

DaVinci Academy of Science and The Arts

Policy Number: 202

Policy Section: 200 – Instruction

POLICY TITLE: Student Assessment Policy

Revision History

Effective Date	Action Date	Revised
13 August 2008	New Policy	New Policy
13 May 2009	13 May 2009	13 May 2009

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1. STATEMENT OF POLICY

1.0 Assessment is used to prepare students for success by providing practice of the application of learned objectives, evaluate the effectiveness and provide evidence of student learning and teaching practices, help evaluation and remediation.

DaVinci uses many varied forms of assessment to accomplish four specific purposes:

- 1) Evaluate breadth and depth of student learning.
- 2) Detect strengths and weaknesses in both teaching and learning.
- 3) Provide evidence of student learning and raise student outcomes.
- 4) Qualify and prepare students for additional educational opportunities.

Examples of assessments may include tests and quizzes, papers, projects, self-evaluations, grades, parent teacher conferences, standardized test scores (UBSCT, PLAN, EXPLORE, PSAT), purchased online assessment tools, criterion referenced tests and other means.

The Assessment Director will provide an annual report for all DaVinci stakeholders.

1.1 Assessment occurs on three different levels within DASA:

- 1) Federal and State - to encourage teacher and students accountability, provide evidence of learning, and measure the quality and standard of student achievement.
- 2) School- to detect the strengths and weaknesses of students for placement purposes, to provide evidence of effective learning and teaching, and to identify effective teaching and learning strategies, to inform parents and guardians of student achievement and encourage effective communication between home and school.
- 3) Classroom- to provide information for data-driven instruction, to provide evidence of understanding, to measure levels of learning, and to provide data to create more effective teaching and learning opportunities.

1.2 DASA asserts its main purpose for assessment is to support the whole child by providing assessment opportunities that will help students gain stronger skills, more self-confidence, and a better education by providing learning opportunities which include consistent policies of weekly classroom assessments, data-driven instruction, Saturday School opportunities, daily teacher office hours and one-one support . DASA commits to providing its teachers with a variety of assessment strategies and training to use assessment as a tool to drive instruction and evaluate and improve student outcomes.

2. FEDERAL AND STATE ASSESSMENT

2.0 In order to be compliant with federal and state law DaVinci asserts this Statement of Administration of Standardized Testing.

1) DaVinci Academy adheres to the state Standard Test Administration and Testing Ethics Policy.

2) Educators involved with the state-wide assessment of students must conduct testing in a fair and ethical manner. (See Utah Code 53A-1-608; Board Rule R277-473-9)

3) DaVinci Academy supports ethical teaching and testing practices that include:

A) Teaching Practices

- i) Ensure that students are enrolled in appropriate courses so that they receive appropriate instruction.
- ii) Provide instruction on the entire curriculum for a course.
- iii) Provide accommodations during instruction to eligible students as identified by an ELL, IEP, or 504 team.
- iv) Introduce students to various test-taking strategies throughout the year.
- v) Use the reference sheets provided for specific assessments throughout the year as instructional tools.
- vi) Reduce classroom interruptions to maximize student learning.
- vii) Provide practice tests throughout the year using high-quality, non-secure test questions.

B) Testing Practices: Educators must ensure that:

- i) An appropriate environment is set for testing to limit distractions.
- ii) The importance of the test or test participation or the good faith efforts of all students is not undermined.
- iii) Personnel who administered tests are trained and are accountable for ethically administering tests.
- iv) All information in the Test Administration Manual (TAM) for each test they administer is reviewed and strictly followed (see 53A-1-605; R277-473-9).
- v) Accommodations are provided for eligible students, as identified by an ELL, IEP, or 504 team.
- vii) Test materials are secure before, during, and after testing – when not in use, all materials must be locked where students, parents or the public cannot gain access.

