community members must work cooperatively and responsibly using this policy. KIPP Colorado reserves the right to update this policy and/or to change the technology protection measure at any time, with or without notice.

KIPP Colorado Acceptable Use Policy

KIPP Colorado will provide members of the school community with access to property and technology resources as necessary and appropriate to fulfill assigned responsibilities. KIPP Colorado community members will not supply personal technology resources to create, store, and communicate organizational information or complete responsibilities, nor will KIPP Colorado support, modify, repair, integrate, or perform work on personal technology resources. Students who are assigned work requiring the use of personal technology resources after-hours away from a KIPP campus are exempt from this requirement.

KIPP Colorado community members who use KIPP Colorado technology resources must do so responsibly, and are required to comply with all state and federal laws, the policies of KIPP Colorado, with standards of professional and personal courtesy and conduct. When using KIPP Colorado property and KIPP Colorado technology resources, the KIPP Colorado community is expected to exercise care, perform required maintenance where assigned, and follow all operating instructions, safety standards, and guidelines. The KIPP Colorado community may not use any technology resource to access, transmit, save, share, or print sexually-explicit images, messages, or any other medium containing such content. In addition, the KIPP Colorado community may not access, transmit, save, share, or print materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images, or any other content that may be construed as harassing based on someone's race, national origin, sex, gender identity, sexual orientation, physical or mental disability, religious beliefs or any other characteristic protected by federal, state or local laws.

KIPP Colorado's technology resources are to be used by the KIPP Colorado community for the purpose of KIPP Colorado activities. KIPP Colorado does not support the storage and installation of personal hardware or software and related data on KIPP Colorado technology resources. Therefore, KIPP Colorado will not repair or backup such data and software. This includes personal music, videos, pictures, and other documents. KIPP Colorado reserves the right to determine when personal use of technology resources or other KIPP Colorado property is excessive or improper and may require reimbursement or other remediation from a community member and/or discipline the community member when he/she has used the resources excessively or improperly.

The following activities are prohibited while using KIPP Colorado technology resources:

- Knowingly giving one's password to others;
- Attempting to gain unauthorized access to KIPP Colorado technology resources, attempts to disrupt it in any way, or attempts to destroy or alter data;
- Downloading or installing any commercial software, shareware, or freeware without permission from the network administrator;
- Plagiarism;
- Using the organization's time and resources for personal gain;
- Sending or posting discriminatory, harassing, or threatening messages or images;
- Using abusive or otherwise objectionable language in either public or private messages;
- Stealing, using, or disclosing someone else's code or password without authorization;

- Attempting to break into the computer system of another organization or person;
- Accessing, saving, transmitting, or printing any pornographic materials;
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities;
- Using the Internet for political causes or activities, religious activities, or any sort of gambling;
- Changing any computer file that does not belong to the user; and
- Using another person's password without his or her consent.

Information Privacy

Student Records

Content and custody of student education records

A school leader is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. KIPP Colorado maintains important academic, discipline, and other related educational information on each student.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents/guardians, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

Access to student education records by parents and eligible students

A parent/guardian ("parent") has the right to inspect and review their child's education records, if the student is under 18 years of age. If a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students shall be in accordance with the regulation accompanying this policy.

Request to amend student education records

A parent/guardian or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record shall be in accordance with the regulation accompanying this policy.

Family Educational Rights and Privacy Act (FERPA)

The student education records contained in KIPP Colorado Public Schools electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.

With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent consent. Violation of FERPA could subject KIPP Colorado to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent consent, is disclosure to school officials with legitimate educational interests.

KIPP Colorado employees may not disclose any of the personally identifiable information acquired in the course of their duties to other parties who are not school officials unless they have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

Colorado Open Records Act (CORA)

KIPP Colorado complies with the Colorado Open Records Act (CORA). This policy applies to all requests, submitted pursuant to C.R.S § 24-72-201 et seq., to inspect public records in the custody or control of KIPP Colorado Public Schools. KIPP Colorado Public Schools is committed to the guiding principles of openness, transparency, accountability, and responsiveness. This policy is intended to balance the demands of the Colorado Open Records Act and KIPP Colorado Public Schools' obligations as a public school district within the State of Colorado. This policy can be found at <http://www.kippcolorado.org/about/School-Policies.cfm>.

