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Daily Schedule		
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 start with the exception of week one and the duration of J and May Terms.</i>		
Period	Start Time	End Time
1 & 2	10:25	11:55
Lunch	11:55	12:25
Advisory	12:25	1:05
3	1:10	1:53
5	1:58	2:40
6	2:45	3:28
7	3:33	4:15

A3 has a unique calendar. We do **not** follow Springfield Public Schools calendar. It is the responsibility of students and parents to keep track of our calendar. Please review carefully and refer to it as needed.

As we have long days and long breaks, attendance is critical for student success. We are a project based learning school and students engage in group work. Please understand your peers are counting on you to be at school. *See academic calendar on the following page.*



ACADEMY OF ARTS & ACADEMICS

2023-2024 ACADEMIC CALENDAR

Note: with the exception of week one, 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, for the most updated version.

M	T	W	Th	F
September 2023				
				1
4	5	6 T	7	8
11	12	13	14	15 LS
18	19	20	21	22 LS
25	26	27	28	29 LS
October 2023				
2	3	4	5	6
9	10	11	12	13 LS
16	17	18	19	20 LS
23	24	25	26	27
30	31			
November 2023				
		1	2	3 LS
6	7	8	9	10
13	14	15	16	17 LS
20	21	22	23	24
27	28	29	30	
December 2023				
				1 LS
4	5	6	7	8 LS
11	12	13	14 T	15
18	19	20	21	22
25	26	27	28	29
January 2024				
1	2	3	4	5
8	9 T	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31 T		

Daily Schedule		
MONDAY-THURSDAY		
Period	Start Time	End Time
1	8:25	9:28
2	9:32	10:35
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Advisory	12:14	12:54
5	12:58	2:01
6	2:05	3:08
7	3:12	4:15
FRIDAY		
All Fridays are late start with the exception of week one and the duration of J and May Terms.		
Period	Start Time	End Time
1 & 2	10:25	11:55
Lunch	11:55	12:25
Advisory	12:25	1:05
3	1:10	1:53
5	1:58	2:40
6	2:45	3:28
7	3:33	4:15

IMPORTANT DATES	
SEPTEMBER	
4	Labor Day
6	First Day of School and Term 1
7-8	Headwaters
18	Collaboration Day-No School
OCTOBER	
6	Collaboration Day-No School
26-27	Student Led Conferences-No School
NOVEMBER	
10	Veteran's Day (Observed) No School
20-24	Fall Break-No School
DECEMBER	
12-13	Confluence 1: 8:45-10:15 am and 5:30-7:30 pm
14	Last Day Term 1 Artabration 1-3 pm
15	Grading Day-No School
18-29	Winter Break (December 18-January 5)
JANUARY	
1	New Years Day-No School
1-5	Winter Break
8	Collaboration Day-No School
9	First Day Term 2 (J Term)
15	Dr. Martin Luther King Jr. Day-No School
31	Last Day Term 2 (J Term)
31	J Fluence 1-3 pm
FEBRUARY	
1	Grading Day-No School
2	Collaboration Day-No School
5	First Day Term 3
19	President's Day-No School-Non Contract
MARCH	
18-29	Spring Break
APRIL	
4-5	Mid Year Review-No School
8	Collaboration Day-No School
29	Collaboration Day-No School
MAY	
14-15	Confluence 2: 8:45-10:15 am and 5:30-7:30 pm
16	Last Day Term 3 Artabration 1-3 pm
17	Grading Day-No School
20	First Day Term 4 (May Term)
27	Memorial Day-No School
JUNE	
5-12	End of Year Reviews
13	Mayfluence: 1-3 pm
14	Last Day of School and Term 4 (May Term)
17	Staff Grading Day

Finalized 8/23/23

M	T	W	Th	F
February 2024				
			1 g	2
5 T	6	7	8	9 LS
12	13	14	15	16 LS
19	20	21	22	23 LS
26	27	28	29	
March 2024				
				1 LS
4	5	6	7	8 LS
11	12	13	14	15 LS
18	19	20	21	22
25	26	27	28	29
April 2024				
1	2	3	4	5
8	9	10	11	12 LS
15	16	17	18	19 LS
22	23	24	25	26 LS
29	30			
May 2023				
		1	2	3 LS
6	7	8	9	10 LS
13	14	15	16 T	17 g
20 T	21	22	23	24
27	28	29	30	31
June 2024				
3	4	5 EYR	6 EYR	7 EYR
10 EYR	11 EYR	12 EYR	13	14 T
17	18 g	19	20	21
24	25	26	27	28

