



*eDCSD*

# Parent and Student Handbook 2017 - 2018



*Authorized by Douglas County School District*

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## WELCOME and INTRODUCTION

Dear Families,

Welcome to the 2017-18 school year. As we continuously improve our school, we embrace our community as valuable associates in that endeavor. We look forward to working with you and offering all students a quality and exciting online school experience. We are honored that you have selected [eDCSD](#) as your school of choice.

Leaders in Douglas County School District continuously collaborate to hone our online school that we believe meets the unique needs of 21<sup>st</sup> Century students in a virtual setting:

- *Personalized learning plans that are authentic—filled with relevancy, connectedness, collaboration, forward-thinking, and continuous conversations.*
- *Opportunities to actively hone skills in critical thinking, leadership, ethics and self-motivation*
- *Time to research and create, collaborate, problem-solve and construct their own learning*
- *An equal voice for all students and stakeholders*
- *Individual potential is actively pursued*

Partnering with an online school, as a student, parent, or staff member is an exercise filled with a pioneering spirit. In the same way, we look forward to traveling with you towards a destination of academic and social success in a truly tailored learning environment.

This fall, we will continue our work in school innovation:

### **Learning Ignited** **“Cultivating Competency through Play, Passion and Purpose”**

In keeping with the CDE Expanded Learning Opportunities Vision, our goal is to “dramatically personalize learning experiences that ignite the unique potential of every student.” In short, our model is Project-based Experiential Learning coupled with demonstration of mastery through competency.

### **Blended Learning Program** **“Wrapping appropriate services around each student, meeting their specific need”**

Knowing that not all students learn in the same way or thrive in the same environments, we have increased our student support by adding a structured face-to-face component. By level, students will have one day per week where they will attend a physical location for hands-on interactive, student-centered, experiential learning. Blended learning days will include teacher-facilitated activities aligned to the online course content. Students will also have a study hall time where tutoring will be available. Learners will have an opportunity to meet with counselors and mental health professionals as well.

We encourage you to familiarize yourselves with this handbook that contains pertinent reference material for our families.

Again, thank you for choosing eDCSD and we look forward to an exciting year with you!

Sincerely,

Kristy Hart  
Principal

## **Introduction**

[eDCSD](#) is an Alternative Education Program option in Douglas County School District Re. 1. This Parent/Student Handbook is intended to inform parents and students of relevant policies and procedures for eDCSD as well as to identify specific responsibilities pertaining to families. It is expected that all parents and students will read and adhere to the policies contained within this book. Additional policies are covered in the booklet titled *Student Rights & Responsibilities Code of Conduct and Discipline*<sup>1</sup> published by Douglas County School District Re. 1. District policy can be found by searching the DCSD website or at: [https://www.dcsdk12.org/sites/default/files/pk12education/behaviorexpectations/CODEOFCONDUCT\\_2015-16.pdf](https://www.dcsdk12.org/sites/default/files/pk12education/behaviorexpectations/CODEOFCONDUCT_2015-16.pdf) -

For all questions regarding policy & procedures, technology, or curriculum, your teacher is your first point of contact followed by your Learning Coach.

## **Mission Statement**

To effectively utilize World Class methodologies to help students acquire 21st century skills and a strong educational foundation through a personalized approach. Students, in collaboration with a team that targets the needs of the whole student, become responsible citizens who contribute to our society and lead meaningful and productive lives.

## **Douglas County School District Re. 1 Strategic Plan**

“New Outcomes for a New Day”

“DCSD, in the spirit of servant leadership, has collaboratively defined its commitments to students, employees, parents, and our community. Next, we have identified three District-level priorities – Choice, World-Class Education and System Performance. These will keep us true to our Commitments, align our work, and facilitate the transition from an excellent 20th century school district to a world- class 21st century school district.”

View complete contents of the Strategic Plan and its’ implementation by clicking this link: <https://www.dcsdk12.org/district/strategic-plan>

## **Provisions**

Policies and procedures listed in this Handbook may be changed at the discretion of Douglas County School District Re. 1 without prior notice. Any alterations to this document will be communicated to affected parties via e-mail. A copy of this Handbook will be posted on the [eDCSD: website](#). This copy will be updated as needed. In this handbook students are addressed as the “student”, “students”, “child”, or “children”. The term “parent” refers to a parent, legal guardian, or the person who has agreed to assume education-related responsibility for the student.

## Curriculum, Instruction and Assessment

### Curriculum Process

An Authentic Learning Environment is the foundation for any modern classroom, both brick-and-mortar and online. It is the one place that asks students to take full ownership of their learning by coupling the technologies of creation with the pedagogy of critical thinking, constructivism, and inquiry.

The six strings of Authentic Learning do not ask students to use technology because it is somehow virtuous or out of fear of an increasingly flat world. Rather, it is an integral part of the Environment because it is impossible to create immediate context, find elusive connections, collaborate fully, change direction adeptly, forge ongoing conversations, or learn continuously through any other medium.

**Contextual (Relevant):** All information that is disseminated, and content that is uncovered has a greater context in the past, present, or future lives of the students.

**Connected (Hyperlinked):** All concepts are linked to others' ideas, whether they be original source documents, experts in the field, or student experts who already have an advanced understanding.

**Collaborative:** Each assignment has the potential for working with others to brainstorm, create, refine, or revise.

**Change-Directed:** All knowledge is constantly changing, and so are students' understanding and demonstration of knowledge.

**Conversational (communication):** Understanding is created through thoughtful discussion, conversation, and debate.

**Continuous (creative):** Students can pursue all of their inspiration for learning. It does not have to wait until they get to the next class, since online learning is not bound by time or space.

eDCSD courses are authored and/or reviewed by highly qualified teachers currently employed by the district. Course authors are highly trained and constantly collaborating with each other through regular development workshops. All courses are aligned with Colorado Academic Standards and as well as district visions and strategic plans.

*Learn more about the Douglas County Curriculum and Development by visiting the Department of World Class Education and Choice Programming*

<https://www.dcsdk12.org/district-news/world-class-education>

## Instructional Models

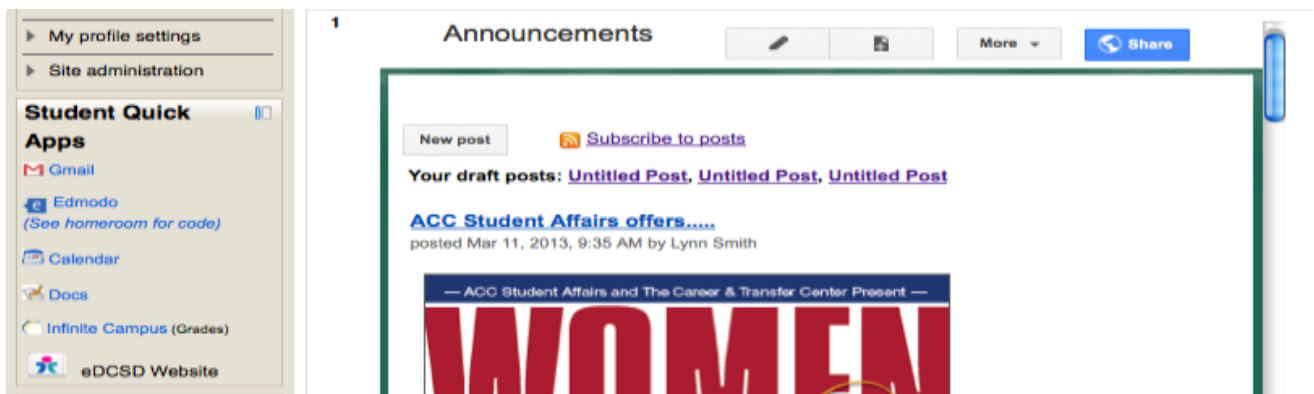
eDCSD utilizes both synchronous learning and asynchronous learning environments to enhance the individual educational experience for our students.

Learning Coaches and Counselors work closely with students and families to ensure students are placed in courses that will best fit their abilities and interests while progressing through the required curriculum. In general, students will begin their experience in the Mentored or Blended Learning Environment for core classes and may shift as demonstrated by academic achievement.

Regardless of the model, all students will enter eDCSD through our Webpage (<http://www.edcscd.org>) utilizing the district's Learning Management System Platform.



All students have access to the suite of collaborative Google Tools utilized by our school. In addition, students and parents have access to the DCSD Infinite Campus Portal containing district announcements, school announcements, teacher emails, schedules, grades and transcripts.



## High School Program Expectations

Camps	Expectations
<b><u>Base- Alpine</u></b>	Mandatory blended attendance and Mandatory live VC'S, Required VC assignments Virtual Help Sessions as needed Mandatory BASE Education Weekly progress monitoring Weekly schedule submitted to learning coach Required communication/replies Targeted Academic Interventions as needed
<b><u>Base- Ascent</u></b>	Must attend two blended sessions per month Mandatory live VC's OR Virtual Help Session, Required VC assignments Mandatory BASE Education Weekly progress monitoring Weekly schedule submitted to learning coach Required consistent communication/replies Targeted Academic Interventions as needed
<b><u>Base- Traverse</u></b>	Optional attendance at blended Mandatory live VC's for any classes with failing grade, Optional VC attendance for passing classes, Required VC assignments Virtual Help Sessions as needed BASE Education as needed Progress monitoring bi-quarterly Weekly schedule suggested Required consistent communication/replies Targeted Academic Interventions as needed
<b><u>Summit</u></b>	Optional attendance at blended Optional live VC's, Required VC assignments Virtual Help Sessions as needed BASE Education as needed Quarterly progress monitoring Required consistent communication/replies Targeted Academic Interventions as needed

In weeks one and two of blended, we will hold orientation required for all new students that ensures they can log in to all systems, email, submit assignments, and use the proper tools. New students are required to attend one of these sessions.



