2019- 2020
Student Handbook

Denver Online High School
Smedley Learning Center at
Smedley Campus

4250 Shoshone Street
Denver, CO 80211
Website: http://online.dpsk12.org/
Email Telephone: 720-424-8281

Ian J. Jones, Principal
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Timelines</td>
<td>16</td>
</tr>
<tr>
<td>Waiting List</td>
<td>17</td>
</tr>
<tr>
<td>Orientation Week</td>
<td>17</td>
</tr>
<tr>
<td>Student Count</td>
<td>17</td>
</tr>
<tr>
<td>Supporting Student Success</td>
<td>18</td>
</tr>
<tr>
<td>Student Advisor</td>
<td>18</td>
</tr>
<tr>
<td>Homeroom Teacher</td>
<td>18</td>
</tr>
<tr>
<td>Virtual Homeroom Advisement Course</td>
<td>18</td>
</tr>
<tr>
<td>Content-Area Teacher</td>
<td>18</td>
</tr>
<tr>
<td>Parent Support</td>
<td>19</td>
</tr>
<tr>
<td>Additional Parent Guidelines</td>
<td>19</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>20</td>
</tr>
<tr>
<td>Parent System Access</td>
<td>20</td>
</tr>
<tr>
<td>Parent Conferences</td>
<td>20</td>
</tr>
<tr>
<td>Student Expectations</td>
<td>20</td>
</tr>
<tr>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td>Availability of Teachers/Staff</td>
<td>21</td>
</tr>
<tr>
<td>Visitors Policy</td>
<td>21</td>
</tr>
<tr>
<td>Weather-related Office Closures</td>
<td>21</td>
</tr>
<tr>
<td>Student Identification Cards</td>
<td>21</td>
</tr>
<tr>
<td>Books and Related Materials</td>
<td>21</td>
</tr>
<tr>
<td>Senior Fee</td>
<td>22</td>
</tr>
<tr>
<td>Field Trips</td>
<td>22</td>
</tr>
<tr>
<td>Alternate Assignments/Learning Materials</td>
<td>22</td>
</tr>
<tr>
<td>Student Services</td>
<td>23</td>
</tr>
<tr>
<td>Multi-tiered Student Support Systems (MTSS)</td>
<td>23</td>
</tr>
<tr>
<td>Problem-solving Process</td>
<td>24</td>
</tr>
<tr>
<td>Special Education Enrollment</td>
<td>25</td>
</tr>
<tr>
<td>Special Education Services</td>
<td>25</td>
</tr>
<tr>
<td>Annual Notice of Special Education Services and Programs and Notification of Rights</td>
<td>25</td>
</tr>
<tr>
<td>Special Education Services</td>
<td>25</td>
</tr>
<tr>
<td>Educational Placement</td>
<td>26</td>
</tr>
<tr>
<td>Services for Protected Handicapped Students</td>
<td>27</td>
</tr>
<tr>
<td>Discipline of Students with a Disability or Suspected of Having a Disability</td>
<td>27</td>
</tr>
<tr>
<td>Gifted and Talented Services</td>
<td>28</td>
</tr>
</tbody>
</table>

3
WELCOME TO DENVER ONLINE HIGH SCHOOL!

Dear Parents and Students:

Welcome to Denver Online High School! We are an online high school that provides a high quality, personalized, rigorous education program for students that challenges them to capitalize on the flexibility of an online education to “DO More” in their education, community, and lives.

Denver Online develops and maintains a comprehensive online curriculum that allows students to earn a Denver Public Schools Diploma by meeting the approved graduation requirements. We offer high quality, rigorous learning opportunities at no cost to students who are accepted for full-time enrollment. We also encourage students to utilize the full-service Smedley Learning Center at the historic Smedley Campus in Northwest Denver where students drop-in for connections, tutoring, or face-to-face experiences.

Our staff consists of highly qualified, certified teachers who are caring, competent, and compassionate. Our curriculum meets the rigor of Colorado State Standards by blending both teacher and vendor-designed courses that are highly interactive. Each student receives personalized attention with a student advisor, who assists in developing a personalized education plan that helps the student graduate.

Our goals are student achievement, continuous growth, and vibrant community. In order to achieve our goals, we provide students with rigorous coursework, actionable feedback, and opportunity to collaborate with the rest of our learning community. At Denver Online, we encourage our students to build and grow with us so that each student has the opportunity to contribute.

We challenge every student to live our shared values and engage with our pillars to success that ultimately lead to student and school success. This handbook provides an overview of the school organization; support procedures; curriculum offerings; and important state, district, and school policies and procedures with which our staff, students, and parents should become familiar. It is critical that you take time to read and understand the handbook.

Denver Public Schools has developed this unique alternative to meet the individual needs of students capable of excelling in an online learning environment. We hope that Denver Online is a rewarding and enriching opportunity for ALL students.

Sincerely,

[Signature]

Ian J. Jones, Principal
MISSION, VISION, AND CORE BELIEFS

MOTTO:
DO More! Do more in your education, your community, your life!

MISSION:
Denver Online High School prepares and supports motivated learners with the opportunity to participate in post-secondary opportunities and graduate from high school, by providing flexible and personalized learning opportunities that are accessible at any time from a variety of locations and settings. We actively involve parents and the community in supporting learning experiences that prepare students for their future.

VISION:
Denver Online High School will be recognized as a leader in 21st Century teaching and online learning preparing and supporting students to be lifelong learners ready for college, careers, citizenship and life.

DENVER PUBLIC SCHOOLS SHARED CORE VALUES:
- **Students First:** We put our kids’ needs at the forefront of everything we do.
- **Integrity:** We tell the truth and we keep our promises.
- **Equity:** We celebrate our diversity and will provide the necessary resources/supports to eliminate barriers to success. We foster a more equitable future for all our students.
- **Collaboration:** Together as a team, we think, work, and create in order to reach our goals.
- **Accountability:** We take responsibility for our individual and collective commitments. We grow from success. We learn from failure.
- **Fun:** We celebrate the joy in our work and foster in our students a joy and passion for learning to last their whole lives.

DENVER ONLINE HIGH SCHOOL BELIEVES:
- Flexible, anytime, anywhere learning are integral components of online learning;
- Personalized learning is the “21st Century” educational approach;
- A one size fits all model does not effectively serve the needs of all students. Not all students learn at the same pace, with the same teaching approach, in the same learning environment, and in the same learning style/manner;
- Students must be provided with support services that assist them in being successful learners and to make appropriate academic choices unique to their personal educational goals;
- A balanced mix of performance-based and objective evaluation are key to the authentic personalization of learning;
- Personalized learning supports a collaborative relationship between parent, student, teacher, and school in creating an optimal learning process;
- Online learning wasn’t designed for everyone, but the promise of blended learning provides the flexibility, accountability, and personalized approach from which all students can benefit;
• Learning takes place in a variety of situations and places;
• Students assume an increasing responsibility for their own learning as they gain the confidence and skills required to be successful mature learners.

The Pillars to Success at Denver Online:
At Denver Online, we believe that six pillars serve as the foundation for success in an online learning environment. These are areas of focus that provide a student with very clear expectations and strategies that will drive achievement and growth.

- **Attendance** – Consistent and adequate attendance each week!
  - Teachers and advisors monitor student attendance each week. Their response when a student is not attending is timely and expectations are clear.
  - Students must “attend” school consistently and adequately each week. In order to demonstrate attendance, they must complete all of the assignments for each course each week and attend all required in-building days.

- **Communication** – 24-hour rule for all communication!
  - Teachers and advisors maintain a 24-hour communication loop. If contacted, they respond to emails, phone calls, and messages within 24 business hours.*
  - Students and parents must help maintain this loop in order to ensure communication is consistent and effective.

- **Follow-Through** – Do what you say you will do!
  - Denver Online staff provides timely feedback on assignments, are available for office hours, schedule tutoring time, and attend meetings when requested.
  - Students must follow through on completing assignments, making up work, attending tutoring, and attending ALL required testing.

- **Academic Commitment** – Commit to continuous improvement and growth!
  - School staff provide academic and engagement feedback that drives action.
  - Students are focused on their personal growth at every level. They ask clarifying questions, read assignment feedback, and are always seeking to improve their academic performance. For example, if feedback is given on an assignment, students are expected to revise and resubmit as evidence of their commitment to academic improvement.

- **Resilience** – Failure is part of learning. We always bounce back!
  - Staff members assist students in getting back on track academically and with their engagement by providing critical resources and support.
  - Students must understand that, if they fail or slip up, there is a team at Denver Online here to support them in bouncing back. They must acknowledge the challenge, dust themselves off, and keep pushing for their success.

- **Self-Advocacy** – Reach out and get help when you need it!
  - Staff at Denver Online encourages students to communicate their needs, challenges, and areas of concern regarding their courses or instructional opportunities.
  - Students understand the support that is available to them at Denver Online and are not afraid to utilize them in order to overcome challenges and be successful.

*This applies to regular business days and excludes weekends, holidays, and professional development.*
Denver Online Model for Instruction and Support:

How Support Works at Denver Online:

At Denver Online, our focus is on individually supporting students by using a systems approach to student academic and engagement intervention. We begin with a foundation of core competencies, or pillars, that we believe will ensure a student’s success in the online environment. We measure student performance utilizing assessment, course, observational, and engagement data as the basis for our conversations and interventions to ensure we are getting as much of the picture as possible.

On a consistent basis, our instructional team assesses and evaluates, through a deep data analysis process, student performance and growth using these six areas. Data teams serving no more than 150 students develop strategies to specifically address challenges within each of these areas and monitor the effectiveness of those strategies.