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



[theacademyofartsandacademics](https://www.facebook.com/theacademyofartsandacademics)



[@a3highschool](https://www.instagram.com/a3highschool)



a3.springfield.k12.or.us

IMPORTANT DATES	
SEPTEMBER	
4	Labor Day
6	First Day of School and Term 1
7-8	Headwaters
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JANUARY	
1	New Years Day-No School
1-5	Winter Break
8	Collaboration Day-No School
9	First Day Term 2 (J Term)
15	Dr. Martin Luther King Jr. Day-No School
31	Last Day Term 2 (J Term)
31	J Fluence 1-3 pm
FEBRUARY	
1	Grading Day-No School
2	Collaboration Day-No School
5	First Day Term 3
19	President's Day-No School-Non Contract
MARCH	
18-29	Spring Break
APRIL	
4-5	Mid Year Review-No School
8	Collaboration Day-No School
29	Collaboration Day-No School
MAY	
14-15	Confluence 2: 8:45-10:15 am and 5:30-7:30 pm
16	Last Day Term 3 Artabration 1-3 pm
17	Grading Day-No School
20	First Day Term 4 (May Term)
27	Memorial Day-No School
JUNE	
5-12	End of Year Reviews
13	Mayfluence: 1-3 pm
14	Last Day of School and Term 4 (May Term)
17	Staff Grading Day

A3's School Year has Semesters AND Terms?

The flow of our school year can be confusing at first, A3 has semesters AND terms.

A3's school year has two semesters, and each semester has two terms.
Terms 1 and 3 Culminate with Confluence.

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

Term 1: September 6, 2023-January 9, 2024 (Traditional 7 block school day)

Confluence: December 12 and 13, 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

Term 2 "J Term": January 9-January 31, 2024 (Intensive day long mini term)

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

Term 3: February 5-May 16, 2024 (Traditional 7 block school day)

Confluence: May 14 and 15, 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

Term 4 "May Term": May 20-June 14, 2024 (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.**

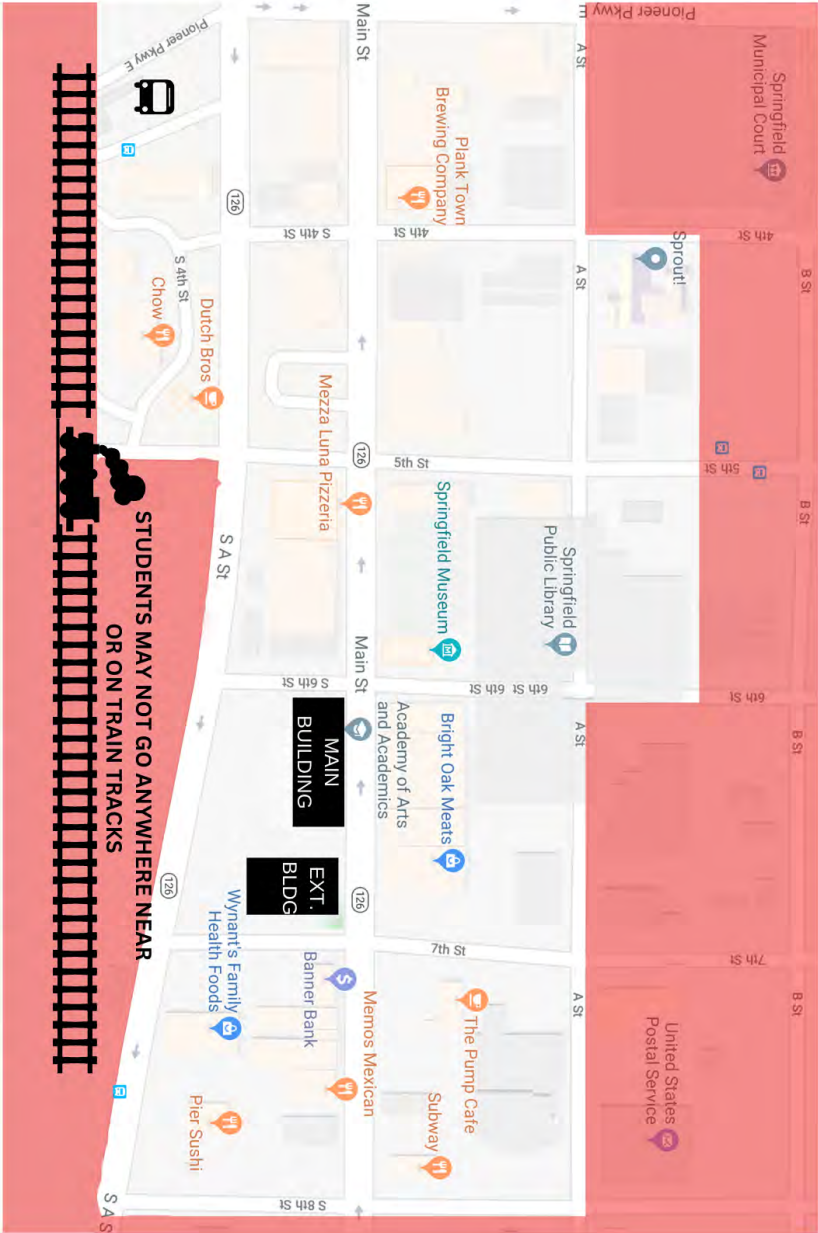
Students are expected to attend school on a regular basis. Unexcused absences, irregular attendance (ORS339.065) and truancy may result in disciplinary action up to and including a citation and a fine for a class C violation (ORS 339.990). The school principal will determine if an absence is to be excused. 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)

