



Virtual Campus Student Handbook

Vision: *We are committed to ensuring equitable access and outcomes for each learner*

Mission: *DMPS Virtual Campus supports 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*

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Virtual Campus Main Office: 515-242-8483

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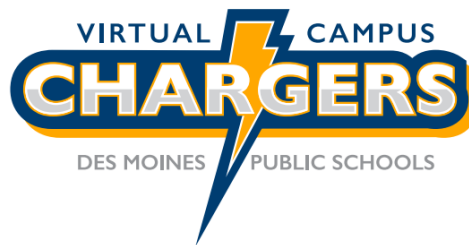
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Virtual Campus Bell Schedule SY23-24



Period	Time	Minutes
1	8:25 AM - 9:10 AM	45

2	9:15 AM - 9:59 AM	44
3	10:04 AM - 10:48 AM	44
4	10:53 AM - 11:38 PM	45
Lunch	11:38 AM - 12:08 PM	30
5	12:13 PM - 12:57 PM	44
6	1:02 PM - 1:46 PM	44
7	1:51 PM - 2:35 PM	44
8	2:40 PM - 3:25 PM	45

HS Semester Dates		Days
1	August 23 - January 12	86
2	January 18 – May 29	83

2023-2024 SCHOOL CALENDAR

Des Moines Public Schools

2100 Fleur Drive
Des Moines, IA 50322

AUGUST 2023							SEPTEMBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5	3	4	5	6	7	8	9
6	7	8	9	10	11	12	10	11	12	13	14	15	16
13	14	15	16	17	18	19	17	18	19	20	21	22	23
20	21	22	23	24	25	26	24	25	26	27	28	29	30
27	28	29	30	31									

OCTOBER 2023							NOVEMBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30		
29	30	31											

DECEMBER 2023							JANUARY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30	31			
31													

FEBRUARY 2024							MARCH 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	3	4	5	6	7	8	9
4	5	6	7	8	9	10	10	11	12	13	14	15	16
11	12	13	14	15	16	17	17	18	19	20	21	22	23
18	19	20	21	22	23	24	24	25	26	27	28	29	30
25	26	27	28	29			31						

APRIL 2024							MAY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

JUNE 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- First/last day at school
- No school for students, PD day/ conference comp day
- No school for students and staff
- Weather make-up days (reserved)
- Graduation weekend
- Cultural or religious holiday

8/23	First Day of School
9/4	No School, Labor Day
9/22	No School, PD Day
9/25	No School, Yom Kippur
10/9	Indigenous Peoples Day (School Day)
10/16	No School, Conference Day, PD Day
10/17	No School, PD Day
11/6-11/7	No School, Election Break
11/22	No School, Conference Comp Day
11/23-11/24	Thanksgiving Break
12/8	No School, PD Day
12/22-1/1	Winter Break
1/12	End of 1st Semester
1/15	No School, MLK Jr. Holiday
1/16-1/17	No School, PD Days
1/18	Second Semester Begins
2/9	Lunar New Year (School Day)
2/12	No School, PD Day
2/13	No School, Conference Day, PD Day
3/11-3/15	Spring Break
3/18-3/19	No School, PD Days
4/1	Cesar Chavez Day (School Day)
4/10	No School, Conference Comp Day, Eid Al Fitr
4/26	No School, PD Day
5/25-5/26	Graduation
5/27	No School, Memorial Day
5/29	Last Day of School, Early Dismissal
5/30	PD Day
5/31, 6/3, 6/4	Reserved for weather make-up

PD = Professional Development



THE BEST YOU

COME HERE. BECOME HERE.

dmschools.org

Staff List

Virtual Campus Staff	
Interim Principal/Director	Praveen Bannikatti
Associate Principals	Sheila Brown Tori Rabe
Counselors	Allison Gumpert Schmidt Brenna Stoffa
Instructional Coaches	Stephanie Fowler Ethan Olson
Academic Interventionists	Sara Brown Angela Johnson
Community Schools Coordinator	Gretchen Critelli
Project Assistant	Heather Menninga
Executive Secretary	Natasha Hurley-Bahr
Registrar	Kelly Bain
Teachers	Amy Barsness Juliet Bell Andrea Berndt Brianna Burns Patricia Christiansen Pamela Devore Chris Dusek Samy El-Baroudi Maureen Findlay Zachary Hamman Mary Harrigan James Hill Ian Hubrig Bart Jones Praveena Kanumuri Tara Knapp Robert Mcilwee Claire Orlando Megan Pray Abby Pudenz Cale Roe Allison Tamerius Abigail Tibbetts Elizabeth Waxman

Vision for a Virtual Learner

A Virtual Campus Learner Demonstrates:

Communication	Innovation	Ownership
Listening Problem Solving Responsiveness Collaboration	Creativity Adaptability Trend Setting Risk Taking	Self-Direction Motivation Mindfulness Accountability Productivity Authenticity
Balance	Confidence	Community
Courageousness Flexibility Socio-Emotional Learning	Ability to Bounce Back After Failure Self-Advocacy Problem Solving Resiliency	Value of Diversity Equity of Access A Focus on Outcomes Cultural Responsiveness



