



ACADEMY OF  
ARTS &  
ACADEMICS  
HIGH SCHOOL

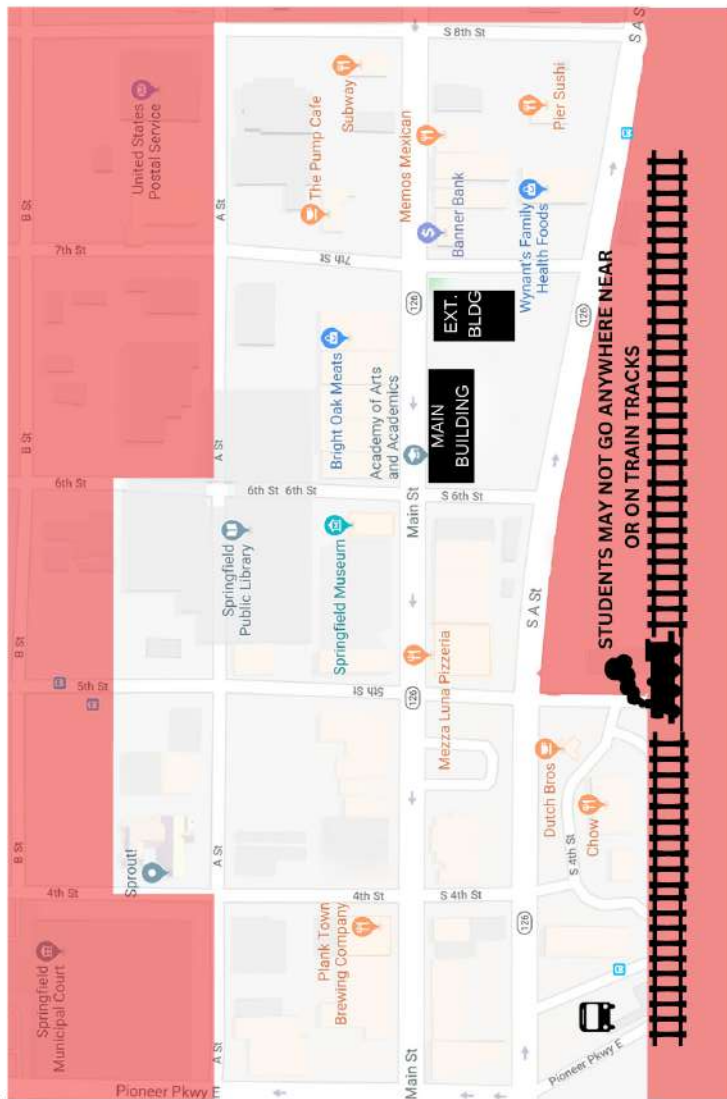
**2024-2025**  
**HANDBOOK**

## TABLE OF CONTENTS

4: Campus Map
5: Academic Calendar
6: Daily Schedule <b>Terms 1 and 3</b>
7: Daily Schedule <b>Mini Terms</b>
8: Terms and Semesters
9: Attendance Policy
10-16: Meet our Staff
17: Health Services and Medications
18: Student Dress Code
19-22: Students Rights and Responsibilities
23: Personal Electronic Devices and Social Media SPS Policy
24: Assessment
25: Proficiency, Support, Conferences and Reviews
26-29: Graduation Requirements
30-32: Glossary
33-35: Community Agreements Matrix
36-40: Community Agreements, VOMP, Audience Etiquette, Majors and EDCRO
41: Habits of the Graduate
42: CREDO EDCRO
43: Quality Decisions
44-48: Habits of the Mind
49: You and Your Materials
50: How to Format Written Work
51-52: Citing Sources
53: Public Speaking Checklist
54: Presentation and Demonstration Scoring
55-56: A3 Guide to Research
57-60: Matrixes

## CAMPUS MAP

We have an "open" campus for all grades. However, our footprint does have boundaries. Students can have open campus privileges revoked if they are unable to meet expectations, including but not limited to behavior or attendance. A3 is a member of the downtown Springfield community and students are expected to represent A3 accordingly.





# ACADEMY OF ARTS & ACADEMICS

## 2024-2025 ACADEMIC CALENDAR

**Note: with the exception of the month of September, J-Term and May-Term, all Fridays are late starts. See below for Friday schedule.**

**Please note:** this calendar is subject to change in the event of inclement weather, etc. Please check our website, [a3.springfield.k12.or.us](http://a3.springfield.k12.or.us), for the most updated version.

M	T	W	Th	F
<b>September 2024</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
<b>October 2024</b>				
	1	2	3	4 LS
7	8	9	10	11
14	15	16	17	18 LS
21	22	23	24	25
28	29	30	31	
<b>November 2024</b>				
				1 LS
4	5	6	7	8 LS
11	12	13	14	15 LS
18	19	20	21	22 LS
25	26	27	28	29
<b>December 2024</b>				
2	3	4	5	6 LS
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
<b>January 2025</b>				
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

<b>IMPORTANT DATES</b>	
<b>SEPTEMBER</b>	
2	Labor Day
4	First Day of School and Term 1
5-6	Headwaters-Students Released at 2:30 pm
<b>OCTOBER</b>	
11	All District Collaboration/Inservice-No School
24-25	Student Led Conferences-No School
<b>NOVEMBER</b>	
11	Veteran's Day - No School
25-29	Fall Break-No School
<b>DECEMBER</b>	
10-11	Confluence 1: 8:45-10:15 am and 5:30-7:30 pm
12	Last Day Term 1   Artabration 1-3 pm  Students released at 3 pm
13	Grading Day-No School
18-31	Winter Break (December 18-January 5)
<b>JANUARY</b>	
1-3	Winter Break
6	Collaboration Day
7	First Day Term 2 (J Term)
20	Dr. Martin Luther King Jr. Day-No School
29	Last Day Term 2 (J Term) J Fluence 1-3 pm
30	Grading Day-No School
31	Grading Day-No School
<b>FEBRUARY</b>	
3	First Day Term 3
17	President's Day-No School-Non Contract
<b>MARCH</b>	
17-28	Spring Break
<b>APRIL</b>	
3-4	Mid Year Review-No School
<b>MAY</b>	
13-14	Confluence 2: 8:45-10:15 am and 5:30-7:30 pm
15	Last Day Term 3   Artabration 1-3 pm  Students released at 3 pm
16	Grading Day
19	First Day Term 4 (May Term)
26	Memorial Day-No School
<b>JUNE</b>	
2-10	End of Year Reviews (end of year schedule will be sent out)
12	Last Day of School & May Term
13	Grading Day-No School
<b>UNDERSTANDING A3'S SEMESTERS AND TERMS</b>	
A3's school year has two semesters, and each semester has two terms.	
<b>Semester 1</b> consists of Term 1 and Term 2 aka "J Term"	
<b>Semester 2</b> consists of Term 3 and Term 4 aka "May Term"	
Terms 1 and 3 are traditional 7 block school days and culminate with Confluence.	
Terms 2 and 4 are intensive day long Mini Terms.	

M	T	W	Th	F
<b>February 2025</b>				
3	4	5	6	7 LS
10	11	12	13	14 LS
17	18	19	20	21 LS
24	25	26	27	28 LS
<b>March 2025</b>				
3	4	5	6	7 LS
10	11	12	13	14 LS
17	18	19	20	21
24	25	26	27	28
31				
<b>April 2025</b>				
	1	2	(3)	(4)
7	8	9	10	11 LS
14	15	16	17	18 LS
21	22	23	24	25 LS
28	29	30		
<b>May 2025</b>				
			1	2 LS
5	6	7	8	9 LS
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
<b>June 2025</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

<b>Daily Schedule</b>		
<b>MONDAY-THURSDAY</b>		
Period	Start Time	End Time
1	8:25	9:28
2	9:32	10:35
3	10:39	11:42
Lunch	11:42	12:14
Advisory	12:14	12:54
5	12:58	2:01
6	2:05	3:08
7	3:12	4:15
<b>FRIDAY</b>		
All Fridays are late starts with the exception of the month of September, J Term, and May Term.		
Period	Start Time	End Time
Lunch	11:50	12:20
Advisory	12:25	1:05
Humanities/All-school	1:10	4:15

	No School
	Holiday (No School)
	First & Last Day of School
T	First & Last Day of Term
LS	Late Start
	Confluence
g	Grading Day (No School)
	Collaboration Day (No School)
( )	Mid-Year Review (No School)
	Student-Led Conference Day

Daily Schedule Terms 1 and 3 *		
MONDAY-THURSDAY		
Period	Start Time	End Time
1	8:25	9:28
2	9:32	10:35
3	10:39	11:42
Lunch	11:42	12:14
Advisory	12:14	12:54
5	12:58	2:01
6	2:05	3:08
7	3:12	4:15
FRIDAY		
<i>All Fridays are late starts with the exception of the <u>month of September, J Term</u> and <u>May Term</u>.</i>		
Period	Start Time	End Time
Lunch	11:50	12:20
Advisory	12:25	1:05
Humaniqueries All-school	1:10	4:15

\*See next two pages for J and May Term schedules and complete information about our terms and semesters .

## MINI TERM SCHEDULES

<b>J TERM (Term 2) Daily Schedule</b>
<b>January 7 thru February 3, 2025</b>
8:40-8:55: Breakfast
9:00-12:00: J Term Class
12:00-12:30: Lunch
12:30-3:10: J Term Class
3:10-4:15: Full-time teachers available for students.

<b>May Term (Term 4) Daily Schedule</b>
<b>May Term: May 20-June 13, 2024</b>
8:45-9:25 Advisory
9:30-12:00 May Term
12:00-12:30 Lunch
12:30 - 4:15 May Term

**NO LATE STARTS DURING J OR MAY TERMS**



## A3 has Terms and Semesters?

**Yes! A3's school year has two semesters, and each semester has two terms.**

**Semester 1** consists of Term 1 and Term 2 aka “J Term”

**Semester 2** consists of Term 3 and Term 4 aka “May Term”

Terms 1 and 3 are traditional 7 block school days and culminate with Confluence.

Terms 2 and 4 are intensive day long Mini Terms.

### **SEMESTER 1: Has two terms: Term 1 and Term 2 aka "J Term"**

**Term 1:** September 4, 2024-December 12, 2024 (Traditional 7 block school day)

**Confluence:** December 10 and 11, 8:45-10:15 am and 5:30-7:30 pm\*

\***All** students are required to do one morning and one evening session of Confluence  
Parents and community are encouraged to attend Confluence

**Term 2 "J Term":** January 7-January 29, 2025 (Intensive day long mini term)

### **SEMESTER 2: Has two terms: Term 3 and Term 4 aka "May Term"**

**Term 3:** February 3-May 15, 2025 (Traditional 7 block school day)

**Confluence:** May 13 and 14, 8:45-10:15 am and 5:30-7:30 pm\*

\***All** students are required to do one morning and one evening session of Confluence  
Parents and community are encouraged to attend Confluence

**Term 4 "May Term":** May 19-June 12, 2025 (Intensive day long mini term)

## Attendance Policy

Note: As a school of choice, our attendance expectations are greater than other Springfield Public Schools. On the transfer form, it states that **A3 requires at least a 90% attendance rate. Transfers may be denied or revoked at any time for absenteeism.**

Students are expected to attend school on a regular basis. Unexcused absences, irregular attendance (ORS339.065) and truancy may result in disciplinary action up to and including a citation and a fine for a class C violation (ORS 339.990). The school principal will determine if an absence is to be excused. Under Oregon Law (ORS 339.065), a principal may excuse an absence if it is caused by the pupil's sickness, the sickness of an immediate family member when the student's presence at home is necessary, or an emergency requiring the student's absence; field trips or school approved activities; or medical or dental appointments. The principal may also excuse absences for other reasons where satisfactory arrangements are made in advance of the absence. Confirmation of appointments, illnesses or emergencies may be required. After a third medical/illness absence, a doctor's note will be required. Prolonged absence could result in reduction of grades or loss of credit required for graduation. Students may not attend school or school functions when excluded for disciplinary reasons or when they or others in the home have a communicable disease. Only a qualified health official may authorize attendance for the latter. As A3 is a school of choice, and transfers are required to attend, students must maintain at least an 90% attendance rate.