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.



SEPTEMBER 2023

MONDAY	TUESDAY	WEDNESDAY
4 Labor Day	5	6 First Day Term 1 First Day Semester 1
11	12	13
18	19	20
25	26	27

SEPTEMBER 2023

THURSDAY	FRIDAY	NOTES
	1	
7	8	
14	15 LS	
21	22 LS	
28	29 LS	
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		*NOTE: CALENDAR IS SUBJECT TO CHANGE

OCTOBER 2023

MONDAY	TUESDAY	WEDNESDAY
2	3	4
9	10	11
16	17	18
23	24	25
30	31	

OCTOBER 2023

THURSDAY	FRIDAY	NOTES
5	6 Collaboration Day-No School	
12	13 LS	
19	20 LS	
26 SLC-No School	27 SLC-No School	
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		

NOVEMBER 2023

MONDAY	TUESDAY	WEDNESDAY
		1
6	7	8
13	14	15
20 Fall Break No School	21 Fall Break No School	22 Fall Break No School
27	28	29

NOVEMBER 2023

THURSDAY	FRIDAY	NOTES
2	3 LS	
9	10 Veteran's Day No School	
16	17 LS	
23 Holiday No School	24 Holiday No School	
30		
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		

DECEMBER 2023

MONDAY	TUESDAY	WEDNESDAY
4	5	6
11	12 Confluence 1 8:45-10:15 am 5:30-7:30 pm	13 Confluence 1 8:45-10:15 am 5:30-7:30 pm
18 Winter Break No School	19 Winter Break No School	20 Winter Break No School
25 Christmas Holiday	26 Winter Break No School	27 Winter Break No School

DECEMBER 2023

THURSDAY	FRIDAY	NOTES
	1 LS	
7	8 LS	
14 Last Day Term 1 Artabration 1-3 pm	15 Grading Day No School	
21 Winter Break No School	22 Winter Break No School	
28 Winter Break No School	29 Winter Break No School	
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		

JANUARY 2024

MONDAY	TUESDAY	WEDNESDAY
1 New Year's Day No School	2 Winter Break No School	3 Winter Break No School
8 Collaboration Day No School	9 First Day Term 2 (J Term)	10
15 Dr. MLK Jr. Day No School	16	17
22	23	24
29	30	31 Last Day Term 2 (J Term) J Fluence 1-3 pm Last Day Semester 1

