

## AMENDMENT REQUEST

### Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx>. Incomplete requests will not be considered.

Prior to inclusion on the agenda, the State Charter School Board recommends charter school governing boards schedule an appointment with Charter School Section staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing [marlies.burns@schools.utah.gov](mailto:marlies.burns@schools.utah.gov)

1. Charter School DaVinci Academy of Science and the Arts  
Website WWW.Davinciacademy.org  
Board Chair Gary Nelson Email Gary.Nelson@davinciacademy.org  
School Administrator Fred Donaldson Email Fred.Donaldson@davinciacademy.org
2. The charter school is located in which school district? Ogden School District
3. Name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.  
Submitted to Brad Smith (person) who works at Ogden School District  
School District on April 15, 2014 (date).
4. Duly elected or appointed governing board members of the school, with titles.

#### Executive Committee

Gary Nelson—Board Chair  
Vacant—Vice Chair  
Michele Vlahos—Board Secretary  
Nicole Finamore—Board Treasurer

#### Board Members

Peter Clemens—Board member

Valerie Herzog—Board member  
Angela Choberka—Board member  
Amy Wicks—Board member  
Patricia Olsen—Board member  
Mona Oversteg—Ex officio board member/Land Trust Committee Chair  
Azenet Garza—Ex officio board member/PTSO President

5. School mission and purpose(s) (limited to one page): See attached
6. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, include it as Attachment 2. If the governing board has developed a corrective action plan, include it as Attachment 3.

*Requires Utah State Board of Education (USBE) Approval (2 months)*

  X   **Change to school mission or purpose(s).** Include a redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s). Describe the process the governing board followed when making this decision, as well as why a change to mission and/or purpose(s) is necessary for the governing board to meet the terms and conditions in its contractual agreement.

       **Waiver from Board Rule** \_\_\_\_\_ (include rule number and title). Describe why the waiver is necessary to meet the mission of the school and help the governing board meet the terms and conditions in its contractual agreement.

       **Expansion of student enrollment.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. Describe whether or not this expansion of student enrollment will require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where student growth is planned.

New students requested (duplicate grade band enrollment information for all school years that new students are requested)

SY \_\_\_\_\_      Grade K: \_\_\_\_\_      Grades 7 – 8: \_\_\_\_\_  
                         Grades 1-6: \_\_\_\_\_      Grades 9-12: \_\_\_\_\_

       **Expansion of grade levels served, if requested grades will include students in different weighted pupil unit grade level category.** Indicate the new grade levels being requested. Describe whether or not this expansion of grades served will require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where grade level expansion is planned.

New grades requested – check all that apply (duplicate information for all school years that new grades are requested)

SY \_\_\_\_\_      Grade K: \_\_\_\_\_      Grades 7 – 8: \_\_\_\_\_  
                         Grades 1-6: \_\_\_\_\_      Grades 9-12: \_\_\_\_\_

       **Revolving Loan.** If school is recommended by the Charter School Revolving Account Committee for a loan, then the recommendation requires both SCSB and USBE approval. Loan documentation to the SCSB and USBE will be provided by Charter School Section staff. No additional documentation is required.

*Requires State Charter School Board Approval with discussion at meeting (1 month)*

- Change to educational program or methods of instruction.** Provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.
- Relocating to a new school district (operational school) or municipality (planning school).** Operational schools must provide evidence supporting the decision to move, including the projected impact on enrollment. Planning schools must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan and revised budget for the planning year and first three operational years.
- Matriculation agreement.** Describe the purpose for the matriculation agreement and provide a copy of the school's proposed matriculation agreement signed by all participating charter school(s).

*Requires State Charter School Board Approval via consent calendar (1 month)*

- Change to contractual agreement performance measures.** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change.
- Postponement of opening year.** Describe the reason for postponing the school's opening year. Provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.
- Change to Bylaws specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and ~~removed language~~ in Bylaws.

*Requires Executive Director approval (up to 1 month)*

- Change name of school.** Provide the school's proposed new name and provide a statement of understanding of requirement to submit paperwork for and receive change of name with IRS.
- Decrease grades served or student enrollment.** Summarize the governing board's discussion that led to the decision to reduce grade levels or number of students served.
- Technical corrections.** Include a redline version showing new additions and ~~removed language~~. Technical corrections include changes such as spelling, grammar, title for school employees, name of committees / groups, etc. It may also include re-ordering sections of the application for improved readability and use by the governing board.
- Acceleration of approved growth model, with no additional students.** Briefly describe the need for an acceleration of growth model approved for a future school year.
- Other.** Please describe amendment requests that do not fall into any identified category above. Provide details and supporting documentation as appropriate. Additional information may be requested following review and request may require SCSB or USBE approval.

7. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. If the school is not meeting any of the SCSB minimum standards or any of its charter contract agreement goals, include governing board corrective action plan as appropriate as Attachment 3. (Corrective action plan(s) limited to two pages.)

**Minimum standards**

<i>Indicator – Board performance &amp; stewardship</i>			
Measure	Metric	Performance 2012	Performance 2013
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	0	0
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	84.9%	95.8%
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100%	100%

<i>Indicator – Financial performance and sustainability</i>			
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	0	0
Current assets to total annual operating expenses	$\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} \div 360)}$	157.2	134.8

**Charter Contractual Agreement goals**

<i>Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.</i>				
Measure	Metric	Board Goal	Performance 2012	Performance 2013
<p>Improve student learning</p> <p>Page 9</p>	<p>CRT Scores</p> <p>SAT Scores</p>	<p>1. Administer tests at the beginning of the 9<sup>th</sup> grade year (to establish baseline), and at the end of each academic year.</p> <p>2. Quantitative improvement by measuring 10% above state standard, and 10% above personal baseline if it is below state standard</p>	<p>1. All 9<sup>th</sup> grade students participated in EXPLORE college-readiness exams</p> <p>2. ELA=14 Math=14 Science=15.9 Reading=14.3 Composite=14.7</p>	<p>1. All 9<sup>th</sup> grade students participated in EXPLORE college-readiness exams</p> <p>2. ELA=14.2 Math=14.2 Science=15.9 Reading=14.7 Composite=14.8</p>
<p>Facilitate parental involvement in establishing school policies, assisting in academic projects, and extracurricular activities.</p> <p>Page 9</p>	<p>Track participation hours per family in a volunteer data base</p>	<p>1. 80% completion of volunteer hours per family every academic year.</p> <p>2. 60% parent participation in monthly parent association meetings</p> <p>3. 95% parent association chairperson at the RTHS (DASA) Board of Directors meetings.</p>	<p>1. 48%</p> <p>2. 80%</p> <p>3. 100%</p>	<p>1. 48%</p> <p>2. 90%</p> <p>3. 100%</p>

Maintain small class sizes Page 9	Employ a student cap of 25 students per classroom	Class count	Met	met
Facilitate college placement for students interested in pursuing secondary education Page 9	Participation in college resume/applications workshops	75% of student body with completed applications	60%	70%
Attendance Page 10	Daily attendance to exceed Ogden School district average	1. Measure daily attendance 2. Greater than 10% of district norm	1. 100% 2. 8% better	1. 100% 2. 18% better
Graduation Page 10	Graduation to exceed Ogden School district average	1. Measure graduation based on 9 <sup>th</sup> grade enrollment 2. Greater than 10% of district norm	1. 51.6% 2. Not met	1. 64.2% 2. Not met
Teachers will be accountable for maintaining high standards and expectations Page 10	Average education attainment of their students Participation in professional development Knowledge of subject taught	1. Quarterly teacher assessments by the executive director; scores ranging from satisfactory to unsatisfactory 2. End of Course evaluations by students; scores ranging from satisfactory to unsatisfactory 3. Knowledge proficiency tests; greater than 10% of district norm	1. 100% 2. 100% 3. not met	1. 100% 2. 100% 3. Not met

Facilitate real life professional experiences / internships for students	Student participation in internships Student projects	<ol style="list-style-type: none"> <li>80% participation in internship, measured by project feedback from student and mentor.</li> <li>100% completion of senior project, measured by a grade of B or better (graduation requirement for RTHS (DASA))</li> </ol>	<ol style="list-style-type: none"> <li>30% outside mentors, but all have Davinci mentors</li> <li>100% of graduating seniors</li> </ol>	<ol style="list-style-type: none"> <li>40% outside mentors, but all have Davinci mentors</li> <li>100% of graduating seniors</li> </ol>

8. Additional information you would like the SCSB to consider:

  
Governing Board Chair Signature

4-14-14  
Date

  
Charter School Principal/Director

4-14-14  
Date

## **Attachment 1**

### ***Change request to school mission or purpose:***

#### **Mission:**

Riverside Technology High School (DaVinci Academy of Science and the Arts) is dedicated to developing competent, inventive, ethical, and divergent thinkers who are able to apply their knowledge, skills, leadership and problem-solving abilities to become productive members of the dynamic world of mathematics, technological science, engineering and bio-sciences.

- Offer programs that promote enthusiasm, exploration, and academic excellence in an interdisciplinary curriculum that involves real-world experience and application.
- Serve as a laboratory school to examine and develop new methods and materials in curriculum innovation/reform, **including, but not limited to, traditional, online, and distance educational programs.**
- Serve as a model for private sector/public education partnerships, including mentor and internship opportunities.

#### **Curriculum:**

Riverside Technology High School (DaVinci Academy of Science and the Arts) will implement a curriculum that models those of Magnet Technology High Schools throughout the nation in serving a school population of grades **9-12 K-12**. The Utah State Core Curriculum will serve as the foundation to the subjects taught and provide a minimum basis for academic requirements for advancement and graduation. RTHS (DASA) will provide students with a solid foundation of liberal arts in addition to a rigorous curriculum of science and math.

