FONTANA UNIFIED SCHOOL DISTRICT

SECONDARY GRADING POLICY

Board of Education
BarBara L. Chavez
Leticia Garcia
Kathy Binks
Sophia Green
Gus Hawthorn

District Administration
Cali L. Olsen-Binks, Superintendent
Oscar Dueñas, Associate Superintendent
Alejandro Alvarez, Associate Superintendent
William W. Wu, J.D., Assistant Superintendent
Randy Bassett, Chief Technology Officer
William Megenney, Chief of Police Services

May 2012

CONTENTS

During the Spring of 2011, the Department of Secondary Instruction formed a committee to review the current handbook and make the necessary revisions to ensure that these policies and procedures aligned to the best educational practices for evaluating student proficiency. The committee included 19 middle school teachers, 15 high school teachers, and 2 continuation high school teachers, all from various subject areas. Secondary Principals, Instructional Services Administrators, and Fontana Teachers' Association Secondary Directors also provided feedback.

In the Fall of 2011, the Department of Secondary Instruction met with members of the original committee, as well as additional teachers from the secondary level. The group worked through concerns that were brought up during the first quarter of the school year. Secondary Administrators, Instructional Services Administrators, and members of the Fontana Teachers' Association also provided feedback.

In Spring of 2012, the Committee members reconvened to address the issue of Academic Honesty. Secondary Administrators, Instructional Services Administrators, and members of the Fontana Teachers' Association also provided feedback.

As Board Policies and Administrative Regulations are revised, the Secondary Grading Policy will be updated to reflect those changes.

Purpose for Grading
Philosophy and Rationale

The Fontana Unified School District recognizes that every graduating class faces new challenges. It is the goal of the School Board, Administrators, Teachers, and Support Staff to help students meet those challenges by preparing students for college and career readiness. While students must attain basic literacy and numeracy, they must also attain essential skills, which include critical thinking, problem solving, interpersonal skills, negotiation, and teamwork.

Fontana Unified School District believes that grades serve as a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and areas needing improvement; recognizing that each student is an individual. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement of academic standards.

Grades should be based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. **Students shall have multiple opportunities to demonstrate this mastery through a variety of channels** such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios. Behavior, effort, and attendance are evaluated and reported separately from the student's academic grade. Homework *completion* shall be included in each student's work habits grade.

The district's grading policy shall be administered in a uniform manner based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that students' grades conform to this system. Teachers shall inform students and parents/guardians in advance how student achievement will be evaluated in the classroom. The grade assigned by the teacher shall not be changed by the Board of Education or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education code 49066)

These procedures were developed as directed by Board policy by a committee of teachers and reviewed by administrators and instructional support staff.

Fontana Unified School District has implemented the formal collaboration process of Professional Learning Communities. All educational decisions should relate to answering the four key questions of PLCs:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do when they have not learned it?
- What will we do when they have learned it?

Through this process, FUSD will work to provide all students equal access to a standards-based curriculum, quality first-instruction, and academic support. In order to facilitate this, the PLCs will develop parameters and guidelines for grading procedures that fall within the purview of the 2011 Secondary Grading Policy. The role of PLCs is referred to throughout the document.

Evaluation of Student Achievement

Grades for Achievement (AR 5121)

1. Grades will reflect student achievement toward mastery of course content standards.
2. Grades should reflect a student's progress toward objectives and outcomes as defined by the district core curriculum and key learning for each grade level and content area.
3. Grades shall be reported each marking period as described in the Secondary Grading Policy.
4. **Teachers are expected to provide supporting data for grades assigned.** Grade records shall reflect an adequate sampling of work in a given area to justify the assigned grade.
5. In all aspects of grading and reporting, it is critical that teachers give accurate and complete information to families. Grades should reflect levels of achievement consistently and fairly. It is not appropriate to "inflate" a student's grade or to create artificially high standards for a particular student.
6. Students with a current Individual Education Plan (IEP) may be given differential standards in grading if written in their IEP. Appropriate resource personnel should be consulted in giving these grades.
7. Grades shall be available and kept current for parent and student monitoring through the district approved electronic grading system.