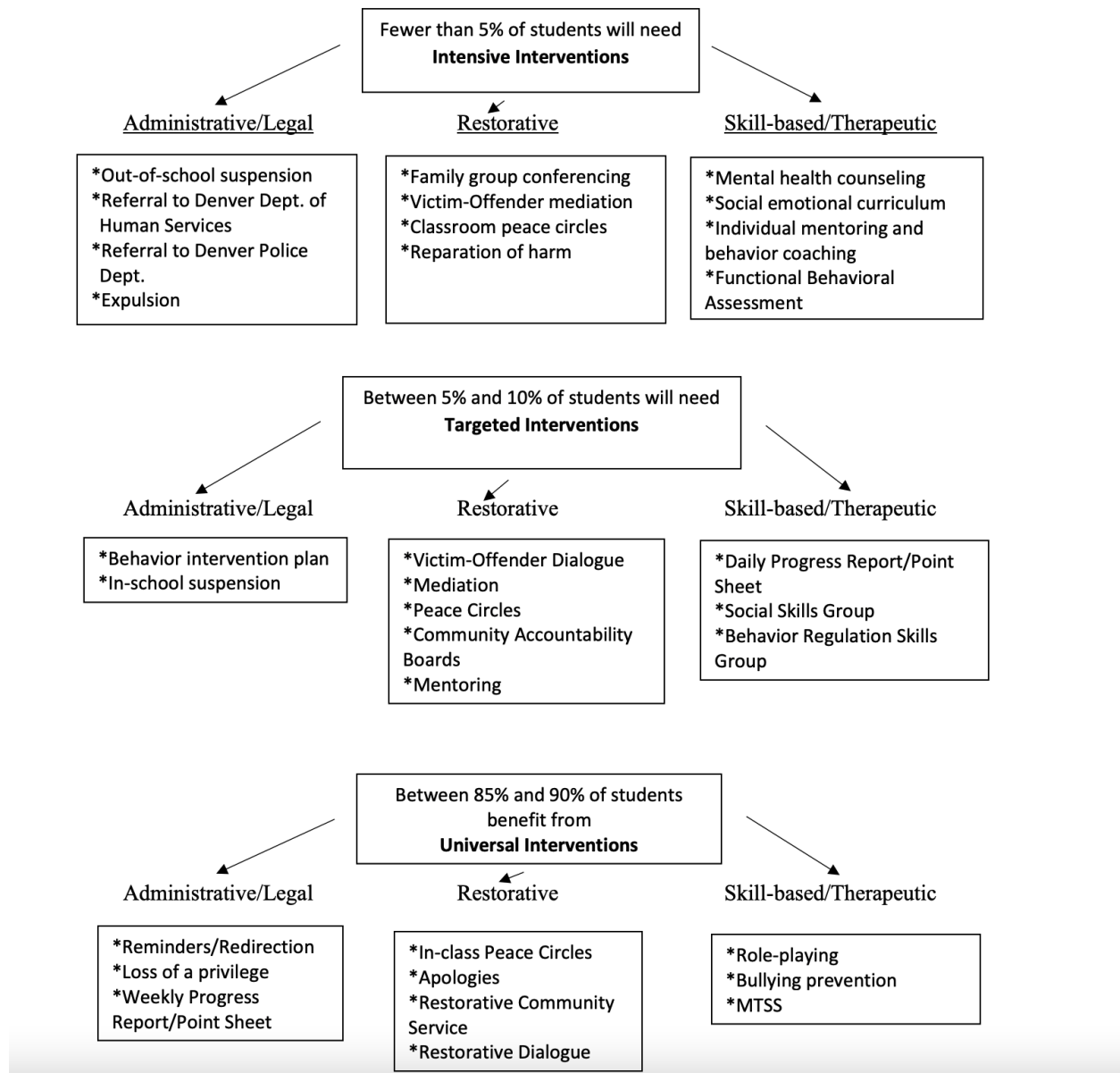
Photograph & Student Information Release Policy

KIPP Colorado Public Schools will produce publications that report on the progress and highlights of our educational program. These publications may include newsletters, media releases, fundraising materials, student recruitment materials, and KIPP websites. Our school or organization may also be featured in the media. In light of these opportunities for student photographs and student names to be made public, families will be provided a media release consent form during registration. KIPP Colorado will honor the decision of families when determining appropriate student photographs and information to release in publications.

Student Discipline Policy

All KIPP Colorado policies and procedures concerning students, student rights, discipline, and student conduct and behavior defer to and comply with Denver Public Schools Board of Education Policies as published on the Denver Public Schools website. If at any time, KIPP Colorado's actions accidentally conflict with Denver Public Schools (DPS) Policies and Procedures, KIPP Colorado will revert to and follow the DPS policies as published.

DPS JK-R Attachment A (2018)- Interventions



KNDLA Student Code of Conduct (SCC)

We believe that high academic and behavioral expectations are the keys to providing students with a great education in a safe and respectful environment. The Student Code of Conduct (SCC) was designed with this belief in mind. The goal of the SCC is to provide students with the self-discipline, self-awareness, and interpersonal skills needed to be successful in college and in life. Additionally, the SCC will help ensure a learning environment exists where students can focus on learning and be rewarded for their achievement.

The SCC is not intended to address all student misbehaviors and outline the specific consequences for each. Rather, it is a framework used to make decisions so that student misconduct is handled consistently and fairly. The SCC also applies to student behaviors outside of school if those behaviors impact the learning environment in school. School personnel will have the discretion to address specific student misbehavior in a manner that they believe is best for the development of each child. Consequences at KNDLA will include feedback to students with the goal of helping students learn from their mistakes and adjust their behavior.

Primacy of Restorative Practice as a ‘Universal Intervention’

KNDLA has adopted a model of prioritising Restorative Practice discipline over harsh punitive practices as our universal intervention. Restorative practices, as defined by Marilyn Armour, Ph.D., Director of the Institute for Restorative Justice and Restorative Dialogue, are:

“a relational approach to building school climate and addressing student behavior. The approach fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.”

Restorative justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.

The primacy of Restorative Practices at KNDLA does not preclude the possibility of alternative and/or additional Therapeutic or Administrative Interventions. We are guided by Denver Public Schools' JK-R (2018) document and understand that different interventions are possible at different stages of a student's educational journey.

Student Motivation & “Merits”

"To survive the brain depends on getting regular feedback from the environment," writes Zaretta Hammond, "so that it can adjust its strategy... to.... maximize well-being" (Culturally Responsive Teaching and the Brain).

KNDLA subscribes to the KIPP Colorado regional priority of seeking Joyful Spaces for our young people to thrive within as they enjoy their High School experiences. Our professionals understand that positive and affirming feedback has a significant impact on learning (c.f. Hattie, 2009) and therefore seek to encourage and motivate young people in our care.

Merits will be given to students who go above and beyond the basic expectations for students, especially in the areas of the KNDLA values. There will be different recognitions and rewards for students who earn merits throughout the year. Merits are recorded in LiveSchool. Examples of rewards available to students who gain and achieve merits through their choice include, but are not limited to:

- opportunities to be rewarded with Gift Cards;
- opportunities to gain celebratory lunches;
- opportunities to gain Trophies/Awards

Our school wishes to encourage and champion students to find their intrinsic motivation and to develop satisfaction in their sense of self. Student accomplishments ought to be championed and celebrated, but student learning and agency over their own growth is an act of social justice that leads to self determination over their own lives.