JANUARY 2024

THURSDAY	FRIDAY	NOTES
4 Winter Break No School	5 Winter Break No School	
11	12	
18	19	
25	26	
No late start Fridays during J Term		

FEBRUARY 2024

MONDAY	TUESDAY	WEDNESDAY
5 First Day Term 3 First Day Semester 2	6	7
12	13	14
19 President's Day No School	20	21
26	27	28

FEBRUARY 2024

THURSDAY	FRIDAY	NOTES
1 Grading Day No School	2 Collaboration Day No School	
8	9 LS	
15	16 LS	
22	23 LS	
29		
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		

MARCH 2024

MONDAY	TUESDAY	WEDNESDAY
4	5	6
11	12	13
18 Spring Break No School	19 Spring Break No School	20 Spring Break No School
25 Spring Break No School	26 Spring Break No School	27 Spring Break No School

MARCH 2024

THURSDAY	FRIDAY	NOTES
	1 LS	
7	8 LS	
14	15 LS	
21 Spring Break No School	22 Spring Break No School	
28 Spring Break No School	29 Spring Break No School	
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		

APRIL 2024

MONDAY	TUESDAY	WEDNESDAY
1	2	3
8 Collaboration Day No School	9	10
15	16	17
22	23	24
29 Collaboration Day No School	30	

APRIL 2024

THURSDAY	FRIDAY	NOTES
4 Mid Year Reviews No School	5 Mid Year Reviews No School	
11	12 LS	
18	19 LS	
25	26 LS	
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.		

MAY 2024

MONDAY	TUESDAY	WEDNESDAY
		1
6	7	8
13	14 Confluence 2 8:45-10:15 am 5:30-7:30 pm	15 Confluence 2 8:45-10:15 am 5:30-7:30 pm
20 First Day Term 4 (May Term)	21	22
27 Memorial Day No School	28	29

MAY 2024

THURSDAY	FRIDAY	NOTES
2	3 LS	
9	10 LS	
16 Last Day Term 3 Artabration 1-3 pm	17 Grading Day No School	
23	24	
30	31	
With the exception of week one and J and May Term, every Friday is late start. Class begins at 10:25 am.	No late start Fridays during May Term	

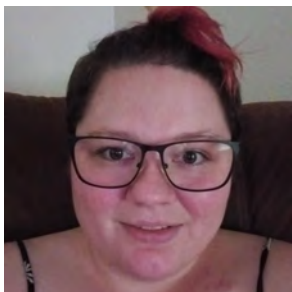
JUNE 2024

MONDAY	TUESDAY	WEDNESDAY
3	4	5
10	11	12
17	18	19
24	25	26

JUNE 2024

THURSDAY	FRIDAY	NOTES
6	7	
13 Mayfluence 1-3 pm	14 Last Day School & Term 4 (May Term) Last Day Semester 2	
20	21	
27	28	
		*NOTE: CALENDAR IS SUBJECT TO CHANGE

MEET OUR STAFF!



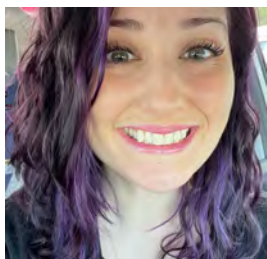
Chevelle Adkins, Health Aide. "I am a mom of 2 amazing children and I'm from Ohio. I love to read and do puzzles. I love viewing art and making ceramics. In my free time I enjoy going to the beach to watch the waves and to walk in the water."



Ame Beard, Principal. An educator for over 26 years, Ame has served as a leader for over 15 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 Cathey, Special Ed. 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!



Star Cappello, French. I am passionate about French and language learning! I speak English, French and some Japanese, as I lived and taught ESOL in Japan for 9 years. I also lived in France for three years. Learning new languages helps us learn new ways of thinking!



Emerald Crafton, Communications and Finance. Emerald has worked for Springfield Public Schools for 14 years. She has worked at all grade levels and in the district communications department. Her son graduated from A3 in 2019. Emerald will often be found taking pictures of everyone. Just pretend she's not there.



Scott Crowell, Humaniques and Language Arts. College Now Writing & Literature. 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 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 Ellison, Humaniques and Visual Arts. Nissie Ellison helped design A3 and has been teaching here since its inception. This year along with teaching the freshmen/sophomore Humaniques 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 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."