## Middle School Program Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Mandatory Attendance at Virtual Class 9-11 am</p> <p>*Accommodations made for part-time students and special circumstances.</p> <p>Work on class assignments based on weekly schedule.</p>	<p>Mandatory Attendance at Virtual Class 9-11 am</p> <p>*Accommodations made for part-time students and special circumstances.</p> <p>Work on class assignments based on weekly schedule.</p>	<p>Week 1-4: Mandatory Live or Virtual Attendance at Blended 9am - 11:30, with option to stay until 2:00 pm.</p> <p>Every 4 weeks at progress, blended attendance will be reevaluated based on grade of at least C in 4 core classes. Optional attendance at Blended for remainder of school year for students with grades of at least a C in core classes</p> <p>Work on class assignments based on weekly schedule.</p>	<p>Optional Help Sessions.</p> <p>Mandatory attendance at specific subjects based on absence from Mon/Tues VCs.</p> <p>Work on class assignments based on weekly schedule.</p>	<p>Complete unfinished work for the week according to pacing guide.</p>

- Must submit week work schedule to Learning Coach, Tiffany Chavez by Monday at 8am.
- Weekly schedule submission for students with missing assignments.
- Mandatory completion of all homeroom assignments.
- Mandatory participation in all assigned interventions.
- Assignments completed each week according to pacing guides in classes.
- Mandatory Reading and Math Standardized Assessments at BOY and EOY.

## Elementary Grades K – 6 Program

Our Elementary Program embraces elements of Project Based Learning that enhance content from Pearson-Connections Learning.



Learners are guided through weekly expectations from the grade level homeroom Moodle pages. A variety of online tools are utilized to enhance the learning experience and track student achievement.

The screenshot shows a Moodle course page for Mrs. Byrd's K-3 Grade Homeroom. The page is divided into three main sections: a left sidebar, a central content area, and a right sidebar.

**Left Sidebar:** Titled "Student Quick", it contains sections for "Apps" (Gmail, Calendar, Docs, Infinite Campus, eDCSD Website, eDCSD Colorado Cyber Announcements), a "Navigation" menu (Home, My home, Site pages, My profile), and a "Moodle" logo with red scribbles.

**Central Content Area:** At the top, it displays "Mrs. Byrd's K-3 Grade Homeroom" with contact information: "Email: smbryrd@dcsdk12.org" and "Phone: 720-306-1450". Below this is a photograph of a family (Mrs. Byrd, a man, and two children) standing on a snowy path. The main announcement reads: "Announcements for Sept. 21st-24th, 2015 \*No school on September 25th. It is a teacher Professional Learning Day." A highlighted link for "CU South (formally the Wildlife Experience) Field Trip" is followed by the text: "Please join us on Monday 9/21 for this amazing field trip! WE WILL NOT MEET ON 9/21 AT THE CANTRIL OFFICE. Hope to see you all there! RSVP and get all the details by clicking HERE: [LINK]".

**Right Sidebar:** Titled "Course Links", it lists "Connections Curriculum", "Brainpop Jr. (login: edcsd; PW: cocyber)", and "United Streaming (Ivideo2 password: lincoln)". Below this is a "Resources" section with links for "Welcome Letter", "Assessments and Expectations for Parents/Students", "Orientation Presentation", and "Grade Level Expectations:". The "Grade Level Expectations:" section includes instructions to click on a link to find the grade level and subject, and mentions links to "District Outcomes and the Colorado Academic Standards". At the bottom, there is a link for "Guaranteed and Viable Curriculum".

## Elementary Program Expectations

- **Blended Learning Monday:**
  - Mandatory Live or Virtual Attendance at Blended
  - 9:30 am - 12:00 pm
    - 9:30 - 10:45 Passion Projects
    - 10:45 - 11:30 Small Group Interventions
    - 11:00 - 12:00 Specials
- **Connexus Subject Course Material:**
  - Approximately 1 lesson per subject per day. Adjustments are made when students are working on major individual projects, when students attend field trips, and on Blended Learning days.
- **Passion Projects:**
  - It is expected that students complete these projects in addition to Connexus course work.
  - These projects are designed to develop cross curricular understanding, application of material, and 21st century skills.
  - Teachers adjust regular coursework to compensate for the extra time it takes to complete these projects.
  - Students receive EPR grades specifically related to these projects.
- **Tuesday Virtual Class Meetings:**
  - Help sessions and focus groups based on need.
  - Scheduled with teacher on a week to week basis.
- **Assessments:**
  - Students must participate in school administered assessments.
  - Reading, Math, and Language assessments.
  - Teachers use these assessment ratings in order to determine gaps, intervention needs, acceleration, and growth.
- **Interventions:**
  - Mandatory participation in all assigned interventions.
  - Assigned as needed based upon skill gaps as determined by assessments.
- **Parent Mentor Support:**
  - Parent support required as determined by grade level and need. See chart on the back side of this document.

**Time Expectations:****Kindergarten: 2-3 hours per day.****1st - 6th: 5-6 hours per day.**

- **High:** Determines time, sets schedule, parent participates in all student activities, parent leads all lessons using online guide, monitors grades and reads all comments.
- **Medium:** Monitors time, monitors schedule, parent participates in some student activities, monitors grades and reads all teacher feedback.
- **Low:** Monitors completion, parent supports some student activities, monitors grades and reads all teacher feedback.

<b>Grade Level</b>	<b>Student Online Activity</b>	<b>Student Offline Activity</b>	<b>Parent Involvement</b>
<b>Kindergarten</b>	<b>1 hour</b>	<b>2 hours</b>	<b>High</b>
<b>1st Grade</b>	<b>2 hours</b>	<b>4 hours</b>	<b>High</b>
<b>2nd Grade</b>	<b>3 hours</b>	<b>2-3 hours</b>	<b>Medium</b>
<b>3rd Grade</b>	<b>3 hours</b>	<b>2-3 hours</b>	<b>Medium</b>
<b>4th Grade</b>	<b>3 hours</b>	<b>2-3 hours</b>	<b>Medium</b>
<b>5th Grade</b>	<b>3-4 hours</b>	<b>1-2 hours</b>	<b>Low</b>
<b>6th Grade</b>	<b>5 hours</b>	<b>1 hour</b>	<b>Low</b>

# Personalized Learning Environment Student Information

## MENTORED or BLENDED LEARNING

<b>Academic Characteristics</b>	
<p><b>MANAGEMENT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>▶ May, at times, require direction and involvement by teacher and other supporting adults to stay motivated, dependent on the subject area</li> <li>▶ May, at times, require guidance and assistance to complete assignments on time, dependent upon the subject area</li> <li>▶ May, at times, require guidance and assistance to self-monitor progress, dependent upon the subject area</li> <li>▶ May, at times, require guidance and assistance to submit assignments and assessments on time, dependent upon the subject area</li> <li>▶ May, at times, require guidance and assistance to follow directions and seek clarification when needed, dependent upon the subject area – self advocacy</li> <li>▶ May, at times, require structure in schedule and pacing of learning from a teacher and other supporting adults, dependent upon subject area</li> <li>▶ At times, cannot maintain pace of the course without guidance and assistance, dependent upon the subject area</li> <li>▶ Requires a mixture of structure and independence to be successful</li> <li>▶ Understands a variety of communication tools (including email, phone, web conferencing and chat) and how they apply to time management</li> <li>▶ Attends regularly scheduled Virtual Classroom Sessions or completes make up assignment on time.</li> </ul>	<p><b>ACADEMIC CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>▶ Reading below, at, or above grade level</li> <li>▶ Writing below, at, or above grade level</li> <li>▶ Math skills and concepts below, at, or above grade level</li> <li>▶ Scoring Basic, Proficient or higher on State or Third Party Tests</li> <li>▶ Scoring below, at, or above grade level on other academic measures</li> <li>▶ Could be credit deficient for high school student</li> </ul> <p><b>CHARACTERISTICS OF ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>▶ Operates on quarter (9week) terms</li> <li>▶ Regularly scheduled/weekly Virtual Classroom sessions</li> <li>▶ Students must begin course work within the first 2 weeks of the semester</li> <li>▶ Students must keep pace with the course in order to benefit from collaborative activities and project-based learning</li> <li>▶ Missing assignment reports will be generated weekly</li> <li>▶ Students must complete their 9 week course within the term</li> <li>▶ Grades are posted to transcripts four times per year</li> <li>▶ Final grade posted to the course each quarter</li> <li>▶ Students will receive support from an Intervention Specialist</li> </ul>

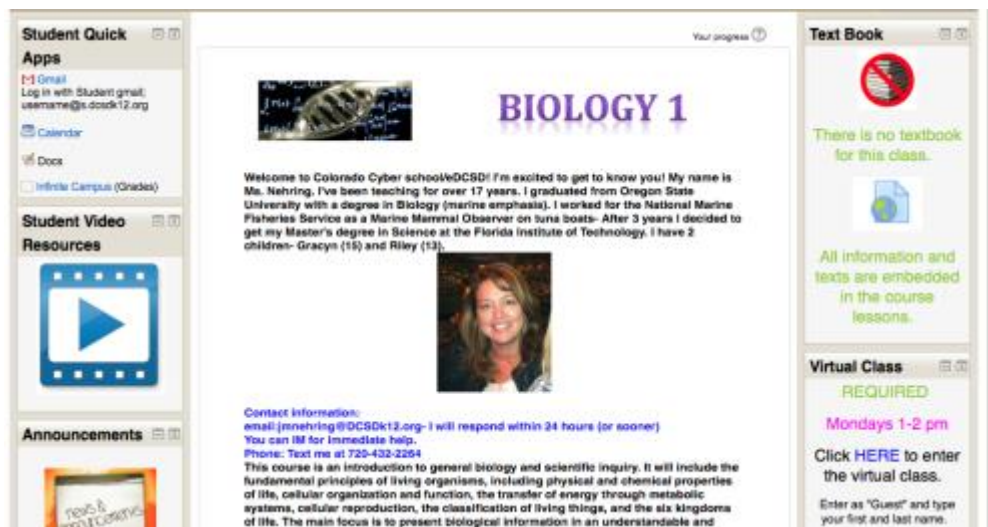
## Caring Adult/Parent Expectations

### MENTORED or BLENDED LEARNING

- ▶ Willing to maintain a variety of communication tools (including email, phone, web conferencing and chat) for communication purposes
- ▶ Willing to work with online teacher and/or learning coach to maintain student's academic progress
- ▶ Willing to maintain open communication with online teacher to discuss progress of student
- ▶ Assists and supports student in following class schedule to complete learning program and achieve results
- ▶ Assist online teacher with monitoring of student work, behavior, and attendance
- ▶ Agrees that student does the assignments and assessments independent of the parent (caring adult)
- ▶ Willing to make student available for all assigned virtual classes
- ▶ When student is absent from class, notifies online teacher and LC and establishes a time for the student to view the recorded class
- ▶ Guarantees that all eDCSD: policies and procedures are adhered to by the student
- ▶ Willing to discuss / participate in RTI/MTSS team meetings if necessary
- ▶ Willing to contact Learning Coach when any questions or difficulties occur

## General Course Organization - Secondary

eDCSD courses offer flexibility in scheduling, and regular feedback from highly trained, certified teachers. Most secondary courses are comprised of units to be completed in 9-week terms. While all students begin in an assigned a specific Base Camp Learning Environment, our personalized learning approach allows students to earn an option that best meets their learning style and individual needs.



