Main Office: 541-744-6728
Call for general information or to report absences

Ame Beard, Principal
ame.beard@springfield.k12.or.us

A3 Main Building: 615 Main Street, Springfield, OR, 97477

A3 Annexes: 625-640 Main Street

A3 Health and Science Campus (HSC) 402 Main Street

Ebbert Memorial Church: 532 C Street

A3 Extension: 665 Main Street

*ALL INFORMATION IN THIS HANDBOOK IS SUBJECT TO CHANGE
1. A3 and Annexes
2. A3 Extension
3. Wildish Theater
4. Subway
5. SPS Admin Building
6. Library
7. City Hall
8. Ebbert Church
9. LTD Bus Station
10. Post Office

A3 Downtown Springfield

South A Street
B Street
C Street
6TH ST.
5TH ST.
4TH ST.
PIONEER PARKWAY
Main Street
A Street
6 and 7
7TH ST.
Main Street
### Daily Schedule

<table>
<thead>
<tr>
<th>Period</th>
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<th>End time</th>
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### Late Start Fridays

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<tr>
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<td>3/5</td>
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<td>6/7</td>
<td>2:40</td>
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Attendance Policy

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.

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)
# 2019-2020 ACADEMIC CALENDAR

## AUGUST
- 27-30 Staff Inservice

## SEPTEMBER
- 2 No School - Labor Day Holiday
- 3 No School - Staff Inservice Day
- 4 First Day of School
- 6 Headwaters @ Sky Camp

## OCTOBER
- 16 P.S.A.T.
- 24-25 No School - Student-Led Conferences
- 28 No School - Grading Day

## NOVEMBER
- 11 No School - Veteran's Day Holiday
- 25-29 Thanksgiving Break (Nov. 28 Holiday)

## DECEMBER
- 1-10 May Term Continues (5/18 - 6/10)
- 6 Graduation
- 11 Last Day of Spring Classes including WG
- 18 May Term Starts (5/18 - 6/10)
- 25 No School - Memorial Day Holiday

## JANUARY
- 1-2 Confluence
- 3 Artabration
- 16-31 Winter Break (Dec. 25 Holiday)

## FEBRUARY
- 1-3 Winter Break (Jan. 1 Holiday)

## MARCH
- 16-27 Spring Break

## APRIL
- 1-2 No School - Mid Year Reviews
- 10 No School - Grading Day

## MAY
- 13-14 Confluence
- 15 Last Day of Spring Classes including WG
- 18 May Term Starts (5/18 - 6/10)
- 25 No School - Memorial Day Holiday

## JUNE
- 1-10 May Term Continues (5/18 - 6/10)
- 6 Graduation
- 11 Last Day of School - Artabration
- 12 Grading Day / Teacher's Last Day

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*End of Quarter

Non-Contract Holiday

Inservice Days

Collaboration Day

Grading-Conference Days

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Academy of Arts & Academics 615 Main St., Springfield, OR 97477 | 541.744.6728
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 Academy staff, Wildish staff, or other SPS staff). Failure to do so is grounds for disciplinary action.

Before-school and After-school hours: Students may be in the building before and after hours only under the direct supervision of A3 staff. Unless a student is in a school-sponsored event, students should depart campus no later than 4:45 pm.

Off-limit areas: A3 students may use only Academy of Arts and Academics designated areas. (Advisors will give students more explicit information as to which areas are designated for A3 use.) Students must ask permission to enter faculty rooms or office spaces. Students may not be in the building without adult supervision.

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 must come immediately to the front office to sign in with the school secretary. A3 students may not babysit younger family members or friends on school grounds before, after, or during school.

