



DMPS Virtual Campus Handbook 2019-20

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DMPS Virtual Campus Vision and Mission

Vision:

We are committed to ensuring equitable access and outcomes for each learner.

Mission:

DMPS Virtual Campus empowers all unique learners to:

- Thrive, learn and belong in a personalized, technology-based learning environment.
- Achieve through relevant, rigorous, standards-driven learning opportunities
- Take ownership in their path to college and career readiness.

School Contact Information

Administration

Name:	Position:	Contact:
Jon Mendoza	Director of Virtual Campus	Jonathon.mendoza@dmschools.org 515-242-8502

Technology Support

Role/Content	Name	Extension
Technology Help Desk	General Technology Help Line	8161
Info System & Security, Research & Data Management	Margi Neve	
Data Systems Analyst, Research & Data Management	Kim Martorano	8505
District Registrar	Natalie Coffey	

Virtual Campus Staff:

Role/Content	Name	Contact
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The School Calendar:

- Virtual Campus will have its own school calendar, attached below
- Our school will be split into 4 terms:
 - Term 1: August 28th – October 30th @ Midnight
 - Term 2: November 6th – January 15th @ Midnight
 - Term 3: January 21th – March 13th @ Midnight
 - Term 4: March 26th – May 28th @ Midnight
- All holidays will be in effect with Virtual Campus. Holiday breaks experienced by the Traditional classroom student, will also be in play for Virtual Campus Students.
- **Snow Days**
 - If the District has a snow day, the students are not required to work online that day. This could result in Virtual Classroom Teacher giving extra time for assignments or adjusting their schedule. This will be decided per Virtual Classroom Teacher.
- **Seniors**
 - Last day for Seniors will be on May 20th. All coursework will need to be complete and turned in by May 20th at 4:00 pm.
 - All seniors this year will walk with their Home Attendance High School. Please pay attention to communications from your Home Attendance School on graduation information, cap/gown fitting, etc.
- **F/IE**
 - There will be a small F/IE (Failed Insufficient Evidence) period after each term before the next term. This period is for students who had insufficient evidence for certain topics to turn in work to provide sufficient evidence before the next term starts. F/IE periods are below for each term:
 - Term 1 F/IE: October 31 – November 5 @ 1:00pm
 - Term 2 F/IE: January 16 – January 20 @ 1:00pm
 - Term 3 F/IE: March 14 – March 20 @ 1:00pm
 - Term 4 F/IE: June 1 – June 4 @ 1:00pm



Virtual Campus
2019-2020 SCHOOL YEAR
STUDENT CALENDAR

Parent and Student
Calendar

CALENDAR LEGEND

- First/Last Day of School
- No School/FIE Period
- No School

July 2019				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
August 2019				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
September 2019				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
October 2019				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
November 2019				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
December 2019				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
January 2020				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February 2020				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March 2020				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
April 2020				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
May 2020				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Dates/Events

- Aug 28 First day of school for students
- Sept 2 Labor Day
- Sept 26 MAP Testing (9AM-12PM)
- Oct 1 MAP Testing Make-Up (9AM-12PM)
- Oct 16 Conferences (3PM- 6PM)
- Oct 30 End of First Term
- Oct 31 **No School – May be reserved for conferences
- Nov 1-5 Fall Break for students
- Nov 5 Election Day – No School
- Nov 6 First day of Term 2
- Nov 27-29 Thanksgiving Break
- Dec 13 No School
- Dec 18 Conferences (3PM-6:30PM)
- Dec 23-Jan 1 Winter Break
- Jan 15 1st Semester Ends
- Jan 16-20 Semester Break for Students
- Jan 20 Martin Luther King, Jr. Day – No School
- Jan 21 First day of second semester (Term 3)
- Feb 25 ACTs for 11th grade only;
No School for K-10 & 12th grades
- Feb 26 Conferences (3PM-6:30PM)
- Mar 13 Last day of Term 3
- Mar 16-20 Spring Break
- Mar 26 First day of Term 4
- Mar 26-30 State Testing- ISASP
- Apr 27 No School
- Apr 30 Spring MAP Testing
- May 5 MAP Testing Make-Up (9A-12P)
- May 6 Conferences (3PM-6P:30M)
- May 20 Last day of school for 12th grade
- May 25 Memorial Day
- May 29 & June 1-4 Reserved for inclement weather make-up days

* Date subject to change

****Each building will set its own parent/teacher conference dates and times. These are days that can be used as there will be no school.**

Roles and Responsibilities

Parent/Guardian

- Maintain contact with teachers and school support staff to ensure student success
- Communicate at least once monthly with student's roster teacher to receive progress and performance updates
- Maintain accuracy of home address, phone number(s), and email address(es)
- Ensure student participation in state testing and provide transportation for student when needed
- Visit virtualcampus.dmschools.org to get set up for "Parent Canvas Access" to stay in the loop with student's courses, due dates, etc.
- Help student establish an acceptable environment and/or workspace for them to be successful in an online modality.
- Assist students in making proper contacts for any technology needs and/or issues.

Student

- **Communication** – Students are required to communicate with their instructors for a variety of reasons. Students should respond to their teachers in a timely fashion.
- **Academic Honesty** – Virtual Campus requires the original work of all students and in so doing, prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.
- **Self-Motivation** – Students can direct their own learning environment and procedures to fulfill course requirements enabling them to achieve individual academic success.
- **Independent Learning Style** – Online courses give students the opportunity to set their own pace (within semester timeframes) for learning, eliminating the stress of feeling rushed or pressured during the learning process.