The screenshot shows a course page for Biology 1. The main content area includes a welcome message from Ms. Nehring, a photo of her, and contact information. The left sidebar has sections for 'Student Quick' (with links to Gmail, Calendar, Docs, and Infinite Campus), 'Student Video' (with a play button icon), and 'Announcements' (with a 'news & announcements' icon). The right sidebar has a 'Text Book' section with a 'no textbook' message and a 'Virtual Class' section with a 'REQUIRED' label and a 'Mondays 1-2 pm' schedule.

**Mentored Learning Courses** are a combination of self-directed exploration and “Virtual Classroom” engagements. Each course, designed for completion in two 9-week terms (quarters) by working 1 to 1 1/2 hours per day, includes 18 weeks of lessons. Lessons are tightly aligned to both state and district standards (see the district [Guaranteed and Viable Curriculum](#)), while supporting our Strategic Plan and World Class Education – including responsible citizenship, critical thinking, creativity, collaboration and communication. Assignments engage the learner in authentic, inquiry-based opportunities supported by iTExts, web investigations, Power Points, videos and pod-casts.

Within each course, students interact with a certified teacher and other students through threaded discussions, blogs, and live web-conferencing direct instruction sessions. These interactions are content driven and supported by daily assignments plus quick quizzes and polls to frequent checks for understanding. All students are placed in this model.

The **Independent Learner Courses** leverage online course work but do not include live web-conferencing. Teachers are available for questions and support via email, virtual help sessions and face-to-face support options. Daily lesson activities are guided, offering the opportunity to practice. Each activity is important for mastery of objectives and preparation for assessments.

Students should expect to spend 1 to 1 ½ hours per day per course completing a quarter of the course in the scheduled 9-week period.

## Competency-based Pathway

High school students may apply for acceptance in the Competency-based Pathway. Here they propose a project fostering a passion around a specific community or global issue, where they wrestle with essential questions like:

With the exponential amount of change in our world how will this experience shape my future? Given my passion how can I make a difference in the global and/or local community? How will this project help me to be more successful/productive in my post secondary and workplace endeavors? How will this experience contribute to responsible citizenship? How does this experience affirm knowledge and skill from course content?

Within their proposed project plan students will identify and align elements of their work with CAS/GVC's. They will further address the components of collaboration, creativity, communication and critical thinking incorporated in their project as assessed by the Ed21 and/or BIE rubrics. Students may seek out additional internships or shadow days to support their goal. Students within this pathway will demonstrate knowledge level skills - understanding and a degree of application - through prescriptive digital content. As they progress through their experience, digital content will serve as a resource should they discover a need to acquire additional subject area knowledge. Ongoing formative and interim assessments conducted by a Program Coordinator will track student achievement and progress. Inquiry based projects created by students in program year one revealing, "This is *how* I learned and this is *what* I learned," will be published for use as content by subsequent students. A series of inquiry-based projects will occur leading to the culminating product. Finally, students will create a product and present to an authentic panel including industry and school personnel. Clearly, such a pathway demands a significant level of initiative and entrepreneurialism combined with a high degree of curiosity and imagination.

Students who elect to participate in the innovation/competency programs will see a class scheduled in their schedule and will be expected to attend and follow through with assigned projects.

## Credit Recovery / GED



Students needing to recover credits or engage in GED prep work may be assigned courses in OdysseyWare. These courses are not NCAA eligible nor are they permitted as use for grade replacement options.



## **Assessments**

Assessments are important for students, teachers, parents, and our program. Students are expected to take a variety of assessments to demonstrate success in each course as well as proficiency on Colorado and Common Core Standards in addition to the DCSD Strategic Plan. It is important that students complete all assessments relatively unassisted in order to insure that his/her ability can be accurately assessed.

Colorado statute states that all children participating in an online program shall be regularly evaluated and monitored, and requires that each child in the school meet face to face with a teacher for evaluation. eDCSD uses the following assessments, but are not limited to these, for this required face-to-face student and teacher participation environment. It is important to expect that your child will be asked to travel to the testing location, depending on his/her grade level, at least once a year. These assessments are state mandated and required for continued eDCSD: enrollment as a school of choice. Every effort will be made by eDCSD: to provide as much advance notice on dates, times, and locations to help facilitate family scheduling and planning. Please use the list below for more specific information for each.

### **Plato Reading, Language and Math Exact Path Assessment**

Exact Path is available in Math, Reading and Language Arts for Kindergarten through 6th Grade students. Exact Path is highly focused on understanding where your students are academically, identifying strengths and weaknesses for each student. The resulting data goes a step further to offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey. This solution provides the following features:

- An adaptive assessment
- Individualized learning paths
- Oral fluency tasks
- Built-in motivational tools
- Guided data visualization and progress monitoring

The Exact Path Diagnostic Assessment Edmentum offers objective and valid adaptive diagnostic assessments created by Edmentum's experienced subject matter experts and psychometricians. Assessments are available across all three subjects—math, reading, and language arts—as norm-referenced measures intended to pinpoint each student's instructional level. Each assessment administration offers a unique student experience that dynamically reacts to in-the-moment question responses to precisely determine where students are ready to begin learning. Edmentum's adaptive diagnostic assessments can be delivered 2-4 times throughout the school year and provides a valid growth measure based on a vertical scale.

### **Dibels**

- Literacy assessment to comply with Colorado Basic Literacy Act
- This test assesses student's ability to read and comprehend at grade levels.
- Given at the start of the year, sometimes mid-year, and end of the year to all K-3 students.
- Given at the start of the year, sometimes mid-year, and the end of the year to all 4-6 students on a READ Act.

### **PARCC**

The Partnership for Assessment of Readiness for College and Careers (**PARCC**) is a group of **states that have come together** to develop high-quality student **assessments linked to more rigorous English language arts (ELA)/literacy and math standards**. The assessments will be given the 2017-18 school year for students in grades 3–9.

Testing Windows:  
PARCC Assessment: **Mid April**

### **PSAT**

In the spring of 2016, Colorado 10th-graders took the PSAT 10 for the first time, an exam that replaced the English language arts and math exams of the Colorado Measures of Academic Success. The PSAT is aligned to the Colorado Academic Standards and comes with a host of benefits, including test preparation for the 11th grade SAT and scholarship opportunities. Please view the [Testing Calendar](#) and contact the school for specific testing dates. For more information visit [PSAT](#).

Testing windows:  
CMAS Assessment: **October and April**

### **SAT**

In the spring of 2017, Colorado's 11th-graders will take the SAT for the first time, an exam that is accepted for admission and placement in all public colleges and universities in the state. The SAT will be the state-mandated exam for 11th grade students in Colorado. This exam replaces the Colorado ACT. The shift in the state's college entrance exam was a result of the state legislation passed last May (H.B. 15-1323) which, among other things, required the department to go through a competitive procurement process for a college entrance exam. Please view the [Testing Calendar](#) and contact the school for specific testing dates. For more information visit [SAT](#).

Testing windows:  
CMAS Assessment: **April**

### **CMAS**

Colorado has adopted higher expectations for what our students should know and be able to do at each grade level. Called the Colorado Academic Standards, these outline updated learning expectations to ensure students are well prepared for the next stage of their lives.

In addition, we have adopted tests to measure how students, schools, and districts are doing in meeting the higher expectations. These new online assessments, the Colorado Measures of Academic Success, represent the next generation of student tests. By using more advanced questioning and performance tasks, they provide a snapshot of what students know in relation to the standards so teachers can best address each individual student's learning needs.

This testing is in science and social studies for **grades 4, 5, 7, 8, and 11**.

Testing windows:  
CMAS Assessment: **Mid April**

**Other** – To be determined by teacher and/or administration in conjunction with parent on an individual basis to better determine individual academic needs.

The following is a list of assessments that do not require face-to-face evaluation. Again, it is important, however, that the student completes all assessments relatively unassisted so the student can be accurately evaluated on progress. Teachers will inform parents which are important and will be used in this manner. This list includes, but is not limited to:

- \*Mid-unit quiz and unit tests
- \*Written and oral response to content
- \*Projects, research, and other assignments that require application of knowledge learned
- \*Quarter, semester, course finals and/or cumulative exams.

### ***Course Placement Requests***

Special course placement requests will be handled by the placement team (advisers, counselors and content area teachers) in consultation with the family before the start of the school year. Students will be placed in appropriately leveled courses based on placement assessment results along with prior grade level completion and other relevant information provided by the parent. Grade level designation, rather than course levels, is used to determine the grade level of testing for PARCC and CMAS.



