



Launching Innovators

Advisory Based Focus Sessions

August 25th, 2016



Essential Information

Student Pick-Up and Drop Off:

- Please use the North half of Pearl St. and Bayaud for student drop off and pick up
- 7:45 start time/ 3:45 release

Thursday Early Release (1:45)

- DSISD will provide Computer Science Support & Acceleration/ GT enrichment from 2-4 on these days
- DSISD is considering offering other supports, such as Learning Lab study hall
- reach out to your Advisor or Matt Dodge to share interest

Friday Outdoor Excursion


- We will take our first outdoor excursion this coming Friday
- Clothing: shorts/ light pants and breathable shirts. Also bring water and small pack
- Students represent DSISD, so adult behavior is expectation

****Please return technology permission form #2 to your Student Advisor***



Beginning with the End in Mind: Graduation Requirements

Past and Current Graduation Guidelines (Seat Time) Future Graduation Guidelines
(Competency Demonstrations/ Class of 2021)

 HIGH SCHOOL ACADEMIC PROGRAM (Reflecting minimum graduation requirements)		MINIMUM SCORE REQUIRED				
		DEMONSTRATION	English	Math	Science	Social studies
LANGUAGE ARTS REQUIREMENTS						
9th Grade	10th Grade					
Intro to Literature S1 & S2	American Literature S1 & S2					
MATH REQUIREMENTS - 40 CREDITS						
9th Grade	10th Grade					
Algebra 1 S1 & S2	Geometry S1 & S2					
SOCIAL STUDIES REQUIREMENTS						
9th Grade	10th Grade					
*2 semesters of a Social Studies Course S1 & S2	US History 1 S1 & S2					
SCIENCE REQUIREMENTS - 30 CREDITS Required credits must be taken in 9th and 10th grade						
9th Grade	10th Grade					
3 years required: 2 years (4 semesters) MUST be from Earth Science, Biology, and Chemistry						
*PHYSICAL EDUCATION OR EQUIVALENT (Dance, Marching Band, etc.) *FINE ARTS, CAREER & TECHNICAL EDUCATION COURSE OTHER ELECTIVES - 60 CREDITS WORLD LANGUAGE - 20 CREDITS 100 ELECTIVE CREDITS TOTAL						
9th Grade	10th Grade					
*Physical Education or Equivalent S1 & S2	Elective S1 & S2					
Fine Arts or CTE Course S1 & S2	Elective S1 & S2					
World Language S1 & S2 (Recommended)	World Language S1 & S2 (Recommended)					
		ACT	18	19	TBD	-
		AP	3	3	3	3
		ASVAB (military entrance)	50	50	-	-
		CMAS	-	-	TBD	TBD
		Capstone project	TBD	TBD	TBD	TBD
		Concurrent enrollment	C-	C-	C-	C-
		Industry certificate	TBD	TBD	TBD	TBD
		IB	3	3	3	3
		PARCC	4	4	-	-
		SAT	430	460	-	-

*See your counselor for approved lists

“College and Career Readiness is Meaningless”

- To say that a school, a test or a curriculum will make students more “college & career ready” implies that we actually know what readiness means across all higher ed institutions and across all industries.
- Furthermore, it implies that we know what “readiness” will mean for future institutions and industries—those that don’t yet exist.
- Just because the people behind the ACT claim a 22 makes you ready for college, doesn’t mean you actually are.”

What Makes Students Ready?

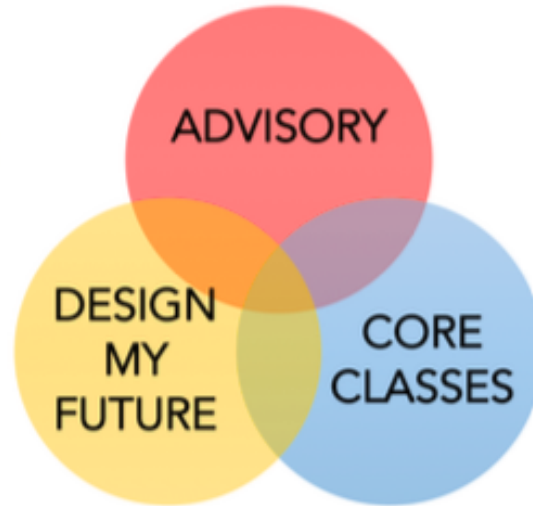
- Students who **create, build, invent and lead SOMETHING** in high school are those who not only **stand out** in the college application process, but they are also those who are more sure of themselves and more confident about their abilities. (*Digital portfolio*)
- These are the students who will **thrive in college**—regardless of where they are. They've got what it takes to step up to a more **rigorous environment** as well as **challenge themselves** personally in a **less rigorous environment**.
- The best way to ensure someone's long-term career readiness is to prepare them to **pivot**.
- A general education that is **challenging, critical, investigative** and **Socratic**, will give students the **strong platform** on which to build more **specific, finite skills** along the way, as industries change and as technology evolves. If we can save our students from being victims of horizontal skills mismatch down the road, then I think we've done our job in making them "career ready".