When our students respond positively to the interventions, we celebrate and continue to help the student grow. When we still see challenges, we adjust and intensify our levels of support and respond to ensure we are giving the student the best possible chance to grow and succeed. By collaborating with students, parents, advocates, teachers, advisors, and administrators, we strive to develop clear and transparent processes with realistic and personalized goals.
## SCHOOL CONTACT INFORMATION

| Learning Center and Office: | Smedley Learning Center  
4250 Shoshone Street  
Denver, CO 80211 |
<table>
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<tbody>
<tr>
<td>Hours:</td>
<td>Monday-Friday 7:30 a.m. – 4:00 p.m.</td>
</tr>
<tr>
<td>Phone:</td>
<td>720-424-8281</td>
</tr>
<tr>
<td>Fax:</td>
<td>720-424-8279</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://online.dpsk12.org">http://online.dpsk12.org</a></td>
</tr>
</tbody>
</table>
| Social Media:               | Facebook - [https://www.facebook.com/dpsonline](https://www.facebook.com/dpsonline)  
Twitter – [https://twitter.com/DPSOHS](https://twitter.com/DPSOHS) |

### ADMINISTRATIVE TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Jones</td>
<td>Principal</td>
<td><a href="mailto:Ian_jones@dpsk12.org">Ian_jones@dpsk12.org</a></td>
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<tr>
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<td>720-424-8281</td>
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<td>720-424-8284</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Eisen</td>
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<tr>
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<td>Jennifer Carpenter</td>
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<tr>
<td>Susan Nelson</td>
<td>Science</td>
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<tr>
<td>Erica MacIntosh</td>
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<tr>
<td>Grace Lahti</td>
<td>Math Teacher</td>
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<tr>
<td>Martha MacCormack</td>
<td>Math/Interventionist</td>
<td><a href="mailto:Martha_maccormack@dpsk12.org">Martha_maccormack@dpsk12.org</a></td>
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<tr>
<td>Gilberto Palomino</td>
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<td><a href="mailto:Gilberto_palomino@dpsk12.org">Gilberto_palomino@dpsk12.org</a></td>
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<tr>
<td>Roseanne Valentine</td>
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<td>Martha Wilcox</td>
<td>Student Launch Support</td>
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<td>Dawn Bauer</td>
<td>CareerConnect Director</td>
<td><a href="mailto:Dawn_bauer@dpsk12.org">Dawn_bauer@dpsk12.org</a></td>
</tr>
</tbody>
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2019-20 School Year Calendar

NON-STUDENT CONTACT DAYS
Planning, assessment and professional days (no classes for students; 11.5 days total)
Aug 5, 13-16, Oct 21, 22, Jan 9, Feb 14, April 6.
# Centralized professional learning days Aug 13, Oct 21, Feb 14.

Non-student contact days: breakdown: Minimum of two days for teacher self-directed planning, distributed to meaningful increments; 5.5 days for school-wide/ professional development (3 of which to be 6-7 days) after school calendar days. 

Notes: SLT to determine which non-student contact days are planning vs. professional. Attendance at centrally offered professional learning is at school leader discretion, but some flexibility decisions will require teacher attendance on these days. Additional guidelines and guidance will be available on the Professional Learning Center website at pledpsdk12.org.

HALF DAYS
Classes will release three hours early on May 29.

END OF TERM—TO BE FOLLOWED BY REPORT CARDS
Elementary schools, 12/18 and middle schools, Wednesday, Jan. 22, Feb. 26, May 29.
6-12 high school (12th graders): Sept. 28, Nov. 2, Dec. 21, Feb. 15, April 14, May 29.

MIS/INS WALK-IN REGISTRATION
Aug 7-8

VACATION/NO CLASSES

HOLIDAY/NO CLASSES
Labor Day - Sept. 2
Thanksgiving Day - Nov. 28
Christmas Day - Dec. 25
New Year's Day - Jan. 1

Dr. Martin Luther King Jr. Day - Jan. 20
Presidents' Day - Feb. 17

Memorial Day - May 27

FAMILY CONFERENCE DAY
Oct. 15th (full day, no classes for students); Schools may modify the daily schedule for family conferences to meet the needs of the school community. SLT may determine if a second Family Conference Day in the spring is needed (but may not decrease overall student contact time).

SEMESTER DATES
1. Begins Aug. 19
2. Begins Jan. 7
3. Ends May 29

STUDENT REPORT DAYS
1. 81
2. 92.5
Total Days: 173.5

TEACHER REPORT DAYS
1. 90
2. 92
Total Days: 182

This calendar for the 2019-20 school year is adopted by the Board of Education subject to the proviso that if for any reason the school district must keep schools for more than the time prescribed by the statutes, the adopted 2019-2020 calendar may be amended by the Board of Education to provide enough school days or Saturdays, during weather, or at the end of the present calendar to meet legal requirements as required by the statutes.
ENROLLMENT AND ADMISSION

Denver Online High School serves full-time, part-time, and supplemental students who ask questions, enjoy reading and writing, express themselves in creative ways, are respectful, are interested in participating in extracurricular activities, and love to learn.

ENROLLMENT OPTIONS

There are three enrollment options at Denver Online: full-time, part-time, and supplemental:

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th># of semester hours</th>
<th>Enrolled elsewhere?</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>Minimum of 50 yearly credits at Denver Online (including concurrent enrollment).</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>Part-time student *Subject to administrator (both schools) approval</td>
<td>Less than 50 yearly credits at Denver Online, but is part of a student’s full-time schedule.</td>
<td>Yes</td>
<td>None, if both principals agree. $200 per semester course, if home school determines that cost to be the responsibility of the student.</td>
</tr>
<tr>
<td>Supplemental student (IN-DISTRICT ONLY)</td>
<td>5-10 credits at Denver Online in addition to a full schedule at another school.</td>
<td>Yes</td>
<td>$200 per semester course</td>
</tr>
</tbody>
</table>

*Denver Online enrolls students without regard to sex, race, creed, sexual orientation, or national or ethnic origin. We accord without discrimination all rights, privileges, programs, and activities to each of our students.

FULL-TIME

Students who take from five to seven courses and a minimum of 360 hours of instruction per 18-week semester are considered full-time students by DPS and the State of Colorado. This is an option for students interested in completing at least 50 credits per year. This course of study will lead to a Denver Public Schools high school diploma issued by Denver Online High School. Students enrolled full-time can take college classes (concurrent enrollment) tuition free at one of the local community colleges.

PART-TIME

Part-time students take less than 50 credits per year at Denver Online but are still enrolled for part of their schedule at another school. Studying online part time is ideal for students who need to schedule school around other activities, who want to be enrolled in another school part time, or who are home schooled. Students enrolled part-time should also enroll at another high school (with administrator approval). An example of part-time enrollment would be the student is taking three courses at Denver Online and 3 courses at Denver School of the Arts.

SUPPLEMENTAL

Some students may prefer to attend another school full-time and take supplemental classes online to help accelerate their credits toward graduation, take a course not offered by their school, or to re-take a course. There is a fee of $200 per course for DPS students. If requesting an AP or foreign language

2018-19 Student Handbook
class, the cost will $350/course/semester and will be managed through Colorado Digital Learning Solutions. Supplemental enrollment is provided on a first-come first-served basis for students who already have a full schedule (attempting at least 60 semester credits) at their other high school program. Supplemental enrollment is only approved for students attending a Denver Public Schools high school or middle school (by approval only).

**Credit Recovery**
Denver Online is **NOT** a credit recovery program. All courses are offered on a semester-long basis. Credit is awarded at the end of each semester. However, credit recovery classes can help students make up credits towards reaching graduation. Only students enrolled full-time with Denver Online High School are eligible to take courses online using a credit recovery course design.

**Learning Environment Options**
Denver Online operates as both a full-time online and blended program. This enables our students to enjoy the flexibility and individualized approach of online learning; but also allows for the social interaction and face-to-face support of the brick-and-mortar environment. We provide the following options to students as they enroll, but reserve the right to determine, based on previous academic history or current performance, to determine in which option a student must engage:

*Full-time Online with “Connection Days”*
In a full-time online environment, **ALL** students are expected to engage with their courses approximately 30-35 hours/week and maintain adequate course progress. These students work primarily from their home office and log into our learning management system to “attend” school. All students (unless an exception is made by school administration) are required to attend “Connection Days” at the Smedley Learning Center according to the following schedule for 2019-20:

<table>
<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Times</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>Tuesdays*</td>
<td>9:00 a.m. – 2:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Thursdays****</td>
<td>9:00 a.m. – 3:00 p.m.*</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Tuesdays*</td>
<td>9:00 a.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Junior (No CE)</td>
<td>Tuesdays*</td>
<td>9:00 a.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Junior (CE)</td>
<td>Fridays (2x/month) – calendar posted on website</td>
<td>10:00 a.m. – 1:00 p.m.***</td>
</tr>
<tr>
<td>Senior</td>
<td>Fridays (2x/month) – calendar posted on website</td>
<td>10:00 a.m. – 1:00 p.m.***</td>
</tr>
</tbody>
</table>

*Students who are not present for Connection Days without an approved exemption or excuse will be marked absent that day regardless of course progress.

**Please note the new day for the 2019-20 school year.

****With sustained engagement, mentor teachers and advisor may exempt these days.

*Full-time Online with No In-Building Requirement*
This option has no in-building requirement and is **only available by request with principal approval**. It is available **only** to students who have a demonstrated superior academic history and/or proven success at Denver Online. Students are expected to make consistent and adequate progress in their courses each week, communicate with team members, and follow-through with in-building commitments surrounding district and State testing.

*Full-Time Blended*
The full-time blended option requires that students spend a defined amount of time each week at the Smedley Learning Center. With this option, students have the ability to connect face-to-face with teachers, advisors, and other students in order to receive the academic and social interaction necessary to be successful in school. A student who enrolls as full-time blended is required to attend in-person for the specified number of days each week and will be marked absent if they do not attend, regardless of their course progress that week.

2018-19 Student Handbook
At any point, students may choose to change their enrollment to full-time blended in order to improve their connection to the school. **School administration may also require students to attend in-building 1-5 days** (in addition to Connection Days) as a means of intervening when a student is not being successful online or has a history of attendance problems, dropping out, enrollment in multiple programs, or significant academic deficits. Administration will review the performance of students being required to attend in-person each quarter to determine whether changes are necessary.