*STUDENT-CENTERED  
Service, Support and Learning*



### **eDCSD Elementary, Middle & High School**

*Below is a chart that highlights some of the key expectations of teachers, parents, and students. Each family is further supported by regular contact with our Student Coaches, Counselors and Homeroom Teachers, Principal and Administrative Assistant. Families are expected to attend Back-to-School Orientations for additional information.*

	<b>Teacher Expectations</b>	<b>Parent Expectations</b>	<b>Student Expectations</b>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>• Direct academic &amp; instructional support</li> <li>• One on One and small group instruction</li> <li>• Partner with Parent for pacing and student motivation</li> <li>• Assess students</li> <li>• Grades student work</li> <li>• Provides weekly feedback to parent regarding student progress</li> <li>• Tailors curriculum to individual students</li> <li>• Models lessons for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Provide encouragement and positive learning environment</li> <li>• Partner with Teacher for pacing and support strategies</li> <li>• Help facilitate Teacher / Student communication</li> <li>• Provide support for field trips and testing events</li> <li>• Carries out lessons provided by the teacher</li> <li>• Ensure that student is submitting work on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Establish learning routines and complete assignments and assessments on time</li> <li>• Actively participate in virtual classroom sessions</li> <li>• Participate in field trips, school events, social networking, and standardized testing</li> <li>• Actively communicates with teacher</li> </ul>
<b>Secondary</b>	<ul style="list-style-type: none"> <li>• Content teachers coordinate with homeroom teachers</li> <li>• Homeroom teacher communicates with Parents and Students</li> <li>• Content teachers provide instruction to groups of students and individual support as needed</li> <li>• Content teacher grades student work</li> <li>• Content teacher assess student</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student schedules and student progress</li> <li>• Periodically conference with homeroom and/or content area teacher</li> <li>• Provide support for field trips and testing events</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage in learning</li> <li>• Maintain direct contact with content and homeroom teachers</li> <li>• Actively participate in virtual classroom sessions</li> <li>• Actively communicates with all teachers and SLA</li> <li>• Complete assignments and assessments on time</li> <li>• Participate in field trips, school events, social networking, and standardized testing</li> </ul>

## Learning Coach Expectations

This specialist provides guidance and support for all students by developing and monitoring an educational plan that fits the needs of each student. A Learning Coach's job is multifaceted and includes serving as a curriculum expert, technical expert, guidance counselor and progress monitor.

### Curriculum Expert

- Serve as the liaison between students/families and teachers
- Know the model of each curricular product (Lincoln Interactive, OdysseyWare, FuelEducation, Pearson)
- Be familiar with course descriptions
- Be familiar with course layout and design

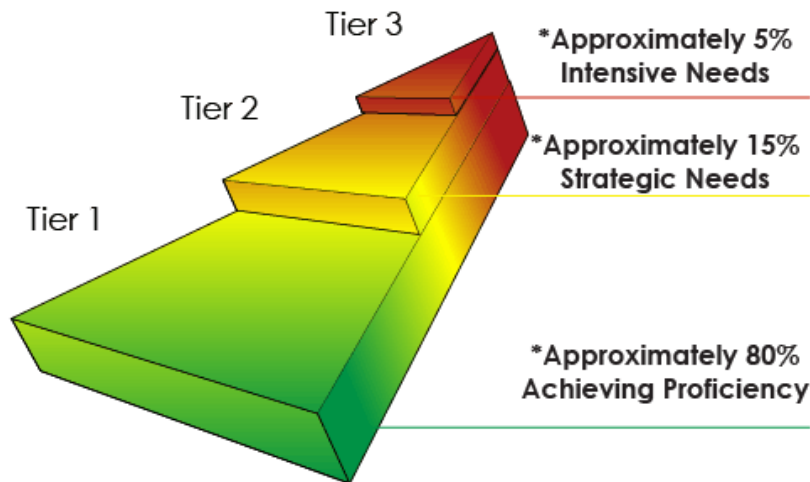
### Technical Expert

- Be familiar with multiple browsers
- Be familiar with student loaned computer set up and capabilities

### Progress Monitor

- Examine progress regularly
- Initiate and track the personalized learning process where necessary, developing intervention plans within the team
- Support/advocate for students, helping them with time management skills
- Provide tutoring sessions where necessary
- Administer / perform face to face assessments where necessary

## **Multi-Tiered Systems of Support (MTSS)**



**Multi-Tiered Systems of Support** is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

### **Team-Driven Shared Leadership**

Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

### **Data-Based Problem Solving and Decision-Making**

A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

### **Family, School, and Community Partnering**

The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

### **Layered Continuum of Supports**

Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

### **Evidence-Based Practices**

Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

More information is located on the Colorado Department of Education's website:

<https://www.cde.state.co.us/mtss>

A problem-solving team collects data at each tier of intervention over a period of 6 to 9 weeks. An eDCSD Intervention Specialist may recommend virtual classroom sessions, learning labs, unit reviews, face-to-face engagement, peer tutoring, or additional practice websites to support a student's success.

Students may be assigned a variety of interventions including face-to-face work with our staff. Such assignments may appear on a student's schedule. Customized modules addressing specific gaps or advances in learning may be created in OdysseyWare and assigned to students. High School students needing credit recovery may also be assigned OdysseyWare. Students are expected to follow through with expectations.

### **Virtual Classroom Sessions**

Students are required to attend virtual classroom sessions to enhance student learning. These virtual classroom sessions will be offered via a synchronous learning tool, which simulates a face-to-face classroom setting with teachers offering live direct instruction to classrooms of students. Most of these sessions are outlined by each course teacher prior the beginning of each course, but each teacher can add additional Virtual Classroom Sessions for the purpose of further clarification or interaction with students. All sessions are recorded for future repeated viewing. Students may be referred to virtual classroom sessions/recordings for intervention purposes.

#### **Virtual Classroom Benefits include:**

- Students maintain a level of flexibility in scheduling while accessing live teacher instruction and feedback, as well as the opportunity to work independently
- Students hone 21<sup>st</sup> century skills (collaboration, communication, creativity, problem-solving, critical thinking) while engaging in projects and discussions
- The opportunity for students to interact with the teacher as well as classmates by oral and written communication.
- Recorded Classes – all classes are recorded and archived for reviewing/playback purposes
- Students unable to attend VC sessions are expected to view recordings and submit associated assignments by Sunday of that week's session

#### **Blended Learning Program:**

Students assigned to the blended learning program will meet one day per week for direct instruction, hands-on constructivist learning and experiential opportunities. Students will also engage in a study hall to provide work time and/or 1:1 or small group support. Students needing additional support may be required to participate in a study hall on the face-to-face blended day. All students are encouraged to attend blended learning.

#### **Virtual Support/Help Sessions:**

Virtual Help Sessions are scheduled sessions, organized by subject (science, math, English, etc.) and grade level. Sessions are facilitated by an eDCSD teacher and may include specific topics within that content area, Q & A sessions or presentations. They are an opportunity for additional help for all students.



## **Grading Policies**

### **High School**

(IKAB-R-2)

Grading practices at the high school level are in accordance with DCDS Board of Education Policy IKAB-R-2.

Grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

Semester grades are the culmination of 9 weeks of work (quarters). Two quarters are not averaged for a semester grade.

Students are eligible for academic honors based upon their semester GPA.

Highest Academic Honors - 4.0 and above (\*Advanced course carry a weighted grade)

Academic Honors – 3.75 to 3.99

Honors – 3.5 to 3.74

### **Middle School**

Principles of Assessment and Grading

Students earn a final quarter grade in work habits and content knowledge. Two quarters are not averaged for a semester grade.

How are Content Grades Determined?

1. Content Grades are based on student demonstration of academic achievement; therefore, Content Grades are:
  - a. Determined by a body of evidence that supports the achievement of standards/checkpoints in a content area.
  - b. Determined through the use of multiple assessments over time as well as the opportunity for retakes if necessary. Retake opportunities/multiple opportunities for demonstration of learning are an integral part of standards-based grading and reporting. These practices should be consistent within departments.
  - c. Reflective of tasks completed, whether in or out of class, to demonstrate an understanding of content knowledge and skills (e.g. assessments, demonstrations, projects, presentations, research papers, etc.).
2. Content Grades for each quarter reflect the standards and checkpoints embedded in the course during that grading term and should be aligned accordingly with expected progress for the grading term.

Content Grade Descriptors for Quarterly Grading Scale

Evidence of student learning...

A= Exceeds standards/checkpoints for this grading period.

B = Meets standards/checkpoints for this grading period.

C = Is progressing toward standards/checkpoints for this grading period.

D = Does not meet standards/checkpoints for this grading period. Interventions are necessary for standards/checkpoints in this grading period.

I = Insufficient evidence at this time. Interventions are necessary for standards/checkpoints in this grading period.

How are Work Habits grades determined?

1. Work Habits Grades are based on student demonstration of behaviors related to work completion, preparedness for learning, participation, and following classroom expectations. These behaviors contribute to academic success as well as the ability to be lifelong learners and positive contributors to society. Work Habits Grades are:
  - Determined based on tasks that are assigned for practice or preparation, including homework completion and homework quality.
  - Determined by other factors such as class participation, work ethic, neatness, effort, attendance, punctuality of assignments, class behavior and attitude, student notebooks and journals. This data may be collected through observation.

Work Habits Grade Descriptors for Quarterly Grading Scale

A=Work habits consistently exceed expectations.

B=Work habits consistently meet expectations.

C=Work Habits inconsistently meet expectations

U=Work habits do not meet expectations.

### **Elementary School**

Elementary students will be assessed on the state standards using academic performance levels, on a semester basis.

Academic Performance Levels for Standards:

4: Above Grade Level

3: At Grade Level

2: Below Grade Level

1: Incomplete Data from student

N/A=Not Assessed at this time

K-6 students will also be assessed on work habits using the following scale:

+: Independently & Consistently

v: Usually

-: Inconsistently

## **Communication**

In a virtual model, consistent and appropriate communication between parents, students, and the online teachers is essential for the success of the program. It is also a requirement for enrollment in eDCSD as a District Program. The primary responsibility for communication compliance between school and home lies with parents and students. Parents are responsible for maintaining an active Internet connection and an active e-mail account as well as ensuring all contact information is current in our Infinite Campus records. All e-mail communications requiring a response should be replied to in a timely manner and generally within 24 hours. **Parents are expected to check their e-mail daily.** Missing assignments or low-grade reports are **emailed** from IC.

### ***Professionalism in Communications***

*All communication between eDCSD administration, teachers, parents, students, and other parties directly related to eDCSD must be conducted with appropriate professionalism. Demeaning language, foul language, or derogatory remarks/innuendos are not acceptable. This includes communication during virtual classroom sessions, social networking tools, communication in e-mail, and fieldtrips*

## **Calendars**

### **School Activities:**

eDCSD will support an activity calendar that includes dates and times, for fieldtrips, state mandated testing and other important dates for students and their parents. The calendar can be found on the school's website. This information can also be found in weekly eDCSD updates.