Feedback for Growth

From time to time during a school day, students may not always meet the social norms of our leadership academy. Adolescents are likely to sometimes misjudge their social and academic context. Our adults in the building are not “critical friends” for young people in our care, but rather “critical adults”. Interventions are therefore made from a position of empathy, from a position of accrued life experience, and from a position of seeking the social and personal growth of the student before us. Our critical adults “check in” with our community in order to offer counsel, direction, support and structure in the pursuit of education as an act of social justice. The adults in our building are educational professionals with a duty of care to work to ensure our learners reach their potential.

An adult in our building will interact with our young people in a range of different ways each day, but these interventions might be determined to be either *Informal* or *Formal*.

Informal Feedback in Person

We reject the deficit mindset that an adolescent in our care cannot reach their potential. We acknowledge our responsibility to serve as a model of decency, thoughtfulness and good practice. We also embrace our professional requirement to nudge our learners in the direction of success. This looks like:

- informally chatting with a student who has arrived to school late, and asking how we can support them so that students can maximise their time learning;

- informally chatting with a student who is shouting profanity in the hallway, and asking them whether they feel this is an appropriate choice for a public context;
- informally chatting with a student who is not meeting school dress expectations, and offering the student a chance to change into alternative, school provided, clothing.

Formal Feedback via LiveSchool

As a community of professionals, we also recognise that adolescents make mistakes and that sometimes the nudge and redirection of *informal feedback* is not a sufficient incentive for someone to make a change in their practice. At KNDLA, we actively seek to partner with families in order to ensure they are are of our counsel and direction of their student. This looks like a recorded “check in” in Liveschool when a student:

- arrives late to class without cause;
- arrives to school without ensuring that they meet the student dress expectations of KNDLA at the Groff Campus;
- does not follow community norms in terms of their in-class or hallway behavior;
- does not meet academic expectations in terms of task completion.

Our professionals spend significant time discussing age-appropriate social and personal behavior to pursue a school context where we balance personal freedom and expression with the responsibility to ensure high quality learning spaces and a fair and equitable space for young people to thrive. Philosophically, our community encourages learners to be agents of their own growth and development. To this end, we seek to offer a choice filled life. However, we must also acknowledge that freedom of choice is not freedom from responsibility. Every member of our community is socially, personally, academically and (in the case of staff) professionally responsible for the choices they make and the commensurate impact on the lived experience of others. Community cohesion and harmony may only be achieved through recognition of this ecosystem.

Teacher Telephone Call - Formal Feedback

Our educational professionals pledge to engage in formal feedback by telephone when it is apparent that formal feedback via Liveschool log is insufficient or inappropriate given the context of the school-based behaviour. At KNDLA, a family should expect a telephone call from a classroom teacher when:

- a student regularly requires a “check in” during their class period and the behavior has 2-3 data points prompting a claim of a pattern;
- a student is involved in significant breach of school rules and/or norms and an urgent phone call is required.

Telephone calls home will be logged via our Liveschool tracking system and via DPS Infinite Campus system, where appropriate. In the event that a telephone call has been made without response, a Teacher may be tasked with sending an email to the named contact in Infinite Campus.

BASE Social & Emotional Learning

KNDLA's Dean of Culture will pull regular reports from the LiveSchool system to gauge which students may benefit from a restorative intervention through the BASE Social & Emotional Learning Platform. BASE is a fully online, [CASEL approved](#), Social and Emotional Learning platform created with and alongside educational and mental health professionals.

BASE sessions may occasionally take place beyond regularly scheduled academic hours. Students are empowered to follow the self-paced course in pursuit of developing their own skills as young people in society. BASE sessions are led and directed by the Culture team at KNDLA and are an integral part of our restorative intervention strategy.

Refocus

During the school day, students sometimes encounter circumstances whereby their behaviors in the classroom do not meet school norms. If informal and formal feedback is unsuccessful, it may be required that students spend time focusing with the Dean of Culture. The purpose of this time is to de-escalate, to refocus on the importance of student growth and learning, and be prepared to return to the classroom with a mindset for learning.

Additional Calls Home and/or Parent Meetings - Formal Feedback

From time to time, we understand that some adolescents require additional and/or more frequent feedback in order to continue their journey of personal growth. At KNDLA, subsequent telephone interventions following initial classroom teacher intervention will follow this sequence:

- Call from the Grade Level Lead (when student requires Check In from multiple teachers regularly);
- In the event a phone call from Grade Level Lead does not resolve the matter, then the matter escalates to the Dean/Director of Culture and then to the office of the School Principal. If matters have reached this level it is highly likely that a meeting with the family will be requested as a matter of urgency.

Therapeutic Interventions

For some students, restorative interventions may need to be supported by additional Therapeutic Supports. These interventions are frequently related to the school's Multi-Tiered Systems of Support Programme and may be led by sourced and contracted professionals. Examples of therapeutic supports include:

- small group work sessions;
- one-to-one counselling;
- interventions from Mental Health Team;
- support from the Social Worker;
- support from a Psychologist

Therapeutic interventions are frequently linked to a student's 504 plan or IEP. For questions about therapeutic interventions, please contact the School Social Worker.

Administrative Interventions

Administrative interventions are used at KNDLA when it has been reasonably discerned that a Restorative, Therapeutic and/or Informal intervention is inappropriate. Administrative interventions may be as a result of:

- an accumulation of disruptive behaviors that have not been solved by restorative, therapeutic or informal interventions;
- the student and/or the family of a student choosing not to participate in and/or follow alternative intervention pathways;
- the seriousness of the student behavior with a commensurate requirement to following administrative interventions for safety and wellbeing of the community.