- viii) All students who are eligible for testing as tested.
- ix) Appropriate test proctoring occurs – this includes verifying that students are marking answer documents appropriately (e.g, the response is bubbled on the question the student thinks he/she is answering)

C) After Testing Is Finished

- i) Educators may not change student answers in any way, for any reason.
- ii) Answer documents should be in educator hands as little as possible. This helps to protect the educator from the appearance of impropriety.
- iii) Test results should be:
 - a) Provided to students and parents.
 - b) Made available to educators for use in improving their instruction.
 - c) Maintained in students files.
 - d) Kept confidential.
 - e) Remember that test materials must be kept secure

3. USE OF DATA FROM CRITERION-REFERENCED TESTS (CRTs)

3.0 Educators must be cautious when using raw score results in their grading system. Due to the purpose of CRTs, a student who is proficient on the curriculum for a course may receive an apparently low score. Percent correct is used differently with CRTs than it is used in most classroom grading systems.

3.1 Locally, DaVinci teachers may use CRT scores as participation grades or as a portion of a test grade. Teachers will consult with the Assessment Director about the equitable use of scores.

3.2 The process of using data from CRTs in considering a student's grade should be transparent and equitable.

4. ACCOUNTABILITY FOR PRACTICES

4.1 Educators are accountable to DaVinci Administration, DaVinci Board of Directors and the Utah State Board of Education for ethical practices.

1) DaVinci requires all school testing coordinators, administrators, and teachers administering tests are aware of their role in state-wide assessments, and may include testing ethical practices in educator evaluations. (Note: Test results may not be used in educator evaluation.)

- 2) At least once each school year DaVinci's Assessment Director shall provide professional development for all teachers and administrators concerning guidelines and procedures for standardized test administration, including teacher responsibility for test security and proper professional practices, R686-103-6(I).
- 3) All teachers and test administrators shall conduct test preparation, test administration and the return of all protected test materials in strict accordance with the procedures and guidelines specified in test administration manuals, school district rules and policies, Board rules, and state application of federal requirements for funding.
- 4) Teachers, administrators, and school personnel shall not:
 - a) Provide students directly or indirectly with specific questions, answer, or the subject matter of any specific item in any standardized test prior to test administration;
 - b) Copy, print, or make any facsimile of protected testing material prior to test administration without express permission of the specific test publisher, including USOE, and school district administration;
 - c) Change, alter, or amend any student answer sheet or any other standardized test materials at any time in such a way as to alter the student's intended response;
 - d) Use any prior form of any standardized test (including pilot test materials) in test preparation without express permission of the specific test publisher, including USOE, and school district administration;
 - e) Violate any specific test administration procedure or guideline specified in the test administration manual, or violate any state or school district standardized testing policy or procedure;
 - f) Knowingly and intentionally do anything that would inappropriately affect the security, validity, or reliability of standardized test scores of any individual student, class, or school;
- 5) Violation of any of these rules may subject licensed educators to possible disciplinary action under Rules of Professional Practices and Conduct for Utah Educators, R686- 103-6(I).

5. SECURITY OF TESTING MATERIALS

5.1 DaVinci shall maintain a record of all of the protected test materials sent to the school districts.

5.2 DaVinci shall ensure that all test materials are secured in an area where only authorized personnel have access, or are returned to USOE following testing as required

by the USOE. Individual educators shall not retain test materials, in either paper or electronic form beyond the time period allowed for test administration.

6. ETHICS VIOLATIONS PROTOCOL

6.1 Ethical violations are to be reported immediately to the assessment director, who will inform the DaVinci's Executive Director, or the state assessment director.

- A) An initial investigation will be conducted at the school level. The assessment director will review the initial investigation and determine findings. If the violation is of sufficient concern, the incident may also be forwarded to the Utah Professional Practices Advisory Commission (UPPAC) for review.
- B) If inappropriate practices are found, teachers may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or lose their Utah teaching license (see 53A-1-608; R277-473-9).

6.2 Under no conditions will assurances be made that an incident may not be reported to the state.

6.3 Pursuant to Utah State Law 53A-1-608

- A) School district employees may not carry on any specific instruction or preparation of students which would be a breach of testing ethics, such as the teaching of specific test question.
- B) School employees who administer the test shall follow the standardization procedures in the publisher's test administration manual and any additional specific instruction developed by the State Board of Education.
- C) The State Board of Education may revoke the certification of an individual who violates this section.