Beginning with the End in Mind: 4 Year Course Overview

DSISD believes in providing access to “high-value” learning opportunities for ALL students, such as:

- ***Advanced Placement Coursework***
- ***College Credit Classes, which may be taken on-site or at the Auraria Campus***
- ***ASCENT 5th year, grade 13***
- ***STEM***
- ***Work Experiences: Job shadows, professional mentoring, internships & Capstones***

DSISD COLLEGE AND CAREER READINESS SUPPORT



SCHOOL-WIDE INITIATIVES

- Self-Directed Learning Cycle
- Agency Support
- Common Literacy Strategies (LDC/AVID)

What are the graduation requirements?

1) Language Arts - 40 Credits Total

10 Credit Intro to Literature/Composition

10 Credit American Literature

10 Credit World Literature

10 Credit other Language Arts

Synonym

(noun)

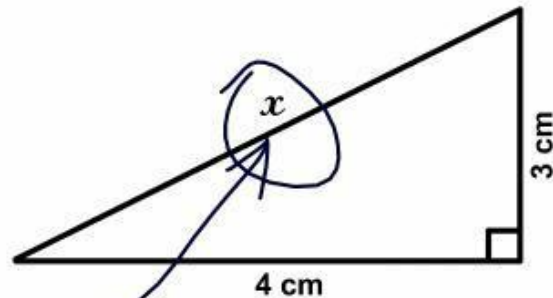
A word used in
place of the one
you can't spell.

2) Mathematics - 40 Credits Total

30 Credits Algebra/Geometry/Math I/Math II/Math III

10 Credit Mathematics higher than Algebra

3. Find x .



Here it is

3) Science - 30 Credits Total

At least 20 credits from:

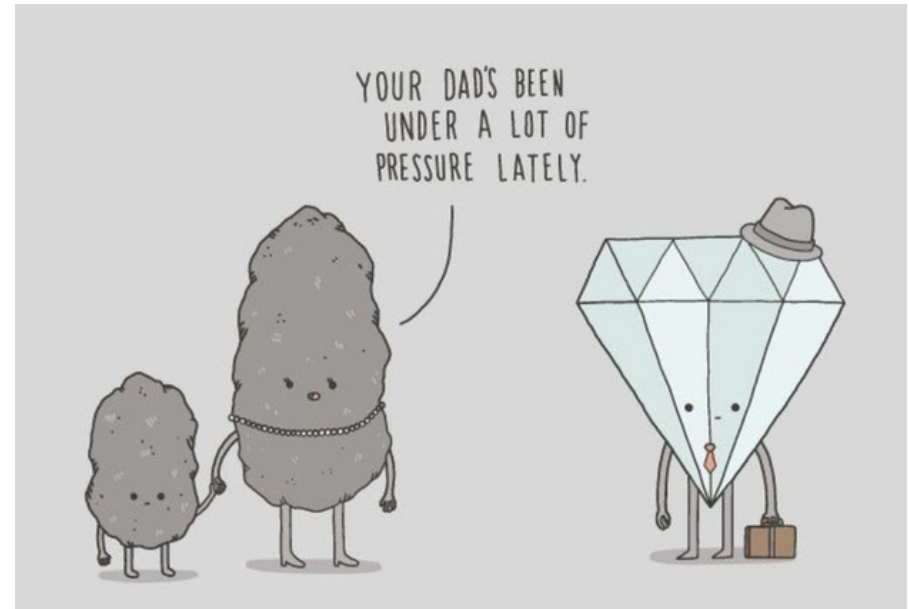
Earth Science

Biology

Chemistry

Physics

10 credits can be from another field of science



4) Social Studies - 30
Credits Total

10 Credit US History

5 Credits Civics

15 Credits other Social
Studies



**"It's a good citizen's responsibility to question
authority. Not *my* authority, of course."**

5) P.E. - 10 Credits Total

May also include:

Dance

Citywide Marching
Band

ROTC

DPS Athletics

I just ran my first
marathon this morning.

Just kidding.

I'm on my
third cupcake.



your  cards
someecards.com

6) Electives - 90 Credits Total



40 Credits Academic Electives

- At least 1 Credit Fine Arts (art/dance/drama/music/Career Education)
- At least 1 Credit academic elective (English/SS elective, World Languages/AVID, Gear-Up, AP courses)

50 Credits Other Electives

- Art, business/marketing, consumer and family studies, foreign language, industrial technology, music, PE/Dance, or special offerings

Up to 20 credits may be community-based (internships, work experiences, etc.)