### Attendance at Religious Instruction

Upon application by a parent or student having attained the age of majority (18 years or older), a student may be excused from school to attend a weekday school giving religious instruction. This instruction shall not exceed two hours in any week for elementary students or exceed five hours in any week for secondary students. (ORS 339.420)

# Meet our staff!



**Ame**

**Ame Beard, Principal.** An educator for over 28 years, Ame has served as a leader for over 17 years in a variety of capacities. Her undergraduate degree is in History and she holds a Master's degree in Education. This year, in addition to serving as principal, Ame will teach a J term class. Ame has an awesome husband, is a parent of four amazing children and three grandchildren.



**Jenny**

**Jenny Cathey, Special Education.** Jenny has degrees in Biology and Special Education. She has worked at Hamlin and Agnes Steward, as well as several high schools. Jenny provides push-in and individualized support for students in class. She enjoys knitting, soap making, cooking, and the coast. She has a husband and a son in 8th grade. Jenny loves color, tech, and puns!



**Maureen**

**Maureen Coyne, Family Resource Center Coordinator.** "I was born in Boston Massachusetts, the oldest of three adopted children, and am an Air Force Brat. We saw a new place every 4 years. My love for teaching came to me at a very young age, but didn't become a special education teacher until after my own children were older. I taught for almost 20 years, and now semi-retired, a grandmother to 2 adopted girls, 1 boy and 2 girls."



**Emerald**

**Emerald Crafton, Communications and Finance.** Emerald has worked for Springfield Public Schools for 15 years. She has worked at all grade levels and in the district communications department. Her son graduated from A3 in 2019. Emerald runs A3's social medias and will often be found taking pictures of everyone. Just pretend she's not there. If you DON'T want you picture taken no problem, just let her know!

# Meet our staff!



**Scott**

**Scott Crowell, Dean of Students and Humaniqueries.**

Scott is a long-time teacher, with almost half of his career teaching Language Arts & Social Studies at A3. He has degrees in History, English, and Professional Writing as well as a Master's in English.



**Kari**

**Kari Davidson, Dance and Theater.** Kari has taught dance, PE, English, and theater at public schools in Ohio and Oregon. She double-majored in dance and English at Middlebury College, earned a Master's degree in education with certification in both disciplines, and recently completed an MFA in creative writing at PSU.



**Nissie**

**Nissie Ellison, Humaniqueries and Visual Arts.** Nissie Ellison helped design A3 and has been teaching here since its inception. This year along with teaching the freshmen/sophomore Humaniqueries course, she is teaching drawing and painting and the College Now Art History courses; she also teaches Art History at Lane Community College and exhibits her own art in Eugene and Springfield.



**Ryan**

**Ryan Eustis, Math and Science.** "I strongly believe that math education helps students develop their reasoning skills and encourages them to think critically about the world. I think that the best learning takes place when students are discovering for themselves and working together as a team."

# Meet our staff!



**Luna**

**Luna Green, Campus Monitor.** "I am an artist and maker. I earned a BA in Anthropology with a minor in Music, and completed additional studies in Psychology and Studio Art. I am passionately curious about the many ways people express themselves and connect with each other! I love the outdoors, spontaneous adventure, community organizing, and elaborate costuming — as well as helping others and cultivating healthy communication."



**Thomas**

**Thomas Guastavino, Choir.** Thomas graduated from University of Oregon this past June with endorsements for teaching K-12 music with a specialization in choral music. He also earned a bachelor's degree in Theatre/Acting Directing from DeSales University, in his home state of Pennsylvania, after which he moved to Los Angeles where he lived for seven years practicing his theatrical and musicianship skills before studying music education in Oregon, his home state since 2018.



**Justin**

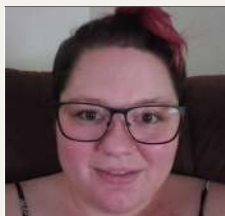
**Justin Haines, Custodial.** Justin studied Latin and other esoterica. He left the Shire six years ago upon reaching adulthood by Hobbit reckoning. Former driver of buses and taxis. Justin enjoys pinball, science fiction, and spumoni.



**Andrew**

**Andrew Hunt, Humaniqueries and Drawing.** Andrew has taught almost everything over his teaching career, except PE. He brings a wealth of experience teaching in different schools and an understanding of A3. Born in Canada, he has lived most of his life in Oregon. He travels widely, makes art daily in various mediums, and has a goal of hiking every waterfall in the state of Oregon and has hiked over to 200 waterfalls so far. He also collects rare books.

# Meet our staff!



**Chevelle**

**Chevelle Kennedy, Health Aide.** "I am a mom of 2 amazing children and I'm from Ohio. I love to read and do puzzles. I love viewing art and making ceramics. In my free time I enjoy going to the beach to watch the waves and to walk in the water."



**Tiki**

**Tiffany (Tiki) King, Registrar.** Tiki has worked in high schools for the past 16 years. She received her BA in English and a Folklore Certificate from UO, and likes to say she minored in scuba. Her passion is swimming, and she's been a swim instructor for 27 years. She loves reading, writing, cats, and riding her motorcycle.



**Jared**

**Jared Mills, Media.** Jared is an artist with eclectic experiences both in art and in the world. His art spans many genres and themes. His passion lies in helping students find their voice and their own art. Making the classroom the safest space possible is of the utmost importance.



**Jim**

**James (Jim) Olsen, Music.** Jim was music director & composer/arranger for Eugene's big band, "Swing Shift," as well as an adjunct instructor in music at LCC. A professional musician since 1981, Jim has released 3 CDs of his original compositions. He has degrees from the University of Wisconsin-Oshkosh, UO, and Western Oregon University.

# Meet our staff!



**Jason**

**Jason Ray, Language Arts and Social Studies.** Jason has been teaching for 21 years and is starting his second year at A3. He is a father, husband, musician, gamer, and a total geek.



**Cody**

**Cody Rosenberg, Math and Science.**

Cody has a BA in Communications/Film Production from Penn State. At Cal State Dominguez Hills, he completed post-baccalaureate accreditation work and taught MS math in the Inglewood School District for two years. Cody moved to Eugene in 2006, and completed his Master's at the UofO. He added a science endorsement while at A3.



**Katie**

**Katie Ryan, Science.** "In the last few years, I have lived in Knoxville, TN, Boulder, CO, and out of my van! I grew up in Bend and I am happy to be back in Oregon. I have taught for 4 years, middle and high school science. In my free time, I am out biking, kayaking, or skiing. I am excited to be working with everyone and getting to know the family of A3!"



**Hope**

**Hope Shepherd, Internship and Testing Coordinator.**

Hope has a Bachelor of Science degree in Sociology from the U of O. She's passionate about working on issues of social equity and justice, writes songs and poetry, and enjoys gardening and conversing about all manner of things.

# Meet our staff!



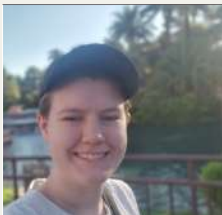
**Wilson**

**Wilson Sherk, Administrative Secretary.** Wilson taught PE for seven years at Curtis School in LA. He has a BA and MA in education from Cal State University Northridge. He worked for 10 years in circulation at The Register Guard and visits national parks each summer with his wife and son.



**Jill**

**Jill Smith, Health and PE.** Jill has over 20 years of experience teaching K-12 Health and PE, as well as coaching. Her areas of focus are lifetime fitness and working with students who do not enjoy traditional PE style classes. Jill enjoys helping students become their own self-advocates for their physical and mental health by incorporating individual needs and styles, while creating a welcoming classroom for all.



**Zena**

**Zena Stevens, Math (they/them).** "I graduated with my Masters in Teaching and Bachelor's in Mathematics - minoring in Spanish and Physics. In my free time I like playing video games, learning new things, being creative, and building with Legos."



**Christy**

**Christy Updegrave, Custodial.** Christy joined us from Springfield High School in the 21-22 school year. Christy likes dragons, bunnies, tattoos and shirts that say stuff.

# Meet our staff!



**Connie**

**Constance Van Flandern, Visual Arts.** Connie grew up in Washington, DC. She received her Bachelor of Fine Arts from Syracuse University in Communication Design. Constance lived and worked in Television and Film production in London, England and New York City including work as an art director for Nickelodeon and other ViaCom Networks and Comedy Central. She moved to Eugene in 2002 where she lives with her UO professor husband, raised two kids, worked as a freelance graphic designer and became Eugene Slug Queen in 2008.



**Melz**

**Melanie (Melz) Vektor, Humanquiries, Social Studies and Language Arts.** Melz's education includes a BA in Social Sciences and a Master's in Teaching, both from UO. She loves her wife, her kids, assortment of pets, traveling, camping, riding her motorcycle, and all things Wonder Woman!



**Ruxandra**

**Ruxandra Westra, Educational Aide.** Ruxandra is an Educational Aide at A3. She has a Master's of Education from the University of Oregon and a MA in foreign languages from the University of Bucharest, Romania. She has worked in the district for 20 years at Centennial Elementary and Thurston High. Her passions are mythology, archeology and anything to do with airplanes.



**Wendy**

**Wendy Zacharias, Counselor.** Wendy studied at LCC and UO and then took off for a year of travel before returning to NCC for her Master's in School Counseling. She worked at Sheldon High School, then Creswell High School as their Counselor for many years before joining the A3 community after its first year of operation.

## HEALTH SERVICES AND MEDICATIONS

Arrangements will be made for sick students to return home. All prescription medication must be brought to school by an adult, preferably the legal guardian or parent and counted in the presence of that adult and a person on the school staff. We will not be able to administer medication brought to school by the student. Medication will be checked in and kept in a locked cabinet in A3 office. A permission form, available from the office, must be completed and signed by the parent or guardian. Either a note from your physician or a new prescription bottle must verify changes in prescription medication. We are not allowed to take orders over the telephone from either the parent or a physician. If a dose of medication is missed that is usually given at home, we are not allowed to accept your call to give it to your student. You may come to school and administer the medication, or you may ask your physician to write an order to allow us to dispense medication in the morning.

Non-prescription medication means commercially prepared, non-alcohol based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eye, nose, and cough drops, cough suppressants, pain relievers, decongestants, antihistamines, topical antibiotics, anti-inflammatories, and antacids. A permission slip including the student's name, the name of the medication, how it is to be given (by mouth, etc.), dosage and frequency of administration must accompany the medication and the medication must come to school in the original container or packaging. Parents are responsible for refilling the school's supply of medication. We will notify you when the supply is getting low so you have time to refill the prescription. Ask the pharmacist to provide you with a bottle for home and one for school.