7. SCHOOL RESPONSIBILITIES FOR CRISIS INDICATORS IN STATE ASSESSMENTS

7.1 Students participating in state assessments may reveal intentions to harm themselves or others, that they students is at risk of harm from others, or may reveal other indicators that they student is in a crisis situation.

7.2 The USOE shall notify the school principal, counselor or other school or district personnel who the USOE determines have legitimate educational interests, whenever the USOE determines, in it sole discretion, that a student answer indicates the student may be in a crisis situation.

7.3 As soon as practicable, the assessment director, counselor or executive director, or designee shall be given the name of the individual contacted at the school regarding a

student's potential crisis situation, and DaVinci will be provided with a copy of the relevant written text.

7.4 Using their best professional judgment, school personnel contacted by USOE shall notify the student's parent, guardian or law enforcement of the student's expressed intentions as soon as practical under the circumstances.

7.5 The text provided by USOE shall not be part of the student's record and the school shall destroy any copies of the text once the school or district personnel involved in resolution of the matter determine the text is no longer necessary. The Executive Director shall provide notice to the USOE of the date the text is destroyed.

7.6 School personnel who contact a parent, guardian or law enforcement agency in response to the USOE's notification of potential harm shall provide the USOE with the name of the person contacted and the date of the contact within three business days from the date of contact.

8. SCHOOL LEVEL ASSESSMENT

Assessment on a school level will adhere to the same ethical teaching and testing practices that are outlined in the federal and state policy. Additionally, teachers will meet twice a year with the Assessment Director to develop better understanding of varied assessments, data-driven instruction and to meet teacher assessment goals.

9. GRADUATION REQUIREMENTS

DaVinci graduation requirements exceed the graduation requirements of the State of Utah. DASA requires:

- 4 credits in the core classes English, mathematics, and science.
- 4 English (Core Classes- no electives count toward English graduation credit)
- 4 Mathematics (Must achieve through Geometry and Algebra II)
- 4 Science (Two credits must be core science classes)
- 3 Social Science (.5 Geography, 1 World Civilizations, 1 US History, .5 Government & Citizenship)
- 2 Arts (.5 Art History, 1.5 other art credits (performance, visual, musical))
- .5 Health
- 1.5 Physical Education (.5 Participation Skills, .5 Individual Lifetime Activities, .5 Fit for Life)
- 1 Educational Technology (Computer Technology or competency test)
- 1.0 CTE Qualified Credits (was 1.5)
- .5 Financial Literacy
- .5 Debate
- .5 Art History/Science History
- .5 Service Learning/ Junior Seminar

.5 Philosophy/ History of Thought
1.0 College Prep./Senior Capstone

Plus electives to make up full credits required by DaVinci Academy as outlined:

2010- 31 credits (was 26)
2011- 30 credits (was 26)
2012- 25 req/28 poss. credits (was 24)
2013-onward- 25 req/28 poss. credits (was 24)

10. WEIGHTED GRADE POINT AVERAGE CALCULATIONS

A weighted Grade Point Average (GPA) will only be calculated to determine who the Valedictorian and Salutatorian of the graduating class will be. To do this, the top 15 ranked students' GPAs will be weighted.

The DASA Weighted Grade System: The GPA is calculated by assigning each letter grade a number value, (A=4, B=3, C=2, D=1, F=0). The sum of all the grade points is then divided by the total number of classes taken. The grade weighting policy assigns different grade points for classes labeled as "Honors" or "Advanced Placement" or "Concurrent Enrollment." Honors courses receive an extra 0.5 grade point and AP/CE courses receive 1 extra point. Weighted grade points are assigned to letter grades of A, B, or C only. This practice results in what is known as a "weighted" GPA. Extra grade points for transfer honors classes will only be given after review by DASA administration.

DASA grades are assigned according to the following rationale:

Grades	Performance	Un-Weighted Grade Points	Weighted Honors Grade Points	Weighted AP/CE Grade Points
A	Excellent	4	4.5	5
B	Above Average	3	3.5	4
C	Average	2	2.5	3
D	Below Average	1	1	1
F	Failing	0	0	0

Note: All teachers use (+ or -) in the reporting of grades. Although (+ or -) grades do not affect the DASA weighted GPA.

