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FCPS Cell Phone Policy for High School Students

As you may have seen, FCPS rolled out a new Cell Phone Policy, with specific expectations for all students. To summarize the high school (grades 9-12) expectations:

- Grades 9-12:
  - **Phones must be silenced and put away during all instructional periods.**
  - **Cell phones may be used on campus before the first bell, after the last bell, during passing periods, and lunches.**
  - **Phone accessories (i.e. earbuds & smart watches) are also to be silenced and away when phone use is prohibited**.
    - Smart watches that serve a dual purpose may be worn, but the phone features (texting, Internet viewing, and calls) are to be off when phone use is prohibited.
  - **Phones are to be stored in a locker or backpack during the day.**
    - Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms.
  - With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs.
- If your student needs access to their phone for medical accommodations, it is important to note that the current cell phone policy and guidelines have not changed. Therefore, students who currently require access to a cell phone or another personally owned device for medical reasons, or an accommodation to access the curriculum and make progress to their individualized goals, will continue to have such access.

1st Violation	2nd Violation	3rd Violation	Further Violations
Students will receive a verbal warning. *The teacher documents the infraction.*	Parent Notification of the violation. *The teacher will document the call in SIS.*	The student will receive a referral & violation will be documented on school records.	Will result in disciplinary actions by school officials.

** Please see the FCPS Cellphone Expectations by Grade HERE. **

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MVHS Assessment and Grading Policy
Philosophy on Assessment: The fundamental purpose of assessment and student evaluation is to create opportunities for reflection and growth by providing feedback to students, parents, teachers, and administrators to develop skills and encourage lifelong learning of the student. MVHS teachers utilize a rolling (cumulative) gradebook and the FCPS grading scale to record and calculate grades. A rolling gradebook allows for progress towards a final mark that captures the total picture of student grades, regardless of length of quarter or number of assignments in each quarter. MVHS believes it is important to utilize a gradebook type that provides maximum flexibility and ensures equitable grading practices to meet the academic and social-emotional needs of all students. With a rolling gradebook, grades for individual assignments from each quarter carry over and build upon the previous quarter; therefore, quarter grades are a snapshot of a student's current progress in the course and demonstrate performance to that date, not just for that quarter. Final grades are determined from all assignments and assessments throughout the year, regardless of the quarter the work was completed. A rolling gradebook is an approved gradebook type per [Secondary Grading & Reporting Policy](#) Benefits associated with using a rolling gradebook include: ● Allows time for demonstrating mastery of content and opportunities for remediation, completing make-up work & retakes (following established school, department or collaborative team policies) ● Helps students maintain positive mental health when setbacks occur ● Reports long-term progress to students as the year progresses, not just short-term achievement in each quarter ● Provides a more accurate reflection of the student grade at any given point in time ● Reduces number of tests or large projects due at the same time over multiple classes (usually at end of quarter) ● Negates imbalance of quantity of assessments within each quarter and timing challenges at certain times of year ● Encourages content units to end naturally and not get rushed due to quarter breaks
This class will use assignments in two categories. The first category is for summative assessments, which are assignments that measure mastery of standards. **This category counts for 70% of the grade**. The second category is for formative assessments, which are assignments that provide students with feedback on their learning or allow students to practice content. Assignments in this category allow students to understand areas for improvement while learning

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is in progress prior to a summative assessment. **This category counts for 30% of the grade.** Up to 10% of the quarter grade may be counted toward homework within this category.

Students who make a reasonable attempt at completing an assignment will receive a minimum of a 50%. A "reasonable attempt" occurs when a student submits an assignment with some evidence that an attempt was made to demonstrate knowledge. If a student does not make a "reasonable attempt" to show evidence of their learning, a zero may be entered into the gradebook.

NTI can be given if a student fails to submit an assignment and equates to a Zero.

NTIs can be submitted at any point in the year as part of a student's learning plan for a replacement grade.

Grades will be determined by a student's proficiency level on common standards-based assessments, benchmarking, and rubrics based on the type of learning each essential standard requires to support student engagement.

The grade earned at the end of the school year will indicate the level of achievement in accordance with the POS or other designated curriculum.

Assignments will be graded and grades will be posted within 7 school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback.

Homework

Homework should not exceed 2 hours per night across all disciplines at the high school level. FCPS high school teachers should plan for homework not to exceed 30 minutes per class block.

When long-term projects require additional time, teachers should adjust daily homework assignments accordingly. Reading assignments are considered part of the homework load.

Homework can count for up to 10% of the formative category.

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Grading in Fairfax County Public Schools

FCPS Grading Scale

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-50

Retakes/Revisions

Use of the rolling gradebook allows for students to reassess and demonstrate their learning on summatives assessments across quarters and earn up to 100%.

All students have the opportunity to retake each summative assessment at least once to demonstrate their level of mastery. The rolling gradebook enables teachers the flexibility to make exceptions by offering additional retakes. Grade replacement should reflect a mastery of learning.

Students who wish to retake an assessment will be asked to complete a Can Do, Should Do, Must Do learning plan developed by the student and the teacher prior to the retake. This can include submitting assignments marked NTI for that summative assessment.