Characteristics of a Successful Online Student

<p>Independent Learners</p>	<p>VC students must feel comfortable in a virtual learning environment that places emphasis on individuals taking responsibility for their learning process. While the online classroom includes interactions between the student and instructor, they are dependent on the use of cameras and microphones within the classroom environment. Although VC teachers answer questions and provide clarification of information to students as they would in an in-person classroom, students must be comfortable waiting up for a response to their emails and chats, especially if they have not attended the synchronous, live, and required class sessions. Students show independence in attending the required synchronous sessions.</p> <p><u>A typical week for a VC student might include:</u></p> <ul style="list-style-type: none"> • Attending all Synchronous, live, and required class sessions. • Reading through the current week's assignments and lecture materials • Thoughtfully reading the resources for the class as assigned and identifying main points and supporting details • Completing and submitting (by a deadline) an assignment to be graded by the instructor • Completing all independent assignments on the assigned day to be counted for participation • When asked to participate and engage in a Breakout Room, a successful VC student will actively participate and engage with their camera, mic, and the chat
<p>Goal-Oriented</p>	<p>Successful VC students must be self-disciplined and goal-oriented as they work to attend all their classes, complete their daily/weekly assignments, use their camera and microphone, and actively participate and engage with their classmates in their online class. Online classes move quickly and it is important to follow all deadlines and due dates.</p>
<p>Proficient Readers & Communicators</p>	<p>Online classes are reading intensive; students are expected to glean information from their texts and from online materials to apply to work assigned to them.</p>
<p>Basic Computer Skills</p>	<p>The computer is an integral part of the VC classroom. While mastering the lessons of your online course, you do not want to be restricted or challenged by less-than-adequate independent computer skills. These basic skills including proficiency in sending and receiving emails with attachments, cutting and pasting from Word, working with multiple platforms simultaneously (Teams, Canvas, Desmos, etc).</p>
<p>Follow a Set Schedule Independently</p>	<p>VC classes follow a bell schedule like all other in-person schools. Synchronous AND Charger Cycle 2 class sessions are required. VC students still attend school 1800 hours they simply attend those hours virtually instead of in-person. All VC classes require regular signing in, active engagement, cameras, microphones, and posting of messages in the classroom chat in order to stay current with class activities and to be counted as attending/participating.</p>
<p>Meet Deadlines</p>	<p>Online students who are successful in completing their courses know how to schedule their time to meet deadlines for classroom discussions, activities, and graded assignments. Successful online students understand that others in their classroom are counting on their participation in classroom and work group activities. This includes the use of cameras, microphones, chat, and active participation in breakout rooms.</p>
<p>Not Easily Frustrated</p>	<p>Students VC sometimes are faced with obstacles that are out of their control: computers can break, ISP servers can crash, and electric power can go out. A</p>

	successful VC student identifies solutions for unexpected "catastrophes" by thinking ahead about solutions to potential problems.
Remember Netiquette	Successful VC students exhibit respect for the classroom environment and remember their "manners" when communicating to their fellow classmates and to their teacher. Students follow the Acceptable Use Policy and they understand that everything they do is monitored through GoGuardian, Microsoft Compliance, and Teams Recordings.
Take Responsibility for the Learning Process	<p>Successful VC students check their email, IC, Canvas, and Teams every day. They monitor their grades in Canvas, gradebooks in IC, and Progress Reports that are sent to their email weekly. VC students understand that their teachers are facilitators of their learning process and that the individual student must be a dedicated and goal-oriented self-starter. Online students are motivated and goal-oriented. They put their schoolwork at the top of their list of priorities.</p> <p>Successful VC students are not afraid to ask questions; however, they ask for clarification after they have attempted to understand the material on their own by re-reading class materials, the instructions, re-watching the class recording, and attending Charger Day learning opportunities/help sessions.</p>

Does this describe you?

- I am comfortable turning on my camera and using my microphone to communicate with my classmates and teachers.
- I am a self-motivated and self-disciplined individual.
- I am able to work independently with little direction.
- I have good time-management skills that allow me to follow a schedule with specific times throughout the day to work on my coursework.
- I can adequately prepare and study for exams.
- I can effectively communicate any questions or concerns to my teacher.
- I am comfortable expressing myself in writing using grammatically correct, written statements and/or essays.
- I am not a procrastinator. I like to get things done today and not tomorrow.
- I will not miss the in-person interaction with my instructor and classmates.
- I do not give up easily, even when confronted with obstacles.
- I am comfortable spending many hours each day on a course to attend live classes, review course videos, complete assignments, participate in chats, and complete independent work.
- I agree that online courses can be more challenging than in-person classes.
- I consider myself an average to above-average reader.
- I have basic computer skills and can use word processing software, use a web browser, use multiple platforms, submit work online, upload documents, etc.
- I am comfortable in a "virtual environment" - email, sending attachments, threaded discussions, chat rooms, etc.
- I understand I must access my school work using my school issued device and an internet connection.
- I understand I am still required to attend some in-person events such as orientation, conferences, in-person interventions, and State Require Assessments (ISASP, ELPA21, ACT, AP Exams, STAMP, etc).

Adapted from Fairmont State University. <https://www.fairmontstate.edu/academics/distancelearning/successful-student>

Attendance Matters



School attendance is a critical factor in your education!

- Students chronically absent in grades K-3 are much less likely to read at grade level by 3rd grade.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Chronic absenteeism is the strongest predictor of dropping out of high school– even stronger than suspensions, tests scores and being over age for grade.
- Every minute counts: 5 minutes late each day equals 2 days of school lost, 15 minutes late equals 6 1/2 days, and 30 minutes late equals 13 days lost over the school year.

Please note ALL Virtual Campus students are required to follow their class schedule and school bell schedule as well as attend all Synchronous Learning classes daily. Parents and/or guardians should inform the school when students are unable to attend class due to illness, appointments, school sponsored activities, or other reasons in alignment with the DMPS attendance procedures.

The staff at Virtual Campus understands the need for flexibility for some students who choose to enroll in a fully virtual learning modality like Virtual Campus; however, attendance, participation, and engagement are all requirements of any school system, district, or level regardless of learning modality. In response, Virtual Campus has put in place a notification system for students with unique needs or conflicts that may limit or otherwise hinder their ability to attend the required synchronous learning opportunities. Please contact your Virtual Campus counselor for more information. Applications will be considered on a case-by-case basis for High School students.

Frequently Asked Questions

What is chronic absenteeism?

Students who miss 10 days or more in a school year are considered chronically absent. Students should miss no more than 9 days a year to stay engaged and on track for graduating.




How can I see my attendance record?

By logging into the Infinite Campus parent portal, you can view attendance, grades and more. See your school office manager to receive log-in information or to obtain a current attendance record.

What do I need to do if I am not able to attend school?

Caregivers are required to notify the school each day you will not be attending. Please call (515) 242-8483.