The DASA Weighted GPA Calculation: A student's cumulative or overall GPA is determined using the following formula: *(this is for a 2012 graduate)*

Directions:

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1. In column A enter final grades earned or that you expect to earn in COURSES necessary to meet the credit requirement in each academic area – use the highest grades.
 2. In column B enter the quality point value for each letter grade.
 3. In column C enter a .5 for honors and 1 for AP or concurrent enrollment courses.
 4. In column D enter the total of columns B plus C.
 5. In column E enter the credit value for each course. *multiplied*
 6. In column F enter the product of columns D *divided* by E.
- Example for steps 1-6: A student earns an “A” in a one semester course eligible for additional weight. (4 + 0.5 weight)**
7. Total the credits in column E. The total should be at least 25 credits for 2012 and beyond (possibly 28). (*More are possible*)
 8. Total the quality points in column F and enter the total in the GPA formula at the bottom of the table.
 9. Divide the total quality points by however many core academic credits can be earned depending on the year of graduation to derive GPA. (GPA – sum of column F divided by sum of column E).

Student# Name	Column A Letter Grade	Column B Quality Point Value A=4, B=3, C=2, D=1	Column C + .5 for Honors and +1 for AP/CE	Column D Column B plus Column C (B+C=D)	Column E Credit Value Yr. = 1.0 Sem. = .5	Column F Column D divided by Column E (D/E=F)
English 9	A	4	-	4	1	4
English 10 Honors	A-	4	.5	4.5	1	4.5
AP Language & Composition	B+	3	1	4	1	4
AP Literature & Composition	A	4	1	5	1	5
English 1010 CE	A	4	1	5	.5	2.5
Algebra II	A	4	-	4	1	4
AP Calculus	B-	3	1	4	1	4
AP Stats	B	3	1	4	1	4
Math 1050	A	4	1	5	.5	2.5
Math 1060	A-	4	1	5	.5	2.5
Earth Systems	B+	3	-	3	1	3
AP Biology	A	4	1	5	1	5
AP Chemistry	A-	4	1	5	1	5
Physics	A	4	-	4	1	4
Forensics	A	4	-	4	.5	2.25
Geography	A+	4	-	4	.5	2.25
Debate	A+	4	-	4	.5	2.25
World Civ.	B+	3	-	3	1	3
AP World History	A	4	1	5	1	5
US Gov. & Cit.	A	4	-	4	.5	2
Service Learning/	A	4	-	4	.5	2

total grade points
total number

Jr. Seminar						
Philosophy/History of Thought	A	4	-	4	.5	2
College Prep/Sr. Capstone	A	4	-	4	1	4
Financial Literacy	A	4	-	4	.5	2
PE	A	4	-	4	.5	2
Fit for Life	A	4	-	4	.5	2
ILA	A	4	-	4	.5	2
Health	A	4	-	4	.5	2
Foundations II	A-	4	-	4	.5	2
Ceramics	A+	4	-	4	.5	2
Sculpture I	A+	4	-	4	.5	2
Art History/Science History	A	4	-	4	.5	2
AP Art History/Science History	A	4	1	4	1	4
Theater Foundations II	B+	3	-	3	.5	1.5
Theater Foundations III	A-	4	-	4	.5	2
Musical Theater	A	4	-	4	.5	2
Computer Tech.	A	4	-	4	.5	2
Intro. To Engineering Design	A	4	-	4	1	4
Internship/Work Based Learning	A	4	-	4	.5	2
				TOTALS	27.5	114.25

GPA is $4.16 = \frac{\text{Total Quality Points (Sum of column F)}}{\text{academic credits (sum of column E)}}$ $\frac{114.25}{27.5}$

11. GRADING STANDARDS

11.1 Because students thrive in an atmosphere of support and consistency, DaVinci has adopted a school-wide grading scale and make-up work policy.