### **Course Calendars:**

Each eDCSD teacher is responsible for maintaining a course calendar or "Week-at-a-Glance". Teachers create a pacing guide to hold the student accountable with due dates to stay on pace to complete their course within the term, submit assignments in a timely fashion and be informed of upcoming Virtual Classroom Sessions.

### **Principal's Weekly Email**

The Principal's email is a place to read about school announcements, philosophy, and current trends in education and eLearning, staff and student celebrations as well as school success stories. Families will receive the email each week.

### **Change of Information**

Parents are responsible for promptly notifying eDCSD office and teachers of any changes to address, phone number, e-mail address, or other pertinent information. **Parents are expected to keep all family records and email addresses up to date.**

## **E-mail**

**E-mail is a primary communication platform for eDCSD teachers, parents and administration.** Information needing to be communicated to families will be sent via e-mail. Often, the information is time-sensitive and many items require a specific response. Therefore,

parents are expected to inform their teachers promptly of any changes to their e-mail address (and regular address); parents are responsible for checking their e-mail daily and replying promptly to any email requests received from the eDCSD. Parents are also responsible for maintaining their Internet connection and e-mail account, including, but not limited to, clearing space in their e-mail account to receive communications from eDCSD. All students provided with a Douglas County school email that they are expected to check regularly and utilize to communicate with eDCSD staff and students.



## Infinite Campus Portal

All parents and students have access to our student information system called Infinite Campus. It provides information regarding student schedules, teacher emails, important district/school announcements, and academic progress.

	Term Quarter 1 (08/10/15-10/08/15)	Term Quarter 2 (10/19/15-12/17/15)	Term Quarter 3 (01/04/16-03/17/16)	Term Quarter 4 (03/28/16-05/26/16)
1	eHS50360S1-1011 English III (T) ODell, Sarah Elizabeth	eHS50360S1-1011 English III (T) ODell, Sarah Elizabeth	eHS50360S2-1021 English III (T) ODell, Sarah Elizabeth	eHS50360S2-1021 English III (T) ODell, Sarah Elizabeth
2	EMPTY	EMPTY	EMPTY	EMPTY
3	eHS60611S1-1011 Trig/PreCal (T) Ruginis, Ray D	eHS60611S1-1011 Trig/PreCal (T) Ruginis, Ray D	eHS60611S2-1021 Trig/PreCal (T) Ruginis, Ray D	eHS60611S2-1021 Trig/PreCal (T) Ruginis, Ray D
4	eHS80375S1-1011 Chemistry (T) Pulliam, Josie	eHS80375S1-1011 Chemistry (T) Pulliam, Josie	eHS80375S2-1021 Chemistry (T) Pulliam, Josie	eHS80375S2-1021 Chemistry (T) Pulliam, Josie
5	EMPTY	EMPTY	EMPTY	EMPTY
6	eHS85800S1-1011 Economics (T) Phillips, Christopher	eHS85800S1-1011 Economics (T) Phillips, Christopher	eHS85700S2-1021 US Government (T) Sorrentino, Richard J	eHS85700S2-1021 US Government (T) Sorrentino, Richard J
7	EMPTY	EMPTY	EMPTY	EMPTY
8	EMPTY	EMPTY	EMPTY	EMPTY
Study Hall	eHSDCSD 101-1011 eDCSD Online Introduction (M) Sharp FT Online	eHSDCSD 101-1011 eDCSD Online Introduction (M) Sharp FT Online	eHSDCSD 101-1011 eDCSD Online Introduction (M) Sharp FT Online	eHSDCSD 101-1011 eDCSD Online Introduction (M) Sharp FT Online

Teachers utilize the portal to note missing assignments where appropriate and initiate emails to both students and parents keeping them apprised of their progress within each course. (Applicable to grades 7 thru 12)

Category: Demonstrate the process of inquiry: Create expert						
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%
1.01 Audience Purpose Tone Mini Quiz	08/16/2015	08/10/2015	1.0	15	15.0	100
1.01 Take a Tone Analysis Assessment	08/16/2015	08/10/2015	1.0	50	50.0	100
1.02 Literary Timeline Mini Quiz	08/23/2015	08/17/2015	1.0	15	15.0	100
1.01 Sinners and Saints Quiz	08/23/2015	08/17/2015	1.0	52	41.0	78.84
1.02 Making History Quiz	08/23/2015	08/17/2015	1.0	40	35.0	87.5
1.03 The Crucible Act 1 Mini Quiz	08/30/2015	08/24/2015	1.0	15	15.0	100
1.03 Aristotle's Elements of Drama Mini Quiz	08/30/2015	08/24/2015	1.0	15	15.0	100
1.03 The Play's The Thing Quiz	08/30/2015	08/24/2015	1.0	40	36.0	90
1.04 The Crucible Act 3 Mini Quiz	09/06/2015	08/31/2015	1.0	15	12.0	80
1.05 In the Beginning Unit Exam	09/06/2015	08/31/2015	1.0	100	86.0	86

## **Parent/Student Orientation**

One of the most important tools eDCSD uses to inform parents and students of how our school functions, is our orientation sessions.

**Students:** This is a time for students to learn more about eDCSD, their teachers, virtual classroom sessions, student's clubs, grading policy, and much more. Student Orientation also includes training in how to use all of the eDCSD tools. Students will benefit from learning how to engage in our online School. Orientations are held prior to each semester (August, January). In order to remove any barriers that students may face by having to travel to an orientation, they may be hosted virtually, over the Internet.

**Parents:** Parent orientation is hosted through a series of instructional videos on topics of high interest to parents. To access these videos, please visit the parent tab on our school's website. In addition to the video tutorials, face-to-face help sessions are available (Aug and Jan or by appointment) to assist parents and their students with orientation materials.

## **Parent Involvement**

At eDCSD, we embrace parents as partners and greatly appreciate their contribution to our continuous improvement.

**SAC: School Accountability Committee** is an opportunity for parents to serve on a recommending body that guides establishing and fulfilling school improvement goals. This committee meets monthly and provides input directly to the principal. It is comprised of parents, students, staff and community members. Please contact the office or visit the SAC page on our website if you are interested in serving on this committee.

## ATTENDANCE AND DISCIPLINE



### Note Regarding Attendance

Colorado State Statute 22-33-104.6(3)(a) notes “A child who is participating in an online program shall be subject to compulsory school attendance as provided by this article and shall be deemed to comply with the compulsory attendance requirements through participation in an online program.”

Colorado law requires attendance of all children between the ages of 6 and 17. For online students, truancy is defined as a lack of regularly participating in lessons prescribed by their teachers and/or non-communication from students and/or families. Attendance is tracked by student logins and assignment completions/submissions. (Also reference Douglas County School District Re. 1 Rights and Responsibilities Handbook Policy JH.)

This can be found at our District Website, [www.DCSDk12.org](http://www.DCSDk12.org), go to Board Policies >J Students>JH Student Attendance

#### How is attendance taken at eDCSD: CO Cyber School?

Teachers take attendance for each of their classes on Tuesdays based on the following criteria:

- **Students need to submit at least one assignment through Moodle/Pluto for each class, each week by Sunday at midnight. (Note: An attendance mark is recorded individually for each class/subject.)**
- **If no assignments are submitted the PREVIOUS week, the student is marked absent.**
- **If the attendance criteria is not met, a student will be marked absent for the PREVIOUS week. One absence is equivalent to 5 missed periods for each class missed.**
- **If a student ONLY attends the virtual class and does NOT submit any assignments through Moodle/Pluto they WILL be marked absent.**

#### When is work due?

- All work for the week is due by Sunday at midnight for each class.  
(Example: if School starts on August 8<sup>th</sup>, work for that week is due by Sunday August 14<sup>th</sup>)
- The attendance week is calculated from Monday morning through Sunday night each week.
- Exception: The last week of each quarter is finals week. These weeks are calculated from Monday morning through Thursday night.

#### What is a district auto dialer?

- The district Auto Dialer is a phone call/email/text message generated through SchoolMessenger that will notify parents that their student was marked absent in at **least** one class last week. The Auto Dialer does not contain specific information regarding the absences. Parents should log in to Parent Portal to view specific class(es) in which the student was marked absent. Please do not disregard these district auto dialer notifications, as they alert parents of any absences that have been marked on the student’s attendance record. If a student is habitually marked absent the attendance clerk will be in contact with the parents via email and telephone to discuss absences.

### When do district auto dialers go out?

- Wednesday- Notifying parents of absences marked for the previous week.

### Contact Information:

Attendance Clerk- Natasha Weisbeck 303.387.9466 [natashia.weisbeck@dcsdk12.org](mailto:natashia.weisbeck@dcsdk12.org)

<u>DAY DIALER IS SENT:</u>	<u>GRADE LEVEL:</u>	<u>ABSENCES REPORTED FOR:</u>	<u>CALCULATION:</u>
WEDNESDAY	ALL	Attendance criteria not met In PREVIOUS week	1 Mark= 5 Absences

Please refer to the school website, <http://www.edcsd.org>, and select the “parent” tab for more information about attendance.

As a guideline, attendance goals follow state goals which require students in grades K-6 attend 980 hours (approximately 5 ¾ hours per day), 7-8 attend 1056 hours (6 - 6 ½ hours per day), and 9-12 1080 hours (6 ½ to 7 hours per day).

### Truancy

The attendance procedures are followed on each class a student is taking. If a student is under 17 years of age and is administratively dropped from classes, resulting in a course load of less than 4, truancy procedures will be followed. A student is considered truant if they are absent 3 or more days in a month OR 10 days in a year.

### ADD/DROP and Course Completion Policy

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructor maintain regular contact. To ensure that our students are aware of this commitment, the process outlined here will be followed:

- If the student does not submit the expected number of assignment(s) and/or log in to his/her course within a period of seven (7) consecutive days, the student and parent(s) will be notified of the student’s unacceptable pace and attendance by the teacher/school.
- Students who are enrolled in a course and are dropped from the course after 14 days will receive a “WF” on their transcript.
- If students drop the course after completing 50% or more of the course work and do not take the final exam, an “F” Will be recorded on their transcript.
- Students must complete course work within the term in which it is begun.
- Students may follow an appeal process with the eDCSD principal should extenuating circumstances arise.