Lisa Forkish, Choir. Lisa (they/she) is a queer singer-songwriter, a veteran voice/choir teacher and a self-described "artist;". Lisa grew up in Eugene and more recently spent 10 years in the Bay Area teaching vocal music to 6th-12th graders at Oakland School for the Arts. Lisa's stint as director of UO's a cappella group Divisi was the inspiration for the film Pitch Perfect. Lisa received their undergraduate degree from Berklee College of Music and is currently pursuing a master's.



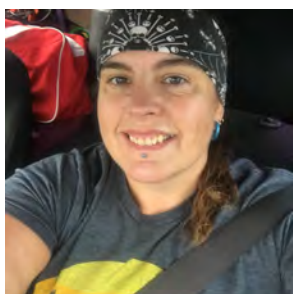
Luna Green, Campus Monitor. "I am an artist and maker. I earned a BA in Anthropology with a minor in Music, and completed additional studies in Psychology and Studio Art. I am passionately curious about the many ways people express themselves and connect with each other! I love the outdoors, spontaneous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



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 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.



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 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.



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.



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 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 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.



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 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 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.”



Melanie (Melz) Vektor, Humanities, 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 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.



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



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.

To email a staff member:

All emails use the following convention: first and last names separated by a period, followed by @springfield.k12.or.us. For example, the email for Ame Beard is ame.beard@springfield.k12.or.us.



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 Rights and Responsibilities

At the 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.

Attire: Students are expected to dress appropriately for the class they are attending. Clothing decorated with images of controlled substances, weapons, or offensive language are never appropriate in the school building, before, during, or after school. Students will be asked to remove or change inappropriate attire.

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.

Student Rights and Responsibilities (continued)

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, 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.

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 any time before, during, or after school.

Student Rights and Responsibilities

Homework: Homework is 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.

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 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. Likewise, students finding items should deliver them to the main office for safekeeping until claimed by the owner.

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: 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. 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.

Student Rights and Responsibilities

Skateboards/Bicycles: Academy of Arts & Academics has custom-designed locker spaces 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 locker space 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 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. Students may, however, be expected to pay for any school materials used.
- 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.

Student Rights and Responsibilities

Traffic Safety: Students are expected to follow all relevant traffic and pedestrian laws and maintain a high level of awareness of their surroundings at all times while transitioning between buildings on campus. Streets are only to be crossed in designated crosswalks in accordance with traffic signals, where available.

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. 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.

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.

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

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 Synergy as a resource. Assignments are often attached and class notes/directions can be found in Synergy.
5. Math tutoring after school
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 system.

Mid-Year Reviews

Mid-Year Reviews happen in April. Each student is responsible to provide specific evidence of their learning through the EDCRO process.

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 system. 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.

A3's Graduation Requirements by Subject and Grade Level

Subject	Abbreviation	Credit	Grade
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	11

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, 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.

Grade Standing

After the ninth grade, students are classified by grade level according to the number of units of credit earned toward graduation.

<u>Credits Earned</u>	<u>Grade Standing</u>
6	10 (sophomore standing)
12	11 (junior standing)
18	12 (senior standing)

Personalized Learning Requirements

Personalized learning, learning beyond the classroom, and connections to the adult world are critical for preparing each student, whatever path they take after graduation. The Personal Learning Requirements help personalize the diploma for each student and help students plan for their post-high school goals. Oregon requires students complete personalized learning activities as part of the graduation requirements.

Additional Information about the Traditional Diploma

A student will be awarded a Springfield Public Schools diploma if:

- they meet the academic content and credit standards
- they complete the personalized learning requirements, and
- they demonstrate proficiency in Essential Skills, as required by the Oregon Department of Education and adopted by the Springfield Public Schools School Board.

Students are accountable for the graduation requirements that apply to the year they first entered 9th grade, regardless of whether graduating early or taking longer than 4 years to graduate.

Other Diploma Options

Some students will be eligible for other diploma options. The eligibility criteria for alternative diploma is set by state law. Students who are eligible and their parent(s)/guardian(s) will be informed by school staff as part of the student's individual planning process.

Graduation Requirements

The Board establishes graduation requirements for the awarding of a high school 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 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.