**PART-TIME**

Students enrolled part-time are also attending another school. Typically, these students are attending Denver Online as part of their regular school schedule either from the school building or from their home because of modified on-campus expectations at the partnering school. Part-time online students are afforded the benefit of advising services, may participate in field trips/social events, and can join school clubs/organizations. Part-time blended students are also invited to utilize the Smedley Learning Center. They are not required to, but may attend weekly, bi-weekly, and monthly Connection Days. A student is considered part-time if they are taking classes with Denver Online as part of their regular full-time schedule. The cost of this option is $200 per semester per course and can be paid either by the students’ home school or by the family.

**SUPPLEMENTAL ONLINE**

Students enrolled as supplemental online are provided with teaching services (instruction, feedback, and webinar-based tutoring) for the course in which they are enrolled. They will not be afforded advising services, access to the Smedley Learning Center, field trips/social events, virtual homeroom courses, and may not join any school-sponsored clubs/organizations. There is no in-person requirement for this type of delivery model. Supplemental online courses are provided in addition to a full schedule at a brick-and-mortar institution. The cost of these courses is $200 per semester per course and is charged to the student.

**ONLINE SUMMER SCHOOL**

Depending on district policies and guidelines, some summer school programming will be offered to provide either a credit recovery option or opportunities for students to accelerate their ability to earn credit. Online summer school is provided to Denver Online students at no cost, budget permitting. The number of students who will be able to take advantage of this option will be determined by funding and will be announced prior to the beginning of the term.
ENROLLMENT PROCESS

Registration is open to all students who complete the enrollment process, although the learning environment (full-time online, full-time blended, etc.) will be determined by school administration. Failure to complete the enrollment and registration process will result in denial of enrollment with Denver Online.

PROCESS OVERVIEW*

The registration process for Denver Online (full-time enrollment) is as follows:
1. Student and parent download and read Denver Online Student Handbook.
2. Student completes the Student Interest Form found on the front page of http://online.dpsk12.org.
3. Student schedules an appointment for enrollment interview with principal, assistant principal, guidance counselor or student advisor. Parent and student attend interview. Missing an interview time without notification is grounds for rejection.
4. Student must bring birth certificate, proof of residency (utility bill), immunization record, and a transcript (can be unofficial) to the interview.
5. After the interview, the student and parent complete the enrollment paperwork and Student Survey. School administration, parents, and student will determine the appropriate enrollment option during this interview.
6. After the interview, the prospective student may be enrolled into the "Intro to Denver Online" course as a means of ensuring student engagement, collecting critical information and providing the student with a preview of the learning environment.
7. Student advisor reviews credits and develops schedule.
8. Student and parent verify completion of registration packet with school secretary.
9. Student completes orientation at school site and online (3 days on-site, 2 days online). Student enrollment is not finalized until he/she attends and completes Orientation Week.
10. Student enrollment is finalized and Student ID is issued.

*Process for part-time and supplemental enrollment can be found at http://online.dpsk12.org/admission/part-time-students/part-time-student-registration-process/.

REQUIRED DOCUMENTS

Failure to provide all documents may delay or result in denial of enrollment:
- DPS Enrollment Package (required of all new students to DPS, provided by school)
- Birth Certificate
- Proof of Residency (bill showing current address)
- Proof of Immunizations & Health Documentation
- Affidavit of Colorado Residency (provided by school)
- Home School Notification Form (if applicable) – if student lives in Colorado but will be living out of the country during the school year.
- Transcript
- IEP, 504, ELL, or Advanced Learning Plan (if applicable)

IMMUNIZATIONS

Colorado Statute requires all public school students to be immunized in accordance with the State Board of Health regulations. Copies of the student’s immunization records must be submitted prior to enrollment. Parents wishing to receive an exemption from the state immunization requirements must submit a written request indicating their eligibility for exemption under Colorado law at the time of enrollment.

2018-19 Student Handbook
**RESIDENCY**
All students must reside in Colorado. Rule 1CCR301-71 8.06 states that "an Online Program must verify and document student residency in the State of Colorado upon enrollment and annually thereafter and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record."

**ADMISSION AND WELCOME PROCESS**

**PROCESS OVERVIEW**
Students are eligible for admission if the assessment and verification shows that Denver Online is able to meet the student's emotional, social, physical, and academic needs using the following criteria. Applicants may also be placed on a waiting list or referred to another program that may better meet their individual academic needs.

The following will be reviewed to determine admission and appropriate enrollment option:
1. Completed Interest Application
2. Student and Parent/Guardian Interview (full-time)
3. Completed Enrollment Forms
4. Completion of Intro to Denver Online mini-course
5. Submission of required documents as listed above
6. Personal Needs (for online learning)
7. Credit Status (on-track to graduate or ability to catch up)
8. Review of any applicable academic plans

Once a student has completed the application process and is admitted for enrollment, they will receive a "welcome email" detailing what is necessary to begin classes at Denver Online:

1. Attend orientation week at Denver Online.
2. Meet with student advisor.
4. Attend designated "Connection Day" (determined by grade-level).
5. Log into Schoology and begin working in courses.

**ENROLLMENT TIMELINES**
Denver Online enrolls new full-time students each quarter (limited) and supplemental students each semester. Full and part-time (not supplemental) students entering the school must participate in orientation. Orientation will take place one week prior to the start of the quarter. The dates for orientation are as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester Begins</th>
<th>Orientation Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 19</td>
<td>August 19-21</td>
</tr>
<tr>
<td>2</td>
<td>January 13</td>
<td>January 6-8</td>
</tr>
</tbody>
</table>

2018-19 Student Handbook
WAITING LIST
Each year, school leadership will determine school capacity to ensure all students are adequately supported by the school’s instructional systems. Should the school reach the defined capacity, students who have applied for admission will be placed on a waiting list. Those students will be admitted into the school for the next quarter (except 1st quarter).

ORIENTATION WEEK
Denver Online believes that a successful launch starts with a proper orientation. All new full-time students are required to participate in the week-long “Launch Week” in order to be enrolled at Denver Online. Exemptions and modifications are only made by administrative approval. Prior to each launch date (beginning of each quarter), all new students will attend a three-day face-to-face orientation that will enable them to connect with their classmates, teachers, advisor, and the culture of the school’s “Do More” attitude. They will also learn about the systems, opportunities, and resources provided to them as a Denver Online student. They will complete Launch Week in the online environment working in their courses, as well as working on orientation modules in their virtual homeroom course.

It is mandatory for students to attend and participate in all orientation activities. Exceptions to face-to-face expectations for students living outside the Denver Metro Area will be granted only with permission of the principal or designee. Students who do not participate in orientation (new or returning) activities will not be considered for enrollment at Denver Online.

STUDENT COUNT
In 2019-20, October 2 is the official student count day in accordance with the Colorado Public School Finance Act. State funding for all educational programs are based on the pupil count as of the official count date, and it’s very important that students maintain daily communication and submit coursework during this time so that our school can get the funding for each enrolled student.

All online students are required to show active attendance each day by completing assignments and lessons in each of their courses on a daily basis during student count week. Daily attendance is REQUIRED between September 25 - October 9.
SUPPORTING STUDENT SUCCESS

STUDENT ADVISOR
In addition to a full-time guidance counselor, Denver Online employs a team of student advisors who serve as the day-to-day support of student engagement and academic success. The advisor’s role is to support the student’s overall well-being, serving as a mentor, coach, and motivator. He/she is also responsible for helping the students to utilize all of the resources available to them. The advisor helps to create the student’s learning plan, monitor performance and develop strategies to support student success. Through the advisor, students create their Individual Career and Academic Plan (ICAP), schedule, and weekly schedule. He/she also assists students in navigating the online, high school, and college entry environments through webinars, phone calls, emails, and text messages. The advisor provides each student with assistance and support as an extension of the guidance counseling program at Denver Online.

TEACHER MENTOR
This staff member is a second point-of-contact for students as he/she serves as the student's connection to the school through the homeroom environment. He/she is responsible for ensuring the student remains engaged by implementing positive behavior support and serves as a support and advocate for the student. The teacher mentor also serves on a data team with the advisor to analyze and respond to student engagement concerns.

VIRTUAL ADVISEMENT GROUP
All students will participate in a virtual advisement group each year. The purpose of this course is to connect students to the supportive, informative, and creative community that Denver Online seeks to be. This group and subsequent Connection Day meetings focus primarily on engagement, executive functioning, and the pillars of success grounded in the topics of college and career readiness. It is also a space where students are able to connect with other students and staff around current events, values discussions and celebrating their successes. Advisement credit is earned for attending Connection Days and completing any tasks assigned by the mentor teacher.

CONTENT-AREA TEACHER
Every course at Denver Online is taught by a certified Denver Public Schools teacher. This includes course design, development, assessment, feedback, intervention, resources, and content delivery. The teacher utilizes a learning management system to deliver content from multiple locations where course content is available. Students engage with the content and submit both objective and performance-based assessments. From those assessments, teachers analyze course and school assessment data to provide differentiated assignments/instruction, actionable feedback, and implement a series of interventions designed to ensure student success.

All teachers are required to spend at least half of their allotted time each week in the Smedley Learning Center so that they can engage with students in a face-to-face environment. During business hours, there will be a teacher of each content area in the building for face-to-face support. In addition to this, teachers are able to connect with students flexibly using email, phone calls, and webinars as students need their help. Small group and individual tutoring is available when students do not understand challenging concepts. Some teachers provide live whole-group instruction as part of their courses and hold weekly webinars that are mandatory for students to attend. If a student is unable to...
attend a live webinars, teachers provide a recorded version of it. Teachers hold virtual office hours 
each week for drop-in questions each week. Schedules are posted on the school website and within 
their courses.

**INTERVENTIONIST**

Interventionists provide targeted academic intervention to students who are struggling with basic 
skills after teachers have provided intervention at the universal level. Interventions will be designed 
to increase time, focus, and intensity that students are spending developing the skills that present the 
most challenge to them. Interventions will include, but are not limited to, using alternative 
curriculum, tutoring opportunities, and the use of various academic tools to assist students. 
Interventionists will monitor student performance and inform the student assistance process in order 
to ensure all students continue to grow. Interventionists also analyze testing and course-based data to 
identify students who may struggle academically due to their reading and math levels. They will also 
develop and progress monitor READ plans. Interventionists will collaborate with teachers to develop 
and execute academic intervention.