What is the difference between synchronous learning and Charger Days?

<p>SYNCHRONOUS LEARNING</p> 	<p>This type of learning is when students and teachers interact in “real time” and face-to-face using the Microsoft Teams platform. Students will be encouraged to be fully present and engaged with their cameras on for the entire class period. Students who leave a synchronous class without permission are considered absent.</p> <p>Attendance is REQUIRED for all Synchronous Classes.</p> <p>Synchronous Days are every Monday, Tuesday, Thursday, and Friday</p>
<p>CHARGER DAYS</p> 	<p>This type of learning means that students are receiving instruction using prerecorded video lessons or other tasks and assignments that students complete on their own. An example of this would be when students are completing assignments, assessments, or modules in each of their own courses on Canvas at their own pace. Students can also engage in Cycle 2 and small group help sessions on Charger Days. If invited to a help session, students are required to attend.</p> <p>Each teacher will provide directions for Charger Day requirements.</p> <p>Charger Days are on Wednesdays.</p>
<p>RELEASE STUDY AND SUPPORT PERIODS</p> 	<p>At times there are blocks in a student schedule labeled “Release Time”.</p> <p>These are blocks where students are not assigned a class session to attend but are expected to work on the classwork associated with another class.</p> <p>This is NOT free time.</p> <p>Students may also be called into support sessions during these blocks for extra help.</p>

DMPS Device, GoGuardian, Canvas, and Teams (Chat, Microphone, & Camera) Guidance

As we continue to grow into our own identity as Iowa's premier fully online school, we need to continue to grow our skills, competencies, and engagement for what it takes to be successful in a Virtual Learning Modality. This vision includes engaging classrooms where teachers and students fully use DMPS Devices, GoGuardian, Canvas, Teams Chat, Microphone, Cameras, and other required technologies! These tools will help accelerate student success not only at VC but also for future employment and educational opportunities. Moving forward, students and teachers will be required to use their DMPS Device, GoGuardian, Canvas, Teams (Chat, Microphone, Camera), and other technologies when the use of such resources will enhance teaching and learning. Teachers will provide clear expectations within the lesson for how students need to engage in the lesson (Chat, Microphone, and/or Camera).


When students are interacting with the instructor or peers, they will have cameras on; if working independently, they can be off. Teachers should preview at the beginning of class when cameras will be required- scaffolding an agenda.

Camera Use Examples	Microphone Use Examples	Teams Chat Use Examples
The class is split into breakout rooms and the teacher asks students to turn their cameras on and work as a group to discuss and create a group synthesis.	Students are asked to expand on/ briefly share their thinking about how they solved a math equation on Desmos.	Students are asked to Waterfall a response to a prompt using Teams Chat to allow the teacher an opportunity to monitor learning and evidence from each student.
Students are individually presenting their persuasive speeches in English class and having students turn their cameras on as an engaged audience would be beneficial to the speaker.	Students participate in a class discussion sharing what they found in the text that expands their understanding of life during the Great Depression.	Students share quick feedback, for example “thumbs up” to “which of these three answers you think is correct”.
DMPS Device Examples	Canvas Examples	GoGuardian Examples
DMPS Devices have the necessary programs, updates, and security features required by DMPS when accessing networks and resources.	Students will log into each class each day to complete assigned work and track necessary tasks utilizing “to do’s” and calendar on class home page.	Teachers and Staff will utilize Go Guardian to monitor classwork and assist students in making responsible technology choices.
DMPS and State assessments such as ISASP and ELPA21 can only be accessed using the DMPS device assigned to the student.	Canvas to capture student evidence of learning, provide feedback, and enter scores. These scores are then entered into Infinite Campus as progress toward targets and topic scores.	Teachers may “take control” of student screens to present something whole group for emphasis.

Students who refuse to engage with the requested modality (i.e. use of camera) may be removed from class and invited back in to participate. Continued refusal may result in student and parent/guardian meeting to discuss barriers and provide necessary support for optimal engagement required for success as a virtual learner.

Student Expectations for Virtual Learning

[Link to DMPS Student Discipline Code](#)

 <p>Download the Mobile App for your phone</p> <p>Students will take ownership of their learning through:</p> <ol style="list-style-type: none"> 1. self-progress monitoring 2. submitting work prior to deadlines 3. self-pacing. 	<p>Students will attend their assigned virtual classes <u>EACH</u> day during their <u>SCHEDULED</u> time.</p> <p>Students should log into CANVAS each day to engage with learning and receive feedback posted by teachers.</p>	<p>Students will complete assignments outside of their scheduled class time to continue to work on their learning in their assigned <u>CANVAS</u> courses.</p> <p>Assist your parents/guardians to set up their own CANVAS Observer account to they can help in monitoring your progress.</p>
<p>Students will communicate with teachers if they were absent for class time and makeup missed assignments.</p> <p>Communicate with teachers the best way to communicate (phone, text, school or personal email, etc.)</p>	<p>Students will attend small group sessions if they are scheduled by the teacher.</p> <p>Students will schedule office hours with teachers for extra help.</p>	<p>Students will communicate barriers to participating during their scheduled class times due to work or family obligations, to the Counselor, Administrators, and teachers so we can offer supports.</p>

Student Profile Pictures, Logos, Icons, Avatars, or Photos



The image presented by the student via speech, chat or visual should contribute positively to the learning environment. Prohibited content includes anything that implies the use of substances not legally available to minors, the use of profane, sexual, or racially derogatory connotations or promotes violence.

Students are encouraged to join Virtual Campus clubs and activities to help build relationships with their classmates. Virtual Campus students can also join in sports and activities at their assigned schools.

In-Person Testing is Required for Virtual Campus

Virtual Campus students are **REQUIRED** to test **IN-PERSON** for many district and state assessments. This is required by law and the Iowa Department of Education. These assessments include, but are not limited to ISASP, ACT, ELPA21, STAMP, and AP Testing. Information will be sent to all students and families with details about dates and times throughout the school year. In-person testing will be at Central Campus 1800 Grand Ave. Des Moines, IA 50309.

