

## **Menihek High School Guidelines**

**Modified September 20, 2017**

### **Procedure 1: Late or Missed Assignments (Regulations 4.13-4.16)**

If assignments are to be effective, there needs to be clear communication to students related to assignment criteria and completion timelines. To ensure the academic success of all students, a two-phased approach is required:

- I. Proactive Planning and Support
- II. Response Protocol for Assignments Submitted Late for Invalid Reasons

#### **I. Proactive Planning and Support (Preventative)**

Schools will use a number of strategies to help prevent and/or address late and missed assignments. Proactive planning and strategic support should include the following components:

1. Ongoing communication by administrators and teachers to students and parents/guardians regarding clear expectations of student responsibilities for the completion of assignments;
2. Explanation to students of the relevance and value of completing assignments for their overall achievement and as evidence of one's learning;
3. Ensuring teachers assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes;
4. Completion of assignments in stages during class time where possible, with the teacher monitoring progress and providing descriptive, frequent and timely feedback support to ensure a higher level of completion.
5. Teachers are asked to post due dates on their website/Grade Book where possible.

#### **II. Response Protocol for Assignments Submitted Late for Invalid Reasons**

If assignments are not submitted on time for invalid reasons, schools will develop a process for deducting marks. In these circumstances, the following protocol can be initiated:

1. On the day that assignment is late, teachers shall notify the parents/guardians that the assignment is late (through PowerSchool, emails, phone calls etc.) and assign a value of zero as a placeholder until appropriate assessment/evaluation is completed. In PowerSchool teachers may add (L) late, (M) missing and/or a comment.
2. Initiate intervention process with student to ensure the work is submitted.

3. Initiate the mark reduction process, and accept an assignment up to three **school days** late;
  - a. Assignments late by **1 school day** (passed in on the second school day) will result in a 10% reduction to the final mark earned;
  - b. Assignments late by **2 school days** (passed in on the third school day) will result in an additional 5% reduction to the final mark earned (to a maximum cumulative reduction of 15%);
  - c. Assignments late by **3 school days** (passed in on the fourth school day) will result in an additional 5% reduction to the final mark earned (to a maximum cumulative reduction of 20%);
4. The maximum reduction for a late assignment shall be no more than 20% of the student's final earned mark;
5. Students not submitting assignments within **4 school days** of the scheduled due date will receive a zero.
  - a. Students with IEPs and ISSPs will be given extra time to complete assignments as recommended by their IRT and documented in their support plan. The IRT will be in contact with the course teacher.
  - b. Teachers have the flexibility to offer an alternate assignment when deemed appropriate.
    - i. Students will receive a grade to a maximum of 80%.
    - ii. If a teacher chooses to give an alternate assessment, he/she will assign a date on the day the original assignment is handed back to students.
    - iii. Due dates, noted by teachers on their web sites, for an alternate assignment will follow the dates of the original assignment. After the fourth day if the alternate assignment has not been submitted the student will receive a permanent zero.
    - iv. The alternate assignment should be completed before the end of testing deadline where possible.

## **Procedure 2: Late or Missed Assessments (Regulations 4.17- 4.24)**

- a. Students are expected to write assessments (tests/quizzes) according to the date/time they are scheduled.
- b. If a test/quiz is not written as scheduled:
  - A zero will be assigned as a placeholder;
  - The teacher will immediately inform the parent/guardian that the assessment was not written (through PowerSchool, email, phone call, etc).
  - If the reason for a missed assessment is deemed valid, the teacher will inform the student and parent of how and when the missed assessment will be completed. Valid reasons for missing an assessment include but are not limited to: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, approved educational travel,

community travel or death. Documentation may be required to support valid reasons. Extenuating circumstances will be considered by administration on an individual basis.

- If the reason for a missed assessment is deemed invalid, the teacher will inform the student and parent how and when the missed assessment will be completed, and a mark reduction of 10% will be applied to the earned grade when missed assessments are completed.
- Invalid reasons for a missed assessment include but are not limited to forgetting/claiming to not being aware of the date of the assessment, refusal to write the assessment, unprepared for the assessment, failure to notify school of an absence, non-medical/urgent appointments (i.e. hair appointment). Extenuating circumstances will be considered by administration on an individual basis.
- A student who refuses to complete an assessment will not be given a second chance to write the assessment and will be given a mark of zero. This student will be referred for disciplinary action or other consequences determined by administration.
- A student with recurring incidences of missed assessments will be referred for an intervention plan.

### **Procedure 3: Second Chance Opportunities (Regulations 4.29- 4.36)**

#### a. Second chance opportunities:

- Will be provided for only end of unit assessments. Teachers will use their discretion considering two key overall parameters:
  - i). Important curriculum outcomes linked to future learning, and
  - ii) Whether students are academically at risk of failure.
- In each circumstance, students will be required to complete prerequisites; such as completing assigned work, attending tutorials, correcting mistakes on previously assigned work, etc., as assigned by the teacher.
- The assessment provided as a second chance opportunity can be an alternate version of the original assessment or a different type of assessment as determined by the teacher. Furthermore, the new assessment may address select key curriculum outcomes from a previous assessment or may be a full assessment based on the unit of study.
- The date and time of the second chance opportunity will be determined by the teacher.
- When second chance opportunities are permitted, any improvement will be

reflected in a student's assigned mark.

- A review of a student's program should be initiated if second chance opportunities are required on an ongoing basis in order to be successful.