Loss of privileges

Our first step in terms of an administrative intervention is to remove privileges afforded to students who do not meet the goals of our learning community and who are not successfully following our non-administrative interventions. These steps may look like:

- student is no longer invited to participate in after-school activities at the Groff Campus;
- student is no longer able to take 'off-campus lunch';
- student is no longer eligible to receive a locker;
- student is no longer eligible to participate in 'dress down days'
- student is no longer eligible to participate in off-campus trips/activities.

Our goal is to restore these privileges when our community of professionals is confident that a student is making reasonable progress towards their social and personal goals for the good of our community. Privileges may be removed by either the Grade Level Chair or an Assistant Principal in consultation with either the Director of Culture or the Principal.

Redirection Time

On occasion, students may be required to attend dedicated redirection time during the school day (at lunch) or after school hours (on the evening at a weekend). The purpose of this Redirection time is to encourage students to actively participate in the restorative and therapeutic processes for social and personal development at the school and to provide space for thought and reflection as to student behaviors and actions.

Redirection Time is explicitly an administrative intervention and therefore Redirection Time is supervised by school leadership beyond the Culture Team. Failure to attend required redirection time will result in an escalation of administrative interventions per [JK-R Attachment B - Discipline Matrix of Denver Public Schools](#).

Academic Intervention

Office Hours

Homework is an essential component of student learning. Students may have some homework every night. Students will be held accountable for completing all of their homework for every class via their grades. Just as in jobs in the adult world, it is not acceptable to not complete assigned work, not fully complete it, or it be completed but of very poor quality. KNDLA provides academic support time (“Office Hours”) each week from 2.20pm until 3.00pm on Wednesdays; all KNDLA students will be expected to attend academic office hours until educational leadership has determined that their progress no longer requires this additional support. The opportunity to not attend academic hours is a privilege afforded to students who are exemplifying the values and beliefs of our leadership academy.

Student Dress Code

[The 2021/22 Dress Code is accessible here.](#)

Amended 7/28 in consultation with two representatives of the Student Board of Education

The dress expectations policy at KNDLA is designed to promote equity amongst students and ensure the safety of every student. Without dress expectations, it could be difficult to discern a KNDLA student from another student, which is critical on a shared campus and in the FNE. KNDLA acknowledges that choice of clothing is deeply personal and a means of self-expression. As a school, we value the voices and choices of individuals, and these are always in balance with the good of the community. We are proud of our 2019/2020 Student Board of Education for organizing the student body and advocating for the changes to the dress expectations policy, resulting in the following:

We believe:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress expectations enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.

We will:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye, foot or body protection) or PE (athletic attire/shoes).
- Allow students to wear clothing that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.

- Prevent students from wearing clothing with images or language depicting or advocating violence, gangs, or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

All students must wear clothing that is appropriate to an academic environment and adheres to the following guidelines:

Monday - Thursday dress expectations (Exception of Club Dress-down days):

Shirts:

- KIPP, KNDLA, Fusion, or Club shirt (including positive extracurricular clubs that students are part of, like Warriors, Colorado Youth Congress, YAASPA, etc.) (e.g. Polos, T-shirts, sweatshirts, hoodies)
- On game days, athletes may wear jerseys (t-shirt underneath tank top jersey)
- Appropriate athletic practice or performance clothing should be worn in physical education, dance, theatre, and other special classes.

Sweatshirts/Jackets/Outerwear:

- When outside, students may wear any color outerwear that has any school appropriate design, wording, picture, symbol, logo, etc. (includes KIPP or college outerwear)
- When inside the building, outerwear should be in lockers unless it is a Fusion, KIPP or KNDLA sweater.

Bottoms:

- Khaki-colored or black pants or skirts (e.g. dickies, black khakis, black or tan jeans, no designs and no rips, tears, or holes)
- Skirts must be at least as long as the tips of fingers with hands extended to the sides.
- No athletic warm-ups, sweatpants, jeggings, leggings, or shorts.
- Capris must reach mid-calf or will be considered shorts

Shoes:

- No slippers
- Flip flops, slides, crocs and sandals are allowed (students must exercise good judgement and should expect that this privilege is closely monitored)
- Footwear that is persistently inappropriate for purpose must be changed at direction of school;
- Students must not wear gang affiliated footwear

Headwear:

- The covering of the head may signal disengagement, isolation, and be used as a way to hide headphones or air-pods, furthering student disengagement and hindering learning.

- Any headwear that is not religious or culturally required must be removed in class (hats, hoodies, beanies, visors, etc.)
- Students may wear ethnic head wraps or scarves
- Du-rags may be worn outside but not in the building or in class
- Hoods may be worn outside but not in the building or in class
- Any student that is required to cover their head for any medical reason must present a doctor's note with signature from their primary physician.

Accessories

- Jewelry is allowed when it is appropriate to a learning environment. All jewelry that reference tobacco, drugs, alcohol or gangs; or wording/graphics that are suggestive of sexual or other inappropriate behavior will need to be immediately removed. These rules apply on dress down days as well.
- All students may have piercings.
- Any accessory that is used as gang representation will be confiscated.

PE Uniform

- Students must wear their KNDLA PE uniform during PE
- Students may not cut off or alter the PE uniform in any way
- Students must wear gym shoes that are NOT the uniform shoes in order to present street shoes on the gym floor
- Students who do not wear the appropriate attire may be asked to sit out the session and will not earn credit for that session.