Academic Integrity Policy

Philosophy on Academic Integrity

Fairfax County Schools encourage students to demonstrate the ability to work interdependently within groups to increase productivity and achieve common goals. Students should act responsibly and ethically. To develop academic integrity in all students, FCPS views

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cheating and plagiarizing as unacceptable behaviors that have moral and legal implications. Cheating is violating established rules and codes of ethics. Plagiarizing is falsely claiming authorship. Cheating and plagiarism are serious offenses.

As a member of Fairfax County Public Schools, Mount Vernon High School adheres to the guidelines, regulations, and policies set forth by the district.

Implementation of the Academic Integrity Policy at Mount Vernon High School

The Academic Integrity Policy is in place at Mount Vernon to reinforce our mission, vision, and values. Our philosophy empowers all students to pursue the highest academic standards and engage in interdisciplinary learning by striving to exemplify the characteristics of the FCPS Portrait of a Graduate. We foster an environment where our students are able to embody the IB Learner Profile by becoming more principled in all of their efforts.

We believe that all students can learn and be successful, given the appropriate support, and that it is important to help students learn from their mistakes during the formative process. To be successful, we believe it's important to instill the value of academic honesty in our students and ensure that everyone understands their responsibilities and expectations from FCPS, as well as the additional responsibilities and expectations, which are explained below.

Student Responsibilities:
- Be familiar with the Academic Integrity Policy and what constitutes cheating and plagiarizing.
- Contribute to an honest academic environment: behaving responsibly and honestly during assessments and in-class activities, and avoiding discussions/activities that would give other students an unfair advantage.
- Submit all assignments/assessments that adhere to the academic honesty policy and honor code.
- Avoid cheating by completing one's own work and not permitting others to copy their work.
- Avoid plagiarism by properly citing statements taken from authors, by acknowledging information and ideas borrowed from any source, and by consulting faculty members about questionable situations. Students are encouraged to use a research platform to help with citations.
- Students should be aware that MVHS and the IB do not regard any work produced—even only in part—by AI tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated prompts, text, image, artwork, or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography (ibo.org).
- Development of work must be clear to the teacher; thoughtful revisions must be evident and clear in document history, prior to submitting work for grading.
- Notify a staff member if you become aware of a situation where cheating or plagiarizing has occurred.

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Teacher Responsibilities:

- Be very clear and concise with students about what constitutes an academic integrity violation.
- Ensure students understand when it is okay for them to collaborate with others and when they must work on their own.
  - Provide clarity on legitimate partner and group collaboration – ensure students understand all involved must be contributing and working together.
- Via advisory and in appropriate classroom settings, teachers will provide students with instruction about cheating and plagiarism throughout the school year, particularly when working on essays, projects, or assessments.
  - Provide examples and scenarios for discussion.
  - Provide students with the definitions provided by IB literature for academic integrity, cheating, and plagiarism.
    - Academic Integrity– an authentic piece of work based on one's original ideas and the work of others being fully acknowledged
    - Cheating:
      - Collusion – supporting another student in gaining an unfair advantage on assignment (i.e. allowing students to copy each other's work)
      - Any behavior that gives a student an unfair advantage or affects the result of another student (i.e. using notes when not allowed, copying another student's work, etc.)
    - Plagiarism – representing the ideas and work of another person as your own; using the ideas or words of another person without properly citing them
      - Teachers will instruct students on the proper and acceptable way to cite research and other people's ideas and words in their work (i.e. using footnotes, having a works cited page, using MLA format, using APA format, etc.)
- Teach students the difference between summarizing and copying straight from the text.
- Teach or review the correct use of sources and citations when assigning work.
- Structure the environment during testing to alleviate the possibility of cheating.
- Help students learn from their mistakes when an act of cheating or plagiarizing occurs by adhering to the MVHS Academic Integrity Policy and following the consequences outlined below.

Administrator Responsibilities:

- Ensure that all stakeholders have a voice in the development of school-wide policies.
- Publish and make available the Academic Integrity Policy to community members.
- Support teachers in addressing academic integrity violations.
- Support teachers with educating students about academic integrity.
- Track student violations of cheating and plagiarism in order to identify trends and patterns that need to be addressed.

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<u>Parent Responsibilities:</u>

- Support students in adhering to the Academic Integrity Policy.
- Be familiar with the Academic Integrity Policy and what constitutes cheating and plagiarizing.
- Help to create and contribute to an honest academic environment.

<u>Student Rights:</u>

In the event that a student is suspected of violating the Academic Integrity Policy, he/she has the following rights throughout the situation:
- The student has the right to explain his or her actions.
- The student has the right to ask for further clarification if unclear about why certain actions are considered cheating or plagiarism.
- The student has the right to demonstrate his/her knowledge and skills by completing the assignment without cheating or plagiarizing.
- If a violation occurs, the student has the right to have a parent, teacher, and/or administrator present when discussing the incident.