Appropriate cell phone use: Students may use cellphones before school or after a student’s last scheduled class or rehearsal. Cellphones that are being used during school time or that ring during school time may be confiscated. Students may not engage in text messaging during school time. Cellphones are not appropriate in the Springfield Library at any time. At the 1st infraction, the student will be asked to put the cell phone away. At the 2nd infraction, the cell phone is confiscated; the student will pick up the cell phone in the office at the end of the day. At the 3rd infraction, the cell phone is confiscated, and the parent must come to school to pick it up. At the 4th infraction, the cell phone is confiscated and returned to the student in June. Cell phones may be visible, but they may not be in use. Students are expected to keep their cell phones on vibrate.
Appropriate use of personal electronic equipment: Personal electronic devices (headphones, iPods, CD players, etc.) are privileges. They are appropriate only when required for class assignments and don’t interfere with the educational environment. Otherwise, students may not wear headphones in the hallway or in class-regardless of whether the music is on or not. At the 1st infraction the student will be asked to put the item away. At the 2nd infraction, the item is confiscated; the student will pick the item up in the office at the end of the day. At the 3rd infraction, the item is confiscated, and the parent must come to school to pick it up. At the 4th infraction, the item is confiscated and returned to the student in June.

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.

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.

Skateboards/Longboards: 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.

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 Wilson with any questions regarding the policies and procedures for signing in or out.
**Computer policy:** All students will have access to the school computers and are subject to the SPS SpringNet computer & internet policies. Students may not do any of the following: break into others’ accounts; knowingly introduce or create viruses; eat or drink near the computers at any time, before, after, or during school.

**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.

**Appropriate attire:** Students are expected to dress appropriately for the class they are attending. (Leotards, for example, are appropriate for dance class but not Humanities). Clothing decorated with images of controlled substances, weapons, or offensive language are never appropriate in the school building, before, during, or after school. Students may not show any of the “6B’s”: bras, bellies, butts, breasts, backs, or boxer/briefs. Students will be asked to remove or change inappropriate attire.

**Changing in appropriate areas:** Students may only change clothes in designated areas. Students who change clothes outside of designated areas may be subject to disciplinary action.

**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.

**Nutrition Program:** As part of the Springfield Public School district, A3 contracts with the district food services to provide breakfast and lunch to all students. Free and reduced lunch will be provided for those who qualify.
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-inflammatory, 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, or Blaine Conley, our school nurse at (541) 744-4131.
Loss or damage to school property: A student may have the opportunity to check out school property (books for classes, cameras, discs, 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.

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.

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, etc…, including digital reproductions of paintings & 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.
**Profanity:** Students are expected to use proper language. Profanity is not allowed unless artistically appropriate. “Artistically appropriate” will be defined by a staff member.

**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.

**Tobacco/Nicotine:** We are housed in non-smoking, non-vaping facilities. Smoking or vaping within the campus boundaries is cause for suspension.

**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 are cause for expulsion. Coming to school under the influence may be cause for expulsion.

**Use of Restrooms:** The Academy of Arts and Academics encourages our community (students, staff, parents, and guests) to use the restroom that corresponds to their gender identity/expression. Community members are entitled to use “single stall” or gender neutral bathrooms anywhere on our campus, but are also entitled to use the gender-specific restrooms that correspond with his/her/their gender identity or expression, irrespective of their assigned biological sex. The Academy of Arts and Academics discourages bigotry, racism, and sexism and as we work to create safer and inclusive spaces, we do not tolerate any form of harassment or belittlement of our community anywhere on our campus.
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

All students will have the option to earn credit for demonstrating proficiency. This means that a student is given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance.

- Students may demonstrate proficiency through classroom work, through documentation of learning experiences outside of school, or through a combination of these means.
- The State Board adopted revised OAR 581-022-1131 Credit Options in April 2009.
- For more information about options for earning proficiency credits, please refer to your student’s high school academic counselor.
Earning Your Diploma

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

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 and certificate options are 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.
Earning Your Diploma

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. Often students are working on projects together. 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 March. 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. And Seniors present to their peers, parents, and teachers.
<table>
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<th>Subject</th>
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<tr>
<td>Math (at alg or above)</td>
<td>MA</td>
<td>3.0</td>
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<tr>
<td>Science (scientific inquiry, 2 with lab)</td>
<td>SC</td>
<td>3.0</td>
<td>9-12</td>
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<td>Social Studies Global Studies</td>
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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)/guardian(s) about student progress. Parent(s)/guardian(s) will receive assessment information several times during the school year. Parent(s)/guardian(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

Performance at A3 will be assessed with respect to a proficiency system. Students will be expected to continue to work at improving any area until proficiency is achieved. Typically, proficiency is translated to student transcripts in the following manner:

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.
**A3 Campus:** A3 students attend classes at a variety of locations in downtown Springfield. Our Campus Monitor patrols the area to keep our kids safe.