**PARENT SUPPORT**

1. **Communicate** regularly with the school by:
   
   - Keeping contact info up-to-date;
   - Returning phone calls or emails within 24 hours;
   - Discussing the content of school communication with student;
   - Emailing or calling school staff when they have questions.

2. **Monitor student progress and performance** for at least 30 minutes each week. This should 
   be done more frequently if the student is struggling with academic performance or attendance.

3. **Ensure follow-through** so that student participates in ALL required activities, attends all 
tutoring sessions, and takes all assessments including State Standardized Testing (CMAS, PSAT, 
SAT, and MAP assessments three times/year.

**ADDITIONAL PARENT GUIDELINES**

- Provide a physical environment conducive to supporting their child’s educational needs;
- Comply with all rules, policies, and procedures of the school;
- Submit all forms, applications, and documentation to the school as soon as they are 
  received;
- Ensure that students use school issued computer equipment and software for educational 
  purposes and in accordance with school policy;
- Provide the student with the technology necessary to access courseware, virtual office 
  Hours, and other educational resources;
- Confirm that all work submitted by the student was completed solely by that student;
- Provide the student with transportation as needed to participate in standardized testing;
- Return all instructional materials and equipment to the school as requested by the 
  Advisor;
- Ensure that equipment and Internet connection are working on a consistent and reliable 
  basis.
**Parent Orientation**

Each quarter, Denver Online holds face-to-face and web-based orientation sessions for parents. The purpose of parent orientation is to introduce parents to the school systems and provide strategies for supporting their students.

**Parent System Access**

Parents and legal guardians are able to access their student’s grades at any time by utilizing their logins for Schoology and Infinite Campus. Usernames and passwords for Schoology are provided during Parent Orientation and can be requested from the School Office Assistant or Secretary.

**Parent Conferences**

Parents/guardians are always welcome to visit our campus. Parents/guardians are encouraged to schedule a parent conference whenever they feel the need. We do ask that visits be scheduled as we want to be able to guarantee the availability of those with whom the parent wishes to speak. Parents/guardians may also be asked to attend a conference with administration, student advisors, or teachers when concerns are noted. Drop-in parent conference days will be held once/semester (at the end of the first and third 9-weeks).

**Student Expectations**

Students are expected and required to:

1. **Attend** school adequately and consistently.
2. **Communicate** regularly and appropriately with school staff members by:
   a. Checking and responding to announcements and messages on a daily basis;
   b. Responding to teacher and advisor messages within 24 hours;
3. **Follow-through** on all requests regarding assignments, tutoring, graduation planning, etc. This includes providing the school with needed assessment information appropriate to their grade level and academic status by:
   a. Participating in all required assessments/testing (benchmark assessments, CMAS, PSAT, SAT, WIDA APT/ACCESS and other required testing);
   b. Completing all required homeroom activities.
4. **Commit** to academic growth no matter their current proficiency level. Students can demonstrate commitment by revising and resubmitting their assignments when provided feedback from teachers.
5. **Bounce-back** when they find themselves struggling with engagement or academics. Understand that support surrounds them and is available to help them be resilient.
6. **Advocate** for themselves when they find they are struggling and need support.

**Communication**

All members of the Denver Online learning community (students, parents, and staff) are expected to interact with each other in a professional and courteous manner. This includes using appropriate language, being solution-orientated, assuming positive intent, and avoiding hang-ups and avoidance of communication. Parents are expected to check their email and voice mail daily and respond to those messages that warrant a response **within 24 hours**. Students and parents are expected to provide Denver Online with functioning email addresses and phone numbers. If there are changes to email addresses and phone numbers, parents and students must inform their advisor or the school’s...
office within 24 hours of the change. Staff are expected to provide a 24-hour response, unless noted or on weekends/holidays.

**Availability of Teachers/Staff**
The school strives to provide excellent customer service to students and parents. The main office at the Smedley Learning Center is open from 7:30 a.m. – 4:30 p.m. Monday-Friday. Teachers and student advisors are expected spend 70% of their allotted time each week in the learning center supporting students. In-building schedules are posted on the school website.

If the staff member contacted cannot answer a question or provide needed information, the inquiry will be referred to someone who can answer. Email can be sent at any time, and all email will be answered as soon as possible. Staff members are expected to respond to inquiries from families within 24 hours.

**Visitors Policy**
The school welcomes students and parents to visit the school office at the Smedley Learning Center, Monday– Friday between 7:30 AM and 4:30 PM. ALL visitors must check-in at the office and **display a “Visitor” badge when they are on-campus.** If visitors want to see a specific staff member, they should make an appointment to assure that the person they want to see will be available in the building when they arrive. The School is permitted to regulate visitors and conduct for the maintenance of public order and the safety of the school community.

**Weather-related Office Closures**
Occasionally, due to inclement weather or unexpected problems, Denver Public Schools will close its schools. Building closures will be announced to students and parents through the district’s various systems, as well as through local news stations. When this happens, students are still permitted to work on their courses and staff will have limited availability in accordance with the negotiated contract. All calls will be addressed within 24 hours of office staff returning to the office. If an event was scheduled in the office on a day when the office is closed, the staff member coordinating the event will connect via email and/or phone to inform families of the cancellation.

**Student Identification Cards**
All students will receive a Student Identification Card each year as part of orientation, open house, and Connection Days. Students who lose their card will be charged $10 if they request a new Student ID. **Students must possess and display their Student ID when in a Denver Online building or office.**

**Books and Related Materials**
All books and course materials, provided by the school, are the property of the school. The school may mail necessary materials to students specific to the courses in which they are enrolled. Students/parents are responsible for the replacement costs of any lost or damaged books or materials. Students/parents should return all books and materials immediately when the year’s coursework is completed. If the student withdraws or transfers from a course, the parent must contact the school for specific instructions on returning course materials.

Families are responsible for purchasing textbooks for concurrent enrollment courses. Students are encouraged to purchase text books for their online courses whenever possible, as the school does not

2018-19 Student Handbook
provide them. The school will loan students books (novels) on a first-come, first-served basis as most other materials are available online.

**Senior Fee**
All students enrolled in the twelfth grade will be assigned a Senior Fee which will offset the school’s cost associated with the graduation ceremony and event(s). **This $50 fee will not cover the cost of a student’s cap and gown.** The Senior Fee is not refundable. Twelfth grade students who withdraw before the graduation ceremony, do not graduate, or choose not to participate in the graduation ceremony will not be refunded their fee payment. In order to participate in the ceremony and/or receive a diploma, this fee must be paid.

**Field Trips**
The school offers field trips to a variety of attractions throughout the school year. These trips may be academic or social are extracurricular activities and are not mandatory. Students are encouraged to attend whenever possible. Students who plan to attend a specific event must make a prior reservation and provide a completed permission slip, unless otherwise specified. Parents are responsible for any costs incurred while attending a Denver Online sponsored event, including, but not limited to: transportation, entrance fees, and meals.

Students must meet the following criteria before they are permitted to attend a field trip:

- The student must comply with all school policies.
- The student must not be under any conduct restrictions.

Students are expected to dress appropriately. It is unsuitable for students to wear immodest, suggestive, unclean, vulgar, obscene, or distracting attire.

Students should remember that when they are on a field trip or in any other public place in a school-related capacity, they are representatives of the school community. They should conduct themselves in an appropriate manner at all times, as their conduct is a direct reflection on themselves, their families, and their school. Students must comply with all school policies and must follow the direction of the school staff who are supervising the event.

**Alternate Assignments/Learning Materials**
In some instances, families will object to assignments or learning materials based on religious belief, cultural values or previous experience. In instances when families formally object to materials or activities assigned as part of the instructional program, every effort will be made to substitute the materials with an alternative, but equally challenging activity or material that demonstrates student mastery of content or skill as defined by the Colorado Academic Standards. Should a family disagree with a regarding an alternate assignment/learning material provided at the classroom level, questions/concerns should be referred to the principal.
STUDENT SERVICES

MULTI-TIERED STUDENT SUPPORT SYSTEMS (MTSS)
Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) serve as the foundational process for instructional decision-making and support at Denver Online. RTI is a multi-tiered intervention strategy process to enable early identification and intervention for students at academic or behavioral risk. RTI allows educators to identify and address academic and behavioral difficulties prior to student failure. PBIS is a similar process to RTI, but addresses establishing a multi-tiered system of support designed to improve student behavior and engagement. Monitoring student response to a series of increasingly intense interventions strategies in preventing failure and provides data that may guide eligibility decisions for learning disabilities. There are three tiers to MTSS:

- **Tier 1- Universal Level:** All students receive research-based, high quality general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Student performance data informs the design of interventions that are preventative and proactive. Interventions may include, but are not limited to, the following: group tutoring, private tutoring, re-teaching activities, on-demand videos, podcasts, prescriptive software programs, developing schedules, using time management strategies and other tasks and tools. All Instructional Team members engage in bi-weekly Data Team meetings to identify student academic and/or behavior problems and collaboratively develop and monitor interventions.

- **Tier 2- Targeted Level:** Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education. Action Plan for Intervention that prescribes a complete program to ensure student success may include possible assessments or referral to the school’s Problem-solving Team.

- **Tier 3- Intensive Level:** Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment. Referral to the math and reading support, and possible referral to special education is possible.

A key piece of the RTI process is the training of all staff to encourage the students to follow the interventions that the Problem-solving Team has in place. This training will foster the ability of educators to:

- Communicate the interventions that are in place with staff, parents, and students.
- Assist the students in completing the interventions by keeping accurate documentation related to monitoring the progress of students as related to academic and behavioral intervention.
- Refer the students that continue to struggle with the interventions they are assigned to the Problem-solving Team once Universal interventions have been exhausted.