11.2 The standard Performance Assessing Marks will be used as follows:

Letter +/-
 94-100% = A
 90-93% = A-

87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-
67-69% = D+
63-66% = D
60-62% = D-
59% & Below = F

Pass/Fail

70-100%+ = Pass

69% and Below = Fail

Student's grades in any class will be determined by a variety of performance assessments including: classroom participation, daily assignments, homework, quizzes, progress goals, projects, tests, preparation, presentations, etc. Using a variety of assessments provides reliable data and opportunities that accommodate a variety of learning styles.

11.3 MAKE-UP AND LATE WORK: Saturday School is DaVinci's opportunity to support students in making up missing assignments. In order for a student to get credit for late work, they must attend the Saturday school following the due date of the missed work or when the teacher refers them. Saturday School is an opportunity to support students and teachers of DaVinci Academy in attaining higher academic achievement by correcting misbehavior, reinforcing assigned class work, and enforcing the attendance policy of our environment. Students who are not in class are not learning. Students arriving late to class are disrupting optimal learning in that class and throughout our school. Students who are misbehaving or disrespecting during school time are preventing themselves and others from performing at the high academic standards of the DaVinci Academy of Science and the Arts.

1) Students will be assigned to Saturday School for the following reasons:

- A) Student failure to return homework
- B) Student receiving a failing grade in any class
- C) Student truancy or other attendance issues, including tardies and excessive absences
- D) Student misbehavior in class as determined by teacher

11.4 HOMEWORK MAKE-UP: Teachers invalidate their curriculum when they succumb to pressures to find alternative ways of passing students when they offer extra credit and other trite mechanisms to give undeserving grades to underperforming students. In an effort to support the fantastic teaching we have

here at DaVinci Academy, teachers will refer each student not turning in any assignment to Saturday School to reinforce those well-thought out and carefully prepared expectations of performance in their coursework. Students not turning in assignments will be expected to complete these assignments at Saturday School.

11.5 **FAILING CLASS REFERRAL:** Students falling behind in class will be assigned to Saturday School by the teacher for EACH of the classes they are failing. Students will be placed on academic probation until their grades are made up. Students will come prepared with all materials and assignments necessary for completion of work that will bring grade up to passing. Again, this is a mechanism to support prevent students from failing any class at DaVinci Academy; we want all of our students to feel the pride of academic success! We hope to have tutors and volunteers on hand to give students the extra help they need to be successful!

It is each student's responsibility to work with his/her individual teachers to make up work missed because of legitimate absences. Teachers are not required to provide credit for work, tests, etc., missed because of truancy, suspension, or other un-cleared absences. Students with an excused absence can make up work within a reasonable amount of time as determined by the teacher. If students are absent for extended periods of time for valid reasons (i.e. hospitalization, illness, etc.) every effort will be made to accommodate the student's make-up work. Excusing the work completely will not occur if the grade applies to necessary credit for graduation.

11.6 **LATIN HONOR DESIGNATION FOR GRADUATION:** Summa Cum Laude status will be granted to those graduates who have earned an overall G.P.A. of 3.8 to 4.0 at graduation. Magna Cum Laude status will be granted to those graduates who have earned an overall G.P.A. of 3.60 to 3.79 at graduation. Cum Laude graduates are students who have earned a GPA of 3.3 to 3.59. During Graduation ceremonies Summa Cum Laude graduates will wear gold drapes with a blue border; Magna Cum Laude graduates will wear blue drapes with gold trim and Cum Laude graduates will wear Blue drapes representing their achieved status.