**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.

**ASPIRE:** A program that involves parents & community members as mentors for our students who are planning to go on to college.

**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 SLCs, Mid-Year Reviews, EDCRO Student Reviews, panels and Confluence.

**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**

**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).

**HSC:** An A3 campus dedicated to health and sciences located at 402 Main St. Students may opt for the Health & Science (HSC) core or Arts core upon entering. While both provide the same academic credit in science, language arts, and the humanities, the HSC program has a greater emphasis on scientific process. HSC projects tend to be driven by science and health questions while the Arts Core emphasizes art and the humanities. All students have access to the full range of electives in the afternoons.

**Humaniquiries:** 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 the three-week “J Term” in January, and can earn up to 3 LCC college credits.

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

**J-term:** 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.

**Late Start:** Teachers and staff have collaboration meetings some Fridays when school is in session. See the planner calendar for these dates.

**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, from either the A3 campus or the HSC campus, are expected to declare a “major” as an area of focus in their sophomore year. Major areas include arts and STEM areas; Theatre (Technical and Performance), Writing, Music (Vocal, Instrumental, Composition), Media Arts, Dance, Visual Arts, STEM, Health Occupations, and Liberal Arts. These can change on a yearly basis and do limit the classes a student can take. **mid-yeaR Review (myR):** See “Student Reviews.”

**May Term:** May Term is a four-week period in May and June. Students attend intensive classes, Juniors and Seniors have the opportunity to do an internship in the community.

**Ones:** Freshmen and Sophomores at A3.

**PTSA:** A3’s parent organization. The school depends on parent involvement to help raise money for scholarships and supplies, chaperone student events and much more! For more information go to our website.

**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.

**PE.CBOP:** (Physical Education Credit Based On Proficiency). Students must obtain one P.E. credit to graduate. Students can earn enough PE credits to graduate by either taking TWO semesters of “Movement for All” or by tracking a variety of physical activities like personal training, sports teams, or other individual physical activities and aligning them to the state standards in Physical Education. P.E. CBOP forms may be obtained from writing group teachers or online in the “School Office” documents section on Jupiter Grades.

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

**Project-Based Learning:** Project-based learning is a system where teachers provide an authentic, real-world question or problem to solve and students create a method for demonstrating an answer to the question or to solving the problem.
A3 Glossary

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

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.

Twos: Juniors and Seniors at A3.

Writing Group/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.

Year end EDCRO Review: See “Student Reviews.”
HABITS of the GRADUATE

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

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

EXPLORE. What are the purposes and multiple perspectives?

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

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

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

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

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

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

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

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

**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?

**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?

**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.
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
day 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 pro-
ducing 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".
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.

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.

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.

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
• Times New Roman font/normal style
• 60 space line
• 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
details add more details
frag sentence fragment, incomplete sentence
gen too general, be more specific

gram grammatical error
¶ new paragraph
l.c. lower case
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:
      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:
      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:
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):
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:


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

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<td>conclusion</td>
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<td>Effectively uses visuals to</td>
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<td>enhance the audience’s understanding</td>
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<td>connections between ideas</td>
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<td>Shows a thorough understanding of</td>
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<td>ALL aspects of the topic</td>
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<td>Includes presenter effectively</td>
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<td>answering questions</td>
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Sometimes in group meetings, we aren’t as productive as we could be. Sometimes, when a LOT of time is wasted, there are problems within the group.

AN AGENDA • WHAT’S AN AGENDA?
An agenda is a formal “to do” list for a meeting. It spells out what needs to happen, in what order, and what to get back to when you get off task, distracted or interrupted. Agendas are used in nearly every meeting, whether it’s Student Council, A3 teachers, or Congress.