Through this process we can ensure that we are addressing the needs of students who are not meeting or exceeding the proficiency standards or behavioral expectations surrounding engagement.
PROBLEM-SOLVING PROCESS
The primary goal of the problem-solving process is to help students overcome barriers in order that they may achieve, remain in school, and advance. At the Universal tier, all Instructional Team members engage in a Data Teams process in which staff members meet bi-weekly to review student data, identify student issues with behavior and academic performance, develop and apply interventions to mitigate problems, and monitor the success of those interventions. Once all interventions have been exhausted at the Universal tier, students are referred to an Academic or Engagement/Behavioral intervention team.

The problem-solving process uses techniques to mobilize school resources to remove barriers to learning. The core of the problem-solving process is two Problem-solving Teams that include school staff, but may also include liaisons from community agencies. Problem-solving Team members are trained to identify problems, determine whether the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the Problem-solving Team will assist the parent and student in identifying services and resources within the community. The Problem-solving Team members do not diagnose, treat or refer to treatment, but they may refer for a screening or an assessment for treatment.

There are four phases to the Problem-solving Process:

- **Referral** - Anyone can refer a student to the Problem-solving Team when they are concerned about someone’s behavior or academic performance – any school staff, a student’s friend, a family member or community member. The students themselves can even go directly to the Problem-solving Team to ask for help. Students may also be referred because of the Data Teams process.

- **Team Planning** – The Problem-solving Team gathers objective information about the student’s performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student’s academic and personal success to include in-school and/or community-based services and activities.

- **Intervention and Recommendations** – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities.

- **Support and Follow-Up** – The Problem-solving Team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent’s right to be involved in the process and to have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parents’ role and responsibility in the decision-making process affecting their children’s education and is key to the successful resolution of problems.

For those students receiving treatment through a community agency, the Problem-solving Team, in collaboration with parents and the agency, can assist in helping plan in-school support services during and after treatment.

2018-19 Student Handbook
SPECIAL EDUCATION ENROLLMENT

A student with an IEP may enroll if the Denver Online IEP Team concurs that such a placement is educationally appropriate. When a student who receives Special Education services wishes to enroll with Denver Online, the parent and/or guardian must provide a current IEP and evaluation to the Special Education Team. The Special Education Team will participate in the initial enrollment meeting to determine if Denver Online is an appropriate educational setting for the student. After the meeting, the Special Education Team will contact the parent/guardian and student to verify acceptance or denial into Denver Online High School.

Failure to provide a current IEP, and/or not disclosing Special Education status may result in denial of the student’s enrollment application. If the student’s enrollment is accepted and Denver Online staff later determine the student’s needs cannot be appropriately met, Denver Online will conduct an IEP conference to determine appropriate placement.

SPECIAL EDUCATION SERVICES

ANNUAL NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND NOTIFICATION OF RIGHTS

It is the responsibility of the Department of Education to ensure that all children with disabilities in the state, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act (IDEA).

The IDEA requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. The school fulfills the above duties with this annual notice.

SPECIAL EDUCATION SERVICES

The School is required by the IDEA to provide a free appropriate public education to school-age children with disabilities who need special education and related services. School-age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Blindness
- Deafness
- Emotional Impairment
- Hearing Impairment
- Mental Retardation
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or language Impairment
- ‘Traumatic Brain Injury’
- Visual Impairment

2018-19 Student Handbook
Each educational agency must establish and implement procedures to locate, identify, and evaluate school-age students suspected of being eligible for special education. These procedures may include the following screening activities:

- Review of group-based data (cumulative records, enrollment records, health records, and report cards)
- Hearing screening
- Vision screening
- Motor screening
- Speech and language screening

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted at the school unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they should call or write to the special education contact for the school.

When screening indicates that a student may be eligible for special education, the school will seek parental consent to conduct further evaluation.

“Evaluation” means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children.

This evaluation is conducted by a multidisciplinary team which includes a teacher, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased.

Parents who think their child is eligible for special education may request at any time that the school conduct a multidisciplinary evaluation. The first step of this process is to monitor a student’s response to academic and behavioral interventions as determined at the universal and targeted level (discussed in previous section). Requests for a multidisciplinary evaluation should be made in writing to the Special Education Contact person. If a parent makes an oral request for a multidisciplinary evaluation, the school shall provide the parent with a form for that purpose.

Parents also have the right to obtain an independent education evaluation. The school must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

**Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education
teacher, or where appropriate, at least one special education provider, and a representative of the school. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP.

The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed.

An IEP describes a student’s current educational levels, goals, objectives, and the individualized programs and services that the student will receive. IEP’s are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention.

Placement must be made in the least restrictive environment in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS
Students who are not eligible to receive special education programming and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). The school must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the extent appropriate for each individual student. In compliance with federal laws, the school will provide to each protected handicapped student without discrimination or cost to the student of family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

The services for “protected handicapped students” may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services for handicapped students, parents should reach the Special Education Contact.

If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation. The school will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

DISCIPLINE OF STUDENTS WITH A DISABILITY OR SUSPECTED OF HAVING A DISABILITY
Suspensions or expulsions for students with disabilities follow all appropriate state and federal policies, regulations, and laws. The school will not discipline students with disabilities protected under Section 504 of Rehabilitation Act of 1973 or the Individuals with Disabilities in Education Act (IDEA) unless the school complies with the requirements of those acts.

2018-19 Student Handbook
No special education student shall be expelled if the student’s particular act of disobedience or misconduct is a manifestation of his or her disability. Any special education student whose disobedience or misconduct is not a manifestation of his or her disability may be disciplined pursuant to the school’s code of conduct, except that the disabled student shall continue to receive educational services as provided in the IDEA during any period of expulsion.

A special education student may be suspended for periods of no more than 10 consecutive or cumulative school days in response to separate incidents of misconduct, regardless of whether the student’s gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by the IDEA during such removals.

If the behavior is determined to be a manifestation of the disability, no long-term suspension or expulsion can be implemented. The IEP team may modify the student’s placement or IEP as appropriate, for educational, not disciplinary reasons and develop or revise an appropriate behavioral intervention plan.

Any special education student may be temporarily excluded from school by court order or by order of a duly appointed hearing officer changing the student’s placement to an appropriate interim alternative educational setting for up to 45 days, if the district demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

**Gifted and Talented Services**

When a student enrolls at Denver Online, an Advanced Learning Plan (ALP) will be requested from the previous school and from the parents. If a student transfers an ALP, the school will review it with the family and determine the best strategy to address and support the student’s area of giftedness. If no plan is sent, the school will monitor, through MTSS, the student’s academic performance and will apply interventions as necessary. The student may be requested to test as required by Denver Public Schools. Programming for that student will be determined by a collaborative process involving the parent, student, and Problem-solving Team.

**English Language Acquisition Services**

All students enrolling in Denver Public Schools are required to complete and submit a Home Language Questionnaire (HLQ). Should the family indicate that a language other than English is spoken in the home, that student is required to participate in the WIDA-APT placement assessment to determine the extent to which support, if any, is required. Once the student’s level of proficiency is identified, the family will be notified what services are available to him/her within the academic program and an English Language Learner (ELL) Plan will be developed to identify any modifications or accommodations that are needed to support academic growth.
The school will develop, monitor, and communicate with families about the plan. Each year in January, students receiving ELA services will be required to participate in WIDA ACCESS testing to measure their progress toward their goals in the areas of speaking, listening, reading, and writing as related to social and academic language acquisition.
ACADEMIC POLICIES

GRADUATION
Each spring, Denver Online holds a formal graduation ceremony for students who graduate at any point during the academic year. Only those students who have met ALL DPS graduation requirements may participate in the graduation ceremony.

DENVER PUBLIC SCHOOLS GRADUATION REQUIREMENTS (STUDENTS ENTERING 9TH GRADE PRIOR TO 2017-18 SCHOOL YEAR) - SCHOOL BOARD POLICY IKF -
HTTP://BOARD.DPSK12.ORG/BOE-POLICIES/

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
<th>Carnegie Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts 10 semester hours Intro to Literature and Composition</td>
<td>40</td>
<td>4.0</td>
</tr>
<tr>
<td>Language Arts 10 semester hours American Literature</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Language Arts 10 semester hours World Literature</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Language Arts 10 semester hours other Language Arts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Mathematics 10 semester hours Algebra 1</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Mathematics 10 semester hours Geometry</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Mathematics 10 semester hours Algebra 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Mathematics 10 semester hours other math higher than Algebra 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Science 20 semester hours from Earth, Biology, Chemistry, or Physics</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Science 10 semester hours other Science</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Social Studies 10 semester hours U.S. History</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Social Studies 5 semester hours Civics</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Social Studies 15 semester hours other Social Studies</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>PE/Dance/Citywide Marching Band/ROTC/DPS Athletics</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Electives 10 semester hours Fine Arts</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Electives 30 semester hours other academic elective</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Electives 50 semester hours other electives</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Electives 20 semester hours of elective credit can come through field/service experiences, work experiences, or internships</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>24.0</td>
</tr>
</tbody>
</table>

DENVER PUBLIC SCHOOLS GRADUATION REQUIREMENTS (STUDENTS ENTERING 9TH GRADE IN 2017-18 SCHOOL YEAR AND BEYOND) – SCHOOL BOARD POLICY IKF-R -
HTTP://BOARD.DPSK12.ORG/BOE-POLICIES/

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

2018-19 Student Handbook
1 Fine Arts or Career Technical Education (CTE)
8 Other

Students with ICAPs directing them toward 4-year higher education institutions must verify with their school counselor/advisor that they are on track to complete the requisite world language or other specific courses necessary to meet higher education admission requirements for the institutions of their choice (e.g., Colorado Higher Education Admission Requirements).

| Total Units Needed | 24 |

**Competency Requirement:**
In addition to earning an adequate number of credits through their courses, students are required to demonstrate competency in English and Math. This means that they will be required to prove their understanding of the content and are able to build upon the skills learned. Below are the ways in which students are able to demonstrate competency:

<table>
<thead>
<tr>
<th>Option</th>
<th>Minimum Score (English)</th>
<th>Minimum Score (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer</td>
<td>95 (Sentence Skills)</td>
<td>61 (Elementary Algebra)</td>
</tr>
<tr>
<td>ACT</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>ACT WorkKeys</td>
<td>Bronze or higher</td>
<td>Bronze or higher</td>
</tr>
<tr>
<td>AP</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ASVAB</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>C- or higher in eligible course</td>
<td>C- or higher in eligible course</td>
</tr>
<tr>
<td>Capstone Portfolio</td>
<td>District approved</td>
<td>District approved</td>
</tr>
<tr>
<td>Industry Certificate</td>
<td>District approved</td>
<td>District approved</td>
</tr>
<tr>
<td>IB</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SAT</td>
<td>470</td>
<td>500</td>
</tr>
</tbody>
</table>

**ICAP:**
Students are required to complete an Individual Career and Academic Plan (ICAP) in order to fulfill graduation requirements. The ICAP is completed as part of the Virtual Homeroom course at Denver Online.