Nonacademic Grading (AR 5121)

1. "Incomplete" is for students who have been enrolled for 10 days or less.
2. An incomplete is also given only when a student's work is not finished because of illness or other excused absence.
3. Plus (+) and minus (-) signs may be used at the discretion of the teacher with the exception of an Incomplete or F grade.
4. No academic grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel

Demonstration of Proficiency

The student demonstrates proficiency in the vast majority of the grade level key indicators. Sampling of student work illustrates the proficient level of expectation for the majority of standards for the course. The student's work is comparable to the student exemplars and collaboratively designed rubrics that are labeled proficient.

1. Grades are based on students' demonstration of proficiency of course content standards at grade level rigor.
2. Grades assigned shall follow the grading rubric in order to be consistent and fair across the district. Proficiency is 80% or above.
3. **Professional Learning Communities (PLCs) will have agreed upon like weighting and like categories for determining student grades.**
4. Different forms of evidence can be used by educators to determine a student's level of proficiency based on academic standards, such as, assessment data, class assignments, portfolios, etc.
5. **Clear learning objectives and grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers at each site will have similar syllabus expectations.**
6. Pass/fail courses will provide written objective criteria for granting of a passing grade. Criteria will be clearly communicated by the teacher to students at the beginning of the course. Pass/fail grades may count for elective credit but they are not calculated in the grade point average.

Teachers will give students opportunities to correct assignments and to retake assessments. Guidelines and timelines will be established by the PLC.

Grading Guidelines

1. Grades must consistently reflect, at the site and district levels, a continuum of standards based achievement.
2. In order to ensure equity, Professional Learning Communities will establish standards based common criteria for student work and assessments.
3. Teachers are responsible for communicating student progress in academics, and work habits and citizenship.
4. If a student has made a reasonable attempt to complete an assignment, as determined by the PLC, the student will receive a grade no lower than 50% on Informal Assignments.
5. Teachers shall allow students to retake assessments within the guidelines established by the PLC. Final Exams are not included in this, since they coincide with the end of the grading period. Assessments should be retaken within a reasonable amount of time to be determined by the PLC.
6. Extra credit may only be offered under the guidelines established by the PLC, and may only be given for the completion of standards based work.
7. Teachers will base their grades on the following: **a minimum of 70% of a student's grade will be based on formal, standards based assessments that are summative in nature; a maximum of 30% will be based on informal, standards based assignments that are formative in nature.**

≥ 70% Assessments <u>Formal</u>	≤ 30% Checking for Understanding <u>Informal</u>
Standards Based Tests & Quizzes Common Assessments, (PLC Unit Tests) Standards Based Summative Tests (Mid-terms, Semester Test) Large Projects (Summative) Final Draft Essays and On Demand Writing Lab Reports Mastery Assessments Summative Presentations Demonstrations of Proficiency Portfolios	<u>Short Standards Based Informal Quizzes (Entrance Ticket, Exit Ticket)</u> <u>Practice Tests</u> Small Projects (Formative) Draft Re-writes, Re-do assignments Homework Practice Classwork Student Involvement Class Activities Warm-Ups

Formative and Summative Assessments

Successful schools engage students in all aspects of their learning. One such strategy is to balance both summative and formative classroom assessment practices and information gathering about student learning. Educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps in learning may occur. In a balanced assessment system, both summative and formative assignments are an integral part of information gathering. PLCs should work together to create a common syllabus that includes assignments that are both formative and summative.

Formative Assessments or Informal Assignments
Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening, at a point when timely adjustments can be made. Formative assessment is student practice, student involvement, and teachers providing descriptive feedback. Research shows student involvement and ownership of their work increases students' motivation to learn. In addition, descriptive feedback can be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. **Some examples of formative assessments are:** observations, questioning, discussion, entrance/exit tickets, warm-ups, drafts, learning/response logs, peer/self-assessments, practice presentations, kinesthetic assessments, individual whiteboards, constructive quizzes, think pair share, and homework.

Summative Assessments or Formal Assessments
Summative Assessments are given periodically to determine at a particular point in time what students know and do not know, help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards. **Some examples of summative assessments are:** state assessments, district benchmark or site-based common assessments, end-of-unit or chapter tests, end-of-term or semester exams, scores that are used for school accountability, and student grades.

Grading Rubric for Informal Assignments

*PLCs may choose to use the I to provide feedback that is more detailed to the students and parents. However, for the purpose of grading Informal Assignments, students who have made a reasonable attempt, as determined by the PLC, will receive a minimum score of 50%, so that students are not penalized during the learning process.