<u>Consequences for violating:</u>

If a student violates the Academic Integrity Policy and engages in an act of cheating or plagiarizing, the parent, student, school counselor, and administrator must be informed. In addition, students enrolled in a Dual Enrollment course will need to follow the academic integrity policy of Northern Virginia Community College. All students must accept responsibility for their actions and the accompanying consequences:

1st Offense
  - ➢ Parent notification.
  - ➢ Teacher-student conference and review of Academic Integrity Policy.
  - ➢ Discipline referral is written for records. *After-school AIA*
  - ➢ Students will earn a zero on the assignment, but will have the opportunity to redo the assignment/assessment or complete an alternate assignment/assessment to earn a grade and replace the zero.

2nd Offense
  - Parent notification.
  - Administrator, IB Coordinator, Teacher, Parent and Student conference and review of Academic Honesty Policy.
  - Discipline referral and *7 day suspension from activities*
  - Students will earn a zero on the assignment, but will be given the opportunity to complete an alternate assignment/assessment to earn a grade and replace the zero.

3<u>rd</u> <u>Offense and subsequent offenses</u>
- Parent notification.
- Administrator, IB Coordinator, teacher, parent and student conference and review of Academic Integrity Policy.
- Discipline referral andIn-school suspension.
- Students will earn a zero on the assignment, but students will be given the opportunity to complete an alternate assignment/assessment to earn a grade and replace the zero.
- Students will be removed from any honor societies and/or class office for the remainder of the school year.
- School personnel must document the violations in any letters of recommendation or records.

IB Internal and External Assessment Academic Honesty Violations:

At *all stages above*, the following protocol will be followed for IB academic honesty violations:

➢ If students are caught plagiarizing at the <u>drafting and teacher feedback stage for Internal or External Assessments</u> a discipline referral will be submitted for record; however, the student will receive an opportunity to complete the task based on the requirements of the course. Teachers will post the final date they will accept a draft in their Schoology Course.
➢ If students are caught plagiarizing at the <u>FINAL submission stage</u>, a discipline referral will be submitted for record; additionally, the student <u>may not submit their work to IB</u>, which will result in an automatic failure for IB and may result in loss of IB DP or CP status. A final draft is anything turned in after receiving teacher feedback and may be resubmitted for a SIS grade, but not IB.
➢ If a student misses a draft deadline for feedback, the first submission of assessment work will be considered the final draft and final draft protocol will be followed.
➢ Teachers must have access to the entire document history during the assessment process. Copying and pasting will be considered evidence of plagiarism.

The consequences above are guidelines for violations of the academic honesty policy and all situations involving academic dishonesty are viewed on an individual basis. The goal in every situation is to ensure that the student is learning from his/her mistakes in an effort to maintain an environment that fosters growth, academic integrity, and the characteristics of the IB Learner Profile and the MVHS P.R.I.D.E. grid.

Artificial Intelligence (AI)

Artificial Intelligence (AI) is a type of technology that involves computer programming and data. There are many different types of AI tools. Some can use data to make predictions, decisions, and/or generate content. In this class, students will be informed when it is permissible to use AI on an assignment or assessment.

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AI is not an honor code violation, but there are dual responsibilities for the use of AI on assignments:
    (1) Teachers will let students know what, when and how they can use AI.
    (2) Students need to ask if they are uncertain *what, when* and *how* they can use AI. Don't assume you can use it all the time.

* Whenever AI is used, it must be cited, just as any outside resource would be cited in order to maintain academic integrity.

At all times, students should be able to demonstrate an understanding of information turned in, even when AI is used to generate ideas. Students must always check what AI creates to make sure it fits the needs of the assignment and audience. Students remain responsible for the content they submit. Students should not use AI on an assignment without specific permission.
Artificial Intelligence (AI) Guidelines continued:

Do not enter any of the following information into AI tools:
- Personal information (name, date of birth, etc.)
- Education records (grades, transcripts, etc.)
- Work that belongs to others.

Positive Behavior Interventions & Classroom Management

Our school-wide expectations that we follow are represented in our **PRIDE** (*Preparation*, *Respect*, *Integrity*, *Determination*, and *Excellence*) grid. These attributes are demonstrated and modeled in all areas and aspects of the learning experience.

In addition, Social and Emotional Learning will be embedded in the curriculum, with an emphasis on the following five core values:

- ➢ Self -Awareness,
- ➢ Self -Management,
- ➢ Social Awareness,
- ➢ Relationship Skills, &
- ➢ Responsible Decision Making.

Religious and Cultural Observances

Regulation 2234: Updated to state that teachers shall create lessons or activities on designated observance days that:

    1. Reinforce previously acquired material or;

2. Introduce new material provided that the lesson/content is made available to students using Schoology with follow-up from the teacher.
3. Engage students in meaningful learning
4. Are not the sole opportunity to engage in lessons or activities presented on that day

** **Tests, Quizzes, or other Assessments** shall not be scheduled on days specified as religious and cultural observances. **

*On the class period / day following the observance day, teachers and school staff **may schedule new graded assignments or activities that have been announced at least one week prior to that day**. No other new graded assignments or activities should be due on those days