Frequently Asked Questions (FAQ's)



How many credits can I earn for one core course in a year?

5 credits per trimester x 3 trimesters = 15 credits

What if I only need 10 credits for the course?

You will still earn academic elective and other credits towards graduation

Does this mean I can move through high school at an accelerated pace?

Indeed. This model gives you an opportunity to complete your internship, work experience, and take college credits prior to graduation

The DSISD 5-Year Plan

Core Classes

	Content	9th	10th	11th	12th
CORE	LANGUAGE ARTS	English I AP Language & Composition	English II AP Language & Composition	English III ENG121 ENG 115 AP Language & Composition AP Lit	AP Literature & Composition ENG 122 LIT 205 AP Lit
	MATH	Integrated Algebra #1	Integrated Algebra # 2	Algebra 2/Pre-Calculus/ College Algebra *MAT121	MAT 121/125 AP Calculus
	SOCIAL STUDIES	Honors Human Geography AP Human Geography	(S1) Civics/ AP Government & Politics (S2) HIS 260 History of US/Foreign Relations	Honors US History AP US History	Micro/Macro Economics AP Macro/Micro Economics
	SCIENCE	Honors Physics	Honors Chemistry AP Chemistry	Honors Biology AP Biology	ENV 101 AP Environmental Science College Science @ Auraria
	PE	Lifetime Fitness			
	WORLD LANGUAGE		Spanish I	Spanish II	Spanish III (AP Spanish) Spanish CLEP

The DSISD 5-Year Plan

College and Career Readiness

ICAP

Content	9th	10th	11th	12th
DESIGN MY FUTURE	DMF 1: Career Survey ICAP AAA 109 (All Students) Job shadows, College Visits	DMF 2: Portfolio Prep ICAP Job shadows, College Visits	DMF 3: College & Career Seminar ICAP Internships/Early College/ College Campus	DMF 4: Capstone ICAP Internships/Early College/ College Campus

What is ICAP?

Individual Career and Academic Plans (ICAP)

It's a [Colorado Law](#) that all students create a plan for college and career from 9th-12th grade