#### **Governing Board process in making this decision:**

Over the past 3 years, the governing board of DaVinci Academy has held numerous charter review committees to monitor and meet the mission of the school. As the school has grown, the need to meet the ever increasing demands of students has also grown. These committees have focused on meeting those needs through innovative ways, such as online and distance educational programs. DaVinci Academy has been able to keep up with increased student needs, while at the same time being able to meet basic charter tenets, such as foreign language, math remediation, and more science courses/electives through online and distance education programs.

DaVinci Academy has also been able to meet its mission to offer programs that promote enthusiasm, exploration, and academic excellence through our innovative approach to online and distance educational programs that meet the needs of a diverse and ever growing student population. DaVinci Academy's ability to individualize and offer unique, non-traditional programs is key to its ability to be innovative in curriculum reform. The governing board of DaVinci Academy has always felt that it has had the ability to provide these unique, non-traditional, innovative curriculum programs, such as online or distance educational programs. This innovation or ability to be innovative is at the heart of our charter and goes to the core of its existence.

### ***Change to education program or methods of instruction:***

A major tenet of our charter mission is to serve as a laboratory school to examine and develop new methods and materials in curriculum innovation/reform. These new methods would include online and distance education programs. We have found that traditional learning at a brick and mortar school does not meet the needs of all our students. We are part of an urban area in downtown Ogden which often equates to higher poverty, more students off track to graduate, diverse family backgrounds, and greater achievement gaps. We have been able to respond to many of these issues through the use of online or distance education programs. We can offer a greater variety and more comprehensive credit recovery, rigorous college and career readiness, and more flexible learning options that fit the unique needs of the individual student. We have attached two reports; one is an evidence-based research on the positive effects of effective online or distance education programs, the other is our own student progress report that reflects our progress with our 7-12 programs. The first is a good summary of all our research that we have found that supports online and distance education programs. The second report (our school progress report) shows that we have consistently shown upward improvement in science, math, and English. As you can see, our data for secondary programs tends to match the research findings in our first report (Summary of Research on the Effectiveness of K-12 Online Learning). Much of this progress can be attributed to our use of online or distance education to remediate, instruct, and assess student learning.

Our online results for elementary have not demonstrated the same results as our 7-12 program. Much of this can be attributed to how the program was being implemented. We plan on implementing the same process and procedures for our elementary online programs as we have done with our 7-12. Specifically, we are going to pre-assess all students with a valid pre-assessment. The pre-assessment will be based on concepts and topics they should have learned and retained. Students performing below grade-level on these pre-assessments will be assigned specific tutorials or targeted remediation in these non-proficient areas. Second, our teachers who have been assigned these online students will have frequent contact with these students at least once a week. These meetings will focus on student progress in all courses assigned and provide tutorials/remediation if necessary. Third, all students will be required to take quarterly standards-based benchmarks over the curriculum covered in their respective courses. Students performing below proficiency will be assigned targeted tutorials/remediation. Students in the targeted/remediation courses will be monitored once a week by the teacher of record. Below are several of the key policies that we will need to be in place in order to effectively monitor our online and distance education programs.

### **Monitoring of online and distance educational programs:**

1. Similar to other DaVinci programs, the governing board will comply with 53A-1-402.6 and Board Rule R277-700 to focus on Utah's core curriculum. The DASA board has added and will continue to refine governing policies to ensure that core standards by grade level and subject at DaVinci are implemented. *See DaVinci Curriculum Policy*

All students will fill out DaVinci Academy's registration packet. They will be assigned required courses based on Utah State Law and State Board Rules. These classes will be carefully monitored as stated above and supplemental or targeted remediation will be supplied and required for students not meeting proficient expectations on benchmarks.

2. Similar to all programs at DaVinci, the governing board will comply with 53A-1a-512.(4)(a) and Board Rule R277-520.3 ensuring that all teachers, whether onsite or offsite, hold an educator license along with appropriate areas of concentration and endorsements, or be qualified to teach under alternative certification or authorization programs. *See DaVinci Faculty Evaluation Policy*

3. Similar to all programs at DaVinci, the governing board will comply with 53A-1a-512.5/53A-3-410 ensuring that all applicants submit to a background check as a condition to employment. The governing board will also ensure that all LEA employees submit to periodical background checks in accordance with state board policies. *See DaVinci Faculty Evaluation Policy*

4. Similar to all programs at DaVinci, the governing board will comply with Board Rule 277-404 and the USOE Testing Ethics Policy requiring all state assessments be administered to eligible students and that only LEA employees, such as school coordinators, school administrators, and school teachers administer said assessments. *See DaVinci Student Assessment Policy*

5. The DaVinci Academy governing board will continue to comply with 53A-17a-106 and Board Rule R277-419 ensuring that criteria for school days, student attendance, and student membership guidelines are followed for all DaVinci programs. *See DaVinci Attendance Policy*

According to DaVinci Attendance Policy, all students will need to meet attendance expectations in order to be counted in its student membership according to Board Rule 277-419. Online or distance education students will need to make at least 3% progress each week in order to be awarded attendance credit. Or they will need to show competency according DaVinci Demonstrated Competency Policy.

6. The DaVinci Academy governing board will comply with 53A-1-409 regarding competency based education and will submit its plan to the State Board of Education for review. *See DaVinci Demonstrated Competency Policy*

7. The DaVinci Academy governing board will comply with Board Rule R277-705 requiring LEAs to explain the awarding of credit from accredited and non-accredited sources. *See DaVinci Demonstrated Competency Policy*

### *Change to contractual agreement performance measures:*

1. Goal - Improve student learning (pg. 9)
  - a. CRT Scores State Required Assessments
  - b. SAT Scores College Readiness Exams

Reason: instruments used to measure student growth needs to be flexible to change with new state requirements. Utah requires SAGE end of year testing and will include college readiness components, such as the ACT. DaVinci needs to be able to meet these new requirements without having to amend its charter every time these metrics change.

DaVinci Academy of Science and The Arts

Policy Number: 402

Policy Section: 400- Staff Policies

POLICY TITLE: Faculty Evaluation

RevisionHistory

EffectiveDate	ActionDate	Revised
25 May 2005	RevisedPolicy	7 April 2014

Faculty Evaluation  
Effective Date: 5 May 2005  
Revision Date:

## **1. POLICY**

The DASA board of directors believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The Executive Administrator shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the DASA board for approval.

All teaching staff members shall be required to meet state licensing requirements according to Rule 277-520 pursuant to Utah Code 53A-1a-512.5 and 53A-3-410. This includes all required background checks and authorizations required by USOE before employment can be granted. Teaching staff members who are currently in a state approved licensing program must meet monthly with the Executive Director to report progress on their state-approved educational licensing plan. Failure to meet progress milestones will result in loss of employment.

All teaching staff members shall be evaluated against criteria that evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description for his/her position and in DASA program goals and objectives.

Criteria must include but not need be limited to consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills, and classroom management skills.

Teaching staff shall be observed and evaluated at least three times each year by properly prepared and trained educational administrative staff.

The evaluation procedures shall provide continuous constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

All evaluative procedures shall include review of each teacher's progress toward professional development. Evaluative procedures shall recognize that the purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skills essential to student achievement of the state's Core Curriculum Content Standards.

The Executive Administrator shall recognize each teacher's fulfillment of the continuing education requirement. For evaluative purposes, a teacher has fulfilled his/her professional development plan when his/her students have demonstrated satisfactory progress toward achievement of the curriculum standards, as well as the educational goals set by the board.

The Executive Administrator shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by September 1, and shall distribute any amendments to those documents within 10 working days of their becoming effective. Evaluations shall be completed before March 1 and contracts will be offered for continued employment by March 15.

The Executive Administrator shall report to the BOD at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable

The Executive Administrator shall, in the implementation of this policy, develop procedures in consultation with teaching staff members for:

- A. The collection and reporting of data which are appropriate to the job description and minimally include the observation of classroom instruction;
- B. Observation conferences between the teaching staff member and the supervisor; the preparation of a written evaluation for each of the three observations of non-tenured staff members; and an evaluation for each observation of tenured staff member;
- C. The preparation of individual professional development plans that include specific guidance to the teacher on activities that would contribute to his/her obtaining and maintaining the knowledge and skills essential to student achievement of the state's core curriculum standards;
- D. The preparation by the Executive Administrator of an annual written performance report which shall include the annual evaluation of the teacher, an individual professional development plan developed by the staff member and the supervisor and a summary of the results of the formal and informal assessment of his/her pupils along with a statement of how these indicators relate to the effectiveness of the overall program and the performance of the staff member;
- E. The conduct of the annual summary conference;
- F. The signing of the annual written performance report by the property certified supervisor/evaluator and the staff member.

All such procedures shall conform to law. This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before re-adoption by the board.

**DaVinci Academy of Science and The Arts**

**Policy Number: 202**

**Policy Section: 200 – Instruction**

**POLICY TITLE: Student Assessment Policy**

**Revision History**

<b>Effective Date</b>	<b>Action Date</b>	<b>Revised</b>
<b>13 August 2008</b>	<b>New Policy</b>	<b>New Policy</b>
<b>13 May 2009</b>	<b>13 May 2009</b>	<b>13 May 2009</b>

## 2. FEDERAL AND STATE ASSESSMENT

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

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

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

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

### **A) Teaching Practices**

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

### **B) Testing Practices:** Educators must ensure that:

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

2) At least once each school year DaVinci's Assessment Director shall provide professional development for all teachers and administrators concerning guidelines and procedures for standardized test administration, including teacher responsibility for test security and proper professional practices, R686-103-6(I).

3) All teachers and test administrators shall conduct test preparation, test administration and the return of all protected test materials in strict accordance with the procedures and guidelines specified in test administration manuals, school district rules and policies, Board rules, and state application of federal requirements for funding.