## **Discipline Policy and Procedures**

eDCSD students are subject to the discipline policies of Douglas County School District Re. 1. Given the unique make up of the virtual school setting, note the following clarifications:

- “Classroom” does not equate to the home. “School Grounds” will be considered the grounds of any eDCSD sponsored event and instructional property including computer, materials, printer, and any other resource made available by eDCSD.
- Student conduct expectations around appropriate treatment of instructional property apply to the school printer, computer, curriculum, materials and any other resource provided through eDCSD. Misuse of hardware or software may be grounds for exclusion from eDCSD.
- Students may be removed from eDCSD due to disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments or non-disclosure of an IEP.
- Students attending school events are subject to the Douglas County School District Re. 1 dress code.
- Academic Honesty: Students are expected to submit original work. When referencing work from another author, students are expected to cite the work appropriately (usually MLA).
  - First Offense: Students will receive a warning
  - Second Offense: Students will be permitted to redo the assignment for 50%
  - Subsequent Offenses: Will result in zero points earned for that assignment
  - Continued infractions could result in suspension, expulsion or class removal per DCSD Board Policy (JKD/JKE #17)

Any policy not specifically addressed in this section will be covered in the Douglas County School District Re. 1 Student Rights and Responsibilities [Code of Conduct Handbook](#).

## **Probationary Status**

Students with poor discipline and/or excessive absences at their previous school or during the year at eDCSD may be placed on probationary status at eDCSD. Enrollment and probationary status shall be determined on a case-by-case basis by eDCSD administration as determined by their Base Camp assignment. The Base Camp contract will provide regular review intervals allowing students to be removed from probationary status through satisfactory demonstration of appropriate attendance and participation.



### **Withdrawing from eDCSD**

Parents of students who are withdrawing from eDCSD must contact the school registrar to communicate their desire to withdraw. The registrar will provide a withdrawal form to be completed by the parents before the withdrawal is complete. eDCSD cannot officially withdraw students without a forwarding school or a communication that the parent will be home schooling. eDCSD will contact parents to arrange for the recovery of all school equipment and materials if necessary. Parents are expected to return all school property in the prescribed time frame and in good condition. If the choice is to home school after withdrawal, Colorado state home school law can be accessed at the Colorado Department of Education website.

### **Materials**

eDCSD provides specific off-line materials to families to support the online school (textbooks, math manipulative blocks, geo-boards, keyboards, science kits). These materials are public property and must be kept in good condition. Parents enrolling students in eDCSD accepts the responsibility of paying for lost, stolen, or damaged school materials. Parents are responsible for following all materials return procedures promptly at the conclusion of the school year or upon withdrawal from school (within 5 business days). Misuse of hardware or software may be determined grounds for exclusion from eDCSD. In the case that materials are missing, damaged and lost, parents should contact their homeroom teachers.

Return Shipping Address:

**eDCSD:**

**312 Cantril St**

**Castle Rock, CO 80104**

### **Fees**

All fees will be assessed pursuant to Douglas County board approved fees as they pertain to specific courses. Please reference the Academic Planning Guide for specifics.

## Technology Section

### **Accessing the School**

All student access to the school can be found at <http://eDCSD.org/>. Once you login with your provided information into the correct field by clicking the “Moodle” link, you will be redirected to <http://lms.dcsdk12.org/edcsd/> (which can also be directly accessed/bookmarked if you prefer) and you will be able to see and access all links to coursework, communication tools, and textbooks.

In order to access your grade book information, please click on the Infinite Campus login link within the Google Apps and IC block at <http://lms.dcsdk12.org/edcsd/>.

### **Technological Requirements**

To take full advantage of the interactivity of courses, the following minimum system profiles are REQUIRED:

Microsoft Windows 10

OR

Macintosh OS X (10.6.8 or above)

512MB RAM (1 GB recommended)  
56 kbps modem (Cable modem or DSL recommended)  
Sound Card & Speakers  
Microphone (Headset recommended)



### **Internet Requirements**

Students will need reliable Internet access to take online courses. eDCSD recommends home DSL, Cable Modem, Satellite, but library and Free-Wi-Fi areas are a great substitute.

### **Recommended Browsers:**

#### **PC or Mac Users:**

**Google Chrome (current version is 58.0.3029) or Firefox (current version is 53.0)**

## Additional Requirements

### 1. Productivity

Microsoft Office 365 file types are used in our courses, but for the most part, students should have access to Microsoft Word in order to view documents. Alternatively, students can use Google Drive, which can be accessed from any course within the Google Apps Block.

### 2. Media Players

While we have done our best to minimize the number of media types within the courses, there is some content where we have little control over how it is displayed. At a minimum, students should have the following packages available to them on their computer/laptop.

QuickTime - <http://www.apple.com/quicktime/download/>

Flash Player - [http://www.adobe.com/downloads/?ogn=EN\\_US-gntray\\_dl\\_downloads](http://www.adobe.com/downloads/?ogn=EN_US-gntray_dl_downloads)

Shockwave - [http://www.adobe.com/downloads/?ogn=EN\\_US-gntray\\_dl\\_downloads](http://www.adobe.com/downloads/?ogn=EN_US-gntray_dl_downloads)

Real Player - <http://www.real.com/>

Windows Media Player - <http://www.microsoft.com/windows/windowsmedia/default.msp>

iTunes\* - iTunes can be used to mobilize the pod casts that appear in each lesson.

Java Runtime Environment - <http://www.java.com/en/download/index.jsp>

(Java is particularly important for Foreign Language courses)

### 3. Adobe Acrobat Reader

Can be downloaded at [http://www.adobe.com/downloads/?ogn=EN\\_US-gn\\_dl](http://www.adobe.com/downloads/?ogn=EN_US-gn_dl)

## Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, school district provided computers and subsequent software cannot be exported outside the United States. Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore, the following is prohibited:

- Any use that violates federal, state or local law or regulation
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks
- The use of the eDCSD Internet-related systems to access, transmit, store, display, or request inappropriate materials
- Any use that is deemed to adversely affect eDCSD

Students are bound to the districts [Student Acceptable Use of District Information Technology Agreement \(AUA\)](#) and Board Policy JICJ and Regulation JICJ-R. (\*Signed at check-in)

## **eDCSD Online Code**

While the district Student Acceptable Use policy goes a long way to outlining what is appropriate for student use of district computers, many of the computers that you will be using in our school are your own. They will be used wherever you deem fit and they will use whatever Internet access you have provided. This freedom affords us the opportunity to model for our school community the best use of web-based tools for academic purposes. The following is a guide for ensuring an environment of learning on all computers used to access eDCSD:

This Online Code is established to create an online working environment that is:

- **Without fear (of insult, of reprisal, of dishonesty).**
- **Scholastic.**
- **Based upon protection (of personal information, of identity, of unique thoughts, of creativity).**
- **Creative, non-restrictive, tolerant, and sensitive.**

This Code, which is outlined below, aims to extend other classroom guidelines already in place in schools around the country (Jeanne Simpson, Karl Fisch, Anne Davis, and Darren Kuropatwa). It is, however, unique to eDCSD and its students.

1. I will never post inappropriate pictures of my classmates or myself or post any information more personal than my or my classmates' first name.
2. I will not plagiarize; instead I will expand on others' ideas, and **give** credit where it is due.
3. I will use language that is appropriate for school.
4. I will never insult my fellow classmates or their writing, instead, I will use constructive/productive/purposeful criticism, supporting ideas, comments, or critique with evidence is encouraged.
5. I will only post writing and media that I am comfortable with everyone seeing; other work I will keep as drafts.
6. I will not be afraid to express my ideas through my work, while not over-generalizing/stereotyping or making derogatory/inflammatory remarks.
7. I will take all online content creation seriously, posting only things that are meaningful and taking my time when I write.
8. I will use the technology available (spell check, dictionary.com, writing style guides) in order to write as correctly as possible.
9. I will not use my public writing (blog posts, comments, discussion topics, wiki edits) as a chat room; instead, I will save IM language for Private Communication and other teacher-approved venues.
10. I will use my public communication as an extension of the classroom, and in doing so, I will not bully others in my blog posts, comments, forum/discussion posts or say anything online that I wouldn't say in a classroom.
11. I will be responsible for only my username and password, never asking for another's student's information, and never accessing another student's account in order to pose as them, look at their personal content, or soil their reputation.
12. I will moderate all comments coming into my discussions, blog, and other online spaces to insure that The EOC is not violated.
13. I will personalize my writing and keep it authentic, while taking responsibility for anything written in my name.
14. I will not provoke other students in my writing or comments. Rather I will use these avenues as a means for encouragement.
15. I will only post photos, which are, school appropriate and either in the creative commons or correctly cited.
16. I will not spam (including, but not limited to meaningless messages, mass messages, and repetitive messages)

17. I will only post comments on writing that I have fully read and understood, rather than just skimmed.
18. I will respect the public nature of online information, and in doing so, I will respect the wishes of my fellow students for keeping their information (full name, compromising stories, etc.) private.
19. I will use my time wisely when accessing my account and only utilize the online resources that are appropriate for the work at hand.
20. I will not communicate with someone online that is not a part of eDCSD, is otherwise approved by one of the eDCSD teachers, or is known to you in "real life."

**Infractions of these rules will lead to the following consequences in order of severity and number of offense:**

1. Letter of apology and/or podcast of verbal apology to those offended by the infraction (individual students, one core class, or whole writing community), warning by teacher, and editing or deletion of offending post/comment.
2. Letter of apology and/or podcast of verbal apology to those offended by the infraction (individual students, one core class, or whole writing community), temporary loss of contributing privileges (duration of quarter), editing or deletion of offending post/comment.
3. Letter of apology and/or podcast of verbal apology to those offended by the infraction (individual students, one core class, or whole writing community), permanent loss of contributing privileges (duration of school year), editing or deletion of offending post/comment.

**The process by which blog posts violating rules 3, 9, or posts of a controversial nature may be used:**

1. Students present the idea/draft for the teacher's consideration.
2. The teacher will either accept or reject the writing based upon its merit on a case-by-case basis.
3. The student will post the piece of writing with this warning: "This piece of writing is authentic in its use of controversial language/topics."
4. The teacher will post a heading: "This blog post was accepted by [the teacher's name] for use as a blog post/wiki edit/discussion thread despite its controversial nature."

