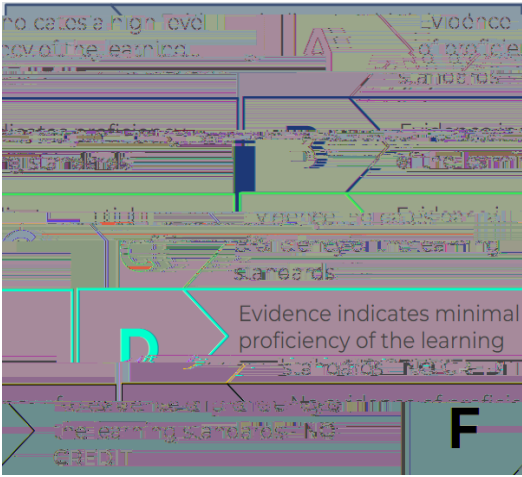


students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based upon grade level standards.

the following tenets:

Grades are for reporting the status of academic learning, not behavioral conduct. Grades will not be used as a punitive tool.



Middle/High School Final Grade Scale Calculations for Phase 1 Schools (2022-23 SY)*

Each level of the grade scale signifies a specific level of learning proficiency. Teachers assess student performance on assignments/assessments for each level of the scale based upon standards. Teachers will enter scores for individual assignments, assessments, and/or standards using the above grade scale.

PowerSchool Access

The PowerSchool site allows parents/guardians and students to access information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: ps.dvUSD.org/public

Make-Up Work

When a student is absent from school, the student will be provided the opportunity to make up work in order to close

out or materials necessary for accomplishment of such assignment, allowing a minimum make-up period of one (1) day for each day absent.

Students are responsible for communicating with the teacher the first day back from an absence to develop a plan to make-up lost learning/assignments. Students are encouraged to communicate electronically with the teacher during the absence.

Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make-up missed work for credit. The teacher may assign such make-up work as necessary to ensure academic progress, **not as a punitive measure.**

Late Work Procedure

full credit if the work is submitted within the timeframe of the current unit of study. A zero will be entered in the gradebook until the work is submitted. Students will be responsible for turning in late work in addition to their current work, which results in the natural consequence of a heavier workload. The primary consequence for not completing the work is to **complete the work.** Students may be assigned to our academic intervention time, assigned behavioral consequences such as lunch and/or after school detention for not completing work. It is the expectation that during these assigned intervention and/or detentions, the student utilizes the time to **complete the missing work.**

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exception for this is for an assignment that is due near the end of the unit of study. In this case, the student would have until the end of the unit of study or two weeks from the due date (whichever is greater) to turn in the work.

Long-Term Project Procedure

There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are based on the timeframe of the student requirements of the long-term project. It is the expectation that students submit long-term projects on the day they are due. **Students should self-advocate for assistance if they need extensions.**

Re-Take/Reassessment Procedure

All students will have the opportunity to improve their learning. At O'Connor, we instill in our students the value of learning from our mistakes and failures. We recognize and reward hard work, grit, and determination.

The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

ciency level of the standards.

Students will be afforded extra time for learning; however, there is an ending point for each course in which final

End of term or capstone projects and performance assessments will not be eligible for retakes.

Assessments/assignments may be in an alternate format for reassessment.

Students are required to show *evidence of learning* reassessment opportunity.

In Psychology the student must show minimal proficiency on at least 50% of the assignments as evidence of learning prior to taking the assessments. Reassessments may occur on any assessment that is below a 4, only after proof of attempting to relearn that material has occurred. Relearning the material can be; coming in for Talon Time for tutoring, redoing or completing past assignments, making study materials, reading and taking notes in the textbook, or other.

person should not and will not bear the burden for the entire group assignment.)
Copying answers from answer guides in texts.
Fabricating data, information, or sources. Presenting made up material as authentic.

Plagiarism: The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that -for-word copying, a

been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).

Failing to acknowledge a source of information.

Using graphics, charts, diagrams, or illustrations without citations.
Using a translator (either in-person or on-line) without proper citations

Plagiarism and/or Cheating will result in disciplinary actions and a 0%, with no option to redo/retake. - **no exceptions.**

Loss of Credit Due to Absences

Upon reaching 12 unexcused and/or excused absences, a student may **lose credit** in any given class.

Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences.

Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges.

Communication

Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order