Friday (and other earned dress-down) dress:

We, at KNDLA, believe in creating an environment to promote respect for each student as an individual capable of exercising discretion and making responsible choices for their attire. Therefore, every Friday students may participate in free dress that adhere to the following guidelines:

- No clothing may be worn that is inappropriate for school (e.g. revealing clothing, sweatpants, exposed undergarments, pants that could be considered "sagging," etc.)
- Ripped jeans are allowed, as long as holes are t larger than 2 inches in diameter.
- No clothing may be worn that features offensive language; derogatory statements about individuals or groups of individuals; references to tobacco, drugs, alcohol or gangs; or wording/graphics that are suggestive of sexual or other inappropriate behavior
- No clothing or footwear may be worn that could threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, excessively high-heeled or platform shoes)

Violations of dress expectations

- Dress expectations violations must be corrected immediately through the wearing of school provided clothing when possible;

- Administrative, Therapeutic or Restorative interventions may be necessary. Additionally, students may not be allowed in class, depending on the severity of the uniform infraction.
- Non-permitted clothing and personal accessories will be confiscated and returned to the student's parents only, or confiscated and held without being returned if a student repeatedly violates the same expectation.
- School administration will make the final decisions on any questionable attire.

Off-Campus Lunch

All students at KNDLA are entrusted with the privilege of off-campus lunch unless documented safety plans, or other related documents, exist and students must have a parent permission slip on file. Students will lose this privilege in the event they are repeatedly late returning from lunch and/or the student is not meeting the social norms of our learning community. This will be refreshed at the beginning of each quarter. While off-campus, students must behave appropriately and uphold KNDLA values. Failure to meet the minimum requirements or abuse the privilege will result in the rescindment of off-campus lunch privileges.

Bus Policy

KIPP Northeast Denver Leadership Academy partners with Denver Public Schools to make the Success Express shuttle service available to our students at no cost. Students are expected to ride the buses in a responsible and respectable manner. KNDLA has contracted with Denver Public School Transportation Services and their rules and regulations apply.

Students can lose the privilege to ride the bus. Generally, students are given one warning before the privilege of riding the bus is suspended. Based on the circumstance of the incident, the student's disciplinary record, and the severity of the infraction, the student may be suspended immediately, without previous notice. Repeated violations of bus rules and expectations will result in a student losing all bus privileges for the remainder of the school year.

Safety on the bus is taken extremely seriously and the school will not tolerate any student not following directions the first time asked or behaving in a way that jeopardizes the safety of other students. This includes, but is not limited to, excessive noise, getting out of seats without permission, walking around or moving while the bus is in motion, fighting, encouraging fighting, possessing or using prohibited items, engaging in sexual acts, or any other behavior deemed inappropriate or unsafe.

Academic Dishonesty

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty can result in loss of credit and/or failure according to the discretion of the teacher. Students will also receive an automatic zero on the assignment (first offense), or more severe penalty if their cheating continues, including a referral to the Student Accountability board and up to suspension.

Deliberate plagiarism

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a term paper and handing it in as one's own.

Accidental plagiarism

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating

- Obtaining a copy of tests or scoring devices
- Copying another student's answers
- Providing another student questions or answers to, or copies of, academic work
- Having or using non-permitted materials during academic work
- Duplicating another student's project or work for submission as one's own work
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test
- Other offenses deemed to be cheating by school personnel

The following consequences will occur for students who engage in acts of academic dishonesty:

- Automatic zero on the assignment
- Redirection Time and/or an alternative Administrative, Therapeutic or Restorative intervention

The following consequences may occur for more severe or repeat violations of academic dishonesty:

- Teacher/administrator/student/parent conference
- Removal or disqualification from KNDLA or summer programs
- Suspension
- Homework must be handed in to the office

School Issued Property

Students are responsible for keeping their textbooks, lockers, lock, chromebooks, and any other school issued property in the condition in which they received them or pay the full cost of replacement. Students are also likely to be charged for damaged property.

Sports Eligibility

Student-Athletes must meet the following expectations to remain eligible for athletic competition. Students who are unable to meet these eligibility requirements will face disciplinary action including, but not limited to: suspension from competition, suspension from the team, and/or removal from the team.

At KNDLA, we believe in holding all of our students to rigorous academic standards. By doing this, we are preparing our students for success in high school, college and beyond. With this belief in mind, student-athletes will be held to the following academic standards while participating in any sport.

Student-athletes must meet all of the following:

- The Colorado High School Activities Association (CHSAA) eligibility requirements
- The individual coach’s requirements as approved by the School Leader
- Student-athletes must be passing all classes daily
- If the student-athlete has failed two or more classes in the previous academic term, they will be ineligible until the state-recognized “regain date” the following season

Incidents involving alcohol, tobacco, drugs, violence and weapons will be handled by administration on a case by case basis. Disciplinary actions may include suspension from competition, suspension from team, and/or removal from team.

The standards outlined above are the minimum standard at KNDLA. Coaches reserve the right to raise these standards as they see fit in accordance with approval from the Athletic Director and/or School Leader. In addition, coaches and administration also reserve the right to stray from the standards outlined above if they feel it necessary for the success of all parties involved.

Suspension & Expulsion

It will always be our goal to keep students in class and learning at all times. When necessary, though, students may receive in-school or out-of-school suspensions for repeated or severe misbehavior. The school leader or designated personnel reserves the authority to suspend a student both in-school and out-of-school. A student may be suspended for the causes outlined within this handbook, for repeated or severe misbehavior, or for any other serious infractions the school leader or designee deems serious enough for suspension.

In all consequences and suspensions, we will work hard to balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community. Students are responsible for acquiring and completing all classwork and homework while suspended.