THE FORMAT
• Meet - You get together, get your snacks, drinks, papers, notes and anything else you need for the meeting. When you say you’ll meet at 12 pm, try to get the meeting started by 12:10pm. Don’t spend a lot of time just getting things together. Have a timekeeper – someone who keeps the meeting moving along, without wasting a lot of time.
• What has been done so far? In a formal meeting, there is a reading of the minutes, or notes, from the last meeting. This is when you could go over a rough draft to see what corrections need to be made, or to look over notes from your last meeting to see what needs to be accomplished in this meeting.
• What needs to be accomplished in THIS meeting? If an agenda hasn’t been made up yet, this is the time to sit down and list what needs to be done. Get organized!
• Who’s in charge of what? ROLES! Who will be the person running the meeting? Who will keep time? Who will take notes on brainstorming sessions?
• Topic – What’s the topic to be discussed and worked on? Come to an agreement before you begin. Will everyone be working together or are there separate tasks to be assigned?
• BREAK – Don’t forget to take a break. However, your breaks should be scheduled, not spontaneous. Decide as a group that you will take a break after you have completed some specific task or workload. Don’t get up in the middle of your meeting to get food or start talking about unrelated topics. Stay on task until it’s time for your scheduled break.
• Discussion on the Topic – Here’s where you want a recorder to take notes on all the ideas and thoughts that come from the discussion. With recorded notes it’s much easier to go back and use an older idea than trying to remember something from a brainstorm a few days ago.
• Breakout Sessions – These are times when you decide that it is better to work separately or in pairs rather than as a whole group. This should always be by agreement.
• Regroup – New ideas are shared; accomplished work is reviewed.
• Next Meeting’s Agenda – Before you leave and celebrate how much work was done, make sure you go over upcoming deadlines. Check to see what needs to be done before your next meeting.
Most importantly, CREATE AN AGENDA FOR YOUR NEXT MEETING!!

RULES AND ROLES
If a group isn’t working all that well together, it might help to create some rules and roles.

• A TIMEKEEPER—Have someone in charge of how much time is being used for each task. This person gets the meeting started on time, limits discussions that aren’t getting anywhere and keeps track of breaks.

A RECORDER—Have someone in charge of taking notes. There may be a time in the not-so-distant future when we ask you to hand in some written notes from a group meeting. It would be a good practice to get in the habit of assigning someone the role of recorder.

AN EXECUTIVE—This person is in charge of being the police. When someone is off task, when the entire conversation has somehow shifted to tomorrow’s production instead of today’s assignment, or when someone has been on the phone for too long, this person gets everyone back on task. This person is not a boss. This person reminds group members to stick to the agenda.

Save time.
Avoid stress and frustration.
ALWAYS USE AN AGENDA!!!
The A3 Guide to Research

1. Gathering your Sources

**YOUR FIRST TASK IS TO LOCATE USEFUL SOURCES OF INFORMATION.**
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 your 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. Recording the Information

**ONCE YOU HAVE GATHERED YOUR RESOURCES** 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.
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.
<table>
<thead>
<tr>
<th>Level</th>
<th>Profile</th>
<th>Needs Improvement</th>
<th>Competent</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>1</td>
<td>Limited</td>
<td>The need of benefit of the project is not identified.</td>
<td>The need of benefit of the project is identified.</td>
<td>The need of benefit of the project is identified.</td>
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<tr>
<td>2</td>
<td>Improving</td>
<td>Initial research poorly documented.</td>
<td>Student documents initial research.</td>
<td>Student documents initial research.</td>
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<tr>
<td>3</td>
<td>Competent</td>
<td>Student creates a detailed frame of big picture that guides the project.</td>
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<td>Student creates a detailed frame of big picture that guides the project.</td>
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<tr>
<td>4</td>
<td>Advanced</td>
<td>Student creates a detailed frame of big picture that guides the project.</td>
<td>Student creates a detailed frame of big picture that guides the project.</td>
<td>Student creates a detailed frame of big picture that guides the project.</td>
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**Project Purpose**

- The project is relevant to the research question and explains why.
- Student answers the "so what?" when needed.
- Expansion of the project audience.

**Research**

- Initial research poorly documented.
- Student documents initial research.
- Student creates a detailed frame of big picture that guides the project.

**Learning and Challenge**

- Student interacts meaningfully and meaningfully.
- Student makes insightful and significant connections.

**Feedback**

- Specific and measurable feedback.
- Big picture needs that provide clear direction.