Citizenship

H = Honors

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

11.7 **CITIZENSHIP CREDIT:** For graduation from DASA a student is required to earn citizenship credit in grades 9-12. Students can earn .25 units of citizenship credit in each class period for each quarter. The Administration and the student's Advisor will each award .25 units of credit per quarter. At DASA this amounts to 2.5 units of credit per quarter or 10 credits per year. Students are

required to have a minimum of 36 units of citizenship credit to graduate. Students receiving a “U” in a class will not be given the .25 units of credit for that class for that term. “U’s” can be made up in accordance with the make-up policy. (See School Culture) An unsatisfactory "U" citizenship grade can result from any of the following or a combination of the following:

- 1) Attendance and Citizenship. A "U" citizenship grade shall result from excessive absences, which consist of 3 un-cleared absences in a class per quarter.
- 2) Tardiness and Citizenship. A "U" citizenship grade shall result from excessive tardies. Four (4) tardies per term are considered excessive.
- 3) Serious Negative Behavior and Citizenship. Serious negative behavior may result in a student earning an unsatisfactory citizenship grade. Serious negative behavior may also result in other appropriate administrative action, including suspension. Serious negative behavior might include, but is not limited to, documented conduct such as:
 - Obvious disrespect for school authority
 - Obvious disrespect for school staff
 - Use of vulgarity or profanity
 - Direct and willful disobedience of school rules and policies including plagiarism
 - Possession or use of a real or imitation controlled substance, drug paraphernalia, alcohol, tobacco, or being under the influence of a controlled substance or alcohol.
 - Cheating
 - Fighting
 - Theft of private or public property
 - Property destruction
 - Trespassing
 - Disruption of learning activities
 - Vandalism of private or public property
 - Harassment, including sexual harassment
 - Extortion
 - Possession of weapon(s)
 - Hazing

11.8 CITIZENSHIP MAKE-UP CREDIT: Citizenship Class is DaVinci’s opportunity to make-up lost citizenship credit. Citizenship class can be used to make up tardies at the cost of \$5 per tardy or absences (at \$5 per absence) with a maximum of 8 tardies or 4 absences per class. Tardies and absences can not be made-up simultaneously. Citizenship class is designed to motivate students to

affect a change in behavior and improve success in school. Students may refer themselves to Citizenship Class in order to make up tardies and absences. Teachers can also refer students to make-up absences and tardies, or to make-up current citizenship grades before they are posted on transcripts.

After Citizenship Grades become part of a student's permanent transcript, U's must be made-up within Citizenship class and for the following costs:

1st- \$25
2nd- \$45
3rd- \$60
4th- \$70
5th- \$75
each U thereafter, \$75 each

* Students unable to pay the make-up fees can do two hours of community/school service in lieu of payment.

12. COMMUNICATION WITH HOME

12.1 The school Student Information System (SIS) is employed by teachers to create an access point for families to check student performance and progress at any point in time. Teachers will update grades on SIS weekly.

12.2 Mid-term progress reports will be mailed within a week of midterm to help both students and parents to measure a student's progress and deal with issues relating to academic performance, citizenship, and progress toward graduation. A mid-term progress report often helps a student to improve performance and behavior for the remainder of the quarter. Parents are encouraged to make appointments with individual teachers to address student's progress.

12.3 Failing notices will be sent home two weeks prior to the end of a term as the final warning of a failing grade.

12.4 End of term Report Cards will be mailed home within ten school days of the quarter's end. The report cards are representative of the performance and credit that will be applied to a student's transcript.

13. CLASSROOM ASSESSMENT

13.1 The classroom is the place of most assessments and it is the teachers responsibility to create assessments that accurately reflect what students have learned in both breadth and depth. Teachers will use a variety of assessments,

both formative and summative, in order to accommodate different learning styles, levels of understanding, and mastery of objectives.

13.2 Teachers will be guided in assessment development and data analysis to provide an optimum learning environment that will embody DaVinci's mission through professional development and have semi-annual assessment reviews with the Assessment Director to establish goals and promote accountability.

14. TEACHING PRACTICES

14.1 Teachers will develop best teaching practices with measurable objectives that will be assessed accurately and objectively according to established and progressive educational standards. Data will be used to drive instruction with a student-centered focus, reflecting learned outcomes and higher-order critical thinking skills. Pre-assessments and post-assessments will be used in the classroom to evaluate learning and structures for re-teaching objectives will be established to promote student achievement.

14.1 Teachers will provide accommodations during instruction and assessment to eligible students as identified by an ELL, IEP, or 504 team.