The DSISD 5-Year Plan

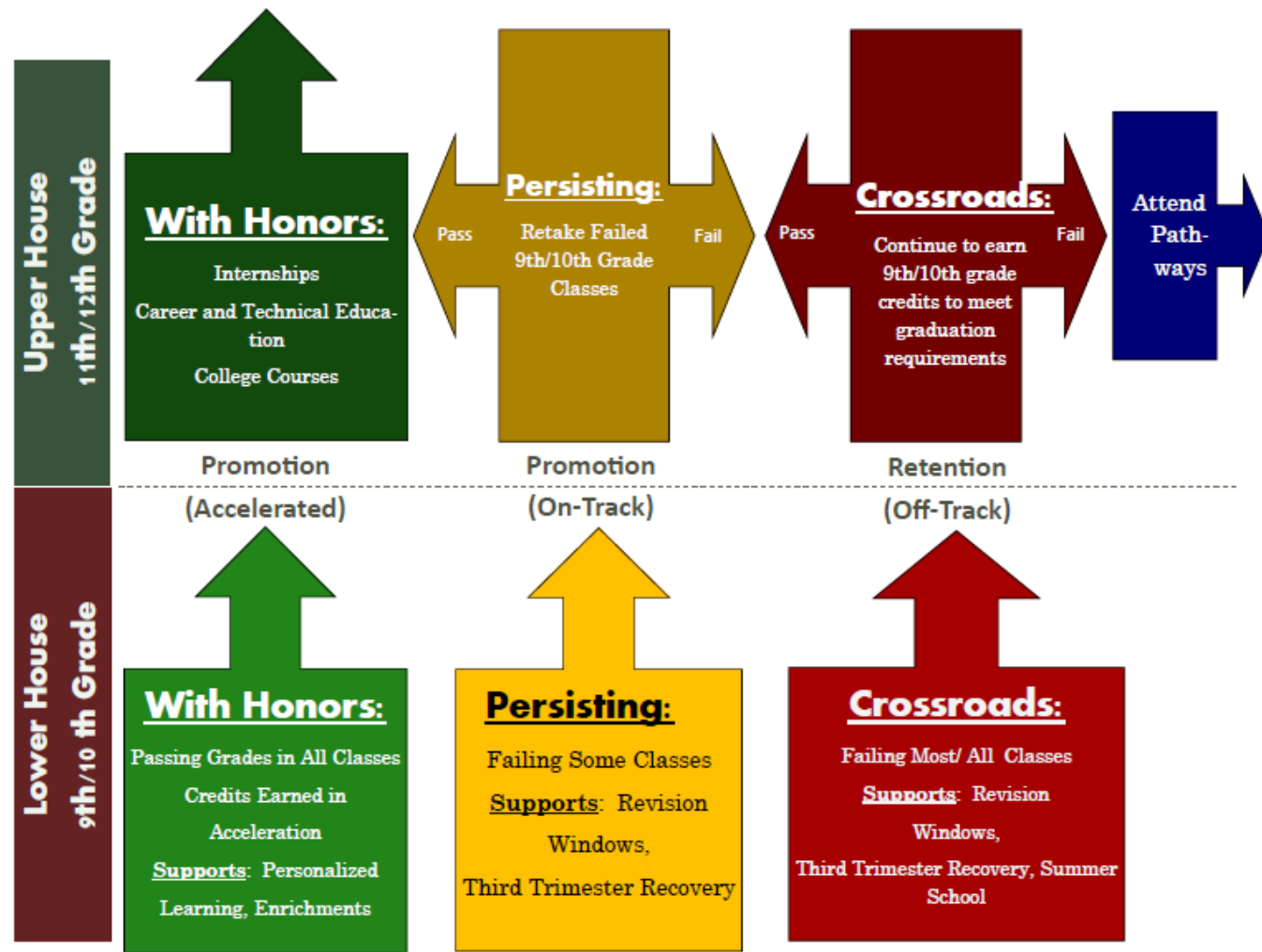
Design Thinking Pathways

Content	9th	10th	11th	12th
STEM	Intro to Engineering Design (All Students)	AP Computer Science Principals (All Students)	Environmental Engineering (Flex Opportunity)	Engineering/STEM Capstone Project (Flex Opportunity)
		Principles of Engineering (FLEX Opportunity)	AP Computer Science -JAVA (FLEX Opportunity)	Computer Science Capstone (FLEX Opportunity)
SOCIAL ENTREPRENEURSHIP	Owning Your Own Business BUS 110 (All Students)	Intro to Business BUS 115 COM 115/220 (All Students)	Business Law BUS 216	Business Courses @ Community College
		Graphic Design	Graphic Design Courses @ CEC	Graphic Design Courses @ CEC

The DSISD 5-Year Plan Electives

Content	9th	10th	11th	12th
FLEX BLOCK	<p>Acceleration & Intervention: Office Hours, AP Cohorts, Learning Lab</p> <p>Enrichments: CHSAA Athletics (East or South high schools) Arts (Dance, Visual, Poetry Slam, Music), Robotics, Outdoor Leadership, Print Shop, Student Leadership/Government, On-line Self-Directed Learning, Internships/Capstone</p>			

Promotion and Retention Policy



PARENT HACK #1

Process monitored by the Advisor and family. Flex Block intervention opportunities play key role in keeping to the yellow and green pathways

How do I earn grades at DSISD?



What is a Competency Based School?

DSISD is a **competency based school**, which really means that we want you to show what you know so that you can move on when you show mastery and assessment is an empowering experience. At DSISD in any given classroom students may be doing different things based on what they still need to learn or practice.

Because students need different things at different times your teachers will empower you to become your own teacher and engage in **self-directed learning**.



How do I earn grades at DSISD?

- **Cognitive Skills = Projects**
- **Concept Units (specific to math) = Unit Exams**
- **Focus Areas = Content Knowledge**

Language Arts, Social Studies, Science, and Electives

Cognitive Skills: 70%
Power Focus Areas: 20%
Summative Exam: 5%
Additional Focus Areas: 5%
Challenge Focus Areas: 0%

Math

Concept Units: 40%
Cognitive Skills/Projects: 30%
Power Focus Areas: 20%
Summative Exam: 5%
Additional Focus Areas: 5%
Challenge Focus Areas: 0%

What is different between your math grading scale and the grading scale in your other classes?

Focus Areas/Content Assessment

- **Assesses content knowledge**
 - *Example: Calculate the velocity of the ball using graph shown.*
- 10 questions (from a bank of many questions)
- Multiple Choice, T/F, or Fill in the Blank
- Has to be approved by a teacher while in school, but you can prepare and study for the Content Assessment anytime, anywhere
- You can (and should) collaborate when you study, but not during assessment

Projects/Cognitive Skills

- **Assesses Cognitive Skills**
 - *Example: Modeling: Choose a time interval where velocity is constant, and construct a function that models the position of the object you chose.*
- Has checkpoints (steps/parts) to the project
- Teachers approve checkpoints and give feedback
- Can be worked on anywhere, anytime
- Often collaborative

Where can I see my most accurate grade?