**Academic of Arts and Academics**

**ECCO RUBRIC**
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<th>Advanced 4</th>
<th>Competent 3</th>
<th>Needs Improvement 2</th>
<th>Limited 1</th>
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<tr>
<td><strong>Detailed work planning</strong></td>
<td>Proposal defines a detailed and efficient sequence of steps to implement all aspects of the project, including monitoring and adjusting the plan.</td>
<td>Students defines a sequence of steps for implementing the project including monitoring and adjusting the plan.</td>
<td>Proposal attempts to describe project implementation steps, but has missing or problematic elements and needs refinement.</td>
<td>The steps described are very general or vague and do not reflect sufficient planning.</td>
</tr>
<tr>
<td><strong>Blueprint of results</strong></td>
<td>Student creates a detailed blueprint or model that provides a thorough description of project results.</td>
<td>Student creates a blueprint that describes the project results.</td>
<td>Blueprint begins to paint a picture of results, but may fail to address some key areas or outcomes.</td>
<td>Blueprint of project results is missing or incomprehensible.</td>
</tr>
<tr>
<td><strong>Content learning</strong></td>
<td>Student learns and thoroughly demonstrates that they have learned necessary knowledge and skills.</td>
<td>Student learns the knowledge and skills needed to complete project.</td>
<td>Student learns some of the content and skills needed for the project, but obvious gaps remain.</td>
<td>Student does not produce any evidence of content or skill learning for the project.</td>
</tr>
<tr>
<td><strong>OWN: Design reflection</strong></td>
<td>Student makes a compelling case for how the project directly connects to their interests, ambitions, and learning goals.</td>
<td>Student identifies how the project connects and matters to them as a learner.</td>
<td>Student identifies some areas of interest, but doesn’t fully show how the project can help them as a learner.</td>
<td>Student fails to reflect on why the project matters to them.</td>
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<tr>
<td>Level</td>
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<td>Needs Improvement</td>
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<td><strong>4</strong></td>
<td>Advanced</td>
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**Curriculum**

- Objective: Students should be able to:
  - Demonstrate knowledge and understanding of the subject matter.
  - Perform well on assessments.
  - Apply knowledge and understanding to solve problems.

**Skills**

- Learning: Provide evidence of content or skill.
  - Proactive and self-directed in learning.
- Process: Follows a process.
  - Solves problems by applying knowledge and understanding.
- Implementation:
  - Develops a plan.
  - Follows the plan.
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<th></th>
<th>Advanced 4</th>
<th>Competent 3</th>
<th>Needs Improvement 2</th>
<th>Limited 1</th>
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<tbody>
<tr>
<td><strong>Collection of feedback</strong></td>
<td>Student conducts a full preview of their work, provides specific goals for audience feedback, and collects feedback using structured tools.</td>
<td>Student conducts preview of work and collects feedback.</td>
<td>Student only previews a portion of their work or doesn't collect feedback.</td>
<td>Student doesn't preview their work.</td>
</tr>
<tr>
<td><strong>Revision of work</strong></td>
<td>Student thoroughly analyzes feedback, determines which feedback is relevant, and uses that feedback to make important revisions to their product or performance.</td>
<td>Student uses relevant feedback to improve product or performance.</td>
<td>Student doesn't discern which feedback matters or fails to use the good feedback to improve their product or performance.</td>
<td>Student does not revise their work.</td>
</tr>
<tr>
<td><strong>Exhibition and defense of work</strong></td>
<td>Student presents their final work publicly and skillfully answers questions about what their learning, their products, and their process.</td>
<td>Student presents final work and answers questions about product, process, and performance.</td>
<td>Student presents work, but may not be able to answer questions about what they did, how they did it, or why.</td>
<td>Student does not defend their work.</td>
</tr>
<tr>
<td><strong>OWN: Learning reflection</strong></td>
<td>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.</td>
<td>Student reflects on what they learned and how their learning represents their values.</td>
<td>Student comments briefly on what they learned but don't really get into specifics or connect their learning to what they care about.</td>
<td>Student does not reflect on their learning or why it matters.</td>
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Every graduate empowered to create, innovate, collaborate, think deeply, and succeed.