If the order calls for medication to be cut in half or otherwise prepared in some manner, parents are expected to have the medication properly prepared before bringing it to school. If you have questions or concerns you may contact our building Health Aide.

## STUDENT DRESS CODE

A3's Student Dress Code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance household income or body type/size.

Basic Principle: Certain body parts must be covered for all students.

Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

### **Students Must Wear:\***

- Top
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoe requirements are permitted (for example for sports), and socks are acceptable when using the P-Studio

\* High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not include gender- or sex-based requirements, promote culturally-specific attire, or place undue economic burden on students. If attire is to be included in the grading rubric, acceptable dress must be provided by the school.

### **Students May Wear:**

- Hats, including religious headwear
- Hoodie sweatshirts (over the head is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Midriff-baring shirts
- Pajamas
- Ripped jeans/tights, fishnet tights
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire

### **Students Cannot Wear:**

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Helmets or headgear that obscures the face (except as a religious observance or health precaution)

***Language based on Oregon NOW (National Organization for Women) Model Student Dress Code.***

## STUDENT RIGHTS AND RESPONSIBILITIES

At Academy of Arts and Academics, we adhere to the SPS Student Rights and Responsibilities as well as the following standards, designed to support our shared values:

**Academic Integrity:** Students are expected to put forth their best effort on tests and assignments. Assisting others is prohibited when it would constitute academic dishonesty. Academic dishonesty includes, but is not limited to, using or sharing prohibited study aides or other written materials on tests and assignments; sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor; and knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of the policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense.

**Appropriate Audience Behavior:** Members of the A3 community are expected to support each other during performances and assemblies by practicing appropriate audience behavior. Members of the A3 community who cannot do so will be excluded from performances and assemblies.

**Before and After School Hours:** Students may be in the building before and after hours only under the direct supervision of A3 staff. The building will be open from 8:00 AM - 4:30 PM.

**Censorship:** The Academy of Arts and Academics is committed to a process of exploring the tensions between the right of free expression and the responsibility to be respectful to all members of a community. Staff may censor excessive and/or gratuitous profanity, vulgarity, violence or sexual content, in course material or in student work. Parents, caregivers, and students should be aware, however, that A3 does not always censor material used in classes or in productions.

**Computer Policy:** All students will have access to the school computers and are subject to the SPS SpringNet computer and internet policies. Students may not do any of the following: tamper with others' accounts; knowingly introduce or create viruses; eat or drink near the computers at any time, before, after, or during school.

**Field Trips:** Field trips may be scheduled for educational, cultural, or other extracurricular purposes. All students are considered to be "in school" while participating in district-sponsored field trips. This means students are subject to the school's student conduct rules, applicable Board policy, and such other rules as may be deemed appropriate by the field trip supervisor.

## STUDENT RIGHTS AND RESPONSIBILITIES

**Food, Gum, and Drinks:** While these items may be allowed in classes at certain times, this is a privilege that may be revoked, especially if tidiness becomes an issue. Any situation where these become a distraction to the educational environment may result in a loss of privilege. Food and drinks will not be allowed near computers, instruments, or inside the Performance Studio any time before, during, or after school.

**Homework:** Homework may be assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process. In most cases, A3 students have time to complete work in class, however if they are unable to complete their work in class that will be assigned as homework.

**Identification Cards:** All A3 students are issued an ID card. These cards must be carried at all times. The first card is issued at no cost to the student. If the card is lost or stolen, the student will be expected to pay \$10 for a new card. Students must show their ID card if asked by any staff member (Academy of Arts and Academics staff, Emerald Arts Center staff, Wildish staff, or other SPS staff). Failure to do so is grounds for disciplinary action.

**Internet Policy:** It is a privilege to use the Internet. Students must sign the Springfield Public School SpringNet Internet Policy and must adhere to it. Students are not allowed to go to inappropriate sites, play computer games, send or receive instant messages ("IMs"), or go into chat rooms on school computers at any time, before, after or during school. Students who do not adhere to this policy will lose their computer privileges.

**Loss or Damage to Personal Property:** A3/SPS is not responsible for lost, damaged, or stolen personal property. The school is not responsible for reimbursing students for lost or damaged personal property. A Lost and Found area is located in the main office, and students should inquire there for missing items.

Any articles found in the school or on district grounds should be turned in to the school office. Unclaimed articles will be disposed of throughout the year. Loss or suspected theft of personal or district property should be reported to the school office.

**Loss or Damage to School Property:** A student may have the opportunity to check out school property (books or cameras, for example). The student is responsible for that property and for the cost of replacing the property if it is lost or damaged. In the case of loss or damage, the student will be billed for the replacement cost. The student may not elect to replace the equipment on his or her own.

## STUDENT RIGHTS AND RESPONSIBILITIES

**Lunch (and Breakfast):** As part of the Springfield Public School district, A3 contracts with the district food services to provide breakfast and lunch to all students. These meals will be served in A3 Extension each day. Lunch is free for all students. Students may purchase and eat lunch in restaurants in downtown Springfield or in the A3 Main Building in Studios 2 or 3.

**Off-Limit Areas:** A3 students may use only Academy of Arts and Academics designated areas. Students must ask permission to enter faculty rooms or office spaces, including the second floor of the Extension Building. Students may not be in buildings without adult supervision.

**Passing Time Between Classes:** There is sufficient time between classes for students to use the bathroom, retrieve materials, and get to their next class on time. During class time, students will be allowed to leave only during real emergencies. "Emergency" will be defined by the teacher.

**Posters:** Signs, banners, or posters that a student wishes to display must first be approved by the principal. Approved signage will be digitally produced - handwritten signage is not allowed. Signs, banners, or posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

**Profanity:** Students are expected to use proper language. Profanity is not allowed unless artistically appropriate. "Artistically appropriate" will be defined by a staff member. **Sign-In/Out:** Students arriving to school later than the beginning of the first class period of the day are required to sign in at the front desk. Students departing campus before the end of the day for any reason other than a school sanctioned activity must sign out with parent authorization. Please see the front desk with any questions regarding the policies and procedures for signing in or out.

**Sign-In/Out:** Students arriving to school later than the beginning of the first class period of the day are required to sign in at the front desk. Students departing campus before the end of the day for any reason other than a school sanctioned activity must sign out with parent authorization. Please see the front desk with any questions regarding the policies and procedures for signing in or out.

**Skateboards/Bicycles:** Academy of Arts & Academics has a custom-designed bike cage available to students who choose to bring their board to school. Boards are not to be used anywhere on campus at anytime and are not permitted in classrooms. The Campus Monitor will assign a space in the cage and issue a combination lock to students on a first-come, first-served basis. Students who do not take responsibility to properly store their board during the school day will be required to leave their board at home.

## STUDENT RIGHTS AND RESPONSIBILITIES

**Student Art:** A3 believes in the rights of the artists over their work. Students have specific rights to their creations ACCORDING TO THE FOLLOWING GUIDELINES:

- Student paintings and drawings done in or out of class are the property of the student artist.
- Student DIGITAL FILES, including writings, photographs, videos, music, digital reproductions of paintings and drawings, are the property of the student. Students may purchase reproduced copies of their own work at cost or may be given free copies at the instructor's discretion.
- However, A3 reserves the right to reproduce any digitally created or reproduced media done while the student attends A3, and that the student or student's parent does not expressly deny reproduction of, for publicity or fund raising. Any funds earned as a result of selling student art, reproduced by A3 personnel on school media, at A3 sponsored events or on campus is at the sole discretion of the school and no compensation will be due the student artist. Students may have their art reproduced at A3 for a nominal fee (at cost), but the school cannot serve as the student's agent for selling art work.

**Tobacco/Nicotine:** We are housed in non-smoking, non-vaping facilities. Smoking, vaping or possession of any tobacco products within the campus boundaries will be cause for disciplinary action, up to and including suspension.

**Transcript Evaluation:** Transfer credits and attendance may be accepted or rejected at the discretion of the district consistent with Oregon Administrative Rules and established district policy, administrative regulation, and/or school rules.

**Transfers:** Transfers may be denied or revoked at any time for poor student behavior, tardiness, absenteeism (below 90%), providing false information, or for any other violation of the terms of the transfer. Students whose transfers are revoked are not eligible to reapply for one year.

**Visitors/Shadows:** Although we welcome visitors, no student may invite a visitor without the consent of school staff at least three days in advance of the visit. Students visiting from other schools must also bring a letter from their parent or guardian and a letter from their school giving permission. Visitors (including alumni) must come immediately to the front office to sign in with the Campus Monitor. Alumni are asked to limit visits to lunchtime only. A3 students may not babysit younger family members or friends on school grounds before, after, or during school.

**Weapons/Drugs/Alcohol:** In order to create a safe school environment, A3 follows the Springfield Public Schools policy. Weapon possession, drug possession, and alcohol possession or coming to school under the influence of illegal drugs or alcohol will be grounds for disciplinary action, up to & including expulsion.

## **Personal Electronic Devices and Social Media SPS Policy**

Students may possess personal electronic devices in district facilities during the school day so long as they follow the school rules around technology use and the specific rules that govern various personal electronic devices, such as the school cell phone policy. A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, and/or displaying information and data.

Students may not access social media websites using district equipment, while on district property, or at district-sponsored activities, unless the access is approved by a district representative.

Students are prohibited from using personal electronic devices during class time. Exceptions are made when the instructor supports the use for appropriate/approved classroom or instructional related activities. Devices that have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in sponsored activities, unless expressly authorized in advance by the district administrator.

The district will not be liable for personal electronic devices brought to district property and district activities. The district will not be liable for information or comments posted by students on social media websites, when the student is not engaged in district activities, and not using district equipment.

Students found in violation of the personal electronic device use and possession prohibitions of Board policy, JFCEB – Personal Electronic Devices and Social Media, or any rules established by the building administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student’s parents.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and lifetime inclusion on sexual offender registries.

The district will not be responsible for the loss of, or damage to, personal property.

## Assessment

The Academy of Arts and Academics' assessment and graduation process prepares students to do the work required in college and the workplace. Students graduate by successfully demonstrating their proficiency through portfolios, exhibitions, final grades and performances. A3 also has made a commitment to communicating with parent(s)/guardians(s) about student progress. Parent(s)/guardians(s) will receive assessment information several times during the school year. Parent(s)/guardians(s) are encouraged to contact a student's Writing Group teacher for additional information.

### Earning Credits

Students at The Academy of Arts and Academics earn credits in designated curriculum areas based upon the successful completion of a course of study. Credits will be awarded based on the depth and breadth of the state content and skills standards addressed in the curriculum area during a term of study.

### Essential Skills

Beginning in 2012, the state began phasing in requirements for students to demonstrate that they are proficient in certain "essential skills" – skills that are deemed critical for future success – before they are awarded the diploma. These skills are:

- The ability to read and comprehend a variety of texts
- The ability to write clearly and accurately
- The ability to apply mathematics in a variety of settings

Exceeds: Num. Score = 4, Grade = A

Proficient: Num. Score = 3, Grade = B

Approaching: Num. Score = 2, Grade = C or Pass

Not yet: Num. Score = 1, Grade = No Pass, Credit may be denied

The Graduation requirements at A3 are designed around the standards for acceptance at an Oregon University (typically UO). A3 offers many opportunities to support those students who are struggling with their course work—both in academics and in STEM/arts electives. For those students that require it, additional time will be dedicated for academic support in the afternoon. If a student fails to pass a graduation requirement with a C- or better, the course may need to be repeated.