Letter Grade	Min %	Descriptor	Performance Band	Rubric Score
A	90%	An *A* means the student shows mastery of content above grade level rigor with in-depth inferences and applications that go beyond what is taught in class.	Advanced	5 *More Complex Learning Goal*
B	80%	A *B* means the student has completed proficient work on all course objectives at grade level rigor with no major errors or omissions.	Proficient	4 *Target Learning Goal*
C	70%	A *C* means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.	Basic	3 *Simpler Learning Goal*
D	60%	A *D* means the student has completed proficient work on at least half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence.	Below Basic	2
F	50%	An *F* means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.	Far Below Basic	1
*I	1%	An *I* means the student does not produce any information even with prompting. The student has completed proficient work on fewer than twenty-five percent of the course objectives and cannot successfully complete the next course in the sequence.	Far Below Basic	0
0	0%	Student produces no information and makes no attempt even with prompting.		0

Grading Rubric for Formal Assessments

Students who make no attempt on the Formal Assessment will receive a Zero on the assessment. However, they are still able to participate in the re-take process and follow the retake guidelines as outlined by the PLC.

Letter Grade	%Range	Descriptor	Performance Band	Rubric Score
A	100-90%	An *A* means the student shows mastery of content above grade level rigor with in-depth inferences and applications that go beyond what is taught in class.	Advanced	5 *More Complex Learning Goal*
B	89-80%	A *B* means the student has completed proficient work on all course objectives at grade level rigor with no major errors or omissions.	Proficient	4 *Target Learning Goal*
C	79-70%	A *C* means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.	Basic	3 *Simpler Learning Goal*
D	69-60%	A *D* means the student has completed proficient work on at least half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence.	Below Basic	2
F	59-1%	An *F* means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.	Far Below Basic	1
F	0%	Student produces no information and makes no attempt even with prompting.		0

Homework

"Homework is a school related assignment which requires time and effort outside the regular classroom." (BP 6154) Homework shall be meaningful and have purpose aligned to core curriculum and content standards. Homework shall be prescriptive and differentiated to meet the needs of teachers' diverse student populations. Assignments may vary upon subject, but need to be designed so students may do one or more of the following:

1. Practice and reinforce fundamental skills to meet course objectives.
2. Aid in processing needed information to demonstrate mastery.
3. Provide an opportunity to increase their learning ability through independent experiences with resources found outside of a classroom setting.
4. Develop regular study habits, responsibility, and self-discipline, which are needed skills to budget their time effectively and work independently.
5. Engage in shared learning experiences with family.
6. Enhance concepts taught in class and may reinforce real world applications.

Communication between students and teachers should be established concerning individual circumstances that may exist within families. Students should be able to complete assignments independently.

Grading of Homework
Homework will be graded and will be part of 30% or less of students' overall grade along with other formative measures. Grading varies upon specific assignments. For example, some assignments may receive a rubric score; letter grade; percent score; or points for completion, full credit, partial credit, or no credit dependent upon the completion of work. Dependent upon the assignment students may receive one or more of the following forms of feedback in a timely manner:

1. Direct instructional feedback when completed work is reviewed in class.
2. Graded work returned with relevant and meaningful written comments.
3. Peer evaluations with clearly outlined objectives.

Additionally, homework completion will be part of the student's work habits grade.

Make-up Work, Late Work, Missing Assignments, and Zeros

Make-up Work

"Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure." (BP 6154)

Late Work and Missing Assignments

Students will be allowed to turn in late work. The PLC will determine reasonable timeframes and penalties deemed appropriate for assignments turned in past the due date. Students who habitually do not turn in work should be referred to possible interventions, including tutoring, support classes, SSTs, etc. as guided by PLCs and site procedures. Teachers should continue to do all in their power to ensure students are completing the work. Students and parents are integral members of the education team, and need to continue to ensure that students are completing the required assignments. When students are struggling to complete the assignments, they or their parents need to contact the teacher for additional support.

Assigning of Zeros

Students who do not make a reasonable attempt, as determined by the PLC, to complete an assignment/assessment will receive a zero. Students will be allowed to make-up the work or participate in the retake of an assessment, with or without penalty as outlined by the PLC.