14.2 Teachers will be responsive to crisis indicators in any assessment form.

15. TESTING PRACTICES

15.1 Intellectual honesty on the part of all members of the DaVinci community is basic to the individual growth and development throughout one's academic career. When academic dishonesty occurs, the teaching and learning environment is seriously undermined and student growth and development is impeded. In an academic community, one critical outcome of intellectual dishonesty is that the teacher is prevented from knowing the truth with respect to the student's level of mastery of the curriculum. Further facilitation of learning and accurate evaluation of student achievement is thereby jeopardized.

15.2 DaVinci believes that education fosters critical thinking, develops personal integrity and accountability, promotes self-esteem and respect for others, and stimulates students' desire for lifelong learning. Learning and scholarship depend on an atmosphere of trust based on a code of academic integrity. Cheating, plagiarism, and dishonesty violate this code and defeat the purposes of learning. These practices place the value of grades over learning and run counter to DaVinci's philosophy and practice of promoting academic excellence. For these reasons, any form of intellectual dishonesty is prohibited and will not be tolerated. DaVinci faculty and students must report all instances of academic dishonesty to the Administration.
Teachers and students

16. STUDENT RESPONSIBILITIES

16.1 Every student has the responsibility and obligation to assist in protecting the integrity of the learning process and the diplomas which this school grants by:

- A) Not participating, either directly or indirectly, in cheating or plagiarism.
- B) Actively discouraging cheating or plagiarism by others.
- C) Reporting all instances of which a student has knowledge.

16.2 It is important that students and teachers work together to achieve an academic environment that is fair to all students; thus, it is essential that a student report to the course instructor in a timely manner any known incidents of cheating/plagiarism. Knowingly assisting another person in cheating or plagiarism is considered cheating or plagiarizing respectively and will be punished under the same rules.

17. FACULTY RESPONSIBILITIES

17.1 Each faculty member has a responsibility to assist in protecting the integrity of the diplomas which this school grants by:

- A) Informing students of the cheating/plagiarism policy and of any specific interpretation of that policy particular to a given course.
- B) Actively discouraging cheating or plagiarism.
- C) Reporting any alleged violation of the Honor Code of which the teacher is aware.

18. CONSEQUENCES OF CHEATING AND PLAGIARIZING

18.1 Those students who choose to admit their infractions within the designated grace period (24 hours for self-reporting from time assignment is handed in) will not face any disciplinary action. However, the aforementioned students will receive a grade of 0% for the assignment. Those who unintentionally violate the provisions of the honor code (improper citations, etc.) will be asked to redo the assignment on which they violate the honor code, and the grade earned will be averaged with a grade of 0%.

- 1) First Offense-
 - A) Automatic zero for the assignment in question with no opportunity to make up that work in any way, including extra credit.
 - B) A disciplinary referral form will be completed by the teacher and will be placed in the student's file.
 - C) The student will submit a letter of apology to the administration, the teacher of the class in which the infraction occurred, and any other party they may have violated.
 - D) ISS, Citizenship Class or Saturday School may be assigned by the teacher and/or administrator.
 - E) Sponsors and advisors of all extracurricular activities with which the student is involved will be notified.

F) Teacher will exercise his discretion in assigning academic consequences according to the severity of the incident, such as lowering the student's grade.

2) Second Offense-

A) Consequences as listed above.

B) Suspension from school for a period of time determined by the school administrator.

18.2 When a teacher has reason to believe that cheating has occurred, the following steps will be taken:

- 1) The teacher will investigate the matter including speaking to the student directly.
- 2) The teachers will conference either by phone or in person with the parents regarding the situation.
- 3) The teacher will inform the school administration of the situation.
- 4) The student/parents will have 3 school days from the time of the infraction to formally appeal the teacher's decision to the school administration for review and decision.
- 5) The student/parents will then have 5 additional school days to formally appeal to the Academic Integrity Committee if they do not agree with the decision made by the school administration.
- 6) The Academic Integrity Committee will be comprised of the guidance counselor, team leaders, and an administrator as well as two of the student's classroom teachers. One of these teachers will be the student's advisor unless the advisor is the initiator in the process.
- 7) The committee will review the appeal and will either affirm or reject the decision.