**Diplomas**
Denver Online High School offers a Denver Public Schools general academic diploma or certificate of attendance. More information is available from the counselor. Diplomas are not issued to students who have not met graduation requirements.

**Transfer Students**
A transfer student from outside Denver Public Schools must meet the requirements to receive a diploma. All graduation requirements must be met prior to graduation, including attendance in Denver Public Schools for at least two semesters, with a minimum of 50 semester hours (5 units) of credit earned.
GRADE-LEVEL CLASSIFICATION
Students are eligible for a DPS diploma at 240 credits. To be considered a senior the student must have a minimum of 170 credit hours. Students can earn up to 70 credits in any given year by taking a full schedule of classes. Thus, if a student falls behind on credits in their freshmen, sophomore, or junior year they could still graduate on time by successfully completing 70 or more credit hours their senior year. A student may, with administrative approval, attempt more than 70 credit hours in one year at Denver Online (up to 80 credit hours).

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Grade Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-59</td>
<td>Freshman</td>
</tr>
<tr>
<td>60-119</td>
<td>Sophomore</td>
</tr>
<tr>
<td>120-169</td>
<td>Junior</td>
</tr>
<tr>
<td>170+</td>
<td>Senior</td>
</tr>
</tbody>
</table>

TRANSCRIPTS
Transcripts are kept current as of the end of each semester and are available through Infinite Campus or upon request. Credit is awarded at the end of each semester. At the end of each academic year, Denver Online will send a copy of the student’s transcript to the primary address.

GRADING
DPS secondary schools use an A, B, C, D, F grading system. These grades are defined as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>GPA</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates thorough knowledge and mastery of skills that</td>
<td>4.0</td>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>allows him/her to function independently above their current educational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>level. The student demonstrates a comprehensive understanding of all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant information relevant to the topic at level. The student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates comprehension and understanding of knowledge and skills above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>his/her grade level. The student can perform skills or processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>independently without any significant errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student demonstrates mastery of knowledge and skills that allow them</td>
<td>3.33</td>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>to function independently on all major concepts and skills related to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their educational level. The student demonstrates a comprehensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of all information relevant to the topic at level. The</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student can perform skills or processes independently without any</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>significant errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student demonstrates basic knowledge and skills usage but cannot</td>
<td>2.33</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>operate independently on concepts and skills related to his/her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>educational level. Requires remediation and assistance to complete tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without significant errors. The student has an incomplete knowledge of the</td>
<td>2.0</td>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>topic and/or misconceptions about some information. The student requires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assistance and coaching to complete tasks without errors.</td>
<td>1.67</td>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>The student demonstrates some skills and knowledge, but requires</td>
<td>1.0</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>remediation to complete basic skills or knowledge sets. The student can</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate some knowledge in content area, but displays misconceptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about some information. Student can complete skill set, but requires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>significant coaching and assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of evidence and/or unsatisfactory performance on assessment and</td>
<td>0</td>
<td>0-59</td>
<td>F</td>
</tr>
<tr>
<td>evaluations of student work.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 Student Handbook
GRADE POINT AVERAGE

Grade point average is an interpretation of the pupil's achievement in terms of the marks received in the course taken. It does not take into consideration the varying nature of courses ranging from academic to non-academic nor does it show the relative difficulty of courses within any particular department. An exception to the later point is that the marks in accelerated courses, advanced placement courses, and Level 3 or above of a foreign language shall carry weighted grade point value. Based on the recommendation of the principal, if a student is taking a class at a college/university, the grade point value he/she receives in the class will be equivalent to that of an AP class.

Below are the criteria for grade point average computation:

- Marks for courses in grades 9, 10, 11, and 12 are used to compute the pupil's grade point average.
- Marks for all subjects for which credit is given, whether pass or fail, are to be used in computing the grade point average. Study Hall and Assistantships are to be given 2.5 credits each, and whether pass or fail, will not be computed in the grade point average. Both courses should be coded as "non-academic" in the course file set.
- Courses offered on a "satisfactory/fail" basis are not included in computing the grade point average unless they are failed.
- If a pupil takes a course that she/he previously failed, both the failing mark and the mark received the second time the course is taken will be used to compute the grade point average.
- If a pupil repeats a course which she/he previously passed in which she/he received credit, she/he will receive only the initial credit and the two marks will be averaged together for a single mark to be used in computing the grade point average. The Records Secretary must remove the credit of the repeated course. Therefore, the student only receives credit one time and the two marks are averaged together by the student information system (currently Infinite Campus).
- Marks of pupils who transfer into the Denver Public High Schools from North Central or any other comparable accrediting agencies are considered on the same basis as those of pupils who have been enrolled in the Denver Public Schools for their entire high school career.
- Marks for summer school courses taken in grades 9 through 12 will be included in computing the grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value Regular</th>
<th>Grade Point Value (Honors/AP/College)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>5.2</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>4.77</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>3.47</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>2.6</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>2.17</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.3</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>W/F</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

COMPUTATION OF GRADE POINT AVERAGE

2018-19 Student Handbook
Computation of grade point average is determined in the following manner:

1. Multiply each point value by the number of semester hours earned or attempted at the point value to obtain total point value for each grade.
2. Add total semester hours earned or attempted in courses counted toward the grade point average.
3. Add the total point values earned.
4. Divide the sum of the total point value by the sum of semester hours earned or attempted in courses counting toward the grade point average.

STUDENT RECORDS
The Family Education Rights and Privacy Act of 1974 requires the school to list all records kept concerning students in which a student may be personally identified. In order to comply with this regulation, a requirement of federal law, no such records will be kept except as authorized in this regulation. School personnel who find that the maintenance of additional records is essential to the performance of school functions should request amendment of this regulation to incorporate such records. The title of the persons(s) ultimately responsible for the maintenance of certain records is set forth throughout this regulation.

A cumulative record shall be maintained for each student from his entrance into school through the twelfth grade. This record shall contain only verified information of educational importance and may be used only for the benefit, promotion, or welfare of the student. All material in each student’s file shall be confidential and access thereto strictly limited as set forth in this policy.

SECURITY OF RECORDS
A system for supervision, security, and protection of the records both during hours when school office is open and closed is in place at the school. This system shall designate a staff person to be responsible for student record maintenance and access in accord with these policies. All school personnel shall receive periodic training with regard to the implementation of these policies with particular emphasis upon rights of privacy for students and parents. All cumulative records for students who have graduated or left school shall be maintained in the school for a period of time that follows the state law.

PARENT AND STUDENT ACCESS TO RECORDS
Either parent or the legal guardian of a student under 18 shall be allowed to inspect and review the student’s cumulative record. When a student reaches 18 the parent or guardian's right to review and inspect the student's record may be terminated, and the student or former student shall then be allowed to inspect and review his own record. In the case of a divorce or separation, both parents retain their right of access to student records unless the custodian has been served with a court order extinguishing such rights. A copy of any such court order shall be maintained with the student’s records.

School officials shall reply to reasonable requests for explanations of material contained in student records and shall provide copies of such records. Requests to review student records should be made to the office of the Principal.
REQUESTS FOR AMENDMENT OF RECORDS
Parents of students under 18 or students over 18 may request amendments to portions of student records that they believe to be inaccurate, misleading, or maintained in violation of the privacy or other rights of the student. All such requests shall be considered by the Principal who determines the validity of the challenged data and grant or deny the request. If the request is denied, the person making it shall be so informed and notified of his or her right to appeal the decision to Denver Public Schools.

DROPPING COURSES
Student may drop a class prior to the official drop/add date listed in the school calendar each semester, typically week 8 of each semester. If the course is required for graduation, an administrator or counselor at the school must provide an approval signature. Students who want to drop a course prior to the 8th week of the semester. No record of the course will be made on the report card or on the student’s permanent record. When, by request of the student or parent, a student drops a course after the drop date and before the end of the semester, a mark of “WF” must be recorded and reflected on the student’s transcript. Counselors must notify the Records Secretary to make the necessary changes on the transcript. Students who withdraw from the high school and move after the first one-third of the semester will receive a “WF” and no credit on their transcript, if they have not satisfied all the requirements of the course. Students who withdraw or fail a concurrent enrollment course will be required to pay for the cost of the course.

Note: if a student withdraws from school prior to the end of the semester and does not re-enroll that same semester, the transcript must reflect the student's attendance and withdrawal grade for the said semester.

TRANSCRIPTS
Transcripts are maintained, provided and populated for all full-time online students, as well as those part-time and supplemental students who are also Denver Public Schools students. Part-time and supplemental students from out-of-district will be provided with a certificate of credit to present to their guidance counselor.

UNOFFICIAL TRANSCRIPTS
An unofficial transcript indicates the courses, grades, and credits for the student’s work completed and/or in progress. Parents and students can request an unofficial transcript at any time to ensure that all student course work has been accurately recorded. Parents and students can request an unofficial transcript from their advisor.