Internet Policy

Students are expected to follow these guidelines:

- Students are required to use their DMPS issued computer.
- Student internet use is a privilege, not a right.
- Student internet use is limited to school related research and activities ONLY.
- The use of instant messaging services, chat rooms and games are prohibited as is the use of personal email for non-school related purposes.
- Students may not adjust settings or cause any physical damage to computers, laptops, iPads or other district-owned devices.
- Students who witness inappropriate use of technology by other students should notify a staff member immediately.

GoGuardian and Microsoft Communication Compliance

Student computer use and communication will be monitored utilizing **Go Guardian** and **Microsoft Communication Compliance** tools. Students who inadvertently land on an inappropriate site must notify a staff member immediately to avoid possible disciplinary sanctions. For more information: [GoGuardian Parent FAQ - Des Moines Public Schools \(dmschools.org\)](#)

Technology Issues and Troubleshooting

If you have computer issues or technology problems, please follow these steps.

1. First, reach out to your teacher. If it is a minor technology issue, your teacher could help. If it is beyond their level, they will direct you to the next step.
2. Call the Virtual Campus office, 515-242-8483
3. Students are encouraged to bring their computers to Central Campus during fall and spring conferences to ensure they are within the DMPS Network to receive important updates that may not install correctly from their home network.

Family and Caretaker Expectations for Virtual Learning

<p>It is vital that families and caretakers check their email on a regular basis as this along with Infinite Campus Messenger and/or SNAP! Connect are the primary means of communication between Virtual Campus and home.</p>	<p>Signing up for Infinite Campus Parent Portal is another great way to track student attendance and grades. You can set up Infinite Campus Parent Portal here.</p>	<p>Families and Caretakers can view student work and class content by utilizing Canvas Observer.</p> <p>A guide can be found here.</p>
<p>If a student needs to be absent from school for a medical appointment or other valid reason, please call (515) 242-8483 for attendance reporting. Students cannot call themselves into school. This must be done by a parent, guardian, or caretaker.</p>	<p>If your student has an allergy that may affect them during an in-person event, please email the nurse: jasmine.lester@dmschools.org and their assigned Associate Principal.</p>	<p>Having a Virtual Learner, comes with responsibilities for the family/caretaker to regularly check: email, Infinite Campus, Canvas and/or SNAP! Connect for information related to their student.</p>

Teacher Actions for Virtual Teaching and Support

LEARNING EXPERIENCES:

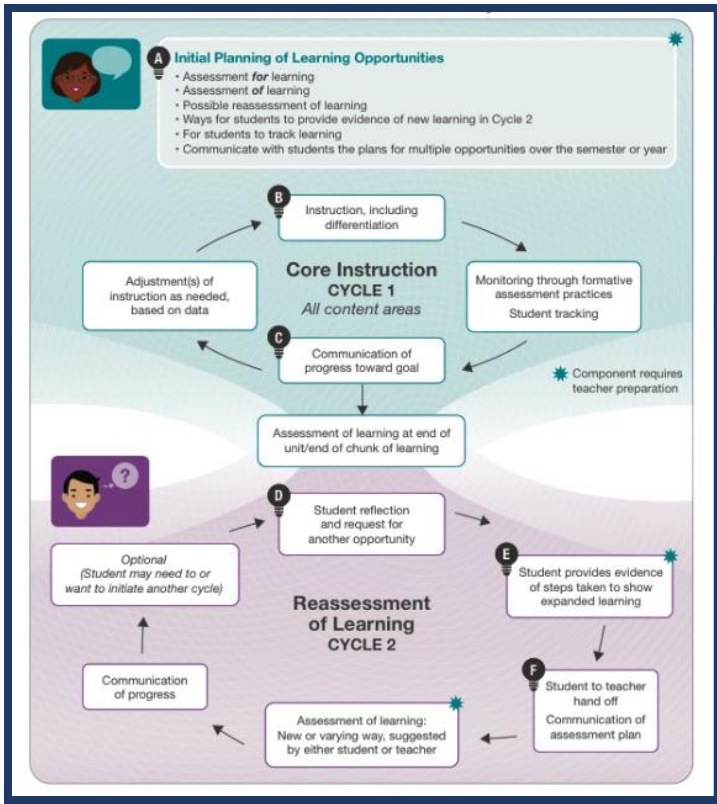
Your teachers are designing daily learning experiences for you, both in real time (synchronous) and on your own via Canvas and other platforms (asynchronous). They want to connect with you daily to get to know you as a person, as well as determine how to best support you with your learning. Teachers will engage students through SEL practices and the three CASEL signature practices.

RESPONSE TIME FOR QUESTIONS/COMMENTS AND QUICK FEEDBACK:

- During the school week, teachers will respond to student messages and questions as quickly as possible and within 72 hours maximum.
- Depending on the time in which the communication is sent, teachers may not respond until the next business day.

RESPONSE TIME FOR FEEDBACK ON ASSIGNMENTS, ASSESSMENTS, PROJECTS, AND PAPERS:

Students can expect to get feedback on assignments, assessments, project, and papers within 1-3 business days of student submission assessment and project/papers feedback.



Inclement Weather (Snow Days and Late Starts)

Virtual Campus will follow the DMPS Inclement Weather guidelines. If DMPS is CANCELLED, Virtual Campus will NOT have classes. This is because we need to align with the DMPS school calendar of days. In the event of a late start or early dismissal, Virtual Campus will follow the Central Campus schedule or pivot to Charger Day Learning depending on the day of the week or circumstance. Timely information will be sent to students, parents, and guardians through Canvas, Teams, Infinite Campus, and SNAP Connect.

In the case of a late start, Virtual Campus will follow the Central Campus schedule.