In-School Suspension

Severe violation of school expectations may result in an in school suspension (ISS). A student may also be suspended in school if he/she exhibits problematic or disruptive behavior in school or at school-sponsored events. Parents/guardians of a student to be suspended in-school or out of school will be notified by school personnel and, when requested by a teacher or school leader, a conference will be scheduled before the student’s return to class.

Students suspended in-school will be given assignments to complete during the suspension and may be given the opportunity to make-up any missed school work, though students may lose classwork and participation points for the class they are removed from. Any student in suspension is still fully

responsible for completing all classwork and homework for all of his or her classes. The following choices by students are grounds for automatic ISS referrals:

- Possession of fireworks/firecrackers
- Consensual but inappropriate physical contact
- Bullying
- Theft (under \$500)
- Vandalism or damage to school property (under \$500)
- False activation of a fire alarm*
- Harassment based on race, ethnicity, sexual orientation, gender identity, disability or religion
- Sexual harassment**
- Severe defiance of authority/disobedience
- Trespassing
- Theft from an individual (under \$500)
- Other school-based misconduct that disrupts the school environment
- Recurring Type One offenses
- Returning from OSS may require a one-day ISS to create a plan to be successful after being suspended
- Other infractions where the school leader decides an ISS is warranted

*Mandatory referral to fire department

**Mandatory referral to Title IX officer

Out-of-School Suspension

A student will be suspended out-of-school for any of the suspendable infractions according to DPS discipline policy at the school leader or designee's discretion. Suspendable infractions include bullying, harassment, fighting, being under the influence of alcohol or drugs, possession of alcohol or drugs, destruction of school property, theft, misconduct that disrupts the learning environment, assault, false allegations of abuse against a school employee, unlawful behavior, intimidation, retaliation, and/or other behavior that presents and active or ongoing danger to the welfare or safety of school occupants.

A student may be suspended out-of-school for a period of one to three days under the authority of the school leader and may be extended an additional ten days but no more than 25 days with the approval of the DPS Superintendent or designee.

Before a student is suspended out-of-school, school personnel will conduct a thorough investigation of the situation, inform the student of the charges and evidence against him/her, provide the student an opportunity to tell his/her version of the incident, notify parents/guardians of students involved, and schedule a conference with the student's parents/guardians to discuss the grounds for suspension.

If a parent/guardian is not present at the conference within a reasonable amount of time, the student may still be formally suspended out-of-school. The school will provide the parent/guardian with written

and oral notice of the suspension, including the grounds for suspension, the period of suspension, and a date for a conference with the school leader or designated personnel prior to the student's return to classes. The parents/guardians will also be informed if the suspension is to count towards the student being declared "habitually disruptive." Additionally, the student will be placed on an intervention plan upon his/her return to classes. The student will be given the opportunity to make up any schoolwork missed during the suspension within the allotted period of time.

Students who are serving an out-of-school suspension are not allowed on school grounds or at school sponsored events during the suspension period. Violating this expectation may result in additional days of suspension. KIPP Colorado also reserves the right to notify Denver Public Schools Safety and Security and/or the Denver Police Department if a student is on school grounds.

Additionally, any student who earns the consequence of out-of-school suspension at any point in high school can be required to report the infraction to colleges and universities when applying. Further, for any student suspended out of school during high school, the school leader will also submit a written disclosure statement to colleges to which affected students are applying.

All violations labeled below with a (*) will be reported to law enforcement, as required under Colorado state law.

- Disruptive behavior while serving in-school suspension
- Fighting
- Gang affiliation or gang related activities
- Harassment based on race, ethnicity, sexual orientation, gender identity, disability or religion (Level 2)
- Sexual harassment (Level 2) – mandatory referral to Title IX officer
- Possession of dangerous and/or threatening objects*
- Possession of or being under the influence of alcohol, drugs, tobacco, or drug paraphernalia*
- Possession of or having the odor of illegal drugs*
- Other infractions where the school leader decides an OSS is warranted

Expulsion & Due Process

Expulsion hearings are conducted by Denver Public Schools and are carried out according to Denver Public Schools policy. Within DPS, the school leader of each school has the discretion to request expulsion.

The parents/guardians of any student to be recommended to Denver Public Schools for expulsion will be notified in advance of the school's recommendation. A student's family may elect to appeal a suspension decision or expulsion referral to the chief executive officer of KIPP Colorado Public Schools. The family may bring counsel with them if they so desire. In all events of expulsion, the school leader will work in conjunction with the family to find the best possible alternative setting.

There is a mandatory expulsion review under Colorado state law for any of the following offenses as outlined in the DPS Board of Education policy. Additionally, each of the offenses requires a mandatory referral to law enforcement:

- Robbery
- First or second degree assault or sexual assault
- Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance
- Possession of dangerous weapons, including:
 - Pellet or BB gun, other devices designed to propel projectiles by spring action or compressed air
 - Fixed blade knife that exceeds three (3) inches in length
 - Spring-loaded knife or pocket knife with blade that exceeds three and one-half (3.5) inches in length
 - Any object, device, instrument, material or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury
 - Firearm*

**Possession of a firearm requires a mandatory expulsion hearing and expulsion as well as a mandatory referral to law enforcement.*

Habitually Disruptive Students

Per Denver Public Schools Board of Education policy:

A “habitually disruptive student” is a child who has been suspended out-of-school by the school leader 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.

For violations that 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.

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 mandatory recommendation for expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand.

Bullying, Harassing, Fighting, and Weapons

Bullying, harassing, and fighting will not be tolerated at KIPP Colorado Public Schools, either with fellow KIPP Colorado students or students from another school. These actions, along with the possession of weapons, will lead to an automatic suspension, as well as the possibility of expulsion and a referral to law enforcement.

Possession/Use of Drugs or Alcohol

Neither of these will be tolerated, and either will lead to an automatic suspension, referral to law enforcement, as well as the possibility of recommendation for an expulsion hearing.