## **Communication Security**

eDCSD seeks to provide a secure environment in every way possible. Although blog sites are available only to enrolled students, posts should never include any personal identifying information. Whenever possible, avoid using full student names or addresses in emails. Douglas County School District Re. 1 uses encryption software to protect sensitive personal information.

## **Technology Issues**

eDCSD has a district technology help desk center to help students and parents with their technology issues. It is important to communicate as soon as a technical problem has occurred to reduce the impact on student learning. Although the technical support team will attempt to solve all computer related issues that disrupt learning, eDCSD does not provide network or hardware support. Students and parents can find the contact information for tech help on the home page of the school where they log in.

The Children's Internet Protection Act (CIPA) was signed into law in 2000. This law requires that computers students' use for learning must include filtering software to block Internet access for children to materials that are obscene, contain child pornography, or are deemed to be harmful to minors. Should your child not be using a computer provided by eDCSD, we wanted to provide a list of free software parents might utilize to limit student access.

<http://www.opendns.com>, where parents can limit access to sites on a higher level than even their own computer software

<http://www.untangle.com/> can be used for creating a filtering gateway <http://danguardian.org/> for Mac Content filtering

<http://www.armcode.com/adult-filter/> for PC Content Filtering

## **Informational Websites**

The following websites may prove helpful when computer questions or technical difficulties arise.

<http://www.google.com> – Widely used search engine

<http://www.whatis.com> – provides definitions of most technical terms, concepts and ideas

<http://www.howstuffworks.com> – provides information on how computer hardware and software work in addition to about everything else one could ever want information about

<http://housecall.antivirus.com> – free online virus scanner that can be used as a “second opinion” to the installed antivirus software

<http://www.homenethelp.com> – provides information for setting up and troubleshooting a home network environment

<http://www.computerhope.com> – free computer help for everyone. Drivers, questions & answers, and forums.

<http://support.microsoft.com> – Microsoft’s self-help support web site including data base of common issues and resolutions

<http://www.webopedia.com> – online dictionary and search engine for computer and Internet terms

<http://www.modemhelp.net> – more advanced site that provides information on error messages and screenshots for troubleshooting technical issues

<http://www.dslreports.com> – information on DSL, Cable, and other high-speed Internet connections

## **Student Access To Courses**

To ensure the highest levels of academic accountability, students are expected to access their courses only through the use of their student accounts. The student account will provide access to all lessons and assignments. Parents should not share their usernames and passwords to their accounts.

Learning Coaches will be able to provide parents and students the information necessary to assist students with their accounts.

## **Extracurricular Activities and Athletics**

### **Extracurricular and Interscholastic Activities**

This is a summary of Colorado State Statutes and Colorado High School Activities Association guidelines that pertain to on-line school students participating in extracurricular and/or interscholastic activities.

Summary of the Law:

- Students enrolled in an on-line program, may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school, assuming the on-line program doesn't already offer such extracurricular or interscholastic activity.
- A school may charge any student participating in an activity a participation fee as a prerequisite to participation. The fee amount is determined in accordance with current state law.

### Key Statutes

22-33-104.6.(4) (b) For purposes of this subsection (4), a child who is participating in an on-line program, other than a child who is participating in the on-line program after having been expelled from a public school, may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school or offered by a private school, at the private school's discretion, as provided in section [22-32-116.5](#).

22-32-116.5. (b) If a student's school of attendance or nonpublic home-based educational program does not offer an activity in which the student wishes to participate, the student may participate in the activity at another public school in the student's school district of attendance or in the student's school district of residence. If the activity is not offered at any public school in the school district of attendance or the school district of residence, the student may participate in the activity at a public school in a school district that is contiguous to the student's school district of residence or at the nearest public school that has the facilities for and offers the activity, even if the public school is not in a contiguous school district.

(6) (a) A school may charge any student participating in an activity a participation fee as a prerequisite to participation. The fee amount that a school of participation charges a non-enrolled student shall not exceed one hundred fifty percent of the fee amount the school of participation would charge an enrolled student to participate in the activity.

(10) As used in this section, unless the context otherwise requires: (a) "Activity" means any extracurricular or interscholastic activity, including but not limited to, any academic, artistic, athletic, recreational, or other activity offered by a school.

### **Douglas County School District Expectations:**

- **Douglas County Residents** must participate at the school in their attendance area.
- **Residents of other counties** must participate at the school closest to their attendance area that is open
- **Eligibility** – all participants are subject to the sponsoring school's eligibility policy
- **Activities** –
  - Hybrid students may attend the dances of their school if they are in attendance for a minimum of 2 classes. Otherwise, they will be considered a guest.

Please refer to the District Office of Athletics and Activities for further information:

<https://www.dcsdk12.org/athletics/index.htm>



## **Fieldtrips and Workshops**

eDCSD will offer multiple opportunities for face to face gatherings throughout the school year. Such gatherings are set up to provide social and academic support for our students. Participation is not required.

## **Fieldtrip/Workshop Policy**

Fieldtrip opportunities will be offered regularly to students. Participation in fieldtrips is not required. Students attending fieldtrips must have completed permission slips for specified fieldtrips. Parents are responsible for any costs incurred while attending an eDCSD sponsored event, including, but not limited to: transportation, entrance fees, meals, etc. Parents are expected to provide transportation to and from events as well as picking students up no later than ten minutes after the event is scheduled to be over. Credit for field trips is not offered in lieu of the regular curriculum; however, time spent at eDCSD sponsored events may be logged in the attendance. Inappropriate behavior deemed cause for expulsion in a typical school might be cause for suspension from eDCSD field trips and/or activities. All Douglas County School District Re. 1 Policies apply to all eDCSD students at all outings.

## **Student Dress**

The Board recognizes that responsibility for the dress and appearance of students generally, rests with individual students and their parents. Students are encouraged to dress appropriately for all school activities. The following general standards will be in effect:

1. Reasonable cleanliness of wearing apparel is expected as a matter of general health and welfare.
2. To avoid injury and disease, shoes, sandals, or boots must be worn in the buildings.
3. Beach or swim wear and items of clothing intended to be worn while participating in athletics are inappropriate except in the gym and on athletic fields.
4. Dress that causes or is likely to cause disruption of the educational process is prohibited.
5. Wearing apparel that interferes with or endangers the student while he/she is participating in classroom or other school-sponsored activities is prohibited. The decision as to the safety or unsuitability of the clothing is a matter for the instructor's or school administrator's judgment.
6. Pupils must not wear hats or dark glasses in the building without permission from an administrator.
7. Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges, which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang, will not be allowed. The prohibition on gang-related apparel shall be applied at the discretion of building-level administrators after consultation with the superintendent or designee as the need arises at individual schools. (See District Policy JICF, Gang-Related Behaviors and Dress.)

Subject to approval of the superintendent or designee, principals may establish additional specific standards for their own schools. These standards will be published and distributed to students and a copy will be filed with the administration and posted in each school building in accordance with District Policy JIC/JICDA.

Disciplinary action for violation of any standard will include notification of the violation,

the requirement that the clothing be changed before re-entering class, and, at the discretion of the building-level administrator, a parental conference. More severe disciplinary consequences, including suspension or expulsion, may result from repeated or serious violations.

Staff members retain the authority to exclude students in inappropriate dress from participation in school events. Please refer to the DCSD Student Code of Conduct.

### **Student Health, Illness and Attending Events**

For the benefit and safety of all participants, a student should be in good health prior to participating in events sponsored by eDCSD. Students and other participants running a fever or experiencing diarrhea or vomiting should be symptom-free for 24 hours prior to attending an eDCSD event. Students and other participants may not bring medication to any school-sponsored event, except essential medication in accordance with Douglas County School District Re. 1 policy. The accompanying parent is responsible for the security and administration of any essential medication. Teachers and staff are not allowed to administer medication of any kind to any student or participant.

### **Student Clubs**

Students and parents have the opportunity to develop student clubs. These clubs provide students opportunities to connect with other students enrolled in eDCSD who share the same interests. The establishment of student clubs will require at least one parent sponsor, a staff sponsor, and administrative approval.

The formation of student clubs is authorized by a school administrator or their designee in compliance with Douglas County School District guidelines. Per district policy, Douglas County School District High School Clubs and Activities must remain free of advocating religious, political or ideological partisanship and shall foster one or more of the following objectives:

1. Provide learning experiences based on pupil interest;
2. Supplement the curriculum and development of individual abilities;
3. Furnish constructive use of leisure time;
4. Serve as an exploration of occupational interested; and/or;
5. Offer opportunities for students to participate in group planning and decision-making and to learn the principles of the democratic process.

Any individual or group wishing to organize a club should request a club application form from the Student Learning Advocate (located in the DCSD Activities Handbook). Applicants should plan:

1. To identify the purpose of the club and how it brings value to our school community
2. To have a member or members of eDCSD faculty acts as the club sponsor (adviser/monitor).
3. To have a parent or parents of a club member as one of its advisers/monitors.
4. To have equal opportunity for eligible eDCSD students who might desire membership.
5. To have at least one service project for the community each school year.
6. To develop and present application for approval to eDCSD administration or their designee.

## **Offerings**

A number of curricular offerings are available to full-time eDCSD students including CTE (Career and Technical Education), ETA (Engineering and Technical Academy), and College Ready courses. (See High School Academic Course Guide)

Douglas County School District is pleased to offer a variety of career & technical programs to students in our high schools across the county. By participating in one of these programs, students will become workforce ready or may continue with post-secondary education in a chosen career pathway. Either way, students will have built a solid foundation for their future. Many of these programs will offer preparation for certification or college credit, giving students a head start on their career.

Students can reference the Guide to Tech Center & Specialize Career Programs for information about post-secondary and workforce readiness. Interested students should contact their academic counselor for further information.

\*See the brochure on our website and HS Academic Planning Guide

## **Project Based Learning K-6:**

In the elementary school (K-6) we will offer Project Based Learning to supplement and our already rich set of curriculum. Project Based Learning is real world problem solving where students explore challenges that inspire them to obtain a deeper understanding of **all** subjects.