HS Bus Times, M, T, F	
HS to Central	C to High School
3/L: HS 10:50 / C 11:10	
5/6: HS 12:10/ C 12:30	5/6: C 12:40/ HS 1:00
6/7: HS 1:05/ C 1:25	6/7: C 1:30/ HS 1:50
7/8: HS 2:00/ C 2:20	
	After 8: C 3:10/ HS 3:30

Late Start Schedule Academy & Campus			
Period	Start Time	End Time	Minutes
1-3	Cancelled		0
Lunch	11:10 AM	11:45 AM	35
5	11:50 AM	12:35 PM	45
6	12:40 PM	1:25 PM	45
7	1:30 PM	2:15 PM	45
8	2:20 PM	3:05 PM	45

- *No morning classes.
- *Lunch will be SERVED.
- *Shuttle buses run normal afternoon routes.

Early Out Schedule Academy & Campus			
Period	Start Time	End Time	Minutes
1	8:45 AM	9:30 AM	45
2	9:35 AM	10:20 AM	45
3	10:25 AM	11:10 AM	45
Lunch	11:10 AM	11:45 AM	35
Return to HS	11:50 AM		

- * Shuttle buses run regular morning routes.
- *Lunch AFTER period 3.
- *Shuttle buses return to HSs directly after lunch.
- *No afternoon classes.

VC Deadlines and Due Dates (From the DMPS SRG Grading Handbook)

DEADLINES: Due to the structure of semesters and grading periods, there will be a cut-off date for multiple opportunities for each topic within semester. Collection of evidence on topics will be limited to the 10 days following the end date for each topic for students who have actively engaged in Cycle 1 learning. Cycle 2 opportunities are part of VC Charger Days.

Teacher Expectations	Student Expectations
<ul style="list-style-type: none">• Every teacher plans for more than one demonstration of learning from students throughout Cycle 1 - Core Instruction.• Various demonstrations of learning provide evidence toward learning goals within Cycle 1, with use of Cycle 2 as genuinely necessary.• Every teacher knows the Cycle 1 loop may occur several times over chunks or units of learning.• Students who have missed Cycle 1 due to circumstances beyond their control must engage in Cycle 1. The teacher must ensure that this happens.• Teachers offer both cycles; how teachers engage in the cycles can vary.	<ul style="list-style-type: none">• Students willingly engage in the learning in Cycle 1. (“Willingly engage” means students complete the in-class practice work, homework assignments, participate in class discussions, assignments, tasks, and projects, and take the assessments the teacher gives <u>when they are scheduled</u>.)• If a student has engaged in the learning in Cycle 1, but evidence is not showing a score they would like to receive, they need to take responsibility and ask the teacher to engage in another opportunity for learning and reassessment found in Cycle 2.• <u>Cycle 2 is entered into by student request.</u>• You are not guaranteed access to Cycle 2 if you haven’t willingly engaged in Cycle 1.

GET SCHOOLED ON SRG

A quick toolkit to understanding Standards Referenced Grading (SRG) in the Des Moines Public Schools

GRADING.DMSCHOOLS.ORG

THE WHY

My grades should be a fair, accurate, specific, and timely picture of my progress towards agreed-upon common standards, as well as, feedback for next steps and growth areas.



USE "SCALES" TO UNDERSTAND WHAT I NEED TO KNOW AND BE ABLE TO DO

Each class is based on 4-point scales that ask me to think, learn, and grow in different ways. A "3" in every scale is my grade level expectation.



USE INFINITE CAMPUS TO TRACK MY PROGRESS

- Go to dmschools.org
- Click on "Students"
- Click on "Infinite Campus"
- Login
- Click on "Grades"
- If I want more information, click on the class name
- If I have a question, or need help, I should ask my teacher



MULTIPLE OPPORTUNITIES

I will do my best on my first opportunity. If I don't do as well as I expected, I will have another chance to show what I know and can do.

Additional opportunities are a privilege, not a right, and depend on my participation in the learning.

To prepare for this, I will ask my teacher for help and work to improve my skills or understanding of the topic.



*FAILURE DUE TO INSUFFICIENT EVIDENCE (F / IE)

I need to give my teacher evidence of my learning on each and every topic in the course. If I fail to provide this evidence, I risk earning a F / IE at the end of the semester. I will have two weeks after the semester ends to submit my evidence and earn credit for the course.

FACT VERSUS FICTION

MYTH-BUSTING SRG



If I do just enough to get a 1.75 in all of the topics, I can pass this class.

Homework isn't necessary because it isn't "graded."

I can retake anything whenever I want.

My teacher can't give deadlines.



A "3" is the grade level expectation for your learning. The goal of a standards-referenced grading system is to prepare you for success after high school, not to just "get by".

Homework isn't graded because it's practice. But practice is an important part of learning. Practice helps us improve our skills and knowledge.

Do you perform in the school play without practice? Does your team win without practice?

Try your best on every opportunity. If you don't do as well as expected, you will have another chance to show what you know and can do. Additional opportunities are a privilege, not a right, and depend on your participation in the learning. To prepare for this, you should ask your teacher for help and work to improve your skills or understanding of the topic.

Deadlines exist in a standards-referenced grading system.

A teacher may set deadlines throughout the semester.

Deadlines must be clearly communicated to students.

For detailed information about DMPS Grading Philosophy and Procedures please refer to the DMPS SRG Grading Handbook for Teachers [here](#) and for Students [here](#).

This deadline procedure is separate from the DMPS F/IE process used for High School students for overall grading, course completion, and credits.

Des Moines Public Schools Graduation Requirements

REQUIREMENTS	CREDIT
<p>Social Studies</p> <p>REQUIRED: US History, US Government, Economics or Microeconomics (Class of 2020 only)/Personal Financial Literacy (Classes of 2021 to 2024), and 1.0 additional credit in history (Class of 2020 only)/any social studies course (Classes of 2021 to 2024)</p>	3.0
<p>English</p> <p>REQUIRED: English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English</p>	4.0
<p>Mathematics</p> <p>REQUIRED: Semester 1 and 2 of Algebra I (or higher level math course)</p>	3.0
<p>Science</p> <p>HIGHLY RECOMMENDED: Biology, Chemistry, Physics, Earth Science</p>	3.0
<p>Applied/Fine Arts</p>	1.5
<p>Physical Education</p> <p>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 certification.</p>	1.0
<p>Electives</p>	7.5
<p>TOTAL</p>	23

Academic Integrity and Plagiarism



ACADEMIC HONESTY:

- Academic Honesty is a set of values and behaviors that promote personal integrity, shows respect for others and ensures that all students have an equal opportunity to demonstrate the knowledge and skills they acquire in their courses.
- ALL work submitted for assessment should be authentic (completed by the student) and based on the student's individual and original ideas.