## **Credit for Proficiency**

In addition to credit by completing classroom or equivalent work, a student may receive credit toward a diploma or a modified diploma by one or more of the following options, if the student demonstrates defined levels of proficiency or mastery of recognized standards:

1. Classroom or equivalent work that meets Common Curriculum Goals and academic content standard required by OAR 581-022-2030;
2. Classroom or equivalent work;
3. Passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; and/or
5. Providing documentation of prior learning experiences.

A student may not use credit by examination to regain eligibility to participate in extracurricular activities.

## **Academic Help/Support**

If a student is struggling in a class there are several options to obtain help.

1. Ask your teacher for help. Most teachers are available before and after school and by appointment. Your teacher is going to be able to help you, and they know the curriculum.
2. Use your peer partners or groups members. Your peers are a valuable resource. Use them.
3. Ask your advisory for help. Students see their advisors nearly everyday, they are there to help.
4. Use Google Classroom and/or Synergy as a resource. Assignments are often attached and class notes/directions can be found in Google Classroom and/or Synergy.
5. After school academic help.
6. Use a planner and form a study group.

## **Conferences**

Student-Led Conferences happen in October. Each student is responsible for arranging a conference with teachers and parents to discuss their learning and the progress through the EDCRO process.

## **Mid-Year Reviews**

Mid-Year Reviews happen in April. Each student is responsible to present specific evidence of their learning through the EDCRO process to their Advisory teacher and a parent/guardian

## **End-of-the-Year Reviews**

End-of-the-Year Reviews are scheduled for June. Each freshman student is responsible for arranging a conference with teachers and parents to discuss their learning and the progress through the EDCRO process. Sophomores and juniors present not only academic, but also artistic progress in front of a panel of specifically chosen art professionals. Seniors present to their peers, parents, and teachers.

# Earning Your Diploma

The Academy of Arts and Academics and Springfield Public Schools believes that student success is our most important outcome. We are committed to upholding the dream of opportunity for each of Springfield’s children, and we stand behind our vision of “Every Student a Graduate Prepared for a Bright and Successful Future.” In 2007, the State Board of Education adopted new Oregon high school diploma requirements. These new requirements were designed to ensure that all students have the skills necessary for success in the 21st century. For complete information please see our Curriculum Guide on our website.

## Credit Requirements (24 total)

- English: 4 credits
- Math: 3 credits (at the Algebra 1 level and higher)
- Science: 3 credits (scientific inquiry, 2 with lab experiences)
- Social Science: 3 credits
- Health: 1 credit
- PE: 1 credit
- Second Language/Art/Career & Technical Education: 3 credits
- Electives: 6 credits

On Track to Graduate Over Four Years	
End of Grade	Minimum credits in correct subject areas
9	6 Credits
10	12 Credits
11	18 Credits
12	24 Credits

**A3's Graduation Requirements by Subject and Grade Level**

<b>Subject</b>	<b>Abbreviation</b>	<b>Credit</b>	<b>Grade</b>
English or Language Arts	LA	4.0	9-12
Math (at alg or above)	MA	3.0	9-11
Science (scientific inquiry, 2 with lab)	SC	3.0	9-12
Social Studies Global Studies	GS	1.0	9-10
Social Studies US History	US	1.0	9-10
Social Studies Government	GV	.50	11-12
Social Studies Economics	EC	.50	11-12
Health	HE	1.0	9
Physical Education	PE	1.0	10
Second Language/Art/Career & Technical Education	AFF	3.0	9-12
Electives	OT	6.0	9-12
Personalized Learning	Meets	Sr Project and Sr Review	12
Math Essential Skills	Meets	ACT, PSAT, SBAC, other	11
Reading Essential Skills	Meets	ACT, PSAT, SBAC, other	11
Writing Essential Skills	Meets	ACT,SBAC, other	<b>11</b>

## **Graduation Requirements**

The Board establishes graduation requirements for the awarding of a high school diploma, honors diploma or modified diploma which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in fewer than 4 years if consent is received by the student's parent or guardian or by the student if they are 18 years of age or older or emancipated.

Students will have onsite access to the appropriate resources to achieve a diploma or a modified diploma at each high school. The district provides age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified or extended diploma requirements.

The district may award a modified diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma in the later of 4 years after starting the ninth grade, or until the student reached the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma in less than 4 years but not less than 3 years. To satisfy the requirements for a modified diploma in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A student in good standing who qualifies to receive or receives a modified diploma will have the option of participating in a high school graduation ceremony with the student's class.

A student who received a modified diploma shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student, and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

## Graduation Requirements

A student who received a modified diploma shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student, and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma. The continuance of services for students with disabilities for a modified diploma is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

The district may not deny a diploma to a student who has opted out of the statewide assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

Students and their parents will be notified of graduation and diploma requirements through the high school curriculum guide.

## Glossary

**A3 Campus:** A3 students may attend classes at a variety of locations in downtown Springfield. Our Campus Monitor patrols the area to keep our kids safe. A3 spans the entire block between 6th and 7th with our Main Campus at 615 Main and our Extension Building at 665 Main Street.

**A3 Culture:** A3's educational philosophy: All students are capable of success and growth and have the right to unimpeded education. Everyone participates as a leader, learner and teacher. Mistakes are the pathway to success.

**Advisory:** A daily class focusing on various modes of writing. Teachers also serve as mentors to help students advocate for their needs. Parents can contact their student's writing group teacher with any questions regarding their school experience.

**Artabration:** A celebration of our students' exceptional work, both academic and Arts Core. Open to the public, parents are encouraged to attend. Artabration is usually performed before a significant vacation a maximum of 3 times a year. Check the school calendar for dates.

## Glossary

**College Credit Classes:** We offer “College Now” classes taught by A3 teachers in which students can earn college credit. Junior and senior students may have the opportunity to enroll in classes at Lane Community College or University of Oregon as part of their daily schedule if it fits as part of their four year plan four year plan and is approved by the district.

**Community Agreements:** These agreements define the expectations of interaction within the A3 community. See page \_\_\_\_

**Confluence:** A two-day, multi-faceted event that synthesizes work from the semester in large-scale projects and performances, and is a demonstration of the knowledge students have learned. Families and the public are HIGHLY encouraged to attend. These performances are students' finals and are mandatory.

**EDCRO:** This acronym stands for Explore, Design, Create, Refine, and Own, and is the process students need to follow when developing work both academic and in the arts. Students are expected to follow and articulate this in their Student Led Conferences, Mid-Year Reviews, EDCRO Student Reviews, panels and Confluence.

**Expanded Options Program:** By February 15th, the high school will send a notice to students and parents about the Expanded Options Program (EOP) explaining eligibility requirements. A student may apply to, and be accepted by, a post-secondary institution through the EOP. If accepted and if a student wishes to take an eligible course through this program, a student must notify the district no later than May 15th of that year. The selected student will meet with an advisory team to establish goals and develop an educational learning plan.

**Grading:** A system to measure student learning rather than assignment completion. Teachers have written learning targets that define outcomes of student learning. These targets are assessed on a 4-point scale.

**Headwaters:** A school-wide community-building activity at the beginning of the school year to engage students and introduce the culture of A3 to our new students.

**Honors:** Students with a score of 4 in their major receive honors (See Major).

**Humaniqueries:** A blending of Humanities—language arts, social studies, geography and philosophy, with Inquiries—a project-based learning environment integrating math and science. Our curriculum for these classes is highly integrated with Language Arts, Social Sciences, and Science.

**Internship Program:** Juniors and seniors are encouraged to participate in internships at local businesses during J Term, May Term or by placement during Term 1 and Term 3.

## Glossary

**Integrated Learning:** Used when teachers combine multiple subjects to teach our students. Humanities and Inquiries (Humaniqueries) are examples of this method.

**J-term (Term 2):** A four-week period during January. Students attend intensive classes during this time. Juniors and seniors have the opportunity to do an internship in the community.

**J-fluence:** J-term's end performance showing our students' process and learning in their classes and internships. These performances are students' finals and are mandatory.

**Late Start:** With the exception of week one, J term and May Term, A3 has late starts every Friday. Class begins at 10:25 am on Fridays. These late starts are used for staff collaboration.

**Learning Targets:** Statements teachers use for their class that defines the outcomes a student is expected to demonstrate at the end of the term.

**Majors:** All students are expected to declare a "major" as an area of focus in their sophomore year. Major areas are Performing Arts, Visual Media Arts, STEM, and Liberal Arts. These can change on a yearly basis and do limit the classes a student can take. Mid-year Review: See "Student Reviews."

**May Term (Term 4):** A four week period from the middle of May to the end of the school year. Juniors and seniors have the opportunity to do an internship in the community.

**May-fluence:** May Term's end performance showing our students' process and learning in their classes and internships. These performances are students' finals and are mandatory.

**Ones and Twos:** Freshmen and Sophomores (ones) Juniors and Seniors (twos.)

**Panels:** Experts and stakeholders make up panels who give student teams critical feedback on their Confluence learning and products weekly leading up to Confluence. For students these panels are mandatory and cannot be made up.

**Proficiency-based grading:** A system to measure student learning rather than assignment completion. Teachers have written learning targets that define outcomes of student learning. These targets are assessed on a 4-point scale.

**Project-Based learning:** Project-based learning is a system where teachers provide an authentic, real-world question or problem to solve and students create a method for demonstrating an answer to the question or to solving the problem.

## Glossary

**Senior Project:** All students are expected to perform a “capstone” project that is ideally tied to their major or their focused course of study. All capstone projects will have some form of public demonstration, either as a recital, curated display, or a performance, depending on the form the project takes. Students will work with mentors and their Advisory teachers to formulate and realize these capstone events that are required for graduation.

**Student Reviews:** Three times a year students present evidence of their learning and progress academically, artistically and as community members. Parent attendance is required at these sessions. Students begin collecting work samples and documentation of attendance and grades when they first arrive at A3. This material forms the basis from which they are able to reflect upon the progress of their learning and behavior during their time at A3. Conferences are arranged through the student's writing group teacher.

•**STUDENT-LED CONFERENCES:** Early October — For new students this provides an opportunity for them to check in on their work and success early in the year. This could include, current grades, transcript review, attendance review, goals, plans for future and review of course work and the EDCRO process.

•**EDCRO REVIEW (aka MID-YEAR REVIEWS):** Early March— Student presentations focus on learning committed to the EDCRO process. They demonstrate this through artifacts of both their art and academics. For juniors and seniors these are juried reviews in which they include presentations of learning tied to specific arts or science and is a dry run for their final senior juried review. This could include, current grades, transcript review, attendance review, goals, plans for future and review of course work and the EDCRO process.

•**END OF THE YEAR REVIEWS (EDCRO/JURIED REVIEWS):** Mid June — Freshmen present in front of parents and supporters/ mentors on the EDCRO process up until this point in their high school careers. Sophomores and Juniors have juried reviews which also include arts and science professionals. Seniors present a reflection of their 4 year journey to classmate, parents and staff.