- **Computer Literacy** – Students should know basic computer skills such as utilizing electronic email, maneuvering through the Internet, as well as basic keyboarding skills.
- **Canvas 101**- Students will be required to take Canvas 101 prior to participating in Canvas/Virtual Campus courses, to ensure competency with program.
- **Time Management Skills** – Students must be capable of organizing and planning their “time frame for learning.” Students can do their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete course requirements.
- **Pace** – All courses have a pacing guide for modules as well as individual assignments. These guides assist the student to manage time realistically and effectively.
- **Reading Competency** – All coursework is delivered in written format, online, requiring students to read at or near grade level in order to be successful in understanding the material presented.
- **Effective Written Communication Skills** – Students will use email, discussion boards, and essay type questions to communicate with their instructors and peers. The ability to write clearly and communicate ideas and assignments is essential.
- **Personal Commitment** – Because this learning environment has no bells to begin and end classes, students must have a personal desire to learn and achieve knowledge and skills via online courses. Successful online students are those who decide for themselves that online learning is a choice they have made.

MTSS – Multi-Tiered Systems of Support

MTSS is a process by which schools use data to identify academic supports for each and every student and their individual needs. The process provides students with evidence-based instruction and interventions matched to their needs and monitors student progress to improve their educational outcomes.

MTSS is a decision-making framework composed of evidence-based practices in assessment and instruction. It works towards educating all children to high levels of proficiency.

The MTSS process takes place within universal, target, and intensive levels of instruction. Each of these levels provides increasingly intensive instruction, based on the student needs, to support student progress toward proficiency. Below is our 3 tiers of increasingly intensified supports provided for Virtual Campus online:

TIER 1 – (all students receive)	TIER 2 – (supplemental)	TIER 3 – (Intensive instruction)
<p>Core Instruction for all students. Preventative and Proactive measures.</p> <ul style="list-style-type: none"> ✓ Readiness screener/exit survey ✓ Vetted courseware & Level 3 task/instruction ✓ Communication between Teacher and Student 2-3 times a week in addition to academic feedback ✓ Scope: SEL, Content, personalized support ✓ Pacing suggested progress monitoring ✓ State & District Assessments ✓ Digital materials and online access. ✓ Instructor Office hours by appointment ✓ Case Mgt/Advisory for each student ✓ Individual, small group, and whole group instruction once per week ✓ Collaboration opportunities weekly with peers 	<p>Risk Reduction. Supplemental and will reach some students in addition to TIER 1 supports.</p> <ul style="list-style-type: none"> ✓ Additional tasks/materials/opportunities at Level 2. ✓ Leveled materials provided in response to data. ✓ Could include additional synchronous tasks. ✓ Communication 3-4 times per week in addition to academic feedback. ✓ Face-to-face communication when using the Tier 2 strategies. ✓ Parent communication. ✓ Connections w/ outside resources (SPED, ELL, GT) ✓ Pacing provided with a line of trajectory. ✓ More personalized Case Management. 	<p>Functionally, Individualized for few highly specifics in addition to TIER 1 & 2 supports.</p> <ul style="list-style-type: none"> ✓ Highly personalized ✓ Daily Communication in addition to academic feedback ✓ Weekly Parent Communication and Involvement ✓ Assistive Technology Ready ✓ Increase in visual/verbal communication

Attendance/Enrollment/Registration

Attendance Policy

Punctual attendance is an integral part of the learning experience and is required of all students to receive the maximum benefit of the educational program.

There is a strong correlation between good attendance and successful completion of high school courses. Students who receive excessive excused absences can expect that their learning will be affected even though work may be made up. Anytime

students, parents/guardians, teachers and/or administrators are concerned about a student's attendance, they are encouraged to contact the appropriate party. Certain absences may be excused under this policy, but students will still be required to make up work missed due to an absence.

Required Instructional Hours

In order to meet the state's requirements, families are recommended to have their student complete the following minimum hours of schooling each week:

Hours a Day	Hours a Week	Hours a Year
6 hours	30 hours	1080 hours

- All courses will be "Syllabus Guided" providing a suggested structure for students to utilize throughout each course.
- All holiday breaks experienced by the Traditional classroom student, will also be in play for Virtual Campus Students.
- Snow Days
 - If the District has a snow day, you will be informed by administration, and students are not required to work online that day. This could result in Virtual Classroom Teacher giving extra time for assignments or adjusting their schedule. This will be decided by the individual Virtual Classroom Teachers.
 - If school is canceled on office hours day, there will not be office hours on that day; however, online communication will still be available

Good Academic Standing

A student demonstrating adequate participation (and therefore progress) in school is based on several criteria and is a combination of measures. These measures include assignment and module completion, student engagement, course percentage completion, and amount of communication with the teacher. Students are expected to submit assignments in each course every week school is in session. A student is in good academic standing based on weekly progress and work submissions as defined by course pace charts and percent complete, as well as regular communication with teachers. Therefore, even though we may be recording a high number of student log ins, failure to make adequate weekly progress and/or regular communication with teachers, in all courses, may place the student at risk for disenrollment.

In order to maintain progress, the parent/guardian must ensure that the following activities are taking place:

- Student completes assigned lessons and assessments.
- Student participates in educational activities for an appropriate number of hours.
- Student maintains at least weekly contacts with teachers.
- Student is able to demonstrate that he/she is doing his/her own schoolwork.
- Student attends all mandatory state testing.
- Parent/guardian has communicated with the advisory teacher or online manager in advance if he/ she needs to deviate from the regular school calendar.

Registration/Enrollment -

Enrollment for the 2019-20 school year is open. Depending on when you enroll, you might be rolled over to the next term. Make sure you are enrolling 7 days prior to the next term to ensure your enrollment is accepted into that upcoming term. Orientation to pick up technology will be happening within the 7 day windows before each term.

To enroll into Virtual Campus, please visit our website at virtualcampus.dmschools.org

There are currently two ways to register online:

1. **Current DMPS families with parent portal accounts** will have a link to register inside their parent portal account which has already opened. Click on the link to verify information, upload relevant documents and complete the mandatory annual online registration process.
 - a. Register in your attendance area school for 2019-20 school year. We will then enroll you into Virtual Campus.
2. **Families new to the district** must contact the DMPS Welcome Center by visiting 2100 Fleur Drive in Des Moines or calling 515-242-7371.