STUDENTS ARE REQUIRED TO:

- Produce original work
- Respect the creative effort of others
- Cite information from other sources
- Acknowledge collaborative work
- Use a recognized method of citing sources

PLAGIARISM	CHEATING	COPYING
<p>Plagiarism is copying or imitating the language, ideas, or thoughts of another and passing them off as your own original work.</p> <p>Students are responsible for observing the standards on proper citation of sources for written work or other products.</p>	<p>Cheating is an attempt to gain an unfair advantage by means of technology misuse, claiming unoriginal work and using unauthorized sources to receive credit.</p> <p>Utilizing an Artificial Intelligence (ex: ChatGPT) to complete assignments is technology misuse.</p>	<p>Copying is duplicating answers or work for someone else or allowing others to replicate work.</p>

PROCESS AND CONSEQUENCES OF ACADEMIC MISCONDUCT

- If academic dishonesty is suspected, the incident will be investigated to determine whether an infraction occurred.
- If an instance of academic dishonesty is discovered, the misconduct will be documented, and the student will be required to resubmit the task.
- Repeat and/or serious offenses of misconduct will result in disciplinary action stated under the Des Moines school district's code of conduct.

Communication Guide

Communication	Purpose	Cadence/Platform
VC Newsletter	To inform, build awareness, and grow a sense of community around Virtual Campus	Monthly through Infinite Campus, SNAP! Connect, Teams
CIC Student Progress Report	To provide a weekly update on in-progress grades and attendance	Weekly on Monday to students, parents or guardians to primary email listed in IC
Infinite Campus Portal	Used to inform students, parents or guardians about important messages, grades, attendance, class schedule, and more. <i>Also used for on-line registration</i>	Accessible 24/7 through IC. Students, parents or guardians must log in to access
Canvas Guest Access	Allows parents or guardians observer access to student's coursework, course calendars, assignments, grades, and work submitted by the student	Accessible 24/7 through Canvas. Parents or guardians must enroll and log in to access
Advisory Check-In	VC MS students will have Advisory built into their schedule. This teacher serves as their "go-to" person for support outside of academic classes	Advisory is a class on Teams and on student schedules
Student Office Hours	Students can request time with their teacher on Charger Days to discuss course specific questions. This does not replace Charger Learning requests from the teacher, and this is not 1:1 student tutoring	As needed through Teams. Students can request office hours and must attend sessions scheduled by their teacher
Infinite Campus Messenger	Used as a primary means of sending general information and student specific information such as attendance concerns or failing grades	Messages come from DMPS, VC, and from individual teachers depending on the content. Students, parents or guardians must check their email regularly
SNAP! Connect Formerly School CNXT	Another platform used to send general information and announcements to VC families	As needed depending on content
Charger Days	Student may be required to attend intervention, reteach, or enrichment opportunities. These are not optional.	Through Teams as requested by the teacher, case manager, or interventionist
School Conferences	Dedicated time for teachers, students, parents or guardians to discuss student progress, answer questions, and provide support	Twice a year – Fall and Spring

Platform	Purpose	Link to Platform
Infinite Campus	<p>This is where VC shares important information as well as where you can find:</p> <ul style="list-style-type: none"> ➤ VC announcements ➤ Attendance Records ➤ In-Progress Grades ➤ Assessment Scores ➤ Student Schedules ➤ Teacher Messengers ➤ Household Contact Information ➤ Emergency Contacts 	Click HERE if you already know Infinite Campus Portal login information
		Click HERE if you forgot your IC Portal username or password, then click on the link on the right side of the page for directions
		Click HERE if you need to reset your IC Portal username or password. Note: this could take up to 48 hours
Canvas	This is where our VC course content and classrooms are located & where students engage in coursework, submit assignments, see class calendars, syllabus, and assessments.	Click HERE for directions on how parents or guardians can enroll as a Canvas Guest Observer to access their child's courses from a computer or mobile device.
SNAP Connect CNXT	Another platform used to send general information and announcements to VC families and has an added language component for families who need additional language support.	Click HERE to log in to SNAP! Connect / CNXT
		Click HERE to reset your SNAP Connect / CNXT Password
DMPS and VC Website	The DMPS and VC website provided 24-hour access to a variety of information, tools, and supports.	Click HERE to access the Virtual Campus Website
Family Resource Guide	The Family Resource Guide provides information about supports and services provided by DMPS or Community Partners.	Click HERE to access the DMPS Family Resource Guide

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		Click HERE to reset your SNAP Connect / CNXT Password
MPS and VC Website	The DMPS and VC website provided 24-hour access to a variety of information, tools, and supports.	Click HERE to access the Virtual Campus Website
Family Resource Guide	The Family Resource Guide provides information about supports and services provided by DMPS or Community Partners.	Click HERE to access the DMPS Family Resource Guide

Student Attendance Policy

The Des Moines Public Schools student attendance policy is created based on the belief that all families value the importance their child's education. Through a meaningful partnership with schools and consistent communication, together we can overcome obstacles that impact regular school attendance.

Attendance is the foundation for learning and achievement. When students attend class regularly, they are exposed to fundamental reading and math skills and build habits of good attendance that carry them into the next stage of their life. Des Moines Public Schools is committed to working with students, families, and the community to ensure each student's personal and academic success.

In accordance with Iowa Code, Chapter 299, "The parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age (6-16 years old), shall cause the child to attend some public school, an accredited nonpublic school, or competent private instruction."