Graduation Requirements (continued)

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.

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.

A3 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. Usually performed before a significant vacation at least 3 times a year. Check the school calendar for dates.

College Credit Classes: We offer "College Now" classes taught by A3 teachers in which students can earn college credit. Junior and senior students 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.

Community Agreements: These agreements define the expectations of interaction within the A3 community.

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.

A3 Glossary (continued)

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.

Additional information about the EOP may be found in Board policy IGBHE - Expanded Options Program or accessed through school staff.

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 trip taken 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.

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

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

A3 Glossary (continued)

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.

A3 Glossary (continued)

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.

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 writing group 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. For veteran students it’s a time to set goals and reflect on last year.
- **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.
- **END OF THE YEAR REVIEWS (EDCRO/JURIED REVIEWS):** Mid June — Freshmen and Sophomores present in front of parents and supporters/mentors on the EDCRO process up until this point in their high school careers. Upper-class- men have juried reviews which also include arts and science professionals.

Synergy: Synergy is Springfield Public School’s student information system to parents and students can access this information 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. See last page of this handbook.

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 "ED-CRO" (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?

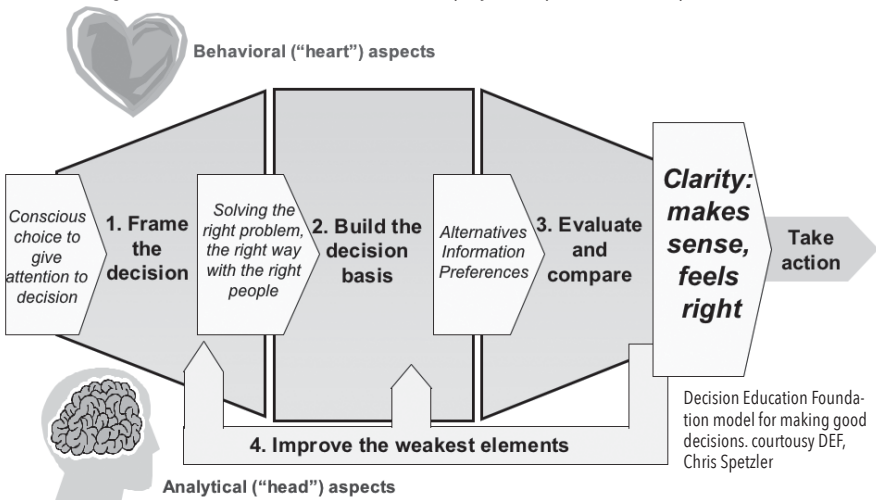
REFINE

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

DESIGN				
	Advanced 4	Competent 3	Needs Improvement 2	Limited 1
Detailed work planning	<ul style="list-style-type: none"> Proposal defines a detailed and efficient sequence of steps to implement all aspects of the project, including monitoring and adjusting the plan. 	<ul style="list-style-type: none"> Students defines a sequence of steps for implementing the project including monitoring and adjusting the plan. 	<ul style="list-style-type: none"> Proposal attempts to describe project implementation steps, but has missing or problematic elements and needs refinement. 	<ul style="list-style-type: none"> The steps described are very general or vague and do not reflect sufficient planning.
Blueprint of results ⁷³	<ul style="list-style-type: none"> Student creates a detailed blueprint or model that provides a thorough description of project results. 	<ul style="list-style-type: none"> Student creates a blueprint that describes the project results. 	<ul style="list-style-type: none"> Blueprint begins to paint a picture of results, but may fail to address some key areas or outcomes. 	<ul style="list-style-type: none"> Blueprint of project results is missing or incomprehensible.
Content learning	<ul style="list-style-type: none"> Student learns and thoroughly demonstrates that they have learned necessary knowledge and skills. 	<ul style="list-style-type: none"> Student learns the knowledge and skills needed to complete project. 	<ul style="list-style-type: none"> Student learns some of the content and skills needed for the project, but obvious gaps remain. 	<ul style="list-style-type: none"> Student does not produce any evidence of content or skill learning for the project.
OWN: Design reflection	<ul style="list-style-type: none"> Student makes a compelling case for how the project directly connects to their interests, ambitions, and learning goals. 	<ul style="list-style-type: none"> Student identifies how the project connects and matters to them as a learner. 	<ul style="list-style-type: none"> Student identifies some areas of interest, but doesn't fully show how the project can help them as a learner. 	<ul style="list-style-type: none"> Student fails to reflect on why the project matters to them.