-For more access to enrollment/registration information and forms, or to register online, please visit <https://www.dmschools.org/enrollment-registration/>

-For any other Registration/Enrollment questions, please contact Heather Menninga, **our Project Executive Assistant** at 515-242-8483, or email at jonathon.mendoza@dmschools.org

Un-Enrolling Students/Drop Classes

Per the Attendance Policy, excessive absences are defined as more than two unexcused absences in one school year or chronic excused absences. After 10 consecutive days of absences and no communication from student or parent and without confirmation of the student's return, the student will be un-enrolled.

SCHOOLS/STAFF SHOULD MAKE EVERY ATTEMPT TO CONTACT STUDENTS AND PARENTS TO NOTIFY, AND HELP STUDENTS GET BACK ON TRACK.

UPDATE:

- For first communication/warning, in the event that a student is not participating in classes or in attendance for 5 days, the course instructor will make proper contact to student.
- If student is not participating in classes for 10 days, student and parent will be contacted
- . If the student does not come in that assigned Wednesday, student will be dropped/unenrolled from Virtual Campus and/or referred for a placement in another setting. If students come to the mandatory Wednesday meeting with teachers, they will be put on academic probation and fill out an Academic Contract with teachers to begin to participate and complete materials within one week. If multiple interventions prove to be unsuccessful and the student does not fulfill the contract by the next week (following Wednesday) that was signed by student and teachers, student will be dropped/unenrolled from Virtual Campus and/or referred for a placement in another setting.

Withdrawal/Drop

- Drop allowable during first 10 days of course with no penalty.
- Day 11 through Day 15 of course would result in a withdrawal (W) with a documented end date.
- Extenuating circumstances would be allowable up to and including Day 18 of course.
- Withdrawal after Day 15 of course would be recorded as a failure.

Prerequisites/Placement in Courses/Graduation Requirements

- Student placement into courses is based upon academic appropriateness as determined by the student, parent, school counselor, and school administrator.
- Students may be placed in courses in order to meet graduation/promotion requirements, acceleration needs, and/or remediation needs
- **Students and families are encouraged to work with their school counselor to determine their academic plans and their eligibility for educational programs.**

Diploma Information

DMPS Virtual Campus students will earn their diploma from their Home HS (primary enrollment location) upon successful completion of their districts graduation requirements.

Promotion

- Full Time Student
 - Take a minimum of 4 classes/2.0 credits a semester so they are considered full time and eligible to receive federal funding, qualify for child support, and ss.
- Cap on Classes/Credit
 - In order to consider a healthy balance of coursework, students cannot take more than 6 classes/3.0 credits per semester.

Considerations for Early Graduation Students

- Students eligible for early graduation have some important things to consider as they choose a January or May diploma date. The date on the diploma can affect federal funding, college scholarship eligibility, child support, and social security. Students and their families should use the following information to make a choice that is right for them and their particular situation.
- If a student chooses to graduate in January, they are permitted to participate in May with the rest of their graduating class, as DMPS does not currently

hold a January commencement program. These students will then have a diploma dated with a January graduation date and are not allowed to attend school or required to take additional classes during the second semester. The diploma will also be held until May.

- If a student meets graduation requirements at the close of S1, they may continue S2 and graduate in May with the rest of their graduating class. These students will then have a diploma with a May graduation date.

Courses Available

To see the updated available courses for the 19-20 school year, please visit our website at virtualcampus.dmschools.org/courses

Graduation Requirements and Planning

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits

Required Credits for Graduation

For students in the Classes of 2017-2020, the following credits must be fulfilled to graduate and earn a diploma:

REQUIREMENTS	UNITS OF CREDIT
Social Studies REQUIRED: US History, US Government, Economics or Microeconomics, and 1.0 additional credit in history	3.0
English REQUIRED: English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English	4.0
Mathematics REQUIRED: Semester 1 and 2 of Algebra I (or higher level math course)	3.0
Science HIGHLY RECOMMENDED: Biology, Chemistry, Physics, Earth Science	3.0
Applied/Fine Arts	1.5
Physical Education REQUIRED: In compliance with Iowa law, students must be enrolled in physical education at least 1 semester each year while in high school, and must complete CPR training.	1.0
Electives	7.5
TOTAL	23

Career and Technology Education & Health Education

These programs are coded to meet Offer & Teach Requirements and preserve concurrent funding. Students must be given the opportunity to enroll in CTE programs at Central Campus.

21st Century Skills

As a part of the 23 required credits for graduation, all students must complete coursework in Financial Literacy, Health Literacy, Technology Literacy, and Employability Skills. Beginning with the class of 2021, students will be required to complete a Family Life and Consumer Sciences course in addition to Financial, Health, Tech, and Employability requirements to meet the 21st Century Skills graduation requirements. Below are the courses that meet each of these requirements. They are noted with the symbols on the course catalogs listings. Students must complete at least one course from each category of skills. Once completed, the transcript will be tagged as meeting the 21st Century Skills requirements.

These are the CTE/21st Century Skills classes available and being offered for the 2018-19 school year at Virtual Campus

<i>Course #</i>	<i>Course Title</i>
<i>CTE101</i>	<i>Future Ready</i>
<i>CTE301</i>	<i>Future Set (in Dvlpt)</i>
<i>FCS201</i>	<i>Relationships</i>
<i>BUS333</i>	<i>Computer Apps I</i>

Post-Secondary Readiness Requirements

There are several paths that students can choose from for success after completing high school. The guide below can help students and their families have conversations with school counselors as they make decisions about their goals for after graduation and the choices they need to make in high school to reach those goals.

High School Diploma

English	English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English
Math	Semester 1 and 2 of Algebra I (or higher level math course), and 2.0 additional credits in Math.
Science	3.0 credits in Science.
Social Studies	US History, US Government, Economics or Microeconomics, and 1.0 additional credit in history
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.

World Languages	World Languages count toward the 7.5 required elective credits.
Physical Education	At least one semester each year of high school, and must complete CPR training.