Des Moines Public Schools strongly encourages parents/guardians maintain communication with school staff regarding their student's attendance in school. Parents/ guardians should make every attempt to notify a school in a timely manner when their student will be absent from school.

1. Health related absences

- **Medical appointment**
- **Illness or medical injury** - if a student misses more than 3 days in a row due to illness, parents/ guardians are encouraged to access their medical provider or DMPS Community Center and Clinic. The DMPS Community Center and Clinic is available to any student who does not have a regular medical provider or does not have insurance. Please call the Community Center and Clinic (515-242-8488) if you would like additional information about this service or other health services.

2. **Participation in school related activities**- students may participate in school sponsored events or activities such as: athletics and activities, college and/ or career related visits, official DMPS community partner sponsored events, and others as pre-approved by a Principal or Associate Principal. Students may participate in student support services at school (i.e.: school-based therapy, visit to school nurse, visit to school counselor, etc.).

3. **Participation in religious or cultural activities/ observances**- parents should notify their student's school in advance for absences related to religious holidays or cultural observance.

4. **Family related circumstances**- students may miss school due to family related circumstances which may include: illness of a family member, family emergency, death of an immediate family member, or participation in a family activity.

5. **Other circumstances**- other events that may result in a student's absence from school include: attendance at court or legal proceedings.

All other absences or absences without contact will be considered unknown. Examples include: skipping class or missing school without notification.

When a student reaches 10 unknown absent days in a school year, schools will review to determine if a referral to attendance mediation or truancy court will be made in addition to other interventions provided.

Tardy to school/Leave school early

Virtual Campus bell times are: 8:25 AM to 3:25 PM and students are required to attend school on Synchronous and Charger Learning Days. Students are required to follow their bell schedule and remain in all of their classes until they are dismissed from their teacher just as they would in a brick-and-mortar school building. Students who leave class without permission from a staff member or notification of absence from a parent or guardian are unexcused from class and will be marked absent.

The beginning of the school day is filled with important opportunities for students including announcements, introduction of learning targets, and classroom community building. Parents/ guardians should ensure their student promptly logs into their virtual classroom meetings for each class period. Parents/ guardians should also ensure their student is actively participating in their virtual classrooms, logs into each of their virtual classes, and remains logged in for the duration of each class period and the school day to maximize on opportunities for learning and growth.

The following protocols exist for students who arrive late to school or leave early from school. Schools may determine their individual building response when students are tardy to school or leave school early. Examples of school response include: required student/parent meetings, loss of privileges, attendance contracts, and required in-person check-ins.

Virtual Campus High Schools

- Synchronous and Charger class meetings are **required** for Virtual Campus students.
- Students who do not utilize their school issued computer in order to log into their Synchronous classes will be considered absent. Students are required to stay actively engaged in classes during synchronous lessons, as monitored by Go Guardian, in order to be marked present for class.
- Students may be scheduled to work with a teacher, support staff, or administrator on Charger Days. These scheduled times are not optional. If students are scheduled for a help session on a Charger Day, they must attend in order to be marked present for class.
- If a student cannot make a synchronous class meeting a parent or guardian must contact the main office. Students cannot email or call themselves in/out of school. Please call or email to report an absence to:
 - Email: natasha.hurleybahr@dmschools.org
 - Phone: 515-242-8483

School Response to Attendance

All teachers take attendance within the first 10 minutes of class. High school teachers update attendance at the end of each class. Schools are responsible for maintaining accurate attendance records, formally notifying parents and guardians of absences accumulated, and conducting appropriate interventions for each student

School Response to Excessive and Consecutive Absences

Excessive absences: A student is considered excessively absent if they miss and fifteen days of school throughout the school year (known or unknown). School teams will review attendance data on all students who are excessively absent and provide appropriate intervention as needed.

Parents/guardians will be formally notified of absences in the following manner:

Protocol for response to excessive absences	
Daily/unknown	Elementary schools- Office Manager/Attendance Clerk calls/emails
Daily/unknown	All schools- Automated Dialer calls
All schools 10 unknown days	All schools will review to determine if a referral to attendance mediation or truancy court will be made in addition to other interventions provided.
Elementary & middle schools 10 excessive days	Schools will send out a letter to indicate further action required by parent which may include a parent meeting with the school to discuss a plan to improve student attendance, a referral to attendance mediation, or truancy court.
High schools 15 excessive days	

Consecutive absences are full days in a row where a student's absences are unknown. School teams will review student attendance data on all students who have consecutive absences and provide appropriate intervention as needed. Parents/guardians will be formally notified of absences in the following manner:

Protocol for response to consecutive unknown full day absences	
Daily	Automated Dialer AM or PM
5 days consecutive	Documented phone calls with individuals on student's Infinite Campus record and outreach through SchoolCNXT
7 days consecutive	If no contact is made from attempted phone calls, required documented home visit to students last known address
8 & 9 consecutive	Documented phone calls and emails with individuals on student's Infinite Campus record
No contact made and verified student has not moved from last known address	<i>Kindergarten through age 16:</i> Family will be referred to truancy court and student will remain enrolled in school
	<i>All other students:</i> Will be unenrolled from school once the student reaches 10 consecutive days with no contact
School staff verified family no longer lives at last known address	<i>Destination known:</i> Student will remain enrolled in school until a record request is received unless the student reaches 10 consecutive days with no contact
	<i>Destination unknown:</i> Student will be unenrolled from school once the student reaches 10 days with no contact

Support for Extended Leave from School

Des Moines Public Schools is committed to the protection of the educational rights of each student. The district will provide students and their parents/ guardians with educational options, resource information, and access to support and advocacy services to achieve educational success.

Reasonable Adjustments to Support Participation in School

Schools shall make reasonable adjustments to facilitate access and full participation of students who require extended leave from traditional school settings. These adjustments will be implemented on a case-by-case basis depending on the needs of the student and may include, but are not limited to: alternative credit accrual options such as home based/ independent study, supplemental instruction, or online learning.