Student/Parent Portal! The reason Infinite Campus has your most accurate grade is because DSISD's grading policy is slightly different from the grading system in the PLP.

The PLP is helpful to show what exactly you need to accomplish next -- so don't forget to check that too!

Cognitive Skills Rubric

36 skills that are assessed over all the classes

Students earn a score between 1-8 regardless of what grade they are in

5	9th Grade “A”
6	10th Grade “A”
7	11th Grade “A”
8	12th Grade “A” and College Ready

How is assessment an empowering tool?

Focus Areas/Content Assessment

You can re-do the Content Assessment as many times as you want until you get an 8/10. **You will not pass the Focus Area until you receive an 8/10 or higher. Each time they attempt an assessment a student will receive different questions.**

Projects

You can revise one or multiple parts of the project so you can earn a higher grade on any Cognitive Skills that were assessed. **You will have feedback from your teacher to help you be successful!**

Sending for Revision

Teachers can send checkpoints or projects back to revision. There are three instances when this can happen:

1. A checkpoint is incomplete
2. A student earns a lower score than the goal that they set (optional)
3. A student earns a lower score on a particular Cognitive Skill than previously achieved in the class

Will turning in things late negatively impact my student's grade?

Eventually, YES!

- If a project (including a single checkpoint that has a Cognitive Skill associated with it) is overdue you will have an F in the class until you revise the step(s) that were not accepted/completed
 - If a project or a checkpoint is sent for revision this means the project is overdue!

When you finish revising your grade will improve as long as the Revision Window did not close!

How is DSISD's grading different than the PLP?

Our grading categories are slightly altered to put less emphasis on Additional Focus Areas and we add what we call a “Competency Curve” to the Cognitive Skill Average. We do this so that students are not expected to reach mastery right away and their grades do not suffer because of this. **This adjustment is reflected in Student/Parent Portal.**

Competency Curve

Trimester 1: 10%

Semester #1: 10%

Trimester 2: 5%

Semester #2: 0%

Trimester 3: 0%

When is it too late for my student to improve their grades: Revision Windows

**PARENT
HACK #2**

School Calendar

- TRIMESTER ONE: 8/22-11/18 (Revision window closes 12/21)
- TRIMESTER TWO: 11/28-2/17 (Revision window closes 4/7)
- TRIMESTER THREE: 2/21-6/2 (No revision window/June 2nd Final Grades posted)

- SEMESTER ONE: 8/22-12/21 (Revision window closes 2/17)
- SEMESTER ONE: 1/9-6/2 (No revision window/June 2nd Final Grades posted)

**Once the Revision Window closes your grade is
FINAL and goes to transcript**

What is the PLP?

The PLP (Personalized Learning Plan) is your digital guide to taking ownership over your learning at DSISD.

Here you can access all of your curriculum in different content areas, work through playlists, complete projects and check your grades and progress.

It is important that we all understand how to “speak the language” of the PLP so that everyone knows how to use it properly throughout the year!

What does my student see in the PLP?

Model Student/Parent View

- Parent sees the same as the student, but cannot edit any work

Your Dashboard - Current work lives here!

The screenshot shows a web browser window with the following details:

- Browser:** Chrome
- Address Bar:** <https://www.summitlearning.org/my/dashboard>
- Page Title:** Current
- Left Sidebar:** Summit PLP logo, Dashboard (Current selected), This Year, Learning Continuum, Grades, Goals, Reflections, College.
- Main Content:**
 - 10th Grade Advisory, 9th ...**
 - Self Directed Learning Pre... (Working - Due Aug 23)
 - Orientation Project Presentati...
 - POWER FOCUS AREAS**
 - DSISD Orientation Content Asse...
 - Action Items (+)
 - Show All
- Footer:** Viewing as Aaliyah Montes

This Year - All classes in your grade level

The screenshot displays the Summit Learning Platform interface in a Chrome browser. The address bar shows the URL <https://www.summitlearning.org/my/year>. The page is titled "Summit PLP Norms and Terms" and "Personalized Learning Plan".

The left sidebar contains navigation options: Dashboard, Current, **This Year** (highlighted), Learning Continuum, Grades, Goals, Reflections, and College. The user is identified as "Jessica" in the top right corner.