**Synergy:** Synergy is Springfield Public School's student information system. Parents and students can access through ParentVue and StudentVue to see attendance history and other student data.

**V.O.M.P:** A3's conflict resolution process which stands for: Vent, Ownership, Mirror, Plan.

## A3 Community Agreements Matrix

**Be Present** is defined as being ready to actively engage and participate in school and classroom activities.

**Speak Up** is defined as being conscientious and building a safe community by sharing your ideas, thoughts, and concerns with the larger community. Speaking Up may occur in a verbal and/or nonverbal approach.

**Be Open** is defined as actively listening and considering others perspectives in a non-judgemental way, accounting for facts versus making assumptions, free from blame, shame, judgment, or excuses.

	<b>Be Present</b>	<b>Speak Up</b>	<b>Be Open</b>	<b>Equity Matters</b>
<b>Classroom/ Meeting Spaces</b>	<ul style="list-style-type: none"> <li>- Contribute positively during your classes</li> <li>- Ask for help when needed</li> <li>- Engage in classwork</li> <li>- Be on time and attend every day</li> </ul>	<ul style="list-style-type: none"> <li>- Follow classroom expectations</li> <li>- See something, say something</li> <li>- Use your voice</li> </ul>	<ul style="list-style-type: none"> <li>- Be prepared</li> <li>- Be academically aware</li> <li>- Be open to other's perspective</li> <li>- Listen deeply to peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>- Allow for every voice to be heard</li> <li>- Contribute together - work together in a way that highlights your skills</li> <li>- Advocate for those needing help</li> <li>- Assist people around you to access learning</li> <li>- Respect people and property</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>- Be aware of others and the space around you</li> <li>- Make sure you are on time</li> <li>- Keep areas clean</li> <li>- Step aside to let others pass</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate language and voice volume</li> <li>- Respect all types of displays</li> <li>- Maintain appropriate personal space</li> </ul>	<ul style="list-style-type: none"> <li>- Walk safely</li> <li>- Acknowledge others in a positive manner</li> <li>- Make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>- Make room for others</li> <li>- Allow for people to walk at their own pace</li> </ul>

## A3 Community Agreements

	<b>Be Present</b>	<b>Speak Up</b>	<b>Be Open</b>	<b>Equity Matters</b>
<b>Outside</b>	<ul style="list-style-type: none"> <li>- Stay on the sidewalk</li> <li>- Cross at the crosswalk during the appropriate time</li> <li>- Be aware of surroundings and passing cars</li> <li>- Stay within A3 boundaries during school hours</li> </ul>	<ul style="list-style-type: none"> <li>- If you see something, say something; report safety concerns to staff.</li> <li>- Foster positive relationships with neighboring businesses</li> <li>&gt; Use neutral-positive language</li> <li>&gt; Utilize businesses for their intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Be thoughtful about where you are standing or gathering</li> </ul>	<ul style="list-style-type: none"> <li>- Provide room for other people to pass on the sidewalk</li> </ul>
<b>Lobby</b>	<ul style="list-style-type: none"> <li>- Practice appropriate language and volume while in the lobby</li> <li>- Recognize that the lobby is a work space for the staff and entry way for everyone</li> <li>- Return to class quickly</li> <li>Clean up/ Recycle after yourself</li> </ul>	<p>Help model for your peers to speak at low voice levels</p> <p>Use the appropriate tone of voice.</p>	<ul style="list-style-type: none"> <li>- Embrace opportunities to get to know fellow students and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Provide space for staff and students to pass in the hallway</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>- Use facilities as intended</li> <li>- Be present only as needed: use restroom, wash hands, return to class</li> <li>- Use between classes when possible</li> </ul>	<ul style="list-style-type: none"> <li>- Keep conversations positive</li> <li>- Give others privacy</li> <li>- Report vandalism or problems to staff</li> </ul>	<ul style="list-style-type: none"> <li>- Allow people to use the bathroom they're most comfortable using.</li> </ul>	<ul style="list-style-type: none"> <li>- Prioritize access to accessible bathrooms for those who need them</li> <li>- Be aware of how your actions impact others' accessibility; e.g., PDA, smoking, vaping, strong fragrances</li> <li>- Keep area clean and conserve resources</li> </ul>

## A3 Community Agreements

	Be Present	Speak Up	Be Open	Equity Matters
<b>Parking Lot</b>	<ul style="list-style-type: none"> <li>- Use sidewalks</li> <li>- Be aware of surroundings and cars entering/exiting</li> <li>- Drive distraction free</li> <li>- Manage time responsibly by getting to class promptly</li> <li>- Apply for permit before parking in the lot</li> </ul>	<ul style="list-style-type: none"> <li>- Report hazards and accidents</li> <li>- Report unfamiliar persons loitering in lot</li> </ul>	<ul style="list-style-type: none"> <li>- Check with <i>known</i> students to determine if they need support (not strangers)</li> </ul>	<ul style="list-style-type: none"> <li>- Use designated student parking spaces</li> <li>- Be mindful of pedestrians and observe 5 mph speed limit</li> </ul>
<b>Whole School Events</b>	<ul style="list-style-type: none"> <li>- Be an active participant</li> <li>- Prepare accordingly</li> <li>- Be an active listener during performances</li> </ul>	<ul style="list-style-type: none"> <li>- Be curious and ask questions about other student's work</li> <li>- Engage in meaningful conversation</li> </ul>	<ul style="list-style-type: none"> <li>- Be inviting to visiting guests</li> <li>- Be curious about unfamiliar topics</li> <li>- Be supportive of other students</li> </ul>	<ul style="list-style-type: none"> <li>- Intend to hold space for all participants</li> <li>- Limit side conversations</li> <li>- Allow for everyone to have a voice</li> </ul>
<b>Shared Resources</b>	<ul style="list-style-type: none"> <li>- Only use when necessary</li> <li>- Use equipment as intended</li> </ul>	<ul style="list-style-type: none"> <li>- Ask for help on how to use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Take turns with equipment in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of the time and resources used</li> <li>- Return borrowed equipment in a timely manner</li> </ul>
<b>Technology: Personal Devices</b>	<ul style="list-style-type: none"> <li>- Limit usage</li> <li>- Respect classroom guidelines for phone usage</li> </ul>	<ul style="list-style-type: none"> <li>- Return lost property to front desk</li> <li>- Report cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>- Engage meaningfully with classroom teacher and content (e.g. phone down and away)</li> </ul>	<ul style="list-style-type: none"> <li>- Respect other people's property and privacy</li> <li>- Speak with teacher if there is a unique consideration for phone use (e.g. work schedule, family medical, special accommodations)</li> </ul>
<b>Conference Room Meetings</b>		<ul style="list-style-type: none"> <li>- All voices need to have an opportunity to be heard</li> </ul>		

# Academy of Arts & Academics

## Community Agreements



### **BE PRESENT**

- Be conscientious about class/meeting behavior
- Limit side talk
- Tune in to purpose, intention, and outcome
- Ask clarifying and probing questions
- Engage and follow through
- Observe email protocols

### **BE OPEN**

- Be open to outcome, but not attached to nor afraid of it
- Keep students/colleagues at the heart of all decisions
- Suspend assumptions
- Suspend judgement in process
- Consider better options than your initial ideas



### **SPEAK UP**



- Tell your truth without blame, shame, or excuses
- Mistakes are learning opportunities
- Separate feedback on process from personal hurt
- Pay attention to heart and meaning
- Be conscientious about compassion and straight talk
- Listen to understand, not to defend
- Be aware of humor/implications of sarcasm
- Talk straight when affected, then LET IT GO

### **EQUITY MATTERS**

- Discussions, behaviors, and practices should be founded in equity and inclusion for all, and should actively avoid tokenism.
- We are conscientious of our own biases and privilege and have a willingness to set those aside



**WE COMMIT TO DOING OUR BEST. EVERY DAY. EVERY TIME WE ENGAGE.**

# V.O.M.P.

Conflict happens. Most of us don't like it, but it is part of the reality of working with others. When you are faced with a conflict with another individual it is important that you address it. Ignoring it won't make the problem go away; instead, it will usually make the problem worse.

**If you have a conflict with another person, just V.O.M.P!**



It is unhealthy to keep things bottled up and unresolved, and it usually makes the problem worse. When **venting**, it is important to use "I" statements. For example: "When you said .... I felt that you were making fun of me." Each person needs to be heard; when you aren't **venting**, you should be **actively listening**. Listening is vital to the success of resolving conflict. If you are the one **venting**, it is important to speak in a calm and controlled manner, and think about the impact of the words you choose to say.



Conflicts aren't one-sided. Even in cases where it seems that one person is clearly "in the wrong," both people have an investment in resolving the conflict. This is how both people can take **ownership** of the conflict.



**MIRROR** means standing in the other person's shoes, and seeing the conflict from their perspective. This step elicits empathy and allows us to see the effects our words and actions have on others. Can you see this conflict from their point of view?



The last step in the V.O.M.P. process is to create a **plan** to avoid future conflicts. It is important that both sides create and agree with this plan. A good **plan** is respectful, satisfies both sides, and outlines strategies for dealing with future conflicts.

**VENT. OWN. MIRROR. PLAN.**

## A3 AUDIENCE ETIQUETTE

At A3 you will constantly switch between the role of presenter and audience. It's the duty of the audience to create and maintain a respectful, receptive environment for the presenter. Your behavior as an audience member is part of your grade. Be cool.



### THINGS THAT ARE COOL WHEN YOU'RE AN AUDIENCE MEMBER:



Sitting quietly with eyes on stage.



Silencing and putting phone away.



Appropriately responding to and engaging with the presentation.

### THINGS THAT ARE NOT COOL WHEN YOU'RE AN AUDIENCE MEMBER:



Heckling.



Texting or looking at your phone.



Participating in any type of sporting event.



Reciting a monologue. Please wait your turn.



Hovering your finger super close next to someone and singing "I'm not touching you."



Whispering. We can hear you. Promise.



Busting out any kind of musical instrument. Even an accordion.

# A3 MAJORS



## LIBERAL ARTS

Writer  
Teacher  
Editor/Publisher  
Anthropologist  
Psychologist

- Complete general education requirements for college
- Personalize your educational path
- Explore college majors
- Study third language



## VISUAL + MEDIA ARTS

Graphic Designer  
Fine Artist  
Museum Curator  
Illustrator  
Video Producer  
Photographer  
Print Maker

- Learn visual literacy
- Explore different mediums
- Show work in galleries



## STEM

Engineer  
Computer Programmer  
Scientist  
Medical Professional  
Electrician

- Evaluate sources of information for bias and reliability
- Identify patterns
- Communicate clearly
- Collaborate in teams



## PERFORMING ARTS

Dance  
Theater  
Music  
Theater Tech  
Costume Design

- Collaborate & perform with professional artists
- Build confidence to share ideas in public

**EDCRO**

**EXPLORE**

**DESIGN**

**CREATE**

**REFINE**

**OWN**

# HABITS of the GRADUATE

**WHAT IS EDCRO?** Students and families will hear an ongoing refrain throughout the Academy of Arts & Academics: How does my work connect to the Habits of the Graduate? These habits are akin to the “Habits of Mind” described by the educational philosophers Arthur L. Costa and Bena Kallick—the orientation towards learning that we wish our graduates to demonstrate. These habits also form an intellectual framework that our students and staff use throughout the school. They represent the best aspects of both artistic and academic processes.