CREATE

Advanced 4		Competent 3		Needs Improvement 2		Limited 1	
Implementation of plan	<ul style="list-style-type: none">Student implements the plan developed in the design phase with discipline and attention to detail, resulting in an efficient production process.	<ul style="list-style-type: none">Student implements the plan developed in the design phase to create a product or performance.	<ul style="list-style-type: none">Student follows some of the steps in their plan, but veers off course and misses some important steps.	<ul style="list-style-type: none">Plan is not followed and the process suffers as a result.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Problem solving	<ul style="list-style-type: none">Student solves problems along the way with elegant solutions that address process challenges.	<ul style="list-style-type: none">Student solves problems along the way, adjusting to circumstances as they arise.	<ul style="list-style-type: none">Progress is obviously slowed by obstacles and circumstances that arise during the project; there is little evidence of problem solving.	<ul style="list-style-type: none">Project result is compromised by the failure to solve problems during the process.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Application of knowledge and skills	<ul style="list-style-type: none">Student demonstrates that they have mastered advanced-level content knowledge and skills as they create the product or performance.	<ul style="list-style-type: none">Student demonstrates that they can use content knowledge and skills as they create the product or performance.	<ul style="list-style-type: none">Some important knowledge and/or skills are missing from the student's products or performances.	<ul style="list-style-type: none">Student's project results don't provide evidence of content or skill learning.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
OWN: Objective self-critique	<ul style="list-style-type: none">Student provides thorough and thoughtful review of their project work using high-level quality standards.	<ul style="list-style-type: none">Student reviews their own work in the light of objective quality standards.	<ul style="list-style-type: none">Student partially reviews work but may fail to use objective outside quality standards in their reflection.	<ul style="list-style-type: none">Reflection is incomplete or fails to discuss standards.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

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REFINE				
	Advanced 4	Competent 3	Needs Improvement 2	Limited 1
Collection of feedback	<ul style="list-style-type: none"> Student conducts a full preview of their work, provides specific goals for audience feedback, and collects feedback using structured tools. 	<ul style="list-style-type: none"> Student conducts preview of work and collects feedback 	<ul style="list-style-type: none"> Student only previews a portion of their work or doesn't collect feedback. 	<ul style="list-style-type: none"> Student doesn't preview their work.
Revision of work	<ul style="list-style-type: none"> Student thoroughly analyzes feedback, determines which feedback is relevant, and uses that feedback to make important revisions to their product or performance. 	<ul style="list-style-type: none"> Student uses relevant feedback to improve product or performance. 	<ul style="list-style-type: none"> Student doesn't discern which feedback matters or fails to use the good feedback to improve their product or performance. 	<ul style="list-style-type: none"> Student does not revise their work.
Exhibition and defense of work	<ul style="list-style-type: none"> Student presents their final work publicly and skillfully answers questions about what their learning, their products, and their process. 	<ul style="list-style-type: none"> Student presents final work and answers questions about product, process, and performance. 	<ul style="list-style-type: none"> Student presents work, but may not be able to answer questions about what they did, how they did it, or why. 	<ul style="list-style-type: none"> Student does not defend their work.
OWN: Learning reflection	<ul style="list-style-type: none"> Student offers an insightful reflection on what they learned, how their learning has helped shape their values, and what difference the learning will make to them in the future. 	<ul style="list-style-type: none"> Student reflects on what they learned and how their learning represents their values. 	<ul style="list-style-type: none"> Student comments briefly on what they learned but don't really get into specifics or connect their learning to what they care about. 	<ul style="list-style-type: none"> Student does not reflect on their learning or why it matters.

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. Keeping things bottled up and unresolved is unhealthy and 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!

V. VENT

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.

O. OWNERSHIP

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.

M. MIRROR

Look in the **mirror** and reflect how it feels to be the other person. What might the conflict look like to them? This step elicits empathy. Empathy allows us to see the effects our words and actions have on others.

P. PLAN

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.