OFFICIAL TRANSCRIPTS
Official transcripts are available to agencies and institutions that submit a formal request and will reflect the student’s current academic status. Agencies and institutions can request an official transcript from the school’s Secretary or Data Manager. Parents and students can also request official transcripts. Parents and students can request an official transcript from their advisor.
CHANGE OF ADDRESS
Parents are required to inform the school of any changes in address, telephone numbers, email addresses, or other contact information. Please inform the Advisor, Secretary, or Data Manager of any such changes.

PHYSICAL EDUCATION
Physical Education requirements may be satisfied by participating in organized lessons, activities and events. Prior to completing and submitting activities for credit they should be approved by the Student Advisor. Activities will be reviewed to determine if they satisfy the school's requirements. Up to 5 PE credits may be earned in this manner.

EXTRACURRICULAR AND INTERSCHOLASTIC ACTIVITIES
The State of Colorado has established statutes that pertain to online school students participating in extracurricular and/or interscholastic activities.

22-30.7-108. Extracurricular and interscholastic activities.

(1) A student who is participating in an on-line program, other than a student who is participating in the on-line program after having been expelled from a public school, may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school or offered by a private school, at the private school's discretion, as provided in section 22-32-116.5.

(2) As used in this section, "extracurricular or interscholastic activity" shall have the same meaning as "activity" as set forth in section 22-32-116.5 (10) (a).

A student should contact their advisor if they have additional questions about their participation in extracurricular and interscholastic activities.

ASSESSMENTS
Denver Online students are required and expected to participate in all state and district required assessments listed above that apply to their grade or language status. Student and/or parents with a strong objection to the assessments listed above that would result in refusing to participate in testing are encouraged not to choose to enroll in Denver Online as not participating will result in a lowering in the school's accreditation rating. Assessment results will be reported to the state, parents and community as appropriate.

Student assessment and testing shall be carried out in school in order to improve the instructional program, assess the progress of individual students in relation to standards, and assess the progress of the students within the curriculum.

Students will be assessed in a comprehensive system developed in support of state requirements and the school's mission and vision statements. Assessments will include those required by the state and others developed or selected by a team of teachers, parents, students, community members and administrators, as appropriate, and reviewed prior to use with students. Assessments will be subject to periodic review and revision.
**Required State Assessments**

All public school students are required by the Colorado Department of Education to participate in the State Assessments, and all other assessments mandated by the state. This includes, but is not limited to:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grades/Other</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA Measure of Academic Progress (MAP)</td>
<td>9-12</td>
<td>TBD – 3x/year – Fall, Winter, Spring</td>
</tr>
<tr>
<td>PSAT 9</td>
<td>Grade 9</td>
<td>TBD - Spring</td>
</tr>
<tr>
<td>PSAT</td>
<td>Grade 10</td>
<td>TBD – Spring</td>
</tr>
<tr>
<td>CMAS Science/Social Studies</td>
<td>Grade 11</td>
<td>TBD – Spring</td>
</tr>
<tr>
<td>SAT</td>
<td>Grade 11</td>
<td>TBD - Spring</td>
</tr>
<tr>
<td>WIDA Screener</td>
<td>Grades 9-12 for students that indicate a language other than English is spoken in the home on their Home Language Survey</td>
<td>Upon enrollment</td>
</tr>
<tr>
<td>WIDA ACCESS</td>
<td>Grades 9-12 for students who are or have received ELA services.</td>
<td>TBD January</td>
</tr>
</tbody>
</table>

**Benchmark Assessments**

Denver Public Schools recognizes that the regular assessment of student progress is an integral and essential component of the teaching/learning process. Regular and systematic measures of learning are useful guides for parents, teachers, administrators, students, and community members as indicators of individual and group attainment of state and district standards. All assessment shall be designed so that educators can evaluate instructional practices and to initiate appropriate educational support for students use the results. Accommodations shall be made in tests or testing procedures based on the needs of students and as allowed and appropriate for the test. Assessments shall provide an opportunity for students to be measured. Student assessment data is used to establish and revise the school’s goals for improving student performance.

No written or oral test, survey, questionnaire, or examination will be used to elicit personal beliefs or practices of a student or his parents as to sex or religion except with the written consent of the custodian parent(s) or guardian(s) having legal custody of the child. Parents or legal guardians of students who want to become acquainted with the nature of tests and their uses in helping children can receive that information by contacting their Advisor.

As part of Denver Public Schools, Denver Online administers the NWEA Measures of Academic Progress (MAP) three times a year (fall, winter and spring) in the areas of reading, language usage, and math. Students complete the benchmark assessments using an online system in a standardized and proctored environment at the Smedley Learning Center. All students are expected and required to complete the benchmark assessments. The data from these assessments provide information on how students are growing as well as identify areas that teachers and advisors can support students.

2018-19 Student Handbook
DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM STUDENT EDUCATION RECORDS

Except as provided below, written consent of a parent or guardian of a student under 18 or of a student or former student over 18 is required before personally identifiable data from a student's record may be disclosed to any person. Such written consent must include a specification of the records to be disclosed, the purpose(s) of the disclosure, and the party or parties to whom disclosure may be made. Upon request, the person requesting such disclosure shall be given a copy of the material to be disclosed. Whenever personally identifiable data from a student record is disclosed, the party to whom it is disclosed must be notified that the information is confidential and shall not be re-disclosed to third parties without consent of the parent or guardian of a student under 18 or the student or former student if over 18.

Personally identifiable information concerning students may be disclosed without consent as set forth below:

1. To professional staff of the school that has a need for such information arising out of their duties. Whenever the educational need of the staff member requesting access to a student record is not clear to the records custodian, the custodian should consult with the principal before granting access to a student's records.

2. When required by court order or lawfully issued subpoena. However, before releasing student records under court order or subpoena, reasonable efforts must be made to notify the parent or student, as appropriate, that the information is to be released.

3. To officials of another school or school system in which the student seeks or intends to enroll upon receipt of a written request for the transfer of student education records from such officials. Upon request the parent or student as appropriate shall be given a copy of all records transferred.

4. To Federal and State officials as provided in the Family Educational Rights Act of 1972 and regulations promulgated there under. Any such disclosures must be cleared with the Principal.

5. To appropriate parties in the case of an emergency when disclosure is required to protect the health and safety of the student or other persons. In determining whether to disclose data under such circumstances, the following factors must be taken into account:
   a. The seriousness of the threat to the health and safety of the student or others;
   b. The need for the information to meet the emergency;
   c. The capacity of the persons to whom the information is to be released to deal with the emergency; and,
   d. The extent to which time is of the essence in dealing with the emergency.

6. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.

2018-19 Student Handbook
NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Denver Online protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by IDEA) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means Denver Online. For all students, the educational agency maintains education records that include but are not limited to:

Personally identifiable information is confidential information that includes but is not limited to the students’ name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.

Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student’s education records. They are:

Parents have the right to inspect and review a child’s education record. Denver Online will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While Denver Online cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Denver Online will decide whether to amend the record and will notify the parents in writing of its decision.

If Denver Online refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

2018-19 Student Handbook
Denver Online will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student’s name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. “Destruction” of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

“Consent” means: the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, Denver Online discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Denver Online to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

**NON-DISCRIMINATION TITLE IX STATEMENT**

School is an equal opportunity educational institution and will not discriminate on the basis of race, color, or national origin, sex, or handicap in its activities, program, or employment practices as required by Title VI, Title IX, and Section 504.
BEHAVIOR POLICIES

ATTENDANCE
In accordance with State statute, Denver Online maintains high standards when it comes to student attendance. While the schedule for students is very flexible and open for 24/7 learning, students are expected to demonstrate consistent and adequate weekly progress in order for them to count their attendance for the week. Courses are set up in a manner that defines the work a student must complete in a week so that they “attend school,” progress adequately, and earn the credit they are attempting. Student attendance is also taken for required in-building days such as Connection Days, Focused Support Days, GradPrep Fridays and any other day that the student is required to be on-campus (as required by administration).

All public schools are required to notify parents, on an annual basis, of their obligations according to section 22-33-104 of Colorado Revised Statute. The following two paragraphs below serves as that annual notification:

Every child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years, except as provided by this section, shall attend public school for at least the following number of hours during each school year: One thousand fifty-six hours if a secondary school pupil;

The general assembly hereby declares that two of the most important factors in ensuring a child’s educational development are parental involvement and parental responsibility. The general assembly further declares that it is the obligation of every parent to ensure that every child under such parent’s care and supervision receives adequate education and training. Therefore, every parent of a child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years shall ensure that such child attends the public school in which such child is enrolled in compliance with this section.

Click here to read Section 22-33-104 of Colorado Revised Statute in its entirety.

Denver Online will monitor student attendance and report habitual absenteeism in accordance with this policy. The school will implement a series of interventions designed to positively affect student attendance prior to reporting students who are under the age of 17 to truancy court or providing an avenue for transition to another program that better suits their needs.

EXCUSED ABSENCES
All absences are considered unexcused without proper communication and documentation. The following are valid excuses for absences and tardiness and should be discussed and approved by the advisor prior to the occurrence of the absence:

- **Participation in a school-approved activity.** To be excused, the absence must be authorized by an Advisor, and the affected teacher must be notified prior to the absence unless it is clearly impossible to provide such notice.

- **Absence due to illness, health condition, family emergency.** In case of illness or emergency, the parent is expected to call or email the school office or advisor. An explanation is necessary and a doctor’s note may be requested.

2018-19 Student Handbook
• **Temporary absences for agreed activities upon parental request and verification.** Upon parental request, the Advisor and/or his/her designee may temporarily excuse a student for agreed upon reasons. The request should be submitted in writing in advance and should state the reason and duration of the requested absence. An absence may not be approved if it is likely to cause a serious adverse effect on the student’s educational progress. Parental verification that a student was excused from attending school in observance of a religious holiday should be submitted in writing as soon as possible after the absence.

• **Absence resulting from disciplinary actions or suspensions.** Absences due to the temporary exclusion, short-term suspension, or long-term suspension are deemed "excused" for the attendance purposes.