We refer to them by the acronym “EDCRO,” Explore, Design, Create, Refine, and Own:

**EXPLORE.** What are the purposes and multiple perspectives?

**DESIGN/DEFINE.** Who is the audience and how does the work connect?

**CREATE.** How do I bring my art to make this work inventive?

**REFINE.** How do I improve the work? Am I really answering the right question? All the questions?

**OWN.** Am I proud of the work I am doing?

## **FRESHMAN EDCRO REVIEW • SOPHOMORE/JUNIOR JURIED REVIEWS • SENIOR EDCRO REVIEW**

At the end of each school year, each student completes a type of EDCRO Review. The purpose of the EDCRO Review is for the student to mark progress—out loud, in front of an advisor, parents, and teachers—toward the habits of the Graduate. Each student prepares a portfolio containing work that represents that progress, and each student makes a formal presentation of that portfolio. These EDCRO Reviews are a major part of the student’s final grade, and the student should leave the experience knowing what he or she has achieved and where he or she needs to grow.

Freshmen will reflect over their first year in front of parents & teachers. Second year students will “declare” an arts focus and present in front of parents, teachers, and professionals in their declared art form. Junior students will do a Juried Review in front of teachers and art professionals (parents may attend as spectators) and seniors will do a Senior EDCRO review for an audience of A3 students and other community members that encompasses their entire high school experience.

# What's your CREDO? EDCRO.

**A3 IS ORGANIZED AROUND FIVE "HABITS OF THE GRADUATE,"** five behaviors that we believe are essential to succeed as an artist, a scholar, and a community member. The letters spell "CREDO" or "EDCRO" (which is the proper order of the process) so they're easy to remember. Whether in the arts or the academics, you should strive to exhibit these five behaviors and you'll be evaluated on how well you do.

## DESIGN

- When is the work finished?
- Who is the audience?
- What can I draw from my own experiences?
- What context does this connect to?
- When is the work "good?"
- What are the implications of this approach?
- What is the work's purpose or importance?

## CREATE

- How do I nourish my creativity?
- What are the givens & how do I extend or play with them?
- How inventive am I when I'm challenged by something difficult?
- What am I trying to say?
- How do I connect the work to my audience?

## EXPLORE

- What skills do I need?
- Do I take risks and push myself?
- What is my passion and how do I use it in my work?
- What could make this work special?
- What questions could I pursue?
- What possibilities could I see?



**SCHOLAR  
ARTIST  
CITIZEN**

## OWN

- How does this work affect others?
- What or who is this work for?
- How do I find the drive to go on?
- What do I need to be successful?
- How do I approach a project and follow through?
- How do I advocate for my work and the work of others?
- What am I working for?
- How do I cope with frustration?
- How do I know when to ask for help and what's the most effective way to ask?
- Am I proud to stand behind my work?
- Am I committed to my work?

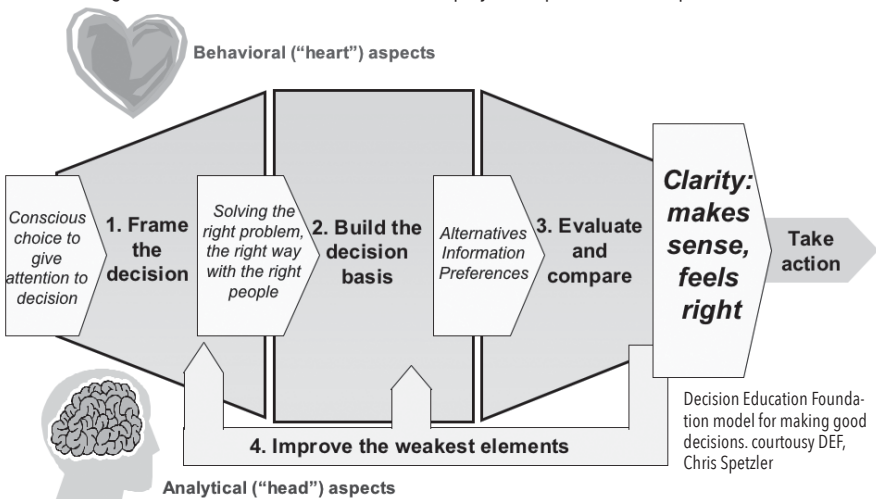
## REFINE

- What else does this work connect to?
- How could I interpret or analyze this work?
- Why does it matter?
- What further tools/skills do I need?
- Have I demonstrated good craftsmanship?
- What are the strengths & weaknesses?
- When is the work finished?
- Have I demonstrated understanding?
- Have I conveyed my message?

# Making Quality Decisions

## GOOD DECISIONS MAKE SENSE, FEEL RIGHT

**A3 IS ALSO PARTNERS** with the Decision Education Foundation, a non-profit group dedicated to teaching quality decision making skills to students: better decisions = better lives. Along with EDCRO, we'll be using the DEF model to make decisions from projects to personal development.



### Where does EDCRO fit in?

#### Frame 1:

**OWN.** You've got to own the problem. **DECLARE** that it's yours to solve.

**EXPLORE.** Look for options, **FRAME** the question.

#### Frame 2:

**DESIGN & CREATE.** Declare values, use good reasoning, **BUILD** a decision basis.

#### Frame 3 & 4:

**OWN.** Make a decision & **COMMIT TO FOLLOW THROUGH.**

**REFINE:** evaluate & improve on the material, consider what's left to know, refine previous content.



# Habits of the Mind

## THE 16 HABITS OF HIGHLY EFFECTUAL PEOPLE

by Arthur Costa & Bena Kallick

---

*The following excerpt is reprinted from the Costa & Kallick article, "16 Habits of Mind."*

*See also Costa & Kallick, "HABITS OF MIND: A DEVELOPMENTAL SERIES."*

Following are descriptions and an elaboration of 16 attributes of what human beings do when they behave intelligently. We choose to refer to them as Habits of Mind. They are the characteristics of what intelligent people do when they are confronted with problems, the resolution to which are not immediately apparent.

- 1.**  
*Persisting* Efficacious people stick to a task until it is completed. They don't give up easily. They are able to analyze a problem, to develop a system, structure, or strategy to attack a problem.

Students often give up in despair when the answer to a problem is not immediately known. They sometimes crumple their papers and throw them away saying, "I can't do this," "It's too hard," or, they write down any answer to get the task over with as quickly as possible. Some have attention deficits; they have difficulty staying focused for any length of time, they are easily distracted, they lack the ability to analyze a problem, to develop a system, structure, or strategy of problem attack. They may give up because they have a limited repertoire of problem solving strategies. If their strategy doesn't work, they give up because they have no alternatives.

- 2.**  
*Managing Impulsivity* Effective problem solvers have a sense of deliberativeness: They think before they act. They intentionally form a vision of a product, plan of action, goal or a destination before they begin.

Often students blurt the first answer that comes to mind. Sometimes they shout out an answer, start to work without fully understanding the directions, lack an organized plan or strategy for approaching a problem or make immediate value judgments about an idea—criticizing or praising it—before fully understanding it. They may take the first suggestion given or operate on the first idea that comes to mind rather than considering alternatives and consequences of several possible directions.

- 3.**  
*Listening To Others—With Understanding and Empathy* Highly effective people spend an inordinate amount of time and energy listening (Covey, 1989). Some psychologists believe that the ability to listen to another person, to empathize with, and to understand their point of view is one of the highest forms of intelligent behavior. Being able to paraphrase another person's ideas, detecting indicators (cues) of their feelings or emotional states in their oral and body language (empathy), accurately expressing another person's concepts, emotions and problems—all are indications of listening behavior (Piaget called it "overcoming ego-centrism").

We wish students to learn to hold in abeyance their own values, judgments, opinions, and prejudices in order to listen to and entertain

another person's thoughts. This is a very complex skill requiring the ability to monitor one's own thoughts while, at the same time, attending to the partner's words. This does not mean that we can't disagree with someone. A good listener tries to understand what the other person is saying. In the end he may disagree sharply, but because he disagrees, he wants to know exactly what it is he is disagreeing with.

- 4.** *Thinking Flexibly* An amazing discovery about the human brain is its plasticity--its ability to "rewire", change and even repair itself to become smarter. Flexible people are the ones with the most control.

Some students have difficulty in considering alternative points of view or dealing with more than one classification system simultaneously. THEIR way to solve a problem seems to be the ONLY way. They perceive situations from a very ego-centered point of view: "My way or the highway!" Their mind is made up; "Don't confuse me with facts, that's it."

- 5.** *Thinking About Our Thinking (Metacognition)* Occurring in the neocortex, metacognition is our ability to know what we know and what we don't know. It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking.

We want our students to perform well on complex cognitive tasks. A simple example of this might be drawn from a reading task. It is a common experience while reading a passage to have our minds "wander" from the pages. We "see" the words but no meaning is being produced. Suddenly we realize that we are not concentrating and that we've lost contact with the meaning of the text. We "recover" by returning to the passage to find our place, matching it with the last thought we can remember, and, once having found it, reading on with connectedness. This inner awareness and the strategy of recovery are components of metacognition.

- 6.** *Striving For Accuracy and Precision* Embodied in the stamina, grace and elegance of a ballerina or a shoemaker, is the desire for craftsmanship, mastery, flawlessness and economy of energy to produce exceptional results. People who value accuracy, precision and craftsmanship take time to check over their products. They review the rules by which they are to abide; they review the models and visions they are to follow; and they review the criteria they are to employ and confirm that their finish product matches the criteria exactly.

Some students may turn in sloppy, incomplete or uncorrected work. They are more anxious to get rid of the assignment than to check it over for accuracy and precision. They are willing to suffice with minimum effort rather than investing their maximum. They may be more interested in expedience rather than excellence.;

- 7.** *Questioning and Posing Problems* One of the distinguishing characteristics between humans and other forms of life is our inclination, and ability to FIND problems to solve. Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know.

Some students may be unaware of the functions, classes, syntax or intentions in questions. They may not realize that questions vary in complexity, structure and purpose. They may pose simple questions intending to derive maximal results. When confronted with a discrepancy, they may lack an overall strategy of search and solution finding.

**8.**  
*Applying Past  
Knowledge to  
New Situations*

Intelligent human beings learn from experience. When confronted with a new and perplexing problem they will often draw forth experience from their past. They can often be heard to say, "This reminds me of...." or "This is just like the time when I..." They explain what they are doing now in terms of analogies with or references to previous experiences.

Too often students begin each new task as if it were being approached for the very first time. Teachers are often dismayed when they invite students to recall how they solved a similar problem previously and students don't remember. It's as if they never heard of it before, even though they had the same type of problem just recently. It is as if each experience is encapsulated and has no relationship to what has come before or what comes afterward. Their thinking is what psychologists refer to as an "episodic grasp of reality" (Feuerstein 1980). That is, each event in life is a separate and discrete event with no connections to what may have come before or with no relation to what follows. Furthermore, their learning is so encapsulated that they seem unable to draw forth from one event and apply it in another context.