Work Habits and Citizenship

1. Work habits and citizenship are reported separately from academic grades.
2. Work habits are based on a student's responsibility for completing assigned work, including completing work that is missed due to absences, suspensions, or assignments to alternative learning centers including school suspension.
3. Citizenship is based on compliance with site and district expectations for student behavior.

Grade	Work Habits	Citizenship (Behavior)
O **(Outstanding)**	Completes all assignments, including homework	Consistently high compliance with site and district expectations for behavior
S **(Satisfactory)**	Completes most assignments, including homework	Generally complies with site and district expectations for behavior
N **(Needs Improvement)**	Completes some assignments, including homework	Needs to improve compliance with district and site expectations for behavior
U **(Unsatisfactory)**	Completes few assignments, including homework	Extremely poor compliance with district and site expectations for behavior

* Citizenship grades may be used to determine eligibility for rewards or privileges as deemed appropriate at each school site.

Special Education Students

The majority of special education students receive the same district curriculum and assessments as the general education students. The exceptions are students in moderate to severe settings receiving Critical Skills curriculum as indicated on their Individual Education Plan (IEP.) Special education students are ALL eligible to have test administration directions simplified or clarified, the ability to mark in test booklet (other than responses) including highlighting, to be tested in a small group, and to have extra time on a test within a testing day. Other accommodations and modifications are also available if they are listed in the student's IEP. General education teachers are a part of the IEP team and should confer regularly with the special education case carrier regarding the progress of the student. Special education teachers should make available a copy of the student's IEP for all teachers to follow and to be available for questions and concerns. Modifications and/or accommodations are based on Title 5 California Code of Regulations and should be part of the day-to-day program and assessments as identified in the IEP.

Grading is determined by the student's performance in the core curriculum. Grades are driven by the students' level of proficiency for each subject based on the academic standards and the district adopted curriculum. Grades need to take into account accommodations and modifications as they relate to the components of the grading policies. Each student's accommodations and modifications are listed in the student's IEP.

The grading procedure, except for moderate to severe populations, will use the following grading scale and weights:

RSP   A minimum of 70% of the grade will reflect culminating tasks that demonstrate understanding of the content standards (assessments, essays, labs, projects, quizzes, etc.)
A maximum of 30% of the grade will be based on small formative standards based work such as, classwork, homework, and learning support factors.

SDC   A minimum of 60% of the grade will reflect culminating tasks that demonstrate understanding of the content standards (assessments, essays, labs, projects, quizzes, etc.)
A maximum of 40% of the grade will be based on classwork, homework, and learning support factors.

Special Education students who are in general education classes will be graded using the adopted district grading policy weights and percent with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education teachers are required to send a parent progress report or annotated goals based on the student's IEP

Regarding Adaptations per the Student's IEP

Special education teachers use a variety of adaptations when planning instruction for special education students, especially instruction that is based on general education standards and curriculum. An adaptation may function as an accommodation or a modification depending on the situation in which it is used. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute which provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute which provides access for a student with a disability to participate in a course, standard, or test, **which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

Adaptations MUST be given to those students who have it identified in their IEP. A teacher would be out of compliance if they gave a failing grade to any special education student who has not been provided all of their legal accommodations and/or modifications as spelled out in their IEP. Adaptations may include but are not limited to: modified rubrics, reading of tests and questions, fewer choices on a multiple choice test (3 instead of 4), multiplication charts, calculator, special seating, word processors, spell checkers, reduced work load, modified assignments, use of notes or books during tests, testing in the case carrier's room, or use of the California Modified Assessment in eligible subjects.

English Learners

All English Learner (EL) students are to receive the same district core curriculum and assessments as general education students (English Only- EO, Gifted, Special Education, etc.) Administrators will be responsible for ensuring EL students are appropriately placed in the various EL instructional program settings. Placement in English Language Development (ELD) classes should be based on CELDT scores *and* careful consideration of other indicators of ELD progress, including curriculum-embedded assessments, grades, teacher recommendations, etc. (see Master Plan for English Learners, p. 18.

State and federal law requires that students identified as English Language Learners must receive ELD instruction until they are reclassified, according to district criteria and Board Policy for reclassification. Students' English language proficiency levels are determined by their California English Language Development Test (CELDT) results.