4) Teachers, administrators, and school personnel shall not:

- a) Provide students directly or indirectly with specific questions, answer, or the subject matter of any specific item in any standardized test prior to test administration;
- b) Copy, print, or make any facsimile of protected testing material prior to test administration without express permission of the specific test publisher, including USOE, and school district administration;
- c) Change, alter, or amend any student answer sheet or any other standardized test materials at any time in such a way as to alter the student's intended response;
- d) Use any prior form of any standardized test (including pilot test materials) in test preparation without express permission of the specific test publisher, including USOE, and school district administration;
- e) Violate any specific test administration procedure or guideline specified in the test administration manual, or violate any state or school district standardized testing policy or procedure;
- f) Knowingly and intentionally do anything that would inappropriately affect the security, validity, or reliability of standardized test scores of any individual student, class, or school;

5) Violation of any of these rules may subject licensed educators to possible disciplinary action under Rules of Professional Practices and Conduct for Utah Educators, R686- 103-6(I).

## **5. SECURITY OF TESTING MATERIALS**

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

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

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

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

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

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

## **8. SCHOOL LEVEL ASSESSMENT**

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

## **9. GRADUATION REQUIREMENTS**

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

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

1. In column A enter final grades earned or that you expect to earn in COURSES necessary to meet the credit requirement in each academic area – use the highest grades.
2. In column B enter the quality point value for each letter grade.
3. In column C enter a .5 for honors and 1 for AP or concurrent enrollment courses.
4. In column D enter the total of columns B plus C.
5. In column E enter the credit value for each course.
6. In column F enter the product of columns D divided by E.

**Example for steps 1-6: A student earns an “A” in a one semester course eligible for additional weight. (4 + 0.5 weight)**

7. Total the credits in column E. The total should be at least 25 credits for 2012 and beyond (possibly 28). (*More are possible*)
8. Total the quality points in column F and enter the total in the GPA formula at the bottom of the table.
9. Divide the total quality points by however many core academic credits can be earned depending on the year of graduation to derive GPA. (GPA – sum of column F divided by sum of column E).

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

total grade points

total quart grades

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

Pass/Fail

70-100%+ = Pass

69% and Below = Fail

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

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

- 1) Students will be assigned to Saturday School for the following reasons:
  - A) Student failure to return homework
  - B) Student receiving a failing grade in any class
  - C) Student truancy or other attendance issues, including tardies and excessive absences
  - D) Student misbehavior in class as determined by teacher

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

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

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

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

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

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

#### **14. TEACHING PRACTICES**

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

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

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

#### **15. TESTING PRACTICES**

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

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

#### **16. STUDENT RESPONSIBILITIES**

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

2) Second Offense-

A) Consequences as listed above.

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

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

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

## DaVinci Academy of Science and The Arts

Policy Number: 206

Policy Section: 200 -Instruction

POLICY TITLE: Curriculum Policy

### Revision History

Effective Date	Action Date	Revised
13 August 2008	Revision Policy	7 April 2014

Curriculum Policy  
 Effective Date: 13 August 2008  
 Revision Date:

## 1. STATEMENT OF POLICY

The DaVinci Academy of Science and the Arts (DASA) holds high expectations for curriculum. All courses must meet the standards and objectives as set by the Utah State Office of Education. Art, science, and technology will be integrated into all classrooms, and curricula will be aligned across various disciplines according to grade level teams. Critical thinking skills will be developed, and coursework will stress college preparatory rigor, assessment analysis, and Project Based Learning techniques. Additionally, teachers will be evaluated both formally and informally by various members of the administration throughout the school year to ensure understanding of the policy and consistent application of curricular standards throughout the DASA community. DASA holds that professional development is the foundation of innovative curriculum for charter success, and therefore, continuous professional development for staff and faculty is considered priority.

In addition to the Curriculum Policy, DASA supports and enforces compliance with the current Curriculum Implementation Plan. The Executive Director in conjunction with the Curriculum Director and the Curriculum Committee will reassess and adjust the Curriculum Implementation Plan on an annual basis to allow for growth as new research develops. Assessments of curriculum delivery will evaluate teacher strengths and weaknesses based on both the Curriculum Policy and the current Curriculum Implementation Plan. DASA community members are encouraged to participate in ongoing pedagogical research and/or Curriculum Committee meetings to assist with the annual reassessment of the Curriculum Implementation Plan.

## 2. COURSE REQUIREMENTS

Course offerings	Credits <u>required (if available)</u>	<u>Notes</u>
<b>High School 9-12</b>		
<b>DaVinci Core</b>	<b>1.5</b>	
Junior Seminar	.5	Grade 11
Philosophy: Critical thinking	.5	Grade 12, fall
Senior Capstone	.5	Grade 12, spring
Internship	.5	Grade 11, spring or over summer between Grades 11 and 12

<u>Science courses</u> (state core sciences in <i>italics</i> ):	<u>40</u>	Students must take 2 state core science courses, and may use science electives to fulfill DASA requirement.
<i>Earth systems</i>	1.0	Grade 9, required
<i>Biology (AP)</i>	1.0	Grade 10, highly recommended
<i>Chemistry (AP)</i>	1.0	Grade 11
<i>Physics (AP)</i>	1.0	Grade 12
Astronomy	5	Electives may vary according to teacher specialty and/or student interest.
Forensics	5	
Oceanography	5	
Zoology	5	
Engineering	5	CTE qualified course
Computing	.5	CTE qualified course
Math courses	40	Mathematics must be taken consecutively for 4 years. Specific coursework dependent upon level of individual student, but students must pass Geometry and Algebra II as a minimum graduation requirement.
Algebra IA (Math Lab)	1	Fall semester, remedial course
Algebra IB (Math Lab)	1	Spring semester, remedial course
Secondary I	1	
Secondary II	1	
Secondary III	1	
Pre-Calculus	1	
AP Statistics	1	
AP Calculus	1	
Social Sciences	3.0	
Geography 9	5	Grade 9, formerly Social Studies 9
Social Studies 10	1.0	Grade 10, World Civilizations
U.S. History (AP)	1	Grade 11, required
Government (AP)	1	May be substituted for Government and Citizenship credit in 11 <sup>th</sup> grade.
Sociology	.5	If available
Psychology	5	If available
Government and Citizenship	5	Grade 12, required
Fine Arts	20	Combination of Foundation art, drawing, painting, ceramics, and sculpture
Choir	1	

Band/Orchestra	1	
Film	.5	
Theatre I	.5	
Drama	.5	
Dance	.5	If available
<b>Language Arts</b>	<b>4.0</b>	
English 9 (Honors)	1.0	Grade 9
English 10 (Honors)	1.0	Grade 10
English <b>11</b> (Honors/AP)	1.0	Grade 11
English 12	1.0	Grade 12
AP English: literature	<b>1</b>	May be substituted for English 12
AP English: language	<b>1</b>	May be substituted for English 12
Creative Writing (I & II)	.5	If available
English 1010	.5	CE, may be substituted for .5 of English 12
Journalism	.5	
Publications (Newspaper and Yearbook)	1	
<b><u>Foreign Language</u></b>		2 years of language recommended for college preparation
Spanish (I & II & III)	1	
Other languages offered	1	
<b>Health/P.E.</b>	<b>2.0</b>	.5 of all four courses are required.
Intro to Health	.5	
Fit for Life	.5	
Participation	.5	
ILA	.5	
<b>Other</b>		
Financial literacy	0.5	
<b>JUNIOR HIGH SCHOOL 7-8</b>		
<b>Language Arts</b>	<b>2</b>	
7 <sup>th</sup> Grade Honors	1	
8 <sup>th</sup> Grade Honors	1	

<b>Math</b>	2	
7 <sup>th</sup> Grade Honors	1	
8 <sup>th</sup> Grade Honors	1	
<b>Science</b>	2	
7 <sup>th</sup> Grade Honors	1	
8 <sup>th</sup> Grade Honors	1	
<b>Social Sciences</b>	1.5	
Utah Studies	.5	
U.S. History 8 <sup>th</sup> Grade	1	
Health	.5	
Physical Education	1	
Arts	1	Combination of visual arts, music, theatre, dance
Career and Technical Education	1	
<b>Elementary School Grades 3-6</b>		
Reading/Language Arts		
Mathematics		
Science		
Social Studies		
Arts		Combination of visual arts, music, theatre, dance
Health		
Physical Education		
Educational Technology		
<b>Elementary School Grades K-2</b>		
Reading/Language Arts		
Mathematics		
Integrated Curriculum		Combination of science, arts, and physical education

### 3. ART/SCIENCE/TECHNOLOGY INTEGRATION

3.1 As DASA is an institution of art and science integration, it is expected that connections between disciplines are made explicitly and implicitly in the course of regular instruction. This is accomplished through clear objectives presented to students, continuous curricular alignment, and cross-collaborative projects.

- 1) Clear Objectives: DASA supports the Backwards Design lesson planning method. This stresses the importance of clear objectives and formal/informal assessments that show mastery of the stated objectives. Students should be made aware of objectives for lessons on a daily basis.
- 2) Curricular Alignment: DASA teachers work in teams grade level teams to align individual curricula in ways that best support students.
- 3) Cross-Collaborative Projects: Each month grade-level teachers meet to plan cross-collaborative lessons. Teachers work in teams to plan these hands-on experiences for each grade level. Additionally, cross-collaboration takes place through curricular alignment efforts and team teaching whenever possible.
- 4) Technology: DASA recognizes that the learning needs of 21st Century students necessitate high technology standards. DASA continuously works toward procuring the latest educational technologies and dedicates large amounts of funding toward purchasing supplies and training for faculty and staff members. Teachers are expected to incorporate technology into their classrooms on a regular basis and maintain a personal website.