The main content area is divided into sections:

- HISTORY**
 - AP U.S. Government and Civics**
 - Cognitive Sk... ..
 - Power** 0 / 11
 - Declaration of In...
 - Dear Mr. President...
 - Shared Powers ...
 - Deconstructing ...
 - Congressional H...
 - Know your Rights!
 - Additional 0 / 7
 - The ...
 - Fede...
 - Sepa...
 - Civil ...
 - Publi...
 - The ...
 - Votin...
 - Elect...
 - Cong...
 - The ...
 - The ...
 - Challenge 0 / 4
 - Civil Rights...
 - Political Pa...
 - Interest Gr...
 - Congress P...
 - Presidentia...
 - Bureaucracy
 - The Judiciala...
- SCIENCE**
 - Computer Science Principles**
 - Cognitive Sk... ..
 - Power** 0 / 9
 - The Internet and Society
 - Honors Chemistry**
 - Cognitive Sk... ..

At the bottom of the page, there are several rows of small, partially visible buttons: "Repres...", "Inventi...", "Encodi...", "Manipu...", "Progra...", "Variabl...", "Strings ...", "Loops", "Arrays", "Introduct...", "Cookin C...", "Ideal Toy", "Chemical...", "Movie Sp...", "Fun With ...", "Materials...", "Nuclear T...", "Biodiesel", "Par...", "Ga...", "Ato...", "Re...", "Sto...", "Re...", "En...", "Ato...", "Nu...", "Nu...", "Per...", "Intr...", "Int...".

The footer shows the URL <https://www.summitlearning.org/my/focusareas/5720>.

Goals

Chrome File Edit View History Bookmarks People Window Help

DSISD PLP Norms and Terms - x Personalized Learning Plan x

Summit Public Schools [US] | <https://www.summitlearning.org/my/goals>

Apps Recipes Artwork MPS Paper Summit DSISD Regents Physics Wo... 10th - Chemistry - ... AP Chem Teacher C...

Summit PLP

Dashboard

Goals

Reflections

College

Viewing as Amida Nigena ▾

Goals

Long-Term Goals

My College Goal:

I will attend a **Highly Selective college.**

I will earn the following **grades**

- You have not set a goal for 10th Grade Advisory yet
- You have not set a goal for 9th Grade Advisory yet
- You have not set a goal for AP U.S. Government and Civics yet
- You have not set a goal for Computer Science Principles yet
- You have not set a goal for Honors Chemistry yet
- You have not set a goal for Language Arts 10 yet
- You have not set a goal for Spanish 1 yet

I will improve on the following **Habits of Success**

- Recognize personal qualities and

Goals for This Year

Ask for feedback on my habits of success areas of focus

Commit to achieving a higher level of skill in my passion this year

Complete all focus areas associated with a project before it begins

Complete all power, additional and challenge focus areas

Complete all project steps on time

Complete every project on time

Pass each content assessment with a 10/10

Read for at least 30 minutes every day

Receive feedback on my habits of success

Action Items

Book about student voice [Edit](#)

[Show All](#)

Grades

Grades 2016-2017

Courses

Course	Overdue Projects	Power Focus Areas	Additional Focus Areas	Cognitive Skills Average
10th Grade Advisory	0	1/1 100%	N/A 100%	N/A
9th Grade Advisory	0	1/1 100%	N/A 100%	N/A
AP U.S. Government and Civics	0	11/11 100%	7/7 100%	N/A

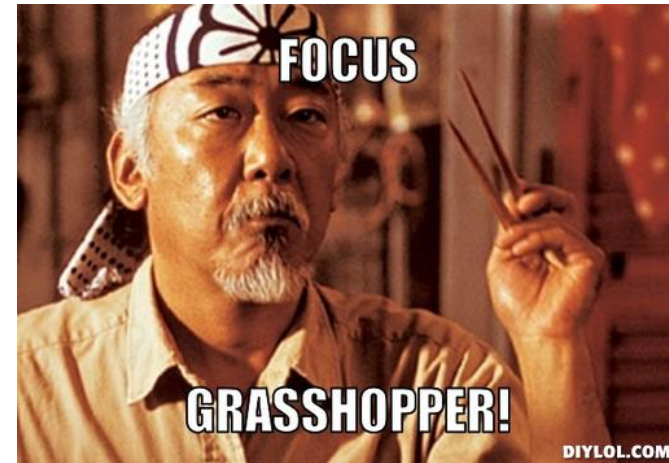
Viewing as Amida Nigena

Focus Areas

- Power Focus Area (20% of grade)
 - Essential and key content knowledge for the course
 - **URNS RED WHEN OVERDUE**
- Additional Focus Area (5% of grade)
 - Important but not required
- Challenge Focus Area (0% of grade)

Content Assessment: Assessment, not required

A 10-question quiz you take to demonstrate mastery of the content on a Focus Area in order to earn a grade.



When Can I Take A Content Assessment?