Career & Technical, Apprenticeship, and Industry Certification Programs

English	English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English
Math	Semester 1 and 2 of Algebra I (or higher level math course), and 2.0 additional credits in Math.
Science	3.0 credits in Science.
Social Studies	US History, US Government, Economics or Microeconomics, and 1.0 additional credit in history
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	World Languages count toward the 7.5 required elective credits.
Physical Education	At least one semester each year of high school, and must complete CPR training.

Regents Institutions (U of I, UNI, ISU)

English	Four years with an emphasis on the communication skills of writing, reading and listening, and the analysis and interpretation of literature. In addition, courses in journalism and media literacy will be valuable.
Math	Four years, one in each year of high school. While advanced courses like calculus and statistics are good, it's more important that you gain a complete understanding of advanced algebra and trigonometry.
Science	Three years, one in each year of high school. To be really prepared, take at least one year each of biology, chemistry, and physics.
Social Studies	Three years are essential, but four is better. Take at least one year each of U.S. history and world history. Additional courses in anthropology, economics, political sci., psychology, and sociology provide important understandings.
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	World Languages count toward the 7.5 required elective credits.
Physical Education	At least one semester each year of high school, and must complete CPR training.

Highly Selective Colleges & Universities

English	Four years with an emphasis on the communication skills of writing, reading and listening, and the analysis and interpretation of literature, including AP credit. In addition, courses in journalism and media literacy will be valuable. Extracurricular activities in debate, speech, newspaper, and yearbook will further develop essential competencies.
Math	Four years, one in each year of high school, including advanced math courses like calculus and statistics.

Science	Four years, one in each year of high school. To be really prepared, take at least one year each of biology, chemistry, and physics, and an AP Science course.
Social Studies	Four years, one in each year of high school. Take at least one year each of U.S. history and world history, and an AP Social Studies course. Additional courses in anthropology, economics, political sci., psychology, and sociology provide important understandings.
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	World Languages count toward the 7.5 required elective credits.
Physical Education	At least one semester each year of high school and must complete CPR training.

Ready-To-Graduate Course Planner

All students must complete a set of required courses in English, Social Sciences, Mathematics, Science, Applied/Fine Arts and Physical Education, plus elective credits. The planner below is designed to help students, families and counselors determine a plan of study with the goal of graduation.

		9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	4.0 credits	English I <input type="checkbox"/> completed	English II <input type="checkbox"/> completed	English III or AP Lang <input type="checkbox"/> completed	Choose from an additional English credit course. <input type="checkbox"/> completed
Math	3.0 credits	Algebra I <input type="checkbox"/> completed	Math Course: <input type="checkbox"/> completed	Math Course: <input type="checkbox"/> completed	Math Course (if less than 3.0 credits are earned) <input type="checkbox"/> completed
Science	3.0 credits	Science Course (Biology recommended): <input type="checkbox"/> completed	Science Course (Chemistry recommended): <input type="checkbox"/> completed	Science Course (Conceptual Physics or AP Physics recommended): <input type="checkbox"/> completed	Science Course (if less than 3.0 credits are earned): <input type="checkbox"/> completed
Social Studies	3.0 credits	20 th Cent. World History <input type="checkbox"/> completed	US History or SS Elective <input type="checkbox"/> completed	US History or Economics SS Elective or <input type="checkbox"/> completed	US Government or Economics <input type="checkbox"/> completed

Physical Education	1.0 credit	At least one semester each year: 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th <input type="checkbox"/> <input type="checkbox"/> completed CPR training			
Fine/Applied Arts	1.5 credits	Courses: <input type="checkbox"/> completed	Courses: <input type="checkbox"/> completed	Courses: <input type="checkbox"/> completed	Courses: <input type="checkbox"/> completed
Electives & 21st Century Requirements	7.5 credits	Financial Literacy Course: _____ <input type="checkbox"/> completed Health Literacy Course: _____ <input type="checkbox"/> completed Technology Literacy Course: _____ <input type="checkbox"/> completed Employability Skills Course: _____ <input type="checkbox"/> completed <i>Beginning with the class of 2021</i> Family Life/Consumer Sciences Course: _____ <input type="checkbox"/> completed Additional Electives to reach 7.5 credits: _____ <input type="checkbox"/> completed _____ <input type="checkbox"/> completed _____ <input type="checkbox"/> completed _____ <input type="checkbox"/> completed _____ <input type="checkbox"/> completed			

Credit Acquisition for Grade Level Advancement

In order to be considered on track to graduate with your class, credits must accumulate to...

- 5.75 credits going into your sophomore / 10th grade year
- 11.5 credits going into your junior / 11th grade year
- 17.25 credits going into your senior / 12th grade year
- 23.0 credits for graduation and diploma

Credit Transfer Policy

Students seeking to transfer credits from another accredited high school program must submit a transcript to the district registrar. Since high school programs vary in rigor and content, only an evaluation by the DMPS Office of Academics will determine the number of credits transferred and whether those credits will be applied as an elective or required credit for graduation. DMPS reserves the right to only recognize credits awarded by appropriately accredited institutions and earned

in courses aligned to standards used by DMPS curriculum. If possible, prior approval should be sought by students who are transferring for a short period of time and plan to return to DMPS (example: a summer school program delivered online) to ensure credits will be recognized.

Academic Audit Policy

Students entering DMPS without transcripts:

Students enrolled in credit bearing classes may participate with an (automatic) audit status if enrolled within the last nine weeks of the semester. At any time an audit status may be changed to credit status at the request of the teacher if the student demonstrates the evidence to fulfill course requirements. The parents/guardians and student will be notified of audit status at the time of enrollment when the Academic Audit Request Form is signed.

If a student has been enrolled in a course for longer than nine weeks, then an audit may be approved by the building principal/designee for educationally sound purposes. A parent/guardian and the student must approve and sign the Academic Audit Request Form. All academic audit requests for students enrolled for longer than nine weeks must be completed four weeks before the end of the semester.