### 4. CRITICAL THINKING

4.1 DASA recognizes that developing critical thinking skills is essential for student success in a college environment. Therefore, DASA fosters inquiry driven experiences and successful Project Based Learning through critical thinking. The DASA community supports the elements and standards of critical thinking as defined by the Foundation for Critical Thinking (PCT) and stresses the 6-types of Socratic Questioning developed by R.W. Paul. Following is an adaptation of elements and standards from the PCT.

- 1) **Elements of Critical Thinking [www.criticalthinking.org](http://www.criticalthinking.org)**
  - A) Purpose-All reasoning has a purpose. This is the goal or objective to *pe* accomplished. Students should clearly understand the objective of each lesson.

- B) Question At Issue-All reasoning is an attempt to figure something out, to answer a question or to solve a problem. The Question at Issue should be clear to students. When the question is vague the thinking will lack clarity.
  - C) Information-All reasoning is based on information-that is data, evidence, or experience used to figure something out. Students should gather information about a question, but recognize that information alone does not imply correctness or accuracy.
  - D) Interpretation and Inference-All reasoning uses interpretation and inference of information to draw conclusions based on logic. Students should be able to evaluate sources for bias and accuracy of information.
  - E) Concepts-All reasoning is shaped through and expressed by concepts. Concepts are ideas, laws, theories, hypotheses, or principles that are widely accepted. Students should acknowledge the key concepts that influence thinking in a given situation.
  - F) Assumptions-All reasoning makes assumptions. Assumptions are individual beliefs taken for granted. They function at the subconscious or unconscious level, but can have a great effect on critical thinking. Students should acknowledge their own assumptions underlying the question at issue.
  - G) Implications and Consequences-All reasoning leads somewhere. Implications and consequences are claims or truths that logically follow other claims or truths. Students should think beyond their "answers" to questions to examine the consequences of actions or implications of ideas that logically follow.
  - H) Point of View-All reasoning is done from some point of view. Point of View includes the perspective, place, world view, or time period from which something is being examined. Students should be able to identify their own point of view as well as the point of view of others in an objective way.
- 2) **Standards of Critical Thinking [www.criticalthinking.org](http://www.criticalthinking.org)**
- A) Clarity-Ideas and questions should be clear and understandable. Students should be able to illustrate, elaborate, and give examples throughout the critical thinking process.

- B) Accuracy-Information should be true, free from errors or gross distortions. Students should both understand and apply various research and source evaluation techniques to evaluate and/or corroborate information for accuracy.
- C) Precision-Critical Thinking implies a necessary level of detail must be reached during the analysis process. Students should be able to support generalized statements with statements of specificity and detail.
- D) Relevance-Effective critical thinking stays relevant. Students should be encouraged to explore ideas in individual ways, but should also be redirected to keep their process relevant to the Question at Issue.
- E) Depth-Questions at Issue are complex. Students should be able to identify and examine the complexities and multiple interrelationships of issues throughout the critical thinking process.
- F) Breadth-Questions should be examined from multiple points of view. Students should be able to objectively discuss various viewpoints.
- G) Logic-Logic implies that the conclusion makes sense. Students should be able to evaluate their conclusions to ensure there are no major contradictions and that their conclusions are logically sound.
- H) Significance-Conclusions to questions impact the world. Students should understand the significance of their critical thinking process and the conclusions thereof within a larger perspective than the question at issue.
- I) Fairness-Conclusions to questions should be fair and supportable by data rather than self-serving. Students should be able to analyze their conclusions for bias and accuracy.

4.2 Types of Socratic Questioning-see Curriculum Implementation Plan for examples.

1. Questions for clarification
2. Questions that probe assumptions
3. Questions that probe reasons and evidence
4. Questions about viewpoints and perspectives
5. Questions that probe implications and consequences
6. Questions about the question

## 5. COLLEGE PREPARATORY

5.1 **Academic Rigor:** Course work at DASA must incorporate all USOE, AP, and/or CE standards that apply. However, all courses must also be college preparatory in nature. This means that course work must be rigorous and challenge students above and beyond required standards. Students must have the opportunity to apply information in real-world situations, accomplish meaningful self-directed work (in class and at home), and have hands-on experience whenever possible.

5.2 **Mid-term and Final Exams:** DASA also supports a college preparatory atmosphere through hosting mid-term and final exams each semester. A period of "dead days" (class days during which no homework will be assigned) will proceed each testing period to better facilitate class reviews and promote good study habits. Likewise, math and science exams will occur on separate days of finals week than arts and humanities exams to prevent student overload.

5.3 **Writing Across the Curriculum:** DASA acknowledges good writing and communication skills as essential to student success in both the educational and professional worlds. All teachers are required to incorporate writing into all curricular areas in informal and/or formal ways, and are expected to stress whatever specific forms of writing are most applicable to their discipline.

5.4 **Assessment:** DASA uses a variety of assessments to evaluate the breadth and depth of student learning, detect the strengths and weaknesses of instruction, provide evidence of instruction, and to qualify and prepare students for additional educational opportunities. These include tests, papers, projects, self-evaluations, grades, conferences, test-scores, online assessment tools, as well as state standardized testing. (see Assessment Policy).

5.6 **Electronic Portfolio:** DASA will implement a three year plan of electronic portfolio development for students. During the 2008-09 school year teachers will work with the curriculum committee and the Curriculum Director to develop standards for specific electronic portfolio requirements and will pilot portfolio development in a variety of classes. By the 2010-11 school year, all students at DASA will collect electronic samples of their best work across the curriculum quarterly. As students' progress toward graduation, presentation of four-year electronic portfolios to the graduation committee will become standard for all DASA graduates.

## 6. PROJECT BASED LEARNING

The DASA community has a unique ability to facilitate Project Based Learning (PBL). Teachers are expected to incorporate PBL, as defined by DASA, in their classrooms frequently, at both independent and collaborative levels. PBL progress will be monitored by the Curriculum Director through classroom visits, lesson plan reviews, and support will be given when necessary or requested.

## **7. DEFINITION**

PBL is a broad term that means many things. However, at DASA PBL refers to a combination of inquiry driven instruction, multiple intelligence theory, backwards design theory, and differentiation strategies. PBL lessons must show a solid understanding of existing theory and practice as well as DaVinci's particular expectations for PBL. Support for achieving successful PBL results is given throughout the year to teachers on an individual and collective level through trainings and coaching sessions.

## **8. 10 ELEMENTS OF PBL**

1. Learning objectives must be explicit and presented to students prior to beginning the project
2. Objectives must be central to the core curriculum
3. Project activities must utilize skills new to them
4. Learning context must be similar to real-world application context
5. Project must be focused on well-developed "Driving Questions"
6. instruction must provide multiple points of assessment
7. Instruction must be flexible to allow students to explore various paths to the objective
8. Project must be largely student autonomous
9. Students must produce a product of measurable quality
10. Adult mentors from the community or professional world must participate (guest speaker, assistant, field extension, etc.) in order to reinforce the relevance of the classroom instruction.

# A Summary of Research on the Effectiveness of K-12 Online Learning

**iNACOL**  
International Association for K-12 Online Learning



Written by  
Susan Patrick  
and Allison Powell

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Written by

Susan Patrick and Allison Powell

June 2009



International Association for K-12 Online Learning

TOLL-FREE 888.95.NACOL (888.956.2265)

DIRECT 703.752.6216 FAX 703.752.6201

EMAIL [info@inacol.org](mailto:info@inacol.org) WEB [www.inacol.org](http://www.inacol.org)

MAIL 1934 Old Gallows Road, Suite 350 Vienna, VA 22182-4040



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# A Summary of Research on the Effectiveness of K-12 Online Learning

## Executive Summary

This memo examines the outcomes and descriptions of the existing studies on K-12 online learning effectiveness and provides a literature review.

There are a number of rigorous studies that have examined the question, “Is online learning effective?” However, there is not a single, large-scale, national study comparing students taking online courses with traditional students, using control groups in the instructional design. The most in-depth, large-scale study to date is a meta-analysis and review of online learning studies from the U.S. Department of Education.

This memo contains three sections: 1) a summary of the major study by the U.S. Department of Education, 2) a brief literature review of online learning research and studies, and 3) future research recommendations. The conclusion of the meta-analysis of these studies is that online learning offers promising, new models of education that are effective.

## 1. U.S. Department of Education Evaluation of Evidence-Based Practices in Online Learning: a Meta-Analysis and Review of Online Learning Studies

The U.S. Department of Education released a meta-analysis and review of literature of 51 online learning studies in 2009. The overall results of the “meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction” (U.S. Department of Education, 2009, p. ix). The study looked at studies comparing both online and blended learning environments to the face-to-face learning environment. In the studies focused on blended environments and face-to-face instruction, “blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches (U.S. Department of Education, 2009, p. xvii).

The main findings of the U.S. Department of Education study (2009) from the literature review was that:

- Few rigorous research studies of the effectiveness of online learning for K–12 students have been published.

The meta-analysis of 51 study effects, 44 of which were drawn from research with older learners, found that:

- Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
- Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.
- Studies in which learners in the online condition spent more time on task than students in the face-to-face condition found a greater benefit for online learning.
- Most of the variations in the way in which different studies implemented online learning did not affect student learning outcomes significantly.
- The effectiveness of online learning approaches appears quite broad across different content and learner types.
- Effect sizes were larger for studies in which the online and face-to-face conditions varied in terms of curriculum materials and aspects of instructional approach in addition to the medium of instruction.
- The narrative review of experimental and quasi-experimental studies contrasting different online learning practices found that the majority of available studies suggest the following:
  - Blended and purely online learning conditions implemented within a single study generally result in similar student learning outcomes.
  - Elements such as video or online quizzes do not appear to influence the amount that students learn in online classes.
  - Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection.
  - Providing guidance for learning for groups of students appears less successful than does using such mechanisms with individual learners (p. xiv – xv).