Students who engage in Project Based Learning have a deeper and longer lasting comprehension of the concepts they study. Also, it enables students to be more flexible problem solving and applying the knowledge across the board for years to come. Problem Based Learning encompasses collaborative efforts and is the cornerstone for how adults work together in real life situations.

## **Enrollment Section**

### **Enrollment in eDCSD**

For information on how to enroll with eDCSD, please visit our website at <http://eDCSD.org>, or call our admissions office at 303-387-9465.

#### **Full time enrollment:**

Students must be a resident of Douglas County and be enrolled at a Douglas County School District campus in order to be considered for enrollment with eDCSD. Students must enroll in a minimum of 5 classes to be considered full time with eDCSD.

Admission for full time students includes an optional loan of a computer.

#### **Part time enrollment:**

In-district students may enroll part time with eDCSD (based upon space availability) while enrolled primarily at a Douglas County School District campus. High school and middle school students must apply through their counselor; elementary students must apply through their principal.

#### **Hybrid enrollment:**

In-district students who are enrolled full time (5 courses minimum) with eDCSD, may take other courses at their home school (based upon space availability), not to exceed 7 courses total. In-district students who are enrolled full time at a neighborhood school may take up to 2 classes online from eDCSD based upon space availability.

### **Special Education Enrollment:**

In order to enroll, one must inquire through the office staff, which will refer you to the special education department. eDCSD is a school of choice, so the special education team will need to conduct a file review and meeting to assess if the child's needs can be met. Case managers, in consultation with parents, will assist students in the selection of core classes and electives. Course selection is based on meeting the individual student needs in the least restrictive environment.

### **Instructional Support Services**

Instructional support services are available to students who qualify under state guidelines

At eDCSD we will be continuing to use the approach of Gifted and Talented programming. Using different means of assessment, (i.e. CoGAT & TCAP results, achievement grades, and teacher recommendations) we will provide a continuum of curriculum services that will challenge not only our high ability learners, but also all students. All identified Gifted and Talented students will have access to: In class differentiation of curriculum, instruction and assessment, flexible pacing, pre-assessment, and independent projects.

## APPENDIX

### Acronyms, Abbreviations and Definitions

<b>Asynchronous:</b>	“Asynchronous” refers to instruction that is not constrained by geography or time. Everyone involved in an asynchronous activity performs his or her part on his or her own time.
<b>Activity Log:</b>	A click-by-click log of every student interaction within the eDCSD. The information is available to parents, teachers, and students.
<b>ALP:</b>	Advanced Learning Plan
<b>Blog:</b>	A blog (an abridgment of the term web log) is a website, usually maintained by an individual, with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse chronological order. Educationally, blogs are meant as an extension of writer’s notebooks, note repositories or e-portfolios.
<b>CBLA:</b>	Colorado Basic Literacy Act
<b>CC:</b>	Carbon Copy
<b>CSAP:</b>	Colorado Student Assessment Program
<b>eDCSD: Colorado Cyber</b>	A statewide online school operated by Douglas County School District
<b>Illuminate:</b>	Web-based tool that allows students, parents and teachers to interaction in a live and interactive environment.
<b>Gmail</b>	An email communication system used within the eDCSD domain
<b>Hybrid Learning:</b>	“Hybrid” – refers to a student who is dually enrolled in eDCSD and any other Douglas County school. The school where the student is in attendance a majority of the time becomes the students’ primary enrollment.
<b>IC:</b>	Infinite Campus - The Student Information System for all of Douglas County, including eDCSD.
<b>IEP:</b>	Individual Educational Plan
<b>ILP:</b>	Individual Learning Plan
<b>ISP:</b>	Internet Service Provider
<b>Moodle</b>	Moodle is a Learning Management System for teachers and students, providing an online Learning Suite of “rooms” organized in a familiar school framework. The Moodle Learning Suite includes virtual replicas of the Homeroom, Classroom, Grade book, Teachers’ Lounge, Courses, Assessment tools and Enrollment reports.
<b>Rtl:</b>	Response to Intervention
<b>Student Advisor/Homeroom teacher:</b>	This specialist provides guidance and support for all students by advising on course selection and developing and monitoring an educational plan that fits the needs of each student. An advisor’s job is multifaceted and includes serving as a curriculum expert, guidance counselor and progress monitor.

	<p>Curriculum Expert</p> <ul style="list-style-type: none"> <li>• Serve as the liaison between students/families and teachers</li> <li>• Know the model of each curricular product (Lincoln Interactive)</li> <li>• Be familiar with course descriptions</li> <li>• Be familiar with State GLE's</li> </ul> <p>Guidance Counselor</p> <ul style="list-style-type: none"> <li>• Know graduation requirements</li> <li>• Know students – frequent conferencing with students plus contact with parent/guardian every 2 weeks utilizing their preferred method of communication</li> <li>• Schedule students in appropriate courses</li> <li>• Monitor student attendance and truancy</li> </ul> <p>Progress Monitor</p> <ul style="list-style-type: none"> <li>• Examine progress regularly</li> <li>• Record final grades</li> <li>• Initiate and track the RTI process where necessary, developing intervention plans within the team</li> <li>• Support/advocate for students, helping them with time management skills</li> <li>• Provide tutoring sessions where necessary</li> <li>• Administer / perform face to face assessments (DRA2, MAPs, CSAP, ACT)</li> </ul>
<b>Synchronous:</b>	Instruction that is led by a facilitator in real time. Examples of synchronous interactions for eDCSD include traditional teacher-led presentations, audio-video conferences calls, instant-messengers, shared web browsing, collaborative document creation, and whiteboard sessions.
<b>Threaded Discussion:</b>	Asynchronous, text-based discussion among a group of people that occurs online.
<b>Virtual Learning Environment:</b>	A virtual learning environment (VLE) is a software system designed to support teaching and learning in an educational setting. A VLE works over the Internet and provides a collection of tools such as those for assessment (particularly of types that can be marked automatically, such as multiple choice), communication, uploading of content, return of students' work, peer assessment, administration of student groups, collecting and organizing student grades, questionnaires, tracking tools, etc. New features in these systems include wikis, blogs, RSS and 3D virtual learning spaces. eDCSD's system of tools include Google Documents and Applications, Moodle, Blackboard, EdMastery, Wordpress Blogs, and Audio / Video Conferencing.

<b>VOIP:</b>	Short for Voice Over Internet Protocol. This means that we will not have to use telephones and landlines in order to do virtual classroom sessions. This format will allow any student with a microphone to join in on the conversation within the synchronous tool.
<b>Web 2.0</b>	This is an umbrella term for the next phase in the evolution of the internet, encompassing technologies such as blogs, wikis and other forms of interaction, development and innovation above and beyond the web technologies which have been around since it's inception. Another term for web 2.0 is the Read/Write web, so called because we are no longer just consuming content but also producing it.
<b>Wiki:</b>	A collection of web pages that can be edited by a group, most often used as a collaborative way of creating projects or important classroom content.

## Supplies

### Common Household Supplies:

<ul style="list-style-type: none"><li>• Aluminum foil</li><li>• Sandwich bags</li><li>• Paper plates</li><li>• Toothpicks</li><li>• Drinking straws</li><li>• Measuring cups and spoons</li><li>• Baby food jars</li><li>• Oatmeal containers</li><li>• Juice cartons</li><li>• Milk jugs</li><li>• Egg cartons</li><li>• Shoeboxes</li><li>• Film canister</li><li>• Brown paper lunch bags</li><li>• Brown paper grocery bags</li><li>• Balloons</li></ul>	<ul style="list-style-type: none"><li>• Cardboard boxes</li><li>• Paper towels</li><li>• Paper towel tubes</li><li>• Toilet paper tubes</li><li>• Margarine tubs</li><li>• Sponge</li><li>• Cotton balls</li><li>• Flashlight</li><li>• Magazines</li><li>• Newspapers</li><li>• Checkers</li><li>• Blocks</li><li>• Play-doh</li><li>• Marbles</li><li>• Dice</li></ul>
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### General Grade Level Supply Lists:

Grade and course specific supply lists can be found on the [eDCSD website](#)



**Douglas County School District**  
**Graduation Requirements for Graduates 2012 and Beyond**  
 From Board of Education policy IKF (beginning with the Class of 2012).

1. To receive a diploma and graduate from a Douglas County high school, a student must earn a minimum of 24 credits. A student attending a Douglas County school using an accelerated block schedule must earn a minimum of 26.5 credits. One credit (1.0) is equal to one course lasting the full year. One-half credit (0.5) is equal to one course lasting one half year.

**The 24 (26.5) credits must include the following 16.0 core courses:**

Language Arts	4.0	Four English credits and proficiency on District Language Arts Standards are required for graduation
Social Studies	3.0	Three Social Studies credits. *The District required credits include: 1.0 credit of American History or World History, 0.5 credit of U.S. Government. (The required credits for eDCSD: CO Cyber include: 1.0 credit of American History, 0.5 credit of World History, 0.5 credit Geography, 0.5 credit of U.S. Government, 0.5 credit of Economics.)
Mathematics	3.0	Three Math credits, one of which must be Algebra I or a higher level of math. The district Algebra I, end-of-course exam, is a part of the final Algebra I grade.*
Science	3.0	Three Science credits.*
Practical Arts	1.0	Practical Arts courses are found in the subject area of Computers: Levels III, IV, V of World Languages; career and technical education courses. (Courses taken at T.H. Pickens Technical Center and the Arapahoe/Douglas Career & Technical School [ACTS].)
Fine Arts	1.0	Fine arts courses are found in the subject areas of Art, Level III, IV, V of World Languages; Music (instrumental or vocal); Broadway Dance, and Theater Arts.
Physical Education	1.0	0.5 credit of health can be used to meet one-half of these requirements.
(Subtotal Core Credits)	16.0	
Elective Credits	8.0/10.5	General Elective Courses
Minimum total credits	24.0/26.5	

2. Document a minimum of 20 hours of community service while enrolled as a high school student.

\* To earn credit in a class, students must have demonstrated proficiency on the Content Standards embedded in the course. Documentation that these standards have been achieved will be through teacher judgment based on District assessments, end of course tests or other measurements as well as meeting other stipulated course expectations. Students who do not achieve these standards will be enrolled in courses or programs as prescribed by the school principal and faculty.