Student Technology & Personal Property

One of the global lessons of the COVID pandemic is greater recognition that technology can, and ought to be, a tool of learning. In a change in policy from previous years, students at KNDLA are afforded the opportunity to keep personal electronic devices on their person for the duration of the school day; this includes cellphones/smartphones.

However, KNDLA recognises that personal cellular devices are addictive, particularly for adolescents (c.f. De-Sola Gutierrez et al, 2016). As adolescents are navigating a stage of their lives when they are required to develop the appropriate cognitive and behavioral skills to access adult society, we have a responsibility as a school and as families to provide direction to young people and to constrain the impulses of young people. To this end, KNDLA insists upon the following:

- cellphones and/or similar should never be used during class time unless explicitly permitted by the classroom teacher;
- cellphones and/or similar should be “on silent” to avoid excessive vibration and ring tones. Students are afforded the freedom to respond to their personal devices during transitions and breaks, but the freedom to respond comes with the freedom not to pollute noise;
- students will not, at any stage, record their peers, take videos, take photographs at any time when on school property. A school context is not an appropriate context for informal content production;

Students who are unable to meet these requirements and honour their social responsibilities will no longer be permitted to use their devices at all during the school day. Failure to abide by these reasonable requests will be met with appropriate restorative or administrative consequences per the DPS Disciplinary Matrix.

This policy will be reviewed in September 2021 based on observations by KNDLA leadership. KNDLA may revert to its previous policy based on the information we have gathered.

Student Searches

School personnel may conduct searches without notice or warning of student’s personal property (including backpacks, clothing, and supplies) and school property used by the student (including lockers and desks) under a reasonable suspicion of a student’s possession of illegal, non-permitted items, or other threats to the safety of the school and its occupants. All locks must be school locks purchased through the school office; any other lock will be removed without notice. School personnel will detain any student found to be a threat to the safety of the school and its occupants, or one in possession of any illegal items, in which case school personnel will also immediately notify law enforcement and parents of the student. Whenever practicable, the student shall be informed of the reason(s) for

conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be considered grounds for disciplinary action.

Student Restraint

Trained school personnel may use physical restraint and intervention to protect the student being restrained or others (including the person applying the restraint) from a serious, probable, imminent threat of bodily harm. Applying physical restraint for these purposes will not be construed to constitute child abuse or corporal punishment.

Discipline of Students with Disabilities

Students with disabilities are held accountable to the same standard of behaviors as their peers, and may be disciplined for the same behavioral offenses listed above. The Individualized Education Plan (IEP) or Section 504 Plan provides guidance to the team in determining what disciplinary action will be taken. When a student with a disability is suspended, the team (IEP or 504) will discuss and, if appropriate, revise the plan to address the behavior of concern. If there is no current Functional Behavioral Analysis (FBA) or Behavior Intervention Plan (BIP) then the team may decide to seek consent to conduct an FBA and develop a BIP.

A student with disabilities may not be suspended for more than ten (10) cumulative school days without convening the IEP or 504 team (including the parent) to conduct a Manifestation Determination Review (MDR). The Manifestation Determination Review is a meeting where the team (IEP or 504) reviews relevant educational data to determine if the behavior is directly caused by the student's identified disability and whether the IEP or 504 plan was being implemented as written. Depending on the outcome of the MDR, the student will either be returned to the previous educational placement or be disciplined in the same manner as their peers.

Non-Discrimination Policy

KIPP Colorado Public Schools brings together a diverse group of individuals. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. KIPP Colorado Public Schools will not discriminate based on race, color, gender (including pregnancy, childbirth, or related medical conditions), gender identity, gender expression, religious creed, marital status, age, national origin, ancestry, physical or mental disability, genetic information, legally protected medical condition, veteran status, sexual orientation, family care or medical leave status, or any other basis protected by law.

KIPP Colorado Public Schools wishes to stress that it is the responsibility of every member of our Team and Family to observe and uphold the principles of equal opportunity as they affect staff, faculty, and students in all aspects of school life. It is the responsibility of every member of our Team and Family to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, expulsion.

Harassment

KIPP Colorado Public Schools is committed to maintaining a school environment safe from any form of harassment. Harassment by school employees, students, parents, visitors, vendors, and any other individuals present on campus or at school-sponsored events is prohibited.

Definition of Harassment

Harassment is any form of uninvited and unwanted physical or verbal behavior, which creates an intimidating, hostile, or demeaning environment for education. Examples of inappropriate behavior include:

- Verbal or physical abuse or threats
- Sexual harassment
- Obscene or demeaning remarks, jokes, or insults
- Uninvited pressure to participate in illegal activities
- Public display of explicitly offensive or demeaning materials
- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment

Sexual Harassment

Sexual harassment can be a form of sex discrimination under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's advancement or participation in a school activity
- Such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person

Creating a harassment-free environment requires the diligent effort of every member of our Team and

Family.

Reporting Harassment

Any incidents of harassing conduct must be reported immediately to the school leader who will report to the chief executive officer. If the school leader is the person engaging in the conduct, you may instead report directly to the chief executive officer.

Response to Harassment

KIPP Colorado Public Schools is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

- Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
- If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
- Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotes, and other evidence.
- If you are a student, notify the school leader, or if you are uncomfortable doing so, speak with another adult.
- If you are an adult, notify the school leader, the KIPP Colorado chief executive officer, or any member of the KIPP Colorado Public Schools Board of Directors.

Prompt and Thorough Investigation

Every complaint reported under this policy will be investigated thoroughly and promptly. All complaints made under this policy and any resulting investigation will be kept confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.