## 2. Literature Review: Effectiveness of Online Teaching and Learning

Following is a brief overview of the research on effectiveness of K-12 online teaching and learning. The primary question addressed in most studies is how students enrolled in computer-mediated, asynchronous, online teaching and learning courses compares in student achievement outcomes on standardized tests to students taught in a traditional, synchronous, face-to-face setting.

From 1989-2004, there were 15 studies published that met strict criteria for internal experimental validity comparing online courses with conventional courses. Cavanaugh, Gillan, Hess and Blomeyer (2005) published the first meta-analysis of online education outcomes focused entirely on K-12 education, *The Effects of Distance Education on K-12 Student Outcomes: a Meta-Analysis*. The

meta-analysis found that virtual instruction produced results measuring student achievement that were “as good or better than” traditional face-to-face instruction.

In 2003-2006, the U.S. Department of Education funded rigorous studies of educational technology and online learning (including the West Virginia Virtual School evaluation for the online Spanish course) with control groups in the experimental design, focused on measuring student achievement outcomes. In the West Virginia Ed Pace study of the Virtual School, students in the online Spanish I courses learned Spanish I as well as their peers, and the Virtual School Spanish students outperformed some peers in Spanish II. The evaluation found that Virtual School Spanish students learned valuable technology skills. Data suggest the effective use of some key elements of the online course in a blended model is associated with more successful implementations and powerful student outcomes.

The Florida TaxWatch report published in 2007, “A Comprehensive Assessment of Florida Virtual School” examines the efficacy and efficiency of the Florida Virtual School, which offers online courses and Advanced Placement courses for middle and high school students statewide.

Florida TaxWatch is a nonprofit, known as the “watch dog” of citizen’s tax dollars. Florida TaxWatch conducts independent research on government expenditures, public policies and programs to increase productivity and accountability of Florida’s government. The Florida TaxWatch’s Center for Educational Performance and Accountability conducted the research to assess whether Florida Virtual School (FLVS) offers an efficient, taxpayer-accountable alternative and supplemental system of education.

A description of the study reads: “The study examined student demographics, achievement and cost-effectiveness, finding that during the 2004-05 and 2005-06 school years FLVS students consistently outperformed their counterparts in Florida’s traditional middle and high schools on such measures as grades, Advanced Placement scores and FCAT scores. All FLVS teachers are certified, and their pay is tied to student performance, making FLVS the only true performance-based education system in the state. The study also found that FLVS is a bargain for Florida taxpayers.

Largely because it has no expenses related to transportation or construction and maintenance of physical facilities, FLVS is able to offer computer-delivered instruction at a lower per-student cost than traditional schools.”

The four main findings of the study are:

- FLVS is a better use of taxpayer dollars compared to traditional education with results;
- FLVS students perform better than students in traditional classes, based on student achievement;
- FLVS is serving a higher proportion of minority and underserved students demographically statewide;
- FLVS provides a new, more rigorous model of accountability for K-12 public education that is data-rich and performance-driven.

A study by Lowes at Columbia University found that teachers' instructional practices are transformed by learning how to teach online in developing new skills and pedagogical strategies using technology (Lowes 2005). The research reported that online teaching improves practices in both virtual and face-to-face settings, and 75% of teachers said that teaching online had a positive impact on their face-to-face teaching. Lowes examined how online teachers can serve as reform agents in the schools where they also teach face-to-face courses.

Course and instructional design are important considerations for online learning effectiveness. Well-structured courses have been shown to be a critical student success factor (Weiner 2003). Recent state and district virtual school reports have cited a range of student support services that contribute to increasing course completion rates (Harlow & Baenen 2003).

Interaction is the heart of online learning. Teachers have reported that their interactions with students, parents and colleagues were more often focused on teaching and learning in online courses than in the traditional setting (Muirhead 2000). Interaction is named as the primary difference between online and face-to-face instruction and one of the most important aspects of the online setting (Weiner 2003). In virtual schools, participants seek both deeper and stronger relationships, and they also value frequent and timely responses to questions (Weiner 2003).

In 2008, the U.S. Department of Education published a report on the evaluation of online programs. An evaluation conducted of the Washington State Digital Learning Commons (DLC) online courses was highlighted in the study. The research was clear: student access to DLC online courses increased on-time graduation rates and college/workforce readiness at the schools studied in Washington State. "Of the 115 students who graduated, 33% would not have graduated without a course made available through the Digital Learning Commons and 61% of the students who participated in the study took advanced classes to better prepare themselves for college. The Digital Learning Commons evaluation concluded that online courses were a new approach and recommended that future research be focused on the impact of online courses, building the evidence-base of outcomes and results that can be objectively gathered and tabulated to add to the research in this field.

The first significant research study on the socialization of students in full-time, online public schools was published in 2009 by the Center for Research in Educational Policy (CREP) at the University of Memphis in collaboration with Interactive Education Systems Design (IESD). The results of this study provide substantial evidence supporting the conclusion that students enrolled in full-time, online public schools are at least as well socialized as equivalent students enrolled in traditional public schools. The study found that online students might have an advantage in their social skills development when they are highly engaged in activities outside the school day involving both peer interaction and activities not involving peer interaction (IESD, 2009).

The small body of research focused on the effectiveness of K-12 virtual schooling programs supports findings of similar studies on online courses offered in higher education. The college-level studies find "no significant difference" in student performance in online courses versus traditional face-to-face courses, and in particular programs that students learning online are performing "equally well or better". Last year, the National Survey of Student Engagement (NSSE 2008) study found that online learners reported deeper approaches to learning than classroom-based learners and experienced "better use of higher order thinking skills, integrative thinking, and reflective learning."

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### 3. Future Research

Larger-scale studies are needed to show the correlations between program models, instructional models, technologies, conditions and practices for effective online learning.

To conduct state-wide research on different online programs, one recommended strategy for a baseline study would be to employ a researcher to collect existing data sets from standardized achievement tests from a state data system—student performance on tests, the correlating student demographics—and compare those with the virtual school student performance data in the state. This type of data is available at state departments of education in the 18 states with virtual charter schools that are required to comply with the state mandated No Child Left Behind tests for grades 3-8. Comparable achievement data would also be available in states with end-of-course testing, such as Georgia and Florida. A large-scale study examining comparisons between online and traditional students across states is difficult when there are different academic standards and assessments in each state.

### Conclusion

Online learning has the potential to transform teaching and learning by redesigning traditional classroom instructional approaches, personalizing instruction and enhancing the quality of learning experiences. The preliminary research shows promise for online learning as an effective alternative for improving student performance across diverse groups of students.





TOLL-FREE 888.95.NACOL (888.956.2265) DIRECT 703.752.6216 FAX 703.752.6201  
EMAIL [info@inacol.org](mailto:info@inacol.org) WEB [www.inacol.org](http://www.inacol.org)  
MAIL 1934 Old Gallows Road, Suite 350 Vienna, VA 22182-4040

## DaVinci Academy of Science and The Arts

Policy Number: 207

Policy Section: 200 –Instruction Policy

TITLE: Demonstrated Competency

### Revision History

Effective Date	Action Date	Revised
7 April 2014	New Policy	New Policy

**Demonstrated Competency—Credit Evaluation Standards and Guidelines**

Effective Date: 7 April 2014

Revision Date:

**1. PURPOSE AND PHILOSOPHY**

The Board of Education of DaVinci Academy (Board) establishes credit evaluation standards to insure equity and fairness to all students when evaluating credit earned from sources, course work, or education providers not falling under the direct supervision of the DaVinci Academy (District).

**2. UNITS OF CREDIT**

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. In some cases, course credit may also be completed on a performance basis in which case assessment of mastery will be the responsibility of the Credit Evaluation Committee (comprised of Executive Administrator, high school counselor, and curriculum specialists). Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

**3. METHODS FOR EARNING CREDIT**

The District may grant credit from among the following:

- 3.1. Successful completion of a course offered by the District; approved by the District taken outside of the regular school day or school year; approved by the District for concurrent enrollment and offered by an accredited post-secondary institution; or offered by correspondence or extension that is approved and accredited by the State of Utah.
- 3.2. Demonstrated proficiency by way of a District approved test developed by the State or District; performance appraisal; or portfolio; such assessment to be conducted and approved by the District Credit Evaluation Committee.
- 3.3. Successful completion of a course from an accredited secondary school, accredited special purpose school, accredited supplemental education school; or Utah Electronic High School.
- 3.4. Successful completion of a course from other credit sources with written approval of the District Credit Evaluation Committee prior to program enrollment.
- 3.5. Successful completion or demonstrated proficiency in an experimental program approved by the District Credit Evaluation Committee prior to program enrollment.

**4. TRANSFER OF CREDIT**

DaVinci Academy shall accept student credit and grades awarded to students from schools or providers accredited by AdvancEd/ Northwest or approved by the Utah State Board of Education without alteration.

**5. CREDIT EVALUATION COMMITTEE**

- 5.1. Credit Evaluation Committee findings will be based on the following forms of evidence:
  - 5.1.1. Course title and description
  - 5.1.2. List of instructional materials use

## Credit Evaluation Standards and Guidelines

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- 5.1.3. Student achievement (progress)
  - [a] Formative evaluations (sample)
  - [b] Summative evaluations (sample)
- 5.1.4. Correlation of course objectives with the Utah State Core Curriculum standards and objectives
- 5.1.5. Course length and student attendance
  - [a] Number of days the class met
  - [b] Normal class length
  - [c] Number of classes attended by the student
- 5.1.6. Grading criteria used
- 5.1.7. Teacher name, qualifications, certifications, endorsements, etc.
- 5.1.8. Course requirements for credit (representative sample of student work)
- 5.1.9. Copy of student records
  
- 5.2. In addition to the forms of evidence listed in 3 of this policy, students seeking credit may be required to demonstrate competency through end-of-level testing approved by the District in areas where competency tests are available
  
- 5.3. Costs associated with the determination of credit, including competency level testing, will be borne by the parent/guardian of the student requesting credit consideration.
  
