Roger Bryan School Wide Late Work Policy/Reassessment/Homework/Reporting Behavior Policies

Missing Work (Schoolwide Policy in Alignment with District Guidelines Used in Conjunction with Regulation 5113)

A. Scores are not reduced on assignments and assessments submitted past the due date. Students are expected to adhere to deadlines for assignments/assessments. When barriers/life events occur, students are provided additional time to complete the assignment/assessment without a reduction in their score for submissions past the due date.

B. **The mark "*M*" in Infinite Campus is used to document an assessment that is missing and hasn't been submitted.**
   a. **The mark "*M*" is a score of 50 percent for elementary schools** and 0 percent for secondary schools in the Grade Book, communicating the lowest possible grade.
   b. Once the missing work is submitted, the "*M*" is replaced with a score reflecting the student's academic performance, and the "*L*" late flag is added to the assignment to monitor student behavior separate from the academic grade.
   c. If a student does not submit the missing work by the commonly established school deadline (exactly five school days) and the teacher is unsuccessful in eliciting evidence of the student's learning, there is **no further action from the educator, keeping the "*M*" in the Grade Book**.
   d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.

C. Educators must notify students/families of late work via phone call/email/or ClassDojo in a timely manner, within three days of the missed due date.
   a. Educators must clearly communicate the deadline for the acceptance of late work, 7 days from the original date.
   b. Educators must clearly communicate that late work not submitted by the common deadline established by the school results in a 50 percent reduction due to no evidence.
   c. Educators must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, and related resource material).
   d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with Regulation 4100.

D. On a regular basis (weekly), educators must generate a *Late* or *Flagged Assignments* report within Infinite Campus to identify students with excessive late work.
   a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Support (MTSS) framework.
   b. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments and new accommodations to address student behavior are considered, appropriate.

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Reassessment Opportunities

	Meets Standards	***Does Not Meet Standards***
Kindergarten	2 Meets	1 Does Not Meet
Grades 1–5	A 90–100% Excellent B 80–89% Above Average C 70–79% Average	D 60–69% Below Average F 50–59% Emergent W Working on standards below grade level
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

Procedures for Utilizing the "W" Mark

- When unavoidable life events create significant learning obstacles, students facing specific challenges—such as those with disabilities focused on below-grade-level IEP objectives, newcomers, or those in transitional housing or foster care—may be assigned a "W" on their official progress report.
    a. English language learners classified as newcomers—specifically those with under two years in the District and a WIDA score at or below 1.9—are eligible for the "W" designation during their initial year of District attendance only.
    b. Unique provisions exist for students in foster care or experiencing homelessness; the "W" serves to recognize the enduring academic disruptions caused by these transitional living arrangements.
    c. The "W" mark is appropriate for any student currently participating in a functional-based curriculum.
    d. Students whose cognitive profiles necessitate modified participation in general education, despite the implementation of robust supports and accommodations, may receive the "W" mark.
    e. Every instance of the "W" mark requires formal authorization from the building Principal.
    f. Report card narratives must explicitly state that the student is targeting below-grade-level standards, directing families to the IEP progress report for comprehensive details.
    g. Educators must partner with administration to make case-by-case determinations and provide documented evidence for this designation; program placement alone is never a qualifying factor.

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- The grade book is weighted 90% summative and 10% formative.
- Students who HAVE met and students who HAVE NOT met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity if less than **90%** is achieved.
- Students and families may request and participate in a reassessment opportunity to collaboratively develop a plan for new learning after receiving assessment results. Students may request the reassessment verbally. Parents and guardians may request a reassessment in writing to the teacher within one week of the assessment grade posting to Infinite Campus.
- Teachers will conduct re-teaching sessions on the assessed standard over four school days and then reassess the student on the fifth school day. Reteaching may happen in small groups, individually, or with the whole class, depending on the need
- An alternate or abbreviated assessment with the same rigor can be administered if the teacher chooses to elicit evidence of new learning. Various assessment methods are considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- A student's grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
- Summative reassessments are limited. Summative reassessments must be completed no later than two weeks before the end of the term unless the summative is administered in the last two weeks of the term.
- Reassessment accommodations in students' IEP and/or Section 504 Plan supersede District reassessment guidelines.

- Academic progress is communicated to parents every 6 weeks in the form of an academic progress report and twice per year (once per semester) with an approved CCSD report card.

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Homework

- Homework expectations are in accordance with Policy 6143 and Regulation 6143.
- Homework carries no weight in the Grade Book.
- Homework is given at the discretion of each teacher and will be an extension of learning or additional practice.

Reporting Behaviors

- Behavior and other non-academic measures are reported separately in the Grade Book.
- Roger Bryan School-wide Learner Behavior/Citizenship Rubric:

Citizenship Rubric	E	S	N
Observes School Rules	I **consistently** follow school rules and expectations. I follow playground rules, use appropriate language, and am respectful to specialists, all teachers, and other students.	I **usually** follow school rules and expectations. There are times when I need reminders from my teacher.	I **inconsistently** follow school rules and expectations.
Follows Classroom Rules	I **consistently** follow the classroom rules that my teacher has stated. I am polite, kind, and honest, and allow others to continue to learn.	I **usually** follow the classroom rules that my teacher has stated. There are times when I need reminders from my teacher.	I **inconsistently** follow the classroom rules that my teacher has stated.
Follows Directions	I **consistently** listen to directions the first time. I am able to do what is asked immediately. I complete tasks as directed.	I **usually** listen to directions the first time, do what is asked, and complete tasks. There are times when I need reminders from my teacher.	I **inconsistently** listen to directions the first time, do what was asked, and completed tasks.
Accepts Responsibility	I **consistently** show integrity in my behavior. I am honest and truthful. If I make a mistake, I admit it and strive to improve.	I **usually** show integrity in my behavior. Sometimes I may not be as honest or willing to accept responsibility for a choice I have made.	I **inconsistently** show integrity in my behavior. I am often not honest or willing to accept responsibility for a choice I have made.
Works Independently	I **consistently** complete tasks on my own. I am able to independently stay on-task.	I **usually** stay on-task. There are times when I need reminders from my teacher.	I **inconsistently** stay on-task and/or inconsistently complete tasks.
Completes Homework Assignments on Time	I **consistently** turn in all my assignments each week, or I may be only missing 1 or 2 homework assignments this semester.	I **usually** turn in all my assignments and homework each week, but I am missing 3 to 4 homework assignments this semester.	I **inconsistently** turn in all my assignments and homework. I regularly am missing homework assignments from this semester.
Quality of Work	My work is **consistently** accurate, understandable, and organized. My overall performance is at a high academic level.	My work is **usually** accurate, understandable, and organized, but I may occasionally need reminders from the teacher to try my best.	My work is in**consistently** accurate, understandable, and organized. I often turn in rushed, incomplete or poorly-done work.
Works Cooperatively	I **consistently** work well with others at school. I can negotiate, problem-solve, and contribute to the group task.	I **usually** work well with others at school. I usually negotiate, problem-solve, and contribute to the group task. There are times when I need reminders from my teacher	I **inconsistently** work well with others at school. I inconsistently negotiate, problem-solve, and contribute to the group tasks.