For students at CELDT levels 1-3, leveled ELD classes (i.e. ELD 1, ELD2, etc.) that use district-identified standards-based ELD curriculum are provided (for one to two separate periods daily) at the appropriate English language proficiency level. At the higher proficiency levels, the skills in the ELD standards more closely approximate those of the English Language Arts (ELA) standards. For this reason, students at CELDT levels 4 and *5 may* receive their ELD instruction within the English language arts or mainstream classes. In addition, academic language development should occur throughout the day in all content areas for all students.

ELD courses are based on ELD state standards that provide guidelines for language acquisition at the Beginning-1, Early Intermediate-2, Intermediate-3, Early Advanced-4, and Advanced-5 proficiency levels for English Learners. The ELD standards integrate listening, speaking, reading, and writing, creating a distinct pathway to reading and writing in English. The ELD standards are designed to ensure that English Learners develop proficiency in both the English language and the concepts and literacy skills contained in the ELA standards.

Student progress in the ELD class should be evaluated based upon individual language proficiency growth, as measured by the ELD standards. ELD course grades should be based upon the Fontana Unified School District grading

guidelines as stated in this edition of the Secondary Grading Policy. Grading should also include formal and informal assessments of a student's listening and speaking growth as measured by the ELD standards.

For core content classes, the letter grades of A, B, C, D, F are used to signify whether or not a student is meeting grade level content standards in core classes. However, in ELD, a grade of "C" signifies that a student is making adequate yearly progress (as defined by AMAO 1) toward language proficiency as measured by the ELD standards for a particular grade span (i.e. grades 6-8, grades 9-12.

Grades for English Learners must be consistent with this policy. It is not appropriate to provide "courtesy" or "grace" grades to ELs. They should be evaluated on their ability to master the content standards of the course. ELs should be placed only in courses or classes where data on their English language proficiency and prior academic background make it likely that they could approach mastery of the content. ELs placed prematurely in grade-level core content taught overwhelmingly in English will almost certainly fail to master the content and have to repeat the class. Such content classes are not optimal placements for a student to advance in English language proficiency. When students at CELDT levels 4 and 5 (and some 3s) are placed in sheltered versions of English/Language Arts, math, social science, and science, they should be **graded according to their mastery of grade-level content standards.** The methods of instruction should be modified using Specially Designed Academic Instruction in English (SDAIE) strategies, but the **content of instruction remains the same** as that provided for mainstream English only classes.

For those students placed in a Structured English Immersion (SEI) program setting, designed for students at CELDT levels 1 and 2, the **core curriculum and grade level content standards remain the same**. Instruction should be delivered using Guided Language Acquisition Design (GLAD) strategies, as well as SDAIE strategies. Primary language support is a key characteristic of this setting. Assessments, assignments, homework, and participation must take into account the student's language proficiency level and may be modified accordingly (e.g. translated tests to primary language, shorter assignments, multiple-choice tests vs. free response, extended wait-time, sentence fragments acceptable due to the inability to form complete sentences, etc.) Students will still be tested in core subject content areas at grade level rigor. Modifications and

accommodations will be provided to ensure language is not a barrier for demonstrations of content knowledge.

* Please note that with respect to District and State Standardized Assessments (i.e., CST, CELDT, Benchmark testing, etc.); persons administering the assessment should refer to the specific directions and procedures for test administration in order to determine which, if any, accommodations and/or modifications are permitted for that particular assessment.

Evaluations and assessments of students must be appropriate to the language and performance abilities of the students. In addition to state and district formal assessments, portfolios and other authentic assessments are appropriate and meaningful methods of evaluating the academic progress of English Learners. It is inappropriate to retain English Learners who have failed to meet grade level academic standards in areas in which they have been provided limited or inadequately differentiated instruction.

Please contact EL Service for further information.

Advanced Learners and Advanced Courses

FUSD recognizes the unique academic needs of Advanced Learners, such as those identified as Gifted (GATE), high achieving, or extremely intelligent. PLCs should develop guidelines and parameters for meeting these needs through the curriculum and instruction these students receive. These needs may be met through enrichment activities or through an advanced course of study.