- 5.4. The Credit Evaluation Committee will schedule four meetings per year for credit consideration. Requests for interim meetings may be made to the Committee and held at the discretion of the Chairperson.
  - 5.4.1. The school and student requesting credit consideration will be notified of the Committee's decision in writing no later than seven (7) working days following the Committee meeting.
  - 5.4.2. Approved credit from non-accredited institutions will be recorded on the student transcript. Grades will NOT be recorded and will NOT be considered in the student Grade Point Average (GPA).

### 6. APPEALS FOR DENIAL OF CREDIT

The decision to deny credit may be appealed by the parent/guardian of the student to the Executive Administrator or his/her designee. Requests for appeal must be written and submitted within ten (10) working days following the Credit Evaluation Committee's decision. This is the final administrative appeal.

**DEFINITIONS**

**“Accreditation”** means the formal process for internal and external review and approval under the Standards for the Northwest Accreditation Commission, a division of Advance Education Inc., (AdvancED).

**“Formative evaluation”** means evaluation to improve performance.

**“Summative evaluation”** means evaluation focused upon overall performance, accountability, or both, consisting of District Curriculum personnel, secondary principal, secondary counselor, secondary teacher, and others as determined by the Executive Administrator.

**“Northwest”** means the Northwest Accreditation Commission, the regional accrediting association of which Utah is a member. Northwest is an accreditation division of AdvancED.

**REFERENCES**

Utah Code Ann. §53A-1-402(c) – Establishment of minimum standards for Public Schools.

Utah Administrative Code R277-410 – Accreditation of Schools.

Utah Administrative Code R277-705 – Secondary School Completion and Diplomas.

**FORMS AND OTHER LINKS**

Credit Request Guidelines

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DaVinci Academy of Science and The Arts

Policy Number: 402

Policy Section: 400- Staff Policies

POLICY TITLE: Faculty Evaluation

RevisionHistory

EffectiveDate	ActionDate	Revised
25 May 2005	RevisedPolicy	7 April 2014

Faculty Evaluation  
Effective Date: 5 May 2005  
Revision Date:

## **1. POLICY**

The DASA board of directors believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The Executive Administrator shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the DASA board for approval.

All teaching staff members shall be required to meet state licensing requirements according to Rule 277-520 pursuant to Utah Code 53A-1a-512.5 and 53A-3-410. This includes all required background checks and authorizations required by USOE before employment can be granted. Teaching staff members who are currently in a state approved licensing program must meet monthly with the Executive Director to report progress on their state-approved educational licensing plan. Failure to meet progress milestones will result in loss of employment.

All teaching staff members shall be evaluated against criteria that evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description for his/her position and in DASA program goals and objectives.

Criteria must include but not need be limited to consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills, and classroom management skills.

Teaching staff shall be observed and evaluated at least three times each year by properly prepared and trained educational administrative staff.

The evaluation procedures shall provide continuous constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

All evaluative procedures shall include review of each teacher's progress toward professional development. Evaluative procedures shall recognize that the purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skills essential to student achievement of the state's Core Curriculum Content Standards.

The Executive Administrator shall recognize each teacher's fulfillment of the continuing education requirement. For evaluative purposes, a teacher has fulfilled his/her professional development plan when his/her students have demonstrated satisfactory progress toward achievement of the curriculum standards, as well as the educational goals set by the board.

The Executive Administrator shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by September 1, and shall distribute any amendments to those documents within 10 working days of their becoming effective. Evaluations shall be completed before March 1 and contracts will be offered for continued employment by March 15.

The Executive Administrator shall report to the BOD at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable

The Executive Administrator shall, in the implementation of this policy, develop procedures in consultation with teaching staff members for:

- A. The collection and reporting of data which are appropriate to the job description and minimally include the observation of classroom instruction;
- B. Observation conferences between the teaching staff member and the supervisor; the preparation of a written evaluation for each of the three observations of non-tenured staff members; and an evaluation for each observation of tenured staff member;
- C. The preparation of individual professional development plans that include specific guidance to the teacher on activities that would contribute to his/her obtaining and maintaining the knowledge and skills essential to student achievement of the state's core curriculum standards;
- D. The preparation by the Executive Administrator of an annual written performance report which shall include the annual evaluation of the teacher, an individual professional development plan developed by the staff member and the supervisor and a summary of the results of the formal and informal assessment of his/her pupils along with a statement of how these indicators relate to the effectiveness of the overall program and the performance of the staff member;
- E. The conduct of the annual summary conference;
- F. The signing of the annual written performance report by the property certified supervisor/evaluator and the staff member.

All such procedures shall conform to law. This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before re-adoption by the board.

## DaVinci Academy of Science and The Arts

Policy Number: 203

Policy Section: 200–Instruction

POLICY TITLE: Attendance

### Revision History

Effective Date	Action Date	Revised
28 November 2007	New Policy	New Policy
12 August 2009	12 August 2009	12 August 2009
7 April 2014	7 April 2014	7 April 2014

## Attendance Policy

Effective Date: 12 August 2009

Revision Date:

Utah's Compulsory Attendance Laws state that all school age children must be in attendance at school unless there is a valid and legitimate excuse (Utah Code 53-A-11-101).

**1. Philosophy:** At DaVinci Academy of Science and the Arts (DASA) we, the participants and patrons, exemplify an environment of mutual respect and cooperation, a commitment to excellence in all endeavors, and the encouragement of positive character traits. The State of Utah requires that all children achieve mastery in the basic skills, and any absence from school interferes with the child's opportunity to master these skills. In an effort to increase student success, to prepare students for attendance expectations in their future careers, and to exemplify our commitment to excellence, DASA has established the following attendance policy.

DASA is committed to academic excellence and understands that learning is increased with consistent attendance. This attendance policy states the responsibilities of DASA teachers, students, and parent/guardians regarding school attendance, defines absences and tardies, specifies loss of credit due to absences and tardies, and outlines attendance school make-up procedures to reinstate credit.

Our school philosophy concerning absences, tardies and truancy centers on several important citizen-building concepts:

1. Frequent absences and tardies disrupt the learning processes and are unfair to those students who are on time and seated. The classroom experience is a critical part of our students' education. While make-up work can be done, it does not equal lectures, discussions and classroom activities. When students graduate from our high school, we want them to know they have received the best education possible. That can only happen when students are in class.
2. Much of what is taught in a classroom is not textbook-centered and many aspects of education are not evaluated by tests and assignments. These processes are in the realm of class participation and the teaching of responsible habits. These benefits of instruction, once lost, are difficult to regain.
3. Our schools are charged with the task of teaching effective work ethics for our students. Businesses say that one of their primary problems with employees is poor attendance patterns. At DASA, we want our students to learn that being effective in school or work requires regular attendance.
4. Society expects promptness by its citizens. Business especially demands that employees arrive on time and function without excessive absenteeism. School is a training ground for society and, as such, it is

important that attendance and promptness be stressed. In any productive organization, persons suffer consequences for undesirable habits. At DASA unexcused student absence is unacceptable.

5. As a small school, each student has a significant impact on school culture. Students not in attendance affect the critical mass of responsibility to education that we endeavor to instill in our student body. We strive to build a culture of learning dedicated to students understanding their role in the greater good of the school.

**2. Attendance Policy Goals:** DASA's attendance policy will help students accomplish the following goals:

- Develop student responsibility
- Develop quality citizenship
- Increase respect for teachers, other students, and learning
- Achieve success in their courses
- Prepare for future employment

### **3. Roles and Responsibilities**

#### **The Role of the Student**

- The student shall gain the most of their educational experience by regularly attending and being on time to all classes.
- Students shall be present in assigned or designated areas at all times.
- Students shall follow proper check-in/check-out procedures.
- Students shall obtain make-up assignments from the teacher due to absences and shall turn them in according to arrangements made with the teacher.

#### **The Role of the Teacher**

- Teachers shall keep an accurate roll of all absences and tardies.
- Teachers shall emphasize the importance of punctuality by beginning class promptly with meaningful instruction.
- Teachers shall discuss attendance issues with students as they arise and inform the school administration if attendance does not improve.

#### **The Role of the Parent/Guardian**

- DASA believes strongly that parents bear considerably responsibility in helping to ensure that students are in school when they are required to be there.
- Parents/guardians should avoid interruptions of the academic year and plan medical appointments and vacations at times that will not require students to be out of school.

- Parents/guardians will show support regarding district policies and state law by expecting regular school attendance for student success.
- The parents/guardians shall contact the attendance office and notify the school of student's absence, in the case of illness or other legitimate reasons for absences, within five (5) days of the absence.
- The role of the parent/ guardian is further summarized by the following:

*Utah Compulsory Attendance Law [53A-11-101] requires every school age child to be in school. Parents/guardians are responsible for their children's regular school attendance and may be charged with a misdemeanor if they fail to ensure their student's regular attendance. Parents/guardians are responsible for notifying the school when an absence occurs within five school days of the absence.*

#### **The Role of the Administration**

- The administration shall enforce and uphold Utah State -Compulsory Education law that may include a referral to juvenile court for excessive absenteeism.
- The administration shall identify students with attendance issues and work cooperatively with parents/ guardians and students to improve attendance.
- The administration shall use earnest and persistent effort to improve student attendance.

#### **The Role of the Attendance Office**

- The attendance office shall keep administrators and parents/guardians informed of attendance problems.
- The attendance office shall notify parents/guardians of excessive absenteeism by phone message, calling machine, or letter.
- The attendance office shall review attendance daily and resolve discrepancies in student attendance records.
- The attendance office shall provide check-in /check-out slips upon authorization by phone or in person by a student's parent/ guardian.