Students with low levels of English language proficiency entering DMPS with transcripts:

Students who enter DMPS with transcripts but have low levels of English language proficiency may qualify to audit a course for educationally sound purposes.

All other students entering DMPS with transcripts:

No audit is necessary. When handling transfers from outside the district from non-SRG schools, we want to honor the work of students transferring into our classrooms. Please refer to the Mobility section on Guiding Practice 3 in the DMPS Grading Practices Handbook for this process. The handbook can be found at <http://grading.dmschools.org> .

Student Enrollment for Credit in Summer School

Code 622:

High school credit for summer school is obtainable only if performance standards for those courses are the same as the standards required during the regular school

year. Credits earned may apply toward high school graduation and/or college graduation.

Educational Equity Statement

The Des Moines Independent Community School District does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

The Des Moines Independent Community School District offers career and technical programs in the following service areas:

Agriculture, Food, & Natural Resources; Arts, Communication, & Information Systems; Applied Sciences, Technology, Engineering, & Manufacturing; Health Sciences; Human Services; and Business, Finance, Marketing, & Management. Career & Technical Education courses delivered at home high schools have no admissions requirements beyond the prerequisites listed with the course description. Central Campus is open to all qualifying high school students regardless of home district. Criteria for enrollment in Central Campus programming with requests exceeding capacity is as follows: the student expresses strong interest in a career path, is credited as a junior or senior (does not apply to courses designed for sophomores or three-year programs), has met prerequisites at their home high school, is on track to graduate, has a strong attendance record, demonstrates strong citizenship skills, and enrollment would increase opportunities for underserved populations. No one indicator is a deciding factor in enrollment. Students not meeting these criteria may work with their counselor and school administrator to seek an exception

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District Equity Coordinator, 2323 Grand Ave, Des Moines, IA 50312; phone: 515-242-7662. Complaints can also be directed to the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, IA 50319-1004, (515) 281-4121, or Region VII Office for Civil Rights, Citigroup Center 500 W. Madison Street, Suite 1475 Chicago, IL 6066.

Grading and Reporting

Des Moines Public Schools commits to all stakeholders to provide *fair, accurate, specific, and timely* information regarding student progress towards agreed-upon common standards as well as feedback for next steps and growth areas. In order to meet these commitments, DMPS uses standards-referenced grading – instructional approaches that are aligned to learning standards. There are six grading practices implemented to serve as a common framework district wide:

DMPS Grading Practices	
Six Grading Practices implemented district wide to serve as a common framework:	
1	A consistent 4-point grading scale is used.
2	Academic achievement is reported separately from behaviors.
3	Scores are based on a body of evidence.
4	Achievement is organized and reported by learning topic. In secondary schools, topic scores are converted to a grade at semester's end.
5	Students have multiple opportunities to demonstrate proficiency.
6	Accommodations and modifications are provided for exceptional learners.

Content Scales

In the Des Moines Public Schools standards-referenced grading framework, content scales are tables that hold four performance levels. The performance levels describe "how good is good enough" for a student to show understanding of meeting a standard.

WHAT DO THE LEVELS MEAN?	
Des Moines Public Schools' content scales have four levels. In a broad sense, across all content areas, these are the descriptors for the four performance levels:	
LEVEL 4	In addition to exhibiting Level 3 performance, students demonstrate in-depth inferences and applications that go beyond the goal.
LEVEL 3	Students demonstrate they have the ability to meet the standard. There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that make up the goal.
LEVEL 2	Students demonstrate basic foundational knowledge of the goal, including recalling or recognizing vocabulary critical to the goal. There are no major errors or omissions regarding the simpler details and processes, BUT there are major errors or omissions regarding the more complex ideas and processes.
LEVEL 1	Student performance reflects insufficient progress towards foundational skills and knowledge. Level 1 is simply not Level 2 yet.

Level 3 represents meeting the standard or meeting the goal. (*Standard* is the same as *learning goal*.)

First, these content scales are created by district educator leadership teams at the secondary level. The scales connect directly to specific topics determined by looking carefully at the Iowa Core and national standards.

Teachers first ensure they understand the scales, then they show the scales to students and engage students in understanding the scales, ensuring *they* understand what's expected for the different levels. Both teachers and students refer to the scales when learning is going on in the classroom.

Teachers know that to leverage classroom learning time, it is often best to start instruction and assessing student learning at Level 3 (proficiency), while sometimes dipping down into a Level 2 learning target, in order to ensure all students meet the learning goal(s) at Level 3. Level 4 is encouraged in order to extend learning for those students who reach proficiency at Level 3 quickly.

Next, tasks, assignments, and common assessments are created by looking at these content scales and determining questions or prompts for evidence that are directly related to learning targets, within a level, in the scale. (Learning targets are those statements within a level that often start with letters A, B, C, etc., or a bullet.) Then, after practicing and working to understand the topics and connected concepts and skills, students are offered many opportunities to give evidence to show that understanding. Teachers assess the evidence against the scale.

Translation of a Score to a Final Grade

Teachers collect a body of evidence for each learning topic. At semester, teachers will examine the evidence and determine a final topic score for each topic. Final topic scores are then averaged and converted to a grade using the following conversion scale:

A (Honors)	3.50-4.00
A	3.00-3.49
B	2.50-2.99
C	2.00-2.49

D	1.75-1.99
F	0.00-1.74

SRG, GPAs, and College Admissions

All scores will be converted to a grade at the end of each semester. Student GPAs will be calculated the same way they always have and transcripts will look the same. Colleges want grade point averages to be an accurate reflection of student learning and understanding. Grades should correlate to a student's performance on high-stakes assessments such as the Iowa Assessments or ACT.

Infinite Campus

There will be a section on Canvas under "Grading" for students to keep up on their scores for assignments, but all final grades will be found and recorded on Infinite Campus.

Special Education/IEP and 504

A student whose individual educational plan (IEP) team or 504 team has determined that virtual instruction is appropriate may be enrolled in a virtual instruction program.