- Students will need to show their learning process in order to be approved for a Content Assessment

Draw a **Mind Map** with 20+ terms or key ideas from the Focus Area and images and/or words that describe the meaning of the words and their connection to each other

[Click here to make a digital Mind Map](#)

Make 20+ **flashcards** with key terms/ideas and written descriptions or images that show the meaning of the term or key idea

[Click here to make digital flashcards](#)

Write **paragraphs** (1 paragraph for each objective) with 3+ details from the resources in the PLP. Your paragraphs should answer the Objective Questions

Record yourself explaining the answer to each Objective Question (or do a discussion with a group)

with 3+ details from the resources in the PLP for each Objective. Your oral explanations should answer the Objective Questions

Create your own!

Talk to Mr. Kremer, Ms. Ross, Ms. Furns, or Ms. Florance if you have another idea

Red = Visual
Blue = Kinesthetic
Yellow = Reading and Writing
Green = Auditory

Create a Kahoot with 3+ questions for each Objective. Be sure to provide all the correct answers in your choices

[Click here for the link to Kahoot](#)

Create a cartoon that explains the answer to each Objective Question through images and captions. Your captions should include 3+ details from the PLP from each objective

Create three **3D cubes** by writing a different key term/idea and drawing an image to represent the key term on each side of the six-sided cube for

Challenge
Complete Cornell Notes

Projects

- Assessment of your content knowledge and mastery of the Cognitive Skills
- 70% of your grade based on Cognitive Skill Scores (or 30% in Math)

Checkpoint

- Process step or mini-task that is part of the overall project

Cognitive Skill

- Skills used to measure your competency in projects. 37 skills graded on a scale from 1-8 in ALL classes

Is your child making progress? Red/Yellow/Green Stoplights!

- Indicate your progress on Project Checkpoints
 - Red → INCOMPLETE or NOT MASTERED
 - Yellow → Complete but not your best work



RED

PARENT
HACK #3

What is Flex Block?

Flex Block is a flexible time in our schedule where the students will engage in three types of activities:

- Acceleration (based on student choice)
- **Intervention (assigned and required based on performance and need)**
 - **< B average = Flex intervention**
- Electives!

**PARENT
HACK #4**

Accelerated Cohorts

DSISD offers acceleration because we believe in personalizing your academic experience by your abilities instead of your age.

Taking AP classes early will prepare you for college sooner.

If you get ahead, we connect you college courses and internships for free!

Many students are bored at school because they are not challenged enough. Accelerated offerings allow you to challenge yourself as you see fit

[Click here to see the 4 year offerings](#)

PERFORMANCE

- Excellent
- Very Good
- Satisfactory
- Marginal
- Poor



Acceleration Cohorts

- Acceleration Options
 - 9th Grade
 - AP Language
 - AP Human Geography
 - SAT II Physics
 - Math 2
 - 10th Grade
 - AP Language
 - AP Government

Acceleration blocks will occur either 6th period or 9th period Monday, Tuesday and Friday. Your teacher will assign you to these blocks permanently once you've choiced into an accelerated cohort.

What is a COHORT?

A group of like-minded individuals working towards a common goal!

What is the role of Advisory?

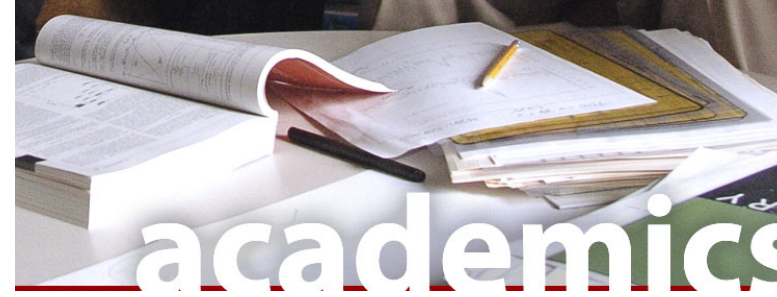
On Wednesday & Thursday



You will have 40 minutes of work time to:

- set a goal/work plan
- use self-directed learning cycle
- focus on your core classes

Advisory Mentoring



You will have a 1-1 academic mentoring session *every other week* with your advisor where you will:

- discuss what is going well for you in school
- what academic concerns you have and what data from the PLP supports your concern
- develop a work plan/goal to address the concern
- check in on your badging for non-academic competencies
- Advisor acts as bridge to the family
 - Academic and Non-Academic Updates

**PARENT
HACK #5**

How does DSISD staff support my student?