**4. Attendance Expectation:** To earn credit, a student must be in class a minimum of 90% of the days of the quarter. If a student has a combination of five (5) or more tardies or un-excused absences, four (4) or more excused absences(s), or one (1) truancy per class per quarter that are not made-up, the student will receive no grade (NG) for the quarter grade in that class. **All absences and tardies that are not made-up will result in no grade for the quarter grade in that class.**

Students who are absent with no valid excuse for ten consecutive school days will be removed from DaVinci Academy's attendance membership according to Rule 277-419-5c. This process includes all students, whether onsite, online, or in distance educational programs.

All distant or online students will be approved for distant or online educational programs offered through Davinci Academy by the counselor or designated LEA employee. An LEA employee and highly qualified teacher will have regular contact either face-to-face or by virtual means with distant or online students. These contacts will be recorded and student attendance will be monitored based on individual student progress in relation to the Utah State Core Curriculum Standards or demonstrated mastery of content. Progress means coverage of at least 3% of the required curriculum each week; which equates to roughly 25% of the required curriculum each quarter. Mastery of content means any of the approved methods as outlined in R277-705-3C and according to DaVinci Demonstrated Competency Policy. Distant or online students will be required to participate in end-of-year state mandated tests.

Students are required to ensure that all absences are verified through the attendance office *WITHIN FIVE DAYS* of the absence through one of the following methods.

- 1) Bringing in a signed note by parent/guardian.
- 2) By having a parent/guardian call the office.
- 3) Have a parent/guardian stop by the office in person.

Parents/guardians may excuse up to three (4) absences per class per quarter where a valid excuse for an absence exists. Absences must be excused within 5 days of the absence. Excused absences in excess of four must be "made-up" at Friday school in order to receive credit. **All un-excused absences and truancies must be made up at Friday school in order to avoid loss of course credit.** Students who have not met the attendance requirement but have received a passing grade will receive "no grade" (NG) if the excessive absences/tardies are not made up or excused through the review process. NG is not available to students who failed academically; those students will receive an F grade regardless of their attendance. An (NG) differs from an F in that NG does not figure into the student's overall GPA. However, both NG and F result in loss of credit. For athletic eligibility purposes, student government, and other programs that have a minimum GPA requirement, NG is counted as a failing grade.

- Students released from their regular classes in order to participate in school approved, extra-curricular activities are not considered absent.
- Absences due to suspensions or confinement in county detention do not need to be made up. However assignments from each class must be made up according to individual teachers' disclosures.
- The "make-up" of excessive absences or tardies in Friday school does not excuse students from completing the class work and assignments missed during the absences(s). Make-up of the missed work is subject to requirements outlined in individual teachers disclosures.
- Excessive absences may also result in suspension, and/or referral to Ogden Juvenile Court for non-compliance with Utah Compulsory Education Law (Utah Code 53A-11-101).

**5. Other Consideration:** Special arrangements or pre-approval must be made for absences due to athletics, school activities, hospitalizations, or verified medical convalescence.

DASA allows students to make application to an administrator to miss up to ten (10) school days of each year for prior-approved education/vacation release.

These prior approved release days will not contribute to the accumulated total of absences. Forms are available in the attendance office and must be picked up at least two days prior to the absence. **Students may take no more than ten.**

(10) prior-approved education/vacation release absences per year without having to complete make-up sessions.

Students who wish to visit colleges, technical colleges, or other post-secondary institutions will be marked as present in class if they follow the proper procedure. The procedure is:

1. Make an appointment with a post-secondary institution.
2. Obtain a "College Visit Permission Form" from the counseling department and return it at least one calendar week before the visit. A parent and all of the student's teachers must sign the form before it is returned to the counseling office. The time and date of the proposed visit is entered on the form before it is given to the student, consequently the student must make an appointment before requesting the form.
3. When the student returns the permission form to the counseling office, he/she is given a "College Visit Verification Form." The student must have a college official complete that form before leaving the post-secondary school's campus. Upon return to school, the student must have each of his/her teachers sign the verification form. He/She then returns the form to the counseling office.
4. When the student is absent from class, the teachers record that as an absent which will count against the five allowed days for absences. The student's absence is also entered into the school's attendance records. When the student returns the verification form, the absences are removed by the teachers and from the school's attendance records.
5. Students may take up to five college visit days each year. If a student wishes to make more than five days for visits, he/she must obtain permission from the director.
6. Students who miss classes to be inducted into the United States armed forces will be counted present if proof is provided by the students' recruiters.

6. Excused Absence or Valid Excuse: A student shall be excused from school for the following reasons as specified in the New Compulsory Attendance Laws for the State of Utah, but that student is required to make up any assignments missed:

1. An illness;
2. A death of a family member or close friend;
3. A documented medical appointment;
4. A family emergency;
5. An approved school activity;
6. A pre-approved family activity or travel, consistent with District policy;  
In determining whether to pre-approve a family activity or travel as a valid excuse, the district shall approve the absence if the District

determines that the absence will not adversely impact the student's education; or

7. Other absences may be considered as "valid excuses" as determined by the school.

It is the student's responsibility to work with the teachers in making up work for absences. Individual teachers may set the time to be allowed for make-up work. A student who has been absent from class has lost some of the content of the course. If credit is in jeopardy due to content lost, the teacher will be responsible to inform the student and the parent or guardian in sufficient time for corrective action to take place.

#### 7. Access

DASA provides computerized attendance information updated daily to assist parents/ guardians and students. Students and parents/ guardians may check class grades and attendance records through SIS. A link is provided at [www.davinciacademy.org](http://www.davinciacademy.org). In addition, parent/ guardians may check attendance by calling 801-409-0700 between 7:30 AM and 3:30 PM.

**8. Perfect Attendance:** Students who have perfect attendance (zero absences and no more than two un-excused tardies) for the entire year will be eligible to receive a **free** yearbook.

To qualify

- 1) Teachers must verify perfect attendance
- 2) Be a full time student all year
- 3) Turn in a perfect attendance application
- 4) Attend Award Ceremony

**9. Truancy:** Truancy is the deliberate absence from school without the knowledge and consent of a parent/guardian. **One (1)** truancy will result in an unsatisfactory "U" grade of citizenship. Multiple truanies will result in the forfeiture of the privilege of attending DASA.

#### **10. Notice of Truancy:** (Utah Code 53-A-11-101.7)

A designated school administrator may issue a "Notice of Truancy" to a student, who has been truant five (5) times during the school year. This "Notice of Truancy" shall include the following:

1. Direct the student and his/her parents/guardian to meet with a designated school administrator and cooperate with the school in securing regular attendance.
2. Assign the student to Friday School to make up the truancy.
3. Establish a procedure for the student and/or parent to appeal the absences which have results in the "Notice of Truancy."

#### **11. Habitual Truant Citation:** (Utah Code 53-A-11-101.7)

A designated school administrator may issue a "Habitual Truant Citation" to a student who has been absent without a valid excuse for ten (10) or more times during one school year. This Citation will be issued only after reasonable efforts have been made by the school to resolve the school attendance problems.

After issuing a "Habitual Truant Citation," the school shall then refer the habitual truant to juvenile court. The habitual truant is then subject to the jurisdiction of the juvenile court.

## **12. Intervention Program:**

A. Parents or guardians will be notified of a student's absence by:

- a. A phone call home
- b. An attendance report on mid-term and report cards
- c. Through DASA web page via SIS logon.

B. Teachers will intervene with students on the 3<sup>rd</sup> and 5<sup>th</sup> absence in any given class. Advisors will also track student attendance and will work directly with students and parents to address attendance concerns. On the 3<sup>rd</sup> absence, interventions will include at a minimum, either verbal or written notification to the student regarding the number of absences the student has accumulated, but could include parental notification and/or conference. On the 5<sup>th</sup> absence, teachers will notify the parent either directly by phone, email, letter, or via the student. Teachers will document each intervention with parents. Other possible interventions by teachers during this time period could include ISS, community service, truancy citations, tracking, etc. Truancy court referrals can also be considered at this point.

**14. Attendance Probation:** On the 6<sup>th</sup> absence, a letter will be sent home notifying the parent or guardian that the student has been placed on attendance probation. The student remains on attendance probation for the remainder of the term. While on probation, advisors, teachers, counselors, administrators and parents will work with the student to improve his/her attendance and grades. During this period of time, teachers and advisors may continue to use all measures available to them to assist the student to improve. **The teacher or advisor may refer the student to the administration for an attendance review at any time during the probationary period if the teacher feels that the student is not improving in these areas.**

### **Administrative Attendance Review:**

On the 8<sup>th</sup> absence in any given class teachers will refer the student to the Student Services Coordinator to be placed on contract. Students and parents will need to look for alternative placement, i.e.: home school, alternative school, or neighborhood school if the contract is not met.

## 15. Definitions

**Student Check Out:** Any time a student needs to leave school before the end of the school day, he/she must check out at the Attendance Office. The school is required by law to have a responsible person approve student check out. Therefore, parents should notify the school prior to check-out.

A. Students who leave campus without proper check-out will be marked truant.

B. Students who are ill will be checked into the sickroom if parents or other responsible adult cannot be contacted.

**Student Check In:** Students arriving more than 10 minutes late to any class must check at the attendance office. Students arriving less than 10 minutes late to any class should go directly to class.

**Community Service:** Hours worked before or after school, or on weekends. These hours can be worked with the custodial staff, office staff, or with individual teachers.

## APPENDIX A

### Friday School Procedure

Friday School is an opportunity to support students and teachers of the DaVinci Academy towards attaining higher academic achievement by correcting misbehavior, reinforcing assigned class work, and enforcing the attendance policy of our learning environment.

Students who are not in class are not learning. Students arriving late to class are disrupting optimal learning in that class and throughout our school. Students who are misbehaving or disrespecting during school time are preventing themselves and others from performing at the high academic standards of the DaVinci Academy of Science and the Arts.