An IEP team meeting is necessary. The IEP team will be composed of individuals in accordance with the requirements of the state.

Gifted Students

Instructional Program Options for Gifted Students

FLVS Full Time provides instructional options to gifted students that allow for numerous opportunities to expand and challenge their learning. FLVS Full Time teachers are sensitive to the varying needs of gifted learners, and our virtual environment fosters individualization and differentiated instruction to meet those unique needs.

Activities/Athletics

Activities/Athletic Policy will relate closely to that of Home Instruction.

If students in the Virtual Campus are interested in pursuing Activities/Athletics, they will do this at their Attendance Area School. Students enrolled in Virtual Campus are 99% enrolled at Virtual Campus, and 1% enrolled in their Attendance Area School. This gives students the ability to participate in Activities/Athletics.

In order to participate in activities, students will have to do the following:

- Be a full-time student at Virtual Campus (4 courses, 2.0 credits a semester)
- Follow eligibility codes and regulations set by the state and district.
- Contact their Attendance Area Schools Athletic/Activities Director to set up participation in such activities.

Civility Code

In order to maintain an orderly, respectful, and secure virtual educational environment, it is essential that all students, parents/guardians, teachers/staff, and other stakeholders maintain respectful interactions and adhere to the expected civil conduct. DMPS Virtual Campus is dedicated to providing personalized learning solutions for all students, and the presence of a positive partnership between all students, parents/guardians, faculty and staff is vital in this process. In an effort to ensure that we are all focused on student learning and helping students to reach their full potential, we ask that all parties conduct themselves in a respectful and orderly manner at all times.

No person shall:

- Use profanity or make threats toward school staff or other students in any verbal or written communication.
- Intentionally cause any physical/emotional harm toward another person or threaten to do so.
- Intentionally damage or destroy any school property (such as computer/charger/bag) or the property of any student, faculty, or staff member.
- Disrupt the orderly conduct of classes, school programs, or other activities.
- Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, age, gender, sexual orientation, or disability.
- Refuse to comply with any reasonable request of identifiable school officials performing their duties.
- Willfully incite others to commit any acts prohibited by law.

- Violate any federal or state statute.

Any violation of the Civility Code shall be reported to Professional Standards for review and action.

Acceptable Use Policy

Students

Introduction

These procedures are applicable to all student use of Network and Internet systems while using personal or school district property at any location or during school activities at any location.

All use of educational technology must be in support of education and research and be consistent with the mission of the district. The district will provide a network account, cloud storage along with an email account for every student. In addition, educational technology may only be used in a manner consistent with federal and state law, license agreements and district policy.

Access

Network, Email and Internet access is a privilege which requires a high level of personal responsibility and may be denied due to inappropriate use. Inappropriate use shall include but not be limited to

1. Using the district system for commercial and/or personal purposes.
2. Using the system to transmit inaccurate information.
3. Using the system to send, receive or view objectionable material.
4. Damaging the security system.
5. Using another individual's system account.
6. Forging or attempting to forge electronic mail messages.
7. Attempting to read, delete, copy or modify electronic mail of other system users.
8. Misusing electronic mail retention guidelines.
9. Exceeding resource quotas or disk usage quotas.
10. Failing to conduct virus checks on downloaded material.
11. Vandalizing the system.
12. Violating the copyright laws.
13. Failing to follow network etiquette procedures.
14. Submitting false or misleading information to obtain or retain access to the system.

15. Accessing the system in any manner inconsistent with the mission of the school district.
16. Interfering with official school district communications.

The network administrators may withdraw access at any time as required. The administration, faculty and staff of the district may request the network administrator to deny, revoke or suspend specific system user access.

Teachers who wish their students to have Internet access must first complete training on the Internet offered by the district or show evidence of comparable knowledge of the Internet.

Student privileges will be granted only after the student has received instruction from a district staff member who has completed the district's acceptable use training and has access privileges. In addition to other access requirements, students under the age of 18 must have the written approval of a parent or guardian. A signed Individual System User Release Form must be on file with the district. Student privileges will be granted only for one academic year. Access privileges will be indicated on the student's ID card. A signature on the Individual System User Release Form indicates that the person signing the permission form has read and understood any supplemental information which may be provided with the permission form.

Security and Usage Guidelines

System accounts are to be used only by the authorized owner of the account for the authorized purpose. System users will not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

Appropriate language will be used in electronic mail and other electronic communications.

System users will be respectful of others' opinions.

System users should change passwords regularly and avoid easily guessed passwords.

System users will not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other system users, or misrepresent other system users, or attempt to gain unauthorized access to the system.

Communications may not be encrypted so as to avoid security review.

Personal information such as addresses and telephone numbers will remain confidential when communicating on the system. Students will never reveal such information without permission from their teacher or other adult.

Students will never make appointments to meet people in person that they have contacted on the system without district and parent permission.

Students will notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

A system user guide will be published and available for student distribution.

All Internet account holders are responsible to notify a system administrator or building administrator promptly upon discovery of any suspected security breach.

Communication over networks should not be considered by students to be private from acceptable use review by the district. However, to the extent allowed by law, communication shall be maintained as confidential as related to the Code of Iowa, Chapter 22.

The district unconditionally reserves the right for authorized personnel to review system use and file content. The district reserves the right to remove a system user account on the system or to disconnect any system user to prevent unauthorized activity.

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies.

Violations of law may result in criminal prosecution as well as disciplinary action by the District.