Advanced learners can also expect additional opportunities for enrichment outside the traditional classroom setting. **Enrichment opportunities** done outside the classroom that may constitute acceptable coursework may include:
- long term projects
- extended written work
- additional reading
- formally written lab reports
- assignments requiring the use of specific technology
- standards-based community service projects

Assignments should be differentiated and students should be given a choice - when appropriate - to meet their diverse needs. For example, a student might demonstrate her level of understanding by writing a play about the topic of study. Rather than writing the standard essay assigned to the rest of the class.

Students in **advanced courses** should expect a more rigorous curriculum with high levels of expectation for quality work, but should not be expected to do extra work or spend excessive amounts of time on homework unless the assignments are meaningful and directly related to standards and course outcomes. These students will receive deadlines and due dates well in advance. Because of the increased level of rigor in both the topics studied and the assignments and assessments, students will receive weighted grades toward their GPA (AR 5121). However, it is not appropriate to "inflate" a student's grade or create artificially high standards for a particular student.

Teachers of advanced courses shall follow the entirety of the Secondary Grading Policy. PLCs should establish guidelines and parameters for the resubmission of informal assignments and the retaking of formal assessments.

Academic Honesty

FUSD requires all students to demonstrate honesty and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Grades should reflect the student's own work in the fairest possible way. Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which the student does not possess. It involves any attempt by a student to substitute the product of another, in whole or in part, as the student's own work. This policy covers all school-related tests, quizzes, reports, class assignments, and projects.

Academic dishonesty includes, but is not limited to, the following:
Cheating
- Obtaining information from another student during an examination
- Communicating information to another student during an examination
- Knowingly allowing another student to copy one's work
- Offering another person's work as one's own
- Using an unauthorized electronic device to solicit, transmit, or search for answers
- Taking an examination for another student or having someone take an examination for oneself
- Sharing answers for a take-home examination unless specifically authorized by the teacher
- Using unauthorized material during an examination
- Altering a graded examination or assignment and returning it for additional credit, under the pretense that the teacher made an error
- Having another person or a company do the research and/or writing of an assigned paper or report
- Misreporting or altering the data in laboratory or research projects

Plagiarism
- Plagiarism is to present the ideas, words, or creative product of another as one's own. Credit must be given to the source for direct quotations, paraphrases, ideas, and facts which are not common knowledge.

Other Dishonest Conduct
- Stealing or attempting to steal an examination or answer key
- Stealing or attempting to change official academic records
- Intentionally impairing the performance of other students and/or a teacher, for example, by adulterating laboratory samples or reagents, by altering musical or athletic equipment, or by creating a distraction meant

to impair performance
- Alteration of computer and/or gradebook records or forgery of signatures for the purpose of academic advantage
- Sabotaging or destroying the work of others

Collusion
- Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion is an act of academic dishonesty and will be disciplined in the same manner as the act itself.

The Role of the Teacher:
A teacher who has evidence that an act of academic dishonesty has occurred shall, after speaking with the student and parent, take one or more of the following disciplinary actions depending on the level of the infraction as established by the guidelines established by the Site/PLC:
- The student will receive an oral reprimand and the student will redo the assignment as determined by the Site/PLC (for example, in cases where there is reasonable doubt that the student knew that the action violated the standards of academic honesty)
- The student will receive an F/NC, zero points, **or** a reduced number of points on all **or** part of a particular paper, project, or examination (for example, for a first time occurrence of a relatively minor nature)
- The student will receive an F/NC for the grading period (for example, in cases where the dishonesty is more serious, premeditated, or a repeat offense)

In each of the instances listed above, the teacher will make a notation in the Visit Maintenance screen on ZANGLE!, and the student's Work Habits and Citizenship marks may be effected.

A student found to be academically dishonest may not have made a reasonable attempt on the assignment/assessment and therefore may not be able to resubmit their work as determined by the Site/PLC. However, because it is essential that the teacher know the true level of mastery that the student has for a particular standard, the student may be required to demonstrate their knowledge on a like assignment/assessment.

The Role of the Administrator
For any incident of academic dishonesty, which is sufficiently serious for the teacher to take advanced disciplinary action, which can lower the student's grade, the teacher shall report the incident to the administration for appropriate

disciplinary action. The Administrator will determine the appropriate level of discipline based on the school's discipline hierarchy. These consequences will be recorded as part of the student's discipline record. Students found to be academically dishonest are subject to disciplinary action up to and including suspension; dismissal from student offices, athletics, and extracurricular activities; involuntary transfer; or expulsion.