**9.**  
*Thinking and  
Communicating  
with Clarity  
and Precision*

Language and thinking are closely entwined. Like either side of a coin, they are inseparable. When you hear fuzzy language, it is a reflection of fuzzy thinking. Intelligent people strive to communicate accurately in both written and oral form taking care to use precise language, defining terms, using correct names and universal labels and analogies. They strive to avoid overgeneralizations, deletions and distortions. Instead they support their statements with explanations, comparisons, quantification, and evidence.

We sometimes hear students and other adults using vague and imprecise language. They describe objects or events with words like weird, nice, or OK. They call specific objects using such non-descriptive words as stuff, junk and things. They punctuate sentences with meaningless interjections like ya' know, er and uh. They use vague or general nouns and pronouns: "They told me to do it." "Everybody has one." "Teachers don't understand me." They use non-specific verbs: "Let's do it." and unqualified comparatives: "This soda is better; I like it more".

**10.**  
*Gathering Data  
through  
All Senses*

Intelligent people know that all information gets into the brain through the sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, visual. Most linguistic, cultural, and physical learning is derived from the environment by observing or taking in through the senses.

Some students, however, go through school and life oblivious to the textures, rhythms, patterns sounds and colors around them. Sometimes children are afraid to touch, get their hands "dirty" or feel some object might be "slimy" or "icky". They operate within a narrow range of sensory problem solving strategies wanting only to "describe it but not illustrate or act it", or "listen but not participate".

**11.**  
*Creating,  
Imagining, and  
Innovating*

All human beings have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques—if that capacity is developed. Creative human beings try to conceive problem solutions differently, examining alternative possibilities from many angles.

Students, however, are often heard saying, “I can’t draw,” “I was never very good at art,” “I can’t sing a note,” “I’m not creative”. Some people believe creative humans are just born that way; in their genes and chromosomes.

**12.**  
*Responding with  
Wonderment  
and Awe*

Efficacious people have not only an “I CAN” attitude, but also an “I ENJOY” feeling. They seek problems to solve for themselves and to submit to others. They delight in making up problems to solve on their own and request enigmas from others. They enjoy figuring things out by themselves, and continue to learn throughout their lifetimes.

We want our students, to be curious; to commune with the world around them; to reflect on the changing formations of a cloud; feel charmed by the opening of a bud; sense the logical simplicity of mathematical order. Students can find beauty in a sunset, intrigue in the geometric of a spider web, and exhilaration at the iridescence of a hummingbird’s wings. They see the congruity and intricacies in the derivation of a mathematical formula, recognize the orderliness and adroitness of a chemical change, and commune with the serenity of a distant constellation. We want them feel compelled, enthusiastic and passionate about learning, inquiring and mastering.

**13.**  
*Taking  
Responsible  
Risks*

Flexible people seem to have an almost uncontrollable urge to go beyond established limits. They are uneasy about comfort; they “live on the edge of their competence”. They seem compelled to place themselves in situations where they do not know what the outcome will be. They accept confusion, uncertainty, and the higher risks of failure as part of the normal process and they learn to view setbacks as interesting, challenging and growth producing. However, they are not behaving impulsively. Their risks are educated.

When someone holds back from taking risks, he is confronted constantly with missed opportunities. Some students seem reluctant to take risks. Some students hold back games, new learning, and new friendships because their fear of failure is far greater than their experience of venture or adventure. They are reinforced by the mental voice that says, “if you don’t try it, you won’t be wrong” or “if you try it and you are wrong, you will look stupid”. The other voice that might say, “if you don’t try it, you will never know” is trapped in fear and mistrust. They are more interested in knowing whether their answer is correct or not, rather than being challenged by the process of finding the answer. They are unable to sustain a process of problem solving and finding the answer over time, and therefore avoid ambiguous situations. They have a need for certainty rather than an inclination for doubt.

Students who are capable of being different, going against the grain of the common, thinking of new ideas and testing them with peers as well as teachers, are more likely to be successful in this age of innovation and uncertainty.

**14.**  
*Finding Humor*

Another unique attribute of human beings is our sense of humor. Laughter transcends all human beings. Its positive effects on psychological functions

include a drop in the pulse rate, the secretion of endorphins, an increased oxygen in the blood. It has been found to liberate creativity and provoke such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. People who engage in the mystery of humor have the ability to perceive situations from an original and often interesting vantage point. They tend to initiate humor more often, to place greater value on having a sense of humor, to appreciate and understand others' humor and to be verbally playful when interacting with others. Having a whimsical frame of mind, they thrive on finding incongruity and perceiving absurdities, ironies and satire; finding discontinuities and being able to laugh at situations and themselves. Some students find humor in all the "wrong places"--human differences, ineptitude, injurious behavior, vulgarity, violence and profanity. They laugh at others yet are unable to laugh at themselves. We want our students to acquire the characteristics of creative problem solvers, they can distinguish between situations of human frailty and fallibility which are in need of compassion and those which are truly funny. (Dyer, 1997).

**15.**  
*Thinking  
Interdependently*

Human beings are social beings. We congregate in groups, find it therapeutic to be listened to, draw energy from one another, and seek reciprocity. In groups we contribute our time and energy to tasks that we would quickly tire of when working alone. In fact, we have learned that one of the cruelest forms of punishment that can be inflicted on an individual is solitary confinement. Some students may not have learned to work in groups; they have underdeveloped social skills. They feel isolated, they prefer their solitude. "Leave me alone--I'll do it by myself". "They just don't like me".

Some students seem unable to contribute to group work either by being a "job hog" or conversely, letting others do all the work. Working in groups requires the ability to justify ideas and to test the feasibility of solution strategies on others. It also requires the development of a willingness and openness to accept the feedback from a critical friend. Through this interaction the group and the individual continue to grow. Listening, consensus seeking, giving up an idea to work with someone else's, empathy, compassion, group leadership, knowing how to support group efforts, altruism--all are behaviors indicative of cooperative human beings.

**16.**  
*Learning  
Continuously*

Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways. People with this Habit of Mind are always striving for improvement, always growing, always learning, always modifying and improving themselves. They seize problems, situations, tensions, conflicts and circumstances as valuable opportunities to learn.

Our wish is for creative students and people who are eager to learn. That includes the humility of knowing that we don't know, which is the highest form of thinking we will ever learn. Paradoxically, unless you start off with humility you will never get anywhere, so as the first step you have to have already what will eventually be the crowning glory of all learning: the humility to know--and admit--that you don't know and not be afraid to find out.

# You and Your Materials

---

**IN ORDER TO** encourage organization, your A3 teachers would like you to keep a 3-ring binder with at least 4 sections. The sections are for Humanities, Inquiries, Arts Core, and Projects. The sections should include the following:

1. All assignment sheets, directions and project descriptors should be filed in the appropriate section.
2. Any and all work for that subject area should follow. This includes class work, homework, notes, tests, handouts or other materials. These should be kept in chronological order with your most recent work in the back.

You'll also need:

1. THIS PLANNER at ALL TIMES. Everyone must have one. They are essential. No one succeeds without one.
2. A notebook of some kind for the Writing Workshop.

Your binder, planner, & workshop note book should be brought to class each day. You should always arrive with pencil, pen, and paper. This will allow you to be prepared for anything. One of the biggest obstacles to student success is disorganization. The real responsibility of maintaining organization is yours, but, if we can help in any way, let us know. This planner is essential; A3 assigns too much work, with too many due dates, for you to succeed without one.

The following items will also be useful to have here at school or at home:

- Calculator
- Art supplies
- Access to newspaper and news magazines
- Access to reference materials (encyclopedia, internet, Encarta, etc.)
- Well-lit quiet place to study

## A REMINDER ABOUT TECHNOLOGY

As more and more of our work is done on computers it is important that you keep in mind the transferability of operating systems and programs. This is especially true of group project work that is shared on thumb drives or via e-mail. Do not wait until a due date to find out that you can't retrieve a file or read a disk due to incompatibility between programs and operating systems. Remember, no zeros at A3.

## A REMINDER ABOUT PORTFOLIOS

Everyone will do an EDCRO portfolio presentation at the end of the year. You will hear quite a bit more about this assignment as you continue through the A3 program. For now, follow this advice: **SAVE ALL OF YOUR WORK!**

# How to Format Written Work

---

First and Last Name

Date

Class/Subject

Title

This is a sample showing how all written work must be formatted. You will always use 8.5" x 11" paper. Your name, the date, and class/subject always go in the upper right corner of the paper. You always use the title line to name your paper or to explain what the assignment is.

## WHEN WORD PROCESSING, USE:

- double spacing or 1.5 spacing
- 60 space line
- Times New Roman font/normal style
- 12 point type

**IF YOU USE PHOTOS, ILLUSTRATIONS, OR GRAPHICS** of any kind (and they are allowed by the teacher), the total number of graphics on a page should not, generally, take up more than 1/4 of the page and must be in the appropriate file format for the intended use:

- 72 dpi jpegs for graphics to be seen only on screen
- 150 dpi tif files for black & white images intended to be laser printed.
- 300 dpi and higher tifs with files included with document for color graphics intended to be published or printed on a color printer.

**WHEN WORD PROCESSING IS NOT AVAILABLE**, you must write in blue or black ink only. You must use lined paper with no ragged edges. Write on one side of the paper only.

## SOME BASIC CORRECTION SYMBOLS

Your teachers will often circle errors in spelling or punctuation. We expect you to figure out what the error is and correct it on the next draft. If you are not certain why something has been circled ask a peer or ask the teacher who made the correction.

Teachers may use the following symbols when correcting your papers:

cap.	capitalize	gram	grammatical error
details	add more details	¶	new paragraph
frag	sentence fragment, incomplete sentence	l.c.	lower case
gen	too general, be more specific	x	an error

# How to Cite Your Sources in the Body of your Paper and in your Presentation

---

Citing your source means that you are giving credit to a source that gave you some useful information. It tells the reader that certain information in the paper can be checked out and investigated.

1. Begin by compiling a comprehensive resource list or works cited list. Follow the guidelines in this student packet. These guidelines are also very important if you want to receive full credit for your resource/work cited lists.
2. When using information from one of your sources you must cite that source in your paper. There are two easy ways to do this:
  - a. **THE DIRECT REFERENCE:** In a direct reference, you mention the source in the sentence itself.  
Say you listed this book on your resource list:  
Smith, John. Tides and Floors. New York: Doubleday Publishing, 1994.  
You can refer to it in the body of your paper like so:  
According to Smith, tides are caused by the ocean floor slanting downhill.  
Perhaps you used this magazine article (no author given) in your paper:  
"Amazing Facts." Time Magazine. 22 April 1996: 22-25.  
You can refer to the title of the article like so:  
According to "Amazing Facts", tides are caused by elephants in Africa.
  - b. **THE PARENTHETICAL REFERENCE:** In a parenthetical reference, you mention the source in parentheses at the end of your sentence. The period comes after the parenthesis.  
**EXAMPLE:** Tides are caused by ocean floors slanting downhill (Smith).  
or  
**EXAMPLE:** Tides are caused by elephants in Africa (Amazing Facts).

## WHAT GOES IN THE PARENTHESES

The whole purpose of citing sources is to allow the reader to inspect your research. The reader may think, "Where did she get that crazy idea about tides?!" Citing the source allows the reader to find out. Therefore, you must have a close relationship between your citations and your resource list. Here is how it works:

**PUT IN THE PARENTHESIS THE FIRST WORD, OR WORDS, OF YOUR LISTED RESOURCE.**

**FOR AUTHORS:** if you used this book:

Smith, John. Tides and Floors. New York: Doubleday Publishing, 1994.