Assignments and/or activities not completed because of an excused absence may be made up in the manner provided by the teacher and advisor. At a minimum, for all excused absences except long-term suspensions, the student shall be provided the opportunity upon his or her return to make up assignments and tests missed by reason of absence if:

• Such assignments or tests have a substantial effect upon the student’s nine-week grade or grades.
• Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

**EXTENDED ILLNESS**

If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments when practical and/or modify the student’s schedule. The school will require medical documentation for extended illnesses.

**UNEXCUSED ABSENCES/TRUANCY**

Any absence where a legitimate excuse, as defined above, is not adequately documented shall be deemed unexcused.

A student’s academic grade or credit in a particular subject or course may be adversely affected because of tardiness or absence to the extent and upon the basis that:

• The student's attendance and/or participation is related to the instructional objectives or goals of the particular subject or course; and/or
• The student's attendance and/or participation have been identified by the teacher pursuant to policy of the school as a basis for grading, in whole or in part, in the particular subject or course.

Denver Online has outlined a process to support those students who are accruing unexcused absences that includes both supportive and punitive interventions.

**ATTENDANCE MEDIATION WORKSHOPS**

Each quarter, the school may hold an attendance mediation workshop for students who are consistently not meeting attendance expectations. The purpose of the workshop is to provide a restorative approach prior to addressing a chronic attendance problem with more punitive measures. Students and parents will be invited to attend, listen to presentations regarding attendance, discuss the student’s attendance and problem-solve with the student strategies to address the problem.

2018-19 Student Handbook
**Dress Code**

**Dress Code Core Beliefs:** Denver Online High School’s student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible. Our student dress code is designed to accomplish several goals:
  - Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
  - Allow students to wear clothing of their choice 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 or accessories with offensive images or language, including profanity, hate speech, or pornography.
  - Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
  - Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
  - Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
  - Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Denver Online High School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District’s intent to sustain a community that is inclusive of a diverse range of identities. **The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s).** The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or 2018-19 Student Handbook
oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Fundamental Dress Code Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material.

All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

1. Students Must Wear:
   - Shirt.
   - Bottom: pants/sweatpants/shorts/skirt/dress/leggings
   - Shoes; activity-specific shoes requirements are permitted (for example for sports).
   High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls’ bodies or promoting culturally-specific attire.

2. Students May Wear:
   - Hats, including religious headwear
   - Hoodie sweatshirts (over head is allowed)
   - Fitted pants, including leggings, yoga pants and "skinny jeans"
   - Midriff baring shirts
   - Pajamas
   - Ripped jeans, as long as underwear is not exposed.
   - Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
   - Athletic attire
   - Clothing with commercial or athletic logos provided they do not violate Section 3 above.

3. Students Cannot Wear:
   - Violent language or images.
   - Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
   - Hate speech, profanity, pornography.
   - Images or language that creates a hostile or intimidating environment based on any protected class.
   - Visible underwear
   - Visible waistbands or straps on undergarments worn under other clothing are not a violation.
   - Bathing suits.
   - Helmets or headgear that obscures the face (except as a religious observance).

Any violations of the above dress code will be addressed by the principal or principal designee. This dress code was inspired by the Oregon NOW Model Dress Code (February, 2016).

Student Code of Conduct

Denver Online exists to educate its students. The school will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity of any member of the school community, or threaten the integrity 2018-19 Student Handbook
and stability of the school itself. In all cases where student conduct is concerned, we define “substantial disruption” as a significant interference with the mission of Denver Online. Denver Online will utilize a restorative approach when addressing behavior issues in accordance with Denver Public Schools.

School administration will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student’s age and maturity level;
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents, teachers and/or others, as appropriate;
- The student's attitude; and other relevant factors.

STUDENT DISCIPLINE

For a complete explanation of Denver Public Schools' discipline policy, please visit Board Policy JKR.

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

Section One: School Discipline Administration

Section 2: Interventions and Consequences

Section 3: Disciplinary Offenses & Consequences

Section 4: Disruptive Students in the Classroom

Section 5: Suspension and Expulsion Prevention

Section 6: Suspensions and Expulsions

Section 7: Annual Review and Discipline Committees

ACADEMIC HONESTY AND PLAGIARISM

All submitted work is assumed to have been completed only by students. Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work. Students caught cheating or plagiarizing may receive a failing grade for that particular assignment and have their parents or guardians notified.

Plagiarism is the representation of the words or ideas of another as one's own in any academic work. Examples of plagiarizing in an online course include, but are not limited to:
• Using unauthorized aids on an assignment, essay, quiz, or test; having someone, other than the student, complete an assignment, essay, quiz, or test; submitting another person’s work; or rescheduling a deadline on a false excuse.
• Submitting the same work for more than one course or assignment without prior written approval from the instructor(s).
• Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission.
• Destroying, tampering, or altering another student’s work to impede academic progress.
• Signing in to a live session for another student who is not present and/or leaving a session without logging off or without indicating that you have “stepped away”.

To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one’s own word. Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography.

Sometimes, plagiarism can be a subtle issue. Students should be encouraged to discuss any questions about what constitutes plagiarism with the faculty member teaching the course. All instructional staff are required to post an announcement on the plagiarism policy in their course. The educators responsible for monitoring the student’s coursework can help to clarify any confusion concerning the topic of plagiarism.

• **First Offense**: Meeting with the student, parent, teacher and/or administrator. Consequence can include receiving a zero on the assignment.
• **Second Offense (in the same course)**: Meeting with the student, parent, teacher and administrator. Consequence can include receiving an F for the course.
• **Third Offense**: Administration will assemble a committee comprised of teachers, counselor, student(s), and an administrator. The committee will listen to the facts and make a recommendation to the Principal.

**DRUGS, ALCOHOL, AND TOBACCO**
Denver Online **prohibits the possession and/or use of drugs, alcohol, illicit substances or tobacco products on school property or at school-sponsored events**. Violators face a full range of disciplinary action including suspension, expulsion from school and authorities will be contacted. They also may be prosecuted to the fullest extent of the law.

**WEAPONS**
Denver Online and Denver Public Schools prohibits the possession of any weapon(s) on school property or at school-sponsored events. Violators face a full range of disciplinary action including suspension or expulsion from school. They also may be prosecuted to the fullest extent of the law.
The federal Gun Free Schools Act of 1994 states that any student who is determined to have brought a firearm to school, as defined by 18 USCA sec. 921, shall be expelled from the regular school program for at least one year. This shall be modified on a case-by-case basis by the Gun-Free School Act of 1994. Such Modifications may include placement in alternative educational programs. In addition, any student bringing a firearm to school shall be referred to the local law enforcement and/or juvenile justice system as appropriate.

MALICIOUS HARASSMENT
Malicious harassment is defined as intentionally committing one of the following acts because of a perception of that persons’ race, color, religion, ancestry, national origin, gender, sexual orientation, gender identification, or mental, physical or sensory handicap. Denver Online will respond to speech that causes or threatens to cause a substantial disruption of interference with the right of students to be secure and obtain their education.

“Harassment” includes remarks, gestures or physical contact, writing placed on school property or the display or circulation of written materials or pictures derogatory to either gender or to an individual’s sexual orientation. What constitutes sexual harassment is based upon reasonable perceptions of the complainant rather than the intent of the alleged harasser. Students who believe they are victims of harassment should report such occurrences to a Denver Online school official.

BULLYING
Bullying is a form of harassment. Bullying is defined as the repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. Cyberbullying is defined as using technology to deliberately and repeatedly harass or intimidate. It may include but is not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender-based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within the school. Such conduct is disruptive to the educational process and, therefore, bullying is not acceptable behavior in Denver Online and is prohibited.

ACCEPTABLE USE OF TECHNOLOGY
Denver Online students are responsible for appropriate behavior on the school’s computer systems, just as they are in a brick-and-mortar classroom or at a school event. Communications on the Internet are often public in nature. The use of the school computer and computer systems is a privilege, not a right. Students should have no expectation of privacy when using the school’s computer systems. The school may deny the use of school computer equipment to any student who abuses that privilege.

Students are personally responsible for their actions in accessing and utilizing the school’s computer resources. Students are advised never to access, keep, or send anything they would not want their parents or teachers to see. With regard to privacy, computer storage areas may be treated like the “traditional” school lockers.

Denver Online administrators reserve the right to monitor any student communication that passes through school servers. Administrators may review communications files to maintain system integrity. This will ensure that students are using the computer system responsibly.

2018-19 Student Handbook
Students should never download or install any commercial software, shareware, or freeware onto their computers unless they have documented permission from the technical support staff at Denver Online.

Students should not use profane, abusive, or impolite language when communicating online. They should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents immediately who should then contact Denver Online with this information.

Denver Online expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes;
- Students will restrict their access to material deemed appropriate by staff and parents;
- Students will use appropriate conduct toward others;
- Students will observe and respect license and copyright agreements;
- Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet.)

The following types of access are considered inappropriate uses (not limited):

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination;
- Using the access for illegal or prohibitive acts;
- Attempts to access any resources that are restricted, confidential or privileged;
- Posting chain letters;
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment;
- Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password;
- Posting personal contact information;
- Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult;
- Attempts to disrupt access;
- Causing damage to or changing function, operation or design of the technology;
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language;
- Harassing another person;
- Posting false or defamatory information;
- Plagiarizing information found on the Internet;
- Disregarding the rights of copyright owners on the Internet;
- Posting Web pages without the consent of a teacher or authorized adult.
- Buying or selling any products or services

We ask that parents help monitor their children’s compliance with these standards. Students who violate these standards may face a loss of Internet access, other disciplinary measures, and/or legal action.
ADDITIONAL RESOURCES

WEBSITE - HTTP://ONLINE.DPSK12.ORG

DENVER PUBLIC SCHOOLS – HTTP://WWW.DPSK12.ORG

SOCIAL MEDIA
Facebook: https://www.facebook.com/dpsonline
Twitter: https://twitter.com/DPSOHS

CALENDAR, NEWSLETTER, LINKS - HTTP://ONLINE.DPSK12.ORG/RESOURCES/