*See Administrative Procedures Code 520: School Discipline
Code 780: Reproduction of Copyrighted Materials
Code 513: Student Records/Distribution of Student Rosters
Approved October 21, 1997
Revised August 2012*

Parents

No Warranty; Limitations of Liability. DES MOINES PUBLIC SCHOOLS HAS NOT MADE AND DOES NOT NOW MAKE ANY WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE DESIGN, OPERATION, OR CONDITION OF THE EQUIPMENT OR ANY PART THEREOF, ITS MERCHANTABILITY, ITS DURABILITY, OR ITS FITNESS FOR A PARTICULAR PURPOSE. DES MOINES PUBLIC SCHOOLS SHALL HAVE NO LIABILITY TO PARENT/GUARDIAN FOR ANY CLAIM, LOSS, OR DAMAGE CAUSED OR ALLEGED TO BE CAUSED, DIRECTLY, INDIRECTLY, INCIDENTALLY, OR CONSEQUENTIALLY BY THE EQUIPMENT, BY ANY INADEQUACY THEREOF OR DEFICIENCY OR DEFECT THEREIN, BY ANY INCIDENT WHATSOEVER IN CONNECTION THEREWITH, ARISING IN STRICT LIABILITY, NEGLIGENCE, OR OTHERWISE, OR IN ANY WAY RELATED TO OR ARISING OUT OF THIS AGREEMENT, EVEN IF DES MOINES PUBLIC SCHOOLS IS NOTIFIED IN ADVANCE OF THE POSSIBILITY OF SUCH DAMAGES.

Use, Operation, and Maintenance.

- a. Parent/Guardian shall ensure that the use of the Equipment is only during the term of this Agreement and only in the manner for which it was designed and intended. Parent/Guardian shall comply with all applicable laws and regulations and with all applicable Des Moines Public Schools requirements, policies, procedures, and instructions relating to the Equipment and/or the use thereof.
- b. Parent/Guardian is responsible for ensuring that the Equipment, its packaging, and its documentation are preserved in an “as-new” condition. **If the Equipment is not maintained in an “as-new” condition, Parent/Guardian agrees to contact Des Moines Public Schools as to the damages incurred to the Equipment and Parent/Guardian agrees to pay Des Moines Public Schools’ then-current replacement cost for such Equipment.**
- c. Parent/Guardian(Student) may not sell, assign, transfer, lease, or license (collectively, “Sell”) the Equipment.
- d. Parent/Guardian agrees to promptly give notice to Des Moines Public Schools of any loss or damage to the Equipment. Des Moines Public Schools and its agents have the right to inspect, repair, and maintain the Equipment at all times.
- e. Parent/Guardian acknowledges and agrees that the Equipment is being loaned with all risk of use and operation of the Equipment, and each and every hazard of loss of any kind, however rising, being borne by Parent/Guardian, and that Des Moines Public Schools will not be liable to Parent/Guardian for the use of the Equipment or damages of any kind resulting from any claimed malfunction of the Equipment, defective design of the Equipment, and/or any failure of the Equipment to perform as specified, represented, or advertised.

- f. Parent/Guardian shall not modify, adjust, or change the Equipment, or add, affix, attach any accessories, parts, programs, applications, or replacements to the Equipment without the express prior written consent of Des Moines Public Schools.

Ownership. The Equipment and all intellectual property rights therein or related thereto are, and shall at all times remain, the sole and exclusive property of Des Moines Public Schools. Parent/Guardian shall not have or obtain any right, title, or interest therein except for the limited right to use the Equipment in accordance with the terms expressly set forth in this Agreement. Nothing herein shall be construed as authorizing or permitting the use of any Des Moines Public Schools trade names or trademarks.

Surrender of Equipment. Upon the Return Date, Parent/Guardian shall return the Equipment to Des Moines Public Schools in good repair, condition, and working order, ordinary wear and tear resulting from proper use thereof alone excepted. With the sole exception of damages to the Equipment that would ordinarily be covered by Des Moines Public Schools' then-current standard warranty for such Equipment, Parent/Guardian assumes responsibility for all damages to the Equipment and missing components. For the avoidance of doubt, nothing in this Section 6 is intended to provide any express or implied warranty with respect to any Equipment.

Except as otherwise expressly agreed in writing by Des Moines Public Schools, Parent/Guardian and student acknowledges and agrees that, in the event any Equipment is not received by Des Moines Public Schools within seven (7) days following the Return Date (as defined in Section 2 above), Parent/Guardian shall have purchased (or licensed, as applicable) such Equipment for the prices specified on Exhibit A attached hereto, and shall remit payment in full for such Equipment to Des Moines Public Schools within ten (10) days from that date.

Bullying/Harassing & Other Prohibited Behaviors

It is the policy of DMPS that all of its students and school employees have an educational setting that is safe, secure, and free from harassment, and bullying of any kind. The Virtual Campus will not tolerate bullying and harassment of any type. Conduct that constitutes bullying, and harassment as defined herein are prohibited.

DMPS Bullying Policy

The Board directs the Superintendent to implement appropriate procedures and regulations to maintain an academic environment that is free from harassment, including sexual harassment, and bullying. The District will take action to halt any bullying and harassment and will take appropriate corrective actions, including disciplinary measures, to remedy all violations of this policy.

It is a violation of this policy for any student, staff member, volunteer, parent or business associate of the District to harass or bully any student on the basis of race, color, creed, religion, national origin, sex, gender, gender identity, age, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, military affiliation, socioeconomic status, familial status, or any other trait or characteristic, on or in school property or vehicles, and at any school function or school-sponsored activity, regardless of the activity's location.

Harassment and bullying are prohibited by the State of Iowa and this school policy. Violations of this policy or procedure will be cause for disciplinary action up to and including expulsion. The level of discipline for each incident will be determined after considering the severity of the incident and any prior incidents. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect.

This policy is in effect while students or employees are on property within the jurisdiction of the District, including District-owned or chartered vehicles, and while away from school grounds if bullying, harassment, hazing, or any other victimization of students directly affects the good order, efficient management, and welfare of the District.

If, after an investigation, any student, staff member, volunteer, parent or business associate of the District found to be in violation of this policy may be disciplined by appropriate measures, which may include expulsion and termination.