Extended Leave for Expectant and Parenting Students

The district encourages expectant and parenting students to continue their education while receiving necessary health, daycare, and supportive services. Efforts to maximize their educational participation will be a cooperative undertaking between the school, student, family, and community agencies providing services to this population. No student shall be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

- Expectant and parenting students are entitled to extended leave for reasons of pregnancy and related medical conditions including pregnancy-related illness or health conditions, childbirth, and recovery after childbirth. Extended leave may continue for the duration of time deemed medically necessary by the student's healthcare provider.
- Schools will support the continuation of learning during leave taken for pregnancy and related medical conditions as medically appropriate. Every reasonable effort should be made to provide school and home based/ independent study activities for students who are or will be absent for a significant period of time due to pregnancy related illnesses, childbirth, and recovery.
- School nurses, building administration, and other relevant support staff will develop and oversee a plan of support/ care related to extended leave in partnership with expectant and parenting students.

Accessing Extended Leave Supports

Students and parents/guardians should communicate with school staff as early as possible when it is anticipated they will need access to extended leave support. This communication will allow school staff time to assess the needs of the student and collaboratively (with students and families) develop a plan of support for the student's success in school. *Please Note: determinations about extended leave options may be impacted by assessment and grading windows. These dates are included on each school's calendar and on the district website. Students are strongly encouraged to be present at school during these time frames.*

DMPS School Board Policy Series 500 Policy 502: Student Attendance

The parent, guardian or legal or actual custodian of a child who has reached the age of six or is under sixteen years of age by September 15 of the current school year shall cause the child to attend some public school, an accredited nonpublic school, or competent private instruction in accordance with the provisions of Iowa law.

A child who has reached the age of five by September 15 and who is enrolled in a school district is of compulsory attendance age unless the child's parent or guardian provides written notice to the school district of the intent to remove the child from enrollment in the district. A child enrolled in the Statewide Voluntary Preschool Program, which serves 4-year-old children, will be considered of compulsory attendance age and subject to compulsory education laws.

Students who are eligible to attend an Iowa public school but who are not legal residents of this District may be admitted to school, at the discretion of the Superintendent/designee, upon application and payment of tuition. The tuition rate shall be the current per pupil cost of the District as computed by the Board Secretary and as authorized by the Iowa Department of Education.

The Board is committed to student achievement, and requires punctuality and regular attendance. Students are required to conform to District and school rules and procedures regarding attendance. These rules and procedures are consistent among grade levels and buildings throughout the District and should be administered in such a manner as to serve the best interests of the students, and to comply with the Code of Iowa.

Legal Reference: Code of Iowa, Chapter 299 (2013)
Adopted: 2014

Title IX

Des Moines Public Schools enforces and upholds Title IX, the civil rights law passed in 1972. This federal law prohibits sex-based discrimination in any school or other education program that receives federal funds.

Title IX also is meant to prevent and report sexual discrimination or harassment. The law applies to all DMPS schools, programs, and activities involving students, staff and volunteers.

Sexual harassment means unwelcome behavior or conduct (physical, verbal, written, electronic) that is directed at someone because of that person's sex or gender.

If you, or someone you know, at DMPS wishes to report a case of sex-based discrimination or sexual harassment/misconduct by a student, staff or volunteer, please [click here to submit a complaint form online](#) for further investigation. Individuals may also report instances of sexual misconduct or discrimination to the Title IX Coordinator.

Carol Wynn-Green

Title IX Coordinator

Carol.WynnGreen@dmschools.org

515-242-7732

Anti-Bullying / Harrassment Procedure

Nondiscrimination: No student in the Des Moines Independent Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The District will provide educational programs and opportunities for students as needed on the basis of individual needs, interests, abilities, and potential.

Harassment And Bullying Defined: Any communication toward a student including electronic (such as e-mails or instant messages), telephonic, written or verbal communication, or any physical act or conduct that is based on an actual or perceived trait or characteristic that creates or could reasonably be expected to create an objectively hostile school environment is prohibited. An objectively hostile school environment is created if the act or conduct:

- ✓ places the student in reasonable fear of harm to the student's person or property; or
- ✓ has a substantially detrimental effect on the student's physical or mental health; or
- ✓ has the effect of substantially interfering with the student's academic performance; or
- ✓ has the effect of substantially interfering with the student's ability to participate or benefit from the District services, activities, or privileges.

Harassment And Bullying Prohibited: *Harassment and bullying of students is against federal and state law, and against the policy and procedures of the District.* The District is committed to maintaining an educational environment free of any form of bullying or harassment by or toward students, parents/guardians, employees, and volunteers while in school, at a school sponsored activity, or at any school sponsored function. The District prohibits harassment or bullying based on the student's actual or perceived race, color, creed, sex, age, religion, marital or familial status, ethnic background, national origin, ancestry, physical or mental ability or disability, sexual orientation, gender identity, physical attribute, political party preference, political belief, or socio-economic background or familial status. ***Acts of harassment or bullying may be treated as grounds for discipline. Discipline may include suspension or expulsion of a student, termination of an employee, and exclusion of a volunteer from District activities or school premises.***

Bullying is:

1. Unwanted/unwelcome behavior **AND**
2. Negative and/or aggressive behavior **AND**
3. Severe, persistent or pervasive behavior
 - a. Incidents happen more than once **OR** have the potential to happen more than once **OR**
 - b. Physical injury, the potential for physical injury, or verbal threats of physical harm **OR**
 - c. Multiple targets or multiple students accused of bullying **OR**
 - d. Bullying behavior that allegedly occurs in multiple locations/settings **AND**
4. Perceived or actual imbalance of power
 - a. Power can be the use of physical strength, access to embarrassing information, or popularity— to control or harm others.
 - b. Power imbalances can change over time and in different situations, even if they involve the same people.

Bullying is NOT:

1. Conflict
 - a. A conflict is a disagreement or antagonism between two or more people
 - b. All parties involved have some responsibility for the encounter
 - c. A conflict has no perceived power imbalance
2. Age-appropriate behavior mistakes
 - a. All students make mistakes
 - b. Mistakes are not intentional, Bullying **is**