Culture of High Expectations

PARENT HACK #6

Big 8 Rules and Consequences

- *General school rules*

Grade Level Team Meetings

- *Bi-weekly meeting where teachers engage in discussions with other grade level teachers around academic or social/emotional student concerns through a solution-oriented lens.*

Advisor communication

- *Your student's advisor will communicate successes and struggles to you frequently throughout the year*

Whole child approach

- Innovator Competencies

Big 8 Rules

1. Be prepared and on time.
2. Always have a pass in the hallway.
3. Behave with respect and **integrity** in the **common areas**.
4. Stay on task and do not disrupt others.
5. Follow rules, norms, and teacher **directives**.
6. Use appropriate and professional verbal and non-verbal communication.
7. Respect your peers' personal space.
8. Respect the **dignity** of every student and adult.

Big 8 Rules: Consequences

Expectation	This looks like...	Consequences and Interventions Include...
#1 Be prepared and on time.	Be prepared with school materials and in your seat at the start of all classes.	Persistent Infraction <ul style="list-style-type: none"> • Parent notification • Advisor problem-solving conference.
#2 Always have a pass in the hallway	Get a pass from an adult to travel in public spaces during class time or lunch. Follow the directive of an adult who is checking in with you about where you need to go.	
#3 Behave with respect and integrity in common areas.	<i>Don't be disruptive (excessive talking, throwing things, horseplay). Walk calmly, talk in quiet voices, keep your hands to yourself, and keep moving as you travel from one place class to the next.</i>	Persistent Infraction: <ul style="list-style-type: none"> • Parent notification • Advisor problem • Referral to the Dean for further consequences.
#4 Stay on task and do not disrupt others.	Staying focused in class and persevering when things get hard. Advocate for help and clarity when needed. Follow teacher supports to get back on track when you are off-task.	Habitual disruption <ul style="list-style-type: none"> • Conference between the Dean, Advisor, Student, and Parent • Behavior contract to support the student to be on task along with additional behavior monitoring and support.

<p>#5 Follow rules, norms and teacher directives.</p>	<p>Accept reminders, correction and consequences respectfully and express your needs and feelings in a way that will help the adult understand your situation. No defiant and confrontational behaviors.</p>	<ul style="list-style-type: none"> • Parent notification, student/advisor support conference and intervention. • At school discretion, there will be a Dean, Advisor, Student, and Parent conference • Student will sign a behavior contract with additional progress monitoring and support.
<p>#6 Use appropriate and professional verbal and non-verbal communication.</p>	<p>No engaging in teasing, taunting, put-downs, profanity, and name calling directed at any student or adult. Do not engage in verbal threats to harm or hurt that are directed at anyone.</p>	<ul style="list-style-type: none"> • Immediate referral to administration along with parent notification. • Could result in possible suspension • Re-entry conference between the administration, student, parent, advisor and Dean before student re-enters community. • A restorative conversation will occur with relevant community members.
<p>#7 Respect your peers' personal space.</p>	<p>No physical aggression. No unwanted touching, shoving, poking, pushing, physical intimidation, kicking, punching, or fighting.</p>	<ul style="list-style-type: none"> • Immediate referral to administration along with parent notification. • Possible suspension. • Conference between the administration, student, parent, advisor and Dean before student re-enters community. • Restorative conversation with relevant community members.
<p>#8 Respect the dignity of every student and adult.</p>	<p>No Bullying. No harassment based on race, ethnicity, color, gender, sexual identity, age, religion, size, class, disability etc.</p>	<ul style="list-style-type: none"> • Immediate referral to administration along with parent notification. • Possible suspension. • Conference between the administration, student, parent, advisor and Dean before student re-enters community. • Restorative conversation will occur with relevant community members.

If student refuses to participate in a restorative approach, additional sanctions may apply.

Qualities of Innovators and Competencies

DSISD's Qualities of Innovators

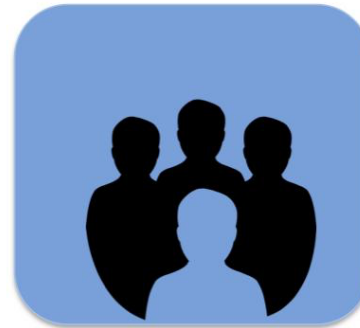
Personal Academic Excellence



Lifelong Learning and Citizenship















Innovative Thinking and Action



Transformative Leadership

Whole Child Approach: Badging

DSISD is working with students and staff to develop a portfolio system that is linked to the college application process. More information to come!

Lifelong Learning and Citizenship			
 Develop Habits of Success	 Design My Future		
 Practice Local & Global Social Responsibility	 Be Healthy		
 Creatively Express Myself	 Design with Empathy	 Invest in Others	 Lead for Social Justice
 Communicate & Collaborate Effectively	 Explore the World & Apply my Learning	 Be Professional	 Generate Solutions
Innovative Thinking and Action		Transformative Leadership	