Definitions

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment and bullying shall be construed to mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or

perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property.
- Has a substantially detrimental effect on the student's physical or mental health.
- Has the effect of substantially interfering with a student's academic performance.
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- Teasing
- Social exclusion
- Threat
- Intimidation
- Stalking
- Physical violence
- Theft
- Sexual, religious, or racial harassment
- Public or private humiliation
- Destruction of property

Cyberbullying is bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the

author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment is any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- Has the effect of substantially disrupting the orderly operation of a school.

Cyberstalking: to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person, and serving no legitimate purpose.

Intimidation: A course of behavior that instills fear or a sense of inadequacy.

Sexting: Knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above. Prohibited behaviors include all the above.

Reporting

All Des Moines Public Schools stakeholders have the ability and responsibility to report any act in violation of Policy 507 to school staff and/or district staff. This report can be written, made verbally or electronically and should be given to school administration or designee. An electronic complaint form is available via the Des Moines Public School website. The report will be logged in the reporting student's communication log. Upon receiving the report, communication must be immediately made to the building-level bullying and harassment investigator.

Investigation. Once a report is received by the District (building-level bullying and harassment investigator), an investigation will begin immediately. Investigators will consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying. If the reporting student's

perception of the acts matches Iowa Code 280.28, an investigation is required and must be completed as promptly as possible by the building-level investigator. All investigations must begin and finish at the building level. Building-level investigators may consult with District Administration for guidance and compliance. Investigators will ensure safety and confidentiality during the investigation. In addition, investigators will collect formal statements from the complainant, accused and can collect formal statements from witnesses, students, staff and adults. Complainants and accused students and guardians will receive a written summary notifying them of the findings of the investigation and next steps outlined by the school.

No Retaliation or False Accusation

No person shall retaliate against a student or other person because the student or other person has filed a discrimination or harassment complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension and/or expulsion.

Notification

Notice of this policy shall be communicated to staff, students, and parents of the District and to the District community. It shall be included in handbooks including those for students, staff, and volunteers; posted on the District's website; and published in any such manner as deemed appropriate.

Training

The District shall educate staff, parents, and students about harassment and bullying, effective methods of prevention, and what to do in the event of such actions. Each building will appoint, at a minimum, one staff member to be the building-level bullying and harassment investigator. The District shall participate in assessments of the effectiveness of this policy and education programs and shall make reports as required.

Other Agencies

Students, parents, and employees may also contact the Iowa Civil Rights Commission; the Des Moines Human Rights Commission; the Region VII Office for Civil Rights within the United States Department of Education in Chicago, Illinois; or the United States Equal Employment Opportunity Commission in Chicago, Illinois for assistance.

*Legal Reference: Code of Iowa, section 280.28
Code of Iowa, sections 216.9; 280.3 (2013)
281 Iowa Administrative Code 12.3(6)
Adopted: 2007; Revised 2014; Revised 2017*

Other Prohibited Behaviors/Violation of Virtual Classroom Rules

Each teacher or staff member establishes the rules for the classroom and for school related activities. Much behavior can be managed by the classroom teacher. The teacher may use any of the disciplinary options listed below in maintaining classroom discipline.

Other Acts of Misconduct May Include but Are Not Limited to:

1. Violations of rules or procedures established by the teacher
2. Refusal to participate in classroom activities
3. Cheating, plagiarism, or copying the work of other students
4. Failure to protect or use of other student's passwords regarding computer accounts
5. Any other act that disrupts the classroom or interrupts the operation of the class Intervention

Options/Responses:

- Verbal correction
- Teacher-student conference
- Parent contact: confirm actual contact has been made with parent either via phone call or in writing
- Student-counselor conference
- Other appropriate disciplinary actions decided by teacher/administration

Procedures:

- Any staff member who observes a student violating class rules may correct the student.
- A record of the offenses and disciplinary actions should be maintained by the teacher or staff member.
- The teacher should discuss the misbehavior with the parent, an administrator, or support personnel.
- Behavior violations and intervention options/responses are not limited to those provided. **Serious or repeated violations of these behaviors may result in a more severe response or referral to Administration Intervention**

Academic Integrity

Cheating and Plagiarism is prohibited in the DMPS Virtual Campus. DMPS Virtual Campus takes the integrity and authenticity of student work very seriously. Do not cut, copy, or plagiarize internet content or the work of your online classmates. Virtual Campus instructors will be checking for authenticity within all work submitted. **Copying, knowingly allowing others to copy from you, and/or misusing the internet content could result in further appropriate disciplinary action decided by Virtual Campus Administrators.** Academic integrity is the cornerstone of learning.

Violation Definitions:

- **Cheating on tests or daily work:** A student who knowingly participates in copying, using another's work, and representing it as his/her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- **Plagiarism:** A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his/her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

Roles and Responsibilities Student

The student's role at DMPS Virtual Campus is to learn to the best of his/her ability. Therefore, students should expect to take age-appropriate individual responsibility for their own learning, such as: applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths—and at all times completing their own work and upholding the principles of the DMPS Virtual Academy Academic Integrity Policy.

Students are responsible for submitting and protecting their own, original work.

Students will maintain academic integrity in their classroom by:

- Reading the academic integrity statement in the Virtual Campus Handbook.
- Participating in discussion-based assessments, assignments, and assessments and following the required protocol as part of each course. Making sure all of the above are completed between student and instructor only, free of outside influence, assistance or disruptions unless granted otherwise by instructor.
- Asking questions regarding academic integrity if they are unsure.
- Safe-guarding their own work. Responsibilities include but are not limited to:
 - Students will not share work with any other students
 - Students will not share their username and/or password

Parents/Guardians Responsibilities

Parents/Guardians are our partners in supporting student learning and play a key role in their student's success in any learning environment. Parents/guardians are responsible for monitoring student work to ensure compliance with the Academic Integrity Policy.

Parents/Guardians of DMPS Virtual Campus students will help maintain academic integrity in the virtual classroom by:

- Reviewing the academic integrity statement as part of the enrollment process in the Virtual Campus Handbook.
- Ensuring that their student's work is authentic and original.