Student Rights & Responsibilities

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause the substantial likelihood of disruption within the school. Freedom of expression shall include the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions per state and federal law. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the school leader (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

Freedom of speech

Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No students may be obscene.

- Students may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Students may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Freedom of press

Students may express their opinions in publication and other written material as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words," following state and federal law. KIPP reserves the right to direct, to advise, and to edit the content of "school sponsored express activities," through support of the faculty advisor, per Colorado law. A sign posted must be approved by the school, signed by the person who puts it up, and must be posted in the designated area in the school.

Freedom of religion

Students have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify the advisor and school office in writing prior to absence. An absence for religious reasons will be an excused absence from school. Students will be allowed to make up any work from an absence due to religious observance.

Right to equal opportunity

KIPP Colorado students cannot be prevented or discouraged from participating in any school activity on the basis of race, color, religion (including religious dress and religious grooming), sex (including pregnancy, perceived pregnancy, childbirth, breastfeeding, or related medical conditions), gender identity, national origin, ancestry, citizenship, age, physical or mental disability, legally protected medical condition or information, genetic information, marital status, domestic partner status, sexual orientation, or on any other basis made unlawful by federal, state, or local laws.

Right to access

All public events for parents, students, and community members for whom an announced site for a school program or event is not usable may request ten (10) days in advance that the program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the school leader of the campus.

Resolution Authorizing Actions to Make KIPP Colorado Campuses Safe School Zones for All Students

The KIPP Colorado Public Schools Board of Directors passed the aforementioned resolution on December 13, 2016. Among the actions covered in the resolution, the KIPP Colorado Public Schools Board of Directors resolves that in order to provide a public education, regardless of a child's or family's immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, KIPP Colorado shall continue to abide by the following conduct:

- KIPP Colorado personnel shall treat all students equitably in the receipt of all school services, including but, not limited to, the free and reduced lunch program, transportation, and educational instruction;

- KIPP Colorado personnel shall not inquire about a student’s immigration status, including that of family members;
- Any request by ICE for information or access to a school site shall be immediately forwarded to appropriate personnel at the School Services Center for review and a decision on whether to allow ICE access to the site, and/or the information to ensure KIPP Colorado compliance with Plyer and other applicable laws.

Please contact the KIPP Colorado Regional Office at 303.934.3245 to review the full resolution.

What to do if rights are violated

Students are encouraged to speak with a staff member. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, color, religion (including religious dress and religious grooming), sex (including pregnancy, perceived pregnancy, childbirth, breastfeeding, or related medical conditions), gender identity, national origin, ancestry, citizenship, age, physical or mental disability, legally protected medical condition or information, genetic information, marital status, domestic partner status, sexual orientation, or on any other basis made unlawful by federal, state, or local laws, may file a complaint with the school leader. The school leader will investigate the complaint. If a violation of rights is established, the school leader will take appropriate corrective action. If a member of the school community believes he/she has had his/her rights are violated by the school leader, if there is a conflict of interest with raising the complaint with the school leader, or if there are questions about corrective action taken, the member of the school community may contact the KIPP Colorado chief executive officer.

Student Initiated Groups

Non-curriculum related student groups can meet on school premises for the purpose of religious, political, or philosophical discussion during non-instructional time if approved by the building school leader, subject to the following:

- Attendance at the meeting must be voluntary and student initiated.
- The meeting will not be school-sponsored.
- One or more school employees shall be present in a non-official capacity only.
- Non-school persons may not direct, conduct, control, or regularly attend meetings.
- All school rules, applicable laws, and the constitutional rights of other persons must be observed.

Approval by the school leader may not be denied on the basis of the religious, political, philosophical, or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful, or is in violation of any applicable school district policies or school rules.

Non-curriculum related student groups shall also be granted the following rights, within reason and common practices:

- Access to classrooms in the school for meetings and events during non-instructional time.

- Access to designated bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials).
- The ability to submit student group announcements to be made during advisory periods.
- The opportunity to hold fundraising activities and engage in service learning.
- Access to scrolling video screens where announcements and events are communicated.
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school may not spend public funds on non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

Grievance Policy for Parent and Community Concerns

The KIPP Colorado Public Schools Board of Directors (Board) will respond to all parent/guardian and community concerns. The first step in our grievance process is to bring the grievance to the party with whom there is a disagreement. The escalation of grievances is as follows:

Person with whom there is a disagreement...	After speaking with the person with whom there is a disagreement, then go to...	If you are unsatisfied with this outcome, escalate grievance to...	If you are unsatisfied with this outcome, escalate grievance to...	If you are unsatisfied with this outcome, escalate grievance to...
Teacher, Assistant Principal, School Office Staff, Other School Staff	Principal	Chief Academic Officer	Chief Executive Officer	KIPP Colorado Board of Directors
Principal	Chief Academic Officer	Chief Executive Officer	KIPP Colorado Board of Directors	
Regional Team Member	Chief Executive Officer	KIPP Colorado Board of Directors		
Chief Executive Officer	KIPP Colorado Board of Directors			

At any given time, an individual or a group may bring grievances to the Board for any reason. Such grievances will be submitted to the Board Chair at least one week prior to the next Board meeting. Grievances submitted later will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the grievance. The Board, as necessary, shall direct the chief executive officer (and in turn, the school leader or other responsible party) to act upon the grievance and report to the Board. The Board shall, as necessary, render a determination in writing. Any appropriate documents will be made available to the person filing the grievance.

Principal, KNDLA: Richard Royal, 720.452.2570

Chief Academic Officer, KIPP Colorado Public Schools: Leah Peters, 303.934.3245

Chief Executive Officer, KIPP Colorado Public Schools: Tomi Amos, 303.934.3245

Board Chair, KIPP Colorado Public Schools: Jackie Hawkey, 303.934.3245