Students will be **referred** to Friday School for the following reasons:

1. Student failure to return homework.
2. Student receiving a failing grade in any class.
3. Student truancy or other attendance issues, including tardies and excessive absences.
4. Student misbehavior in class as determined by teacher.

### Truancy Make-up

Students are able to make up one (1) class absence for every hour of Friday School completed, in addition to a \$5.00 fee for each absence.

### Tardy Make-up

Students are able to make up one (1) class tardy for every 1/2 hour of Friday School attended, in addition to a \$2.00 fee for each tardy.

Students will be able to make will come prepared to Friday School with make-up work from their teachers. It is the student responsibility to bring all materials necessary for completion of assignments.

### Homework Make-up

Teachers invalidate their curriculum when they succumb to pressures to find alternative ways of passing students when they offer extra credit and other trite mechanisms to give undeserving grades to underperforming students. In an effort to support the fantastic teaching we have here at DaVinci Academy, teachers will refer each student not turning in any assignment to Friday School to reinforce those well-thought out and carefully prepared expectations of performance in their coursework. Students not turning in assignments will be expected to complete these assignments at Friday School.

**Failing Class Referral**

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

Friday School will be held one to two Fridays per month from 1 PM to 3 PM during the academic year.

Students will need to check in at 1:00 PM, including students needing to make up attendance in increments of 30 minutes and 60 minutes. ***ABSOLUTELY NO STUDENTS WILL BE ADMITTED LATE!*** Students arriving late will be sent home.

If a student only needs to make up a half hour or an hour, they must still arrive at 1:00 PM but will then be allowed to leave when their time is made up as long as they are not disruptive to those who are staying to complete their time.

## APPENDIX B

### ATTENDANCE DEFINITIONS

A student is considered absent from school or from a class any time he/she is not present. School activities and assemblies that are scheduled during school time between 7:55 AM and 3:00 PM are considered part of the regular school day. Students are required to be at the activity or in a school supervised alternate area during that time. If a student needs to leave school for any reason during the school day, he/she is required to check out through the attendance office using proper check out procedure. (See Check In/Check Out)

**Un-excused absence:** *Student is absent and (1) the school receives no information explaining the absence or (2) the reason given for the absence is one that is not accepted by the school, truancy court, or state law as a valid excuse for missing school, i.e. going out to lunch, skiing, sleeping in, babysitting, shopping, etc. Students who come to class after the (10) minute tardy period are marked absent.*

**Excused absence:** *The absence is excused when the parent/ guardian has notified the school of an illness. Physician or dental appointment, bereavement, court appearance, or, in rare cases a family emergency or special religious observance. In cases where absences become excessive, the administration may require a physician note to verify illness.*

**Tardy:** *The student comes to class late up to ten (10) minutes after the bell rings. A student is tardy when he/she is not sitting at the desk ready to work when the bell rings, as determined by the teacher.*

**Make-up absence or tardy:** *The student attended Saturday School or Citizenship Class for the prescribed amount of time to help make up for time and instruction lost due to an absence or tardy.*

**Truancy:** *Either parents/ guardians or the school are not aware of the student's absence or the student did not follow proper checkout procedure. Parents/ guardians, police, or school personnel verified the student's absence as truancy.*

**Excessive Absences:** *The state indicates that excessive absences are one or more missed classes per week for traditional school, with each class being held everyday.*

**Activity Absences:** *Students participating in activities that do not involve the entire student body will be excused by an administratively approved Activity Release form. Students are not penalized for the absence, but must make-up assigned work per teacher's disclosure statement. If a student begins to*

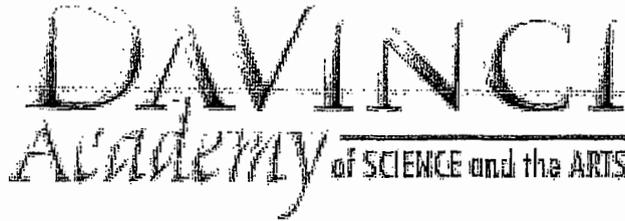
*accumulate excessive activity absences, the teacher should submit a referral to the appropriate assistant principal.*

**Suspensions:** *The suspended student is counted present on attendance records and cannot be penalized for nonattendance on days of suspension. Make-up work must be provided for suspended students. Work must be completed within the time requirements of the individual teacher.*

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APPENDIX C



Notice of Loss of Attendance Credit  
FIRST TRUANCY CITATION

To the Parents of: \_\_\_\_\_ Date: \_

Per the Utah Compulsory Attendance Laws (53A-11-101 and R277-607) the administration of DaVinci has noted a concern with your student's attendance. This letter is sent as a FIRST TRUANCY CITATION issued because your student has exceeded seven (5) absences.

At DaVinci Academy, we feel communication between teachers, administrators, students, and parents is of great importance. We believe that consistent attendance in classes is one of the necessary components to ensure academic success. We are confident that you share the same belief.

We have made two phone contacts regarding your student's truancy. The following actions are required.

1. A parent or guardian must contact the school within the next two school days by phone or in person to set up a meeting at the school.
2. You and your student are required to attend this meeting to discuss the importance of school attendance and to be informed of the legal implications of truancy.
3. Discussion at this meeting will focus on opportunities to help your student be successful in his/her academic career.

An attendance report has been attached to this letter. Parents have the right to appeal this action.

DaVinci Academy of Science and the Arts  
2033 Grant Ave  
Ogden, UT 84401  
Administration (801)409-0720  
FAX (801)866-1311

Sincerely,

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**APPENDIX D**

**DA VINCI ACADEMY OF SCIENCE AND THE ARTS**

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**Notice of Loss of Attendance Credit  
SECOND TRUANCY CITATION**

To the Parents Of: \_\_\_\_\_

Date: \_\_\_\_\_

Per the Utah Compulsory Attendance Laws (53A-11-101 and R277-607) the administration of DaVinci has noted a continued concern with your student's attendance. This letter is sent as a SECOND TRUANCY CITATION issued because your student has accumulated eight (8) unexcused absences within a 14 week period.

At DaVinci Academy, we feel communication between teachers, administrators, students, and parents is of great importance. We believe that consistent attendance in classes is one of the necessary components to ensure academic success. We are confident that you share the same belief.

**THE FOLLOWING ACTIONS HAVE BEGUN:**

1. A parent or guardian must contact the school within the next two school days by phone to set up a pre-court hearing at the school.
2. You and your student are required to attend this hearing to discuss attendance issues and alternatives to court referral.
3. Discussion at this meeting will focus on opportunities to help your student be successful in his academic career.
4. A Fine of \$10.00 is imposed with this Citation.

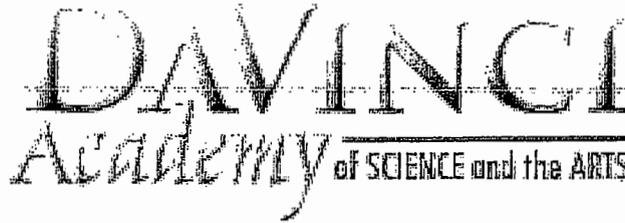
An attendance report has been attached to this letter. Parents have the right to appeal this action.

DaVinci Academy of Science and the Arts  
2033 Grant Ave  
Ogden, UT 84401  
Administration (801)409-0720  
FAX (801)866-1311

Sincerely,

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**APPENDIX E**



**Notice of Loss of Attendance Credit  
THIRD TRUANCY CITATION**

To the Parents Of: \_\_\_\_\_

Date: \_\_\_\_\_

Per the Utah Compulsory Attendance Laws (53A-11-101 and "F.277-607) the administration of DaVinci has noted a continued concern with your student's attendance.

Your Student has accumulated nine (10) absences over a 14 week period. This letter is sent as a THIRD TRUANCY CITATION declaring that your student has been designated as a habitual truant.

- 5. Your student will be referred to the Weber County District Attorney or Juvenile Court consistent with Section 53A-11-104(6).
- 6. A Fine of \$20.00 is imposed with this Citation.
- 7. DaVinci Academy is committed to work with the appropriate courts and personnel to help your student be successful in his/her academic career.

An attendance report has been attached to this letter. Parents have the right to appeal this action.

DaVinci Academy of Science and the Arts  
 2033 Grant Ave  
 Ogden, UT 84401  
 Administration (801)409-0720  
 FAX (801)866-1311

Sincerely,

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**APPENDIX F**

**Absence Phone Notice**

Date: \_\_\_\_\_

This is \_\_\_\_\_ from DaVinci Academy.

Our records indicate that \_\_\_\_\_ has accumulated \_\_\_\_\_ un-excused absences in a school week. We are making this call to stress the importance of attendance to your student's academic success.

Notes:

**Absence Phone Notice**

Date: \_\_\_\_\_

This is \_\_\_\_\_ from DaVinci Academy.

Our records indicate that \_\_\_\_\_ has accumulated \_\_\_\_\_ un-excused absences in a school week. We are making this call to stress the importance of attendance to your student's academic success.

Notes:

## **APPENDIX G**

### **PROCEDURES FOR IMPLEMENTING THE ATTENDANCE POLICY**

1. Two or more unexcused absence-s in a six week time we will make a phone call
  2. If four more un-excused or six excused absences occur within six weeks of the first absence, the counselor will call the home to address the problem.
  3. If, within twelve weeks of the first absence the seventh absence occurs, parent and student will have a mandatory meeting with the counselor. DaVinci will call to make the appointment, and a truancy citation will be mailed home.
  4. If, within fourteen weeks an eight absence occurs, a certified letter including the second truancy citation will be mailed home. DaVinci will set a pre-court meeting for both parent and student with both the director and the counselor of the school.
  5. If, within fourteen weeks a tenth absence occurs, the second certified letter and a third citation will be given. The counselor will refer the case to the juvenile court.
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