Then you put (Smith). at the end of your sentence:

Tides are caused by ocean floors slanting downhill (Smith).

**FOR TITLES:** if you used this article (no author given):

"Amazing Facts." Time Magazine. 22 April 1996: 22-25.

Then you put (Amazing Facts). at the end of your sentence:

Tides are caused by elephants in Africa (Amazing Facts).

*If you have questions about format, check with your teacher or try Citation Maker Online:*

*<http://secondary.oslis.org/@@mla-secondary>*

*For full MLA formatting and style guide: <https://owl.english.purdue.edu/owl/resource/747/01/>*

# How to Write a Resource List/ Works Cited List

---

## Sample Resource List:

"An Interview With Bubonic Plague." Barbara Walters Special. ABC. 21 Mar.2001.  
Center For Disease Control. "Introducing the Plague." www.cdc.gov. 10 Jan. 2002.  
Chambers, Rick. "No Place to Lay Their Sick Heads." Time Magazine. 16 Sept. 2001:23-26.  
"Disease." Encyclopedia Americana. 1960 ed.  
Fleetwood, Blake. "There's Nothing Easy about Disease Control." Journal of Medicine. 21  
Jan. 2001: 46-47.  
Greek Bible. Garden City, NJ: Doubleday, 1989.  
Hull, Jennifer. "Building a Healthy Body." www.hullhealthybody.org. 10 Jan.2002.  
Marcus, Peter, et al. Health and Disease. New York, NY: Knopf Publishing, 1999.  
Stanley, Alessandra. "We Love to be Diseased." San Francisco Chronicle. 10 Jan. 1999.  
Wing, Michael. Personal Interview. 15 Jan. 2002.

## Notes:

- The resource list is always titled.
- The resource list is arranged alphabetically; do not number your resource list.
- Skip lines between entries.
- If there is a second line to a resource, it must be indented.
- Periods separate the parts of each entry. Periods go at the end of each entry.
- Entry Order: Author. Title. Publisher. Date.
- When there's an author or organization that wrote it, that name always goes first. If there's more than one author, you can write "et al" after the first alphabetical author. (It means, "and others" in Latin.)
- Then put the title of the web page, book, article, etc.
- Then comes the publisher or the name of the magazine or newspaper.
- Last comes a date, either a date of publication or the date you looked at the web site or did the interview.

# Public Speaking Checklist

---

*Use this list as you prepare for your presentation. Then use the speaking rubric to assess your rehearsals. Preparation is the key to effective public speaking.*

- VOICE** } Sufficient volume and emphasis  
Voice is declarative, not inflected
- BODY POSTURE** } Stand straight  
Head up
- EYES** } Occasional use of notes  
Eye contact with all of audience
- LANGUAGE** } Complete sentences  
Little or no "filler" language ("uh, well, you know, like yeah...")  
Correct pronunciation of names and locations
- NOTES** } Neat 3x5 cards  
Words and phrases, not sentences and paragraphs  
Minimal number of cards
- CONTENT** } Includes all important and relevant details  
You display a thorough understanding of the topic  
Use of opinions, analyses, evaluations, etc., enhance your presentation
- VISUAL AIDS** } The aids enhance and improve the audience's understanding  
The visual aids do not distract the audience

## Presentation & Demonstration Scoring

---

		No	Some- what	Yes	Far Beyond
<b>PRESENTATION...</b>	Has appropriate delivery and information for audience				
	Is enhanced by professional/appropriate dress				
	Is enhanced by confident, clear speech and appropriate energy and eye contact				
	Engages an audience's attention				
	Uses of minimal and intentional notecards				
	Engages an audience's attention				
	Is creatively communicated and encourages interest in the topic				
<b>CONTENT...</b>	Uses accurate and precise information				
	Is clearly focused with strong details				
	Has a logical flow with developed introduction and deliberate conclusion				
	Effectively uses visuals to enhance the audience's understanding				
	Includes analysis and makes connections between ideas				
	Shows a thorough understanding of ALL aspects of the topic				
	Includes presenter effectively answering questions				

# The A3 Guide to Research

---

## 1. YOUR FIRST TASK IS TO LOCATE USEFUL SOURCES OF INFORMATION.

### *Gathering your Sources*

Typical sources include books, magazines, photographs, newspapers, the Internet, and interviews. Whenever researching a new or unfamiliar topic begin with the easiest sources you can find. Talking to someone who is knowledgeable about your research topic is an excellent way to get started and can really save time. Looking at pictures or photos may help you to quickly grasp an idea. When looking for written sources, begin with the easiest, simplest and briefest summary you can find. Don't ignore children's books! Encyclopedias are full of short, easy to understand summaries. Find sources that will give you the big picture first, before you dig into the details. (In other words, when gathering sources it is better to be wearing a blue hat than a white hat.) Once a research assignment is given begin searching for and gathering sources immediately.

## 2. ONCE YOU HAVE GATHERED YOUR RESOURCES

### *Recording the Information*

you have to find out if they are useful; that is, do they contain the information that you need? For all sources of information used in a A3 project you must do the following:

- Identify the source. On a sheet of paper, either handwritten or word-processed, enter on the title line the complete bibliographic information (see How to Write a Resource List for the correct format for each source). Include page numbers if the source is a written one.
- Take notes. All information sources cited on a resource list must have notes. Notes may be hand written or word-processed. Notes may not be cut and pasted, highlighted, written in the margins or copied. Only one person's name will be on each page of notes (If you and a partner are both using the same source, then both of you take your own notes - which will not be identical). Research requires reading. The more reading you do the better you will understand your topic.

#### Tips for Note Taking

- Always write legibly.
- Write in phrases and words; avoid complete sentences.
- Use headings.
- Put ideas into your own voice with your own words.
- Add commentary.
- Do not quote unless absolutely necessary and then use quotation marks!

Important: You will attach notes from all your sources to the project advisor's copy of any rough drafts that you are required to turn in.

### 3. *Composing your Research*

**YOU DO NOT BEGIN TO WRITE** your research paper or prepare your presentation until everyone in your group has completed the research. How do you know when your research is complete? Your research is complete when everyone in your group can discuss your topic and your group has generated a thesis.

#### **YOUR THESIS:**

- is the central idea of your research.
- includes both fact and opinion.
- should be clearly stated in the introduction of your paper.
- must be supported with evidence (researched facts) throughout the body of your paper.
- should be restated in the conclusion of your paper.

A thesis is not just a factual statement; it is a statement that includes both fact and opinion (or analysis) generated from your research. For example:

"The president is from Texas" is not a thesis; it is merely a statement of fact.

"The president is from Texas and that is why he behaves so strangely" is a thesis.

#### **HOW TO AVOID PLAGIARISM**

Plagiarism is the act of presenting someone else's ideas as your own. It usually occurs in two common forms. These forms are word-for-word plagiarism and the paraphrase. Word-for-word plagiarism occurs when an author fails to use quotation marks around phrases, sentences or even whole paragraphs taken directly from another source. Paraphrased plagiarism occurs when an author changes only a few words or the order of the words and then pretends to have written them him/herself.

The best way to avoid plagiarism is to follow the note-taking guidelines above. If you compose your paper from your notes, and not directly from your sources, and if you cite your sources correctly (see below), there is almost no way you will be guilty of plagiarism. The penalty for plagiarized work is a zero on the assignment and the guilty student(s) will be referred for a parent conference.

# EDCRO RUBRIC

EXPLORE						
	Advanced 4	Competent 3	Needs Improvement 2	Limited 1		
<b>Big picture thinking</b>	<ul style="list-style-type: none"> <li>Student creates a detailed frame or big-picture map that provides clear, specific, and measurable project goals.</li> </ul>	<ul style="list-style-type: none"> <li>Student creates a frame or big-picture map that clarifies the project goals.</li> </ul>	<ul style="list-style-type: none"> <li>The big picture of where the project is going remains unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Frame or big picture of project is not identified.</li> </ul>		
<b>Learning challenge and connections</b>	<ul style="list-style-type: none"> <li>Project involves a significant and compelling learning challenge for the student.</li> <li>Student makes insightful and detailed connections between prior knowledge and the current project.</li> </ul>	<ul style="list-style-type: none"> <li>Project involves a learning challenge that pushes the student beyond what they already know or can do.</li> <li>Student identifies what they already know and connects it to the current project.</li> </ul>	<ul style="list-style-type: none"> <li>Project does not clearly push student beyond what they already know or can do.</li> <li>The links between the project and what student already knows are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Project is not a stretch for student.</li> <li>The links between the project and what student already knows are not stated.</li> </ul>		
<b>Research strategies</b>	<ul style="list-style-type: none"> <li>Student creates thorough and insightful lists of research questions, what they need to learn, and resources.</li> <li>Student creates rich documentation of initial research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Student lists research questions, what they need to learn, and resources.</li> <li>Student documents initial research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Lists of research questions, what student needs to learn, and resources are incomplete or off target.</li> <li>Initial research poorly documented.</li> </ul>	<ul style="list-style-type: none"> <li>Research questions, what students need to learn, and resources are not listed.</li> <li>Initial research has not begun.</li> </ul>		
<b>OWN: Project purpose</b>	<ul style="list-style-type: none"> <li>Student answers the "So what, who cares?" question with a compelling explanation of why the project necessary for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>Student answers the "So what, who cares?" question and explains why the project is relevant.</li> </ul>	<ul style="list-style-type: none"> <li>The need or benefit of the project work is still unclear.</li> </ul>	<ul style="list-style-type: none"> <li>The need or benefit of the project work is not stated.</li> </ul>		

DESIGN				
	Advanced 4	Competent 3	Needs Improvement 2	Limited 1
Detailed work planning	<ul style="list-style-type: none"> <li>Proposal defines a detailed and efficient sequence of steps to implement all aspects of the project, including monitoring and adjusting the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Students defines a sequence of steps for implementing the project including monitoring and adjusting the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Proposal attempts to describe project implementation steps, but has missing or problematic elements and needs refinement.</li> </ul>	<ul style="list-style-type: none"> <li>The steps described are very general or vague and do not reflect sufficient planning.</li> </ul>
Blueprint of results	<ul style="list-style-type: none"> <li>Student creates a detailed blueprint or model that provides a thorough description of project results.</li> </ul>	<ul style="list-style-type: none"> <li>Student creates a blueprint that describes the project results.</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint begins to paint a picture of results, but may fail to address some key areas or outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint of project results is missing or incomprehensible.</li> </ul>
Content learning	<ul style="list-style-type: none"> <li>Student learns and thoroughly demonstrates that they have learned necessary knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student learns the knowledge and skills needed to complete project.</li> </ul>	<ul style="list-style-type: none"> <li>Student learns some of the content and skills needed for the project, but obvious gaps remain.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not produce any evidence of content or skill learning for the project.</li> </ul>
OWN: Design reflection	<ul style="list-style-type: none"> <li>Student makes a compelling case for how the project directly connects to their interests, ambitions, and learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies how the project connects and matters to them as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies some areas of interest, but doesn't fully show how the project can help them as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>Student fails to reflect on why the project matters to them.</li> </ul>

**EDCRO**

**EXPLORE**

**DESIGN**

**CREATE**

**REFINE**

**OWN**

