

Excessive Absence Policy: Student attendance in all classes is essential to maximize student learning, secure good grades and earn high school credits. Therefore the excessive absence policy applies to both excused and unexcused absences. However, absences that are accompanied by a doctor's note will not be included in the excessive absence policy.

Students are considered excessively absent when they have missed five classes in one quarter. When the student is absent from class(es) five (5) times in one quarter, he/she risks a failing grade for the class(es) for that quarter, subject to the determination of the principal.

When the student is absent from class(es) ten (10) times in one semester, he/she will receive a failing grade for the semester, subject to the determination of the principal.



Extra Credit Policy: At a teachers discretion, extra credit may serve to be an effective means to motivate students and encourage deeper exploration of topics that can satisfy intellectual curiosity. Extra credit is not a substitute for achieving academic standards. Therefore, extra credit may not exceed 10% of a student's grade in any given quarter. Moreover, extra credit assignments are always formative.

Policies Regarding Midterm and Final Exams

Midterm and Final Exam Policies: The purpose of a semester exam is a culminating summative assessment. The assessment indicates the amount of knowledge retained over a semester. It also indicates the attainment of conceptual knowledge rather than bulk memorization. Traditionally, most teachers will administer a "written" evaluation on a given day within a 75 minute time frame. In certain situations, other types of performance and skill demonstration alternatives may be acceptable. For example, a concert performance may be a substitute for an end of semester exam. Midterms and final exams account for **10%** of a student's semester grade. They are administered at the end of each semester. Exam schedules are published two weeks prior to the exams. Students must adhere to the exam schedule or risk failing the exam.



Final Exam Exemption Policy: A senior earning a **93% or above in quarters 1, 2, 3 and 4** in a particular subject and does not have excessive absenteeism in any one quarter, will automatically be exempt from the final exam for that subject.

If you have any questions or would like to discuss any of the policies outlined, please feel free to contact Mr. Plescia by email (splescia@sjheralds.org) or phone 440.997.5531 ext. 224.

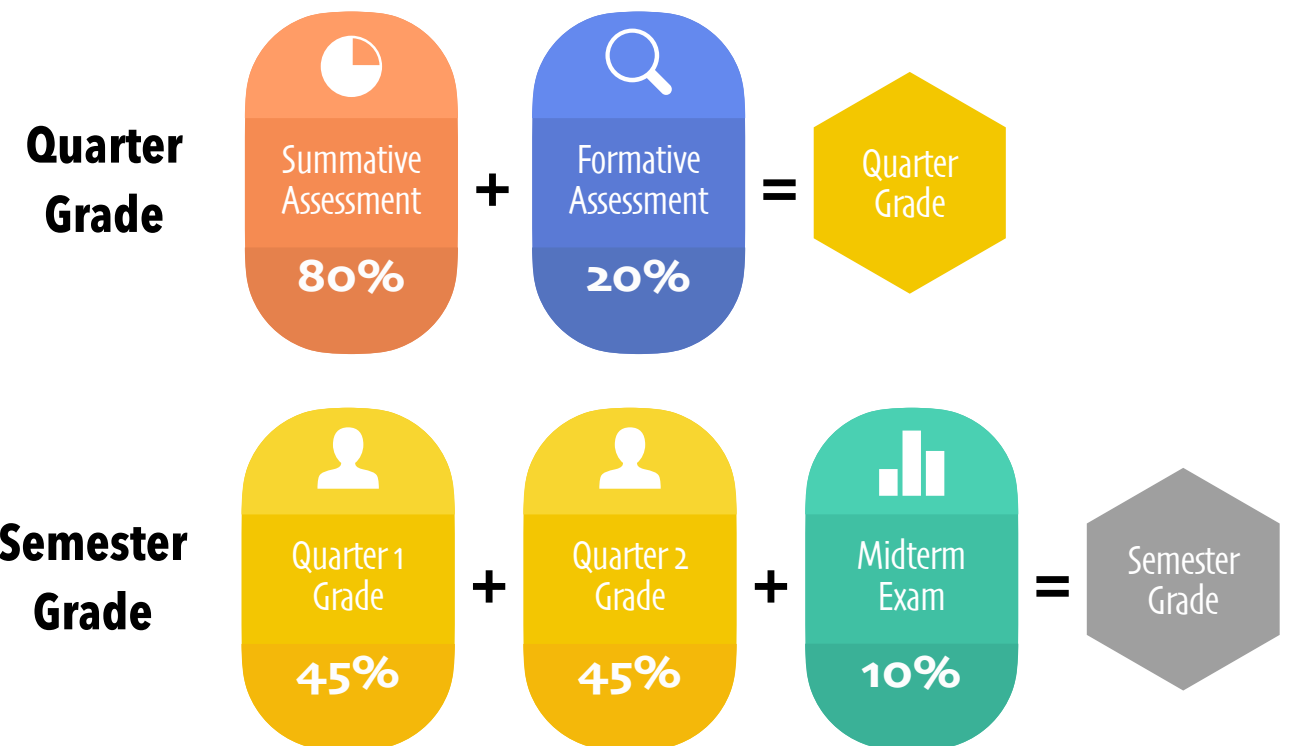


Enhanced Academic Policies for the 2019-2020 School Year

To prepare our students to be Heralds of the Gospel in our world and beyond requires that we instill in our graduates the values of character, service and leadership. In this way they will be prepared to bring light and truth to others.

In order to support our students to achieve such values and set them up for future success in our community and beyond, we have developed the following academic policies that will provide important direction to students and teachers with an integrated approach to the assessment of learning.

Enhanced Academic Grading Calculations



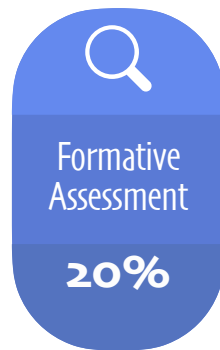
Frequently Asked Questions & Clarifications

1. Why is a distinction being made between **SUMMATIVE** and **FORMATIVE** assessments?



Summative Assessments are those tests/quizzes, projects, labs, papers, etc. that focus on what a student actually knows and is able to do in relation to the various learning targets of each course. Since these type of assessments usually take place at the end of a chapter or unit of study, they are the best demonstrators of what a student knows. **Therefore, all assessments that are considered **SUMMATIVE** are worth 80% of a student's quarter grade in all courses.** All teachers are required to give a minimum of three (3) summative assessments each quarter that are relatively similar in point value.

Formative Assessments are those assignments such as homework, classwork, short quizzes, exit slips, etc. that provide the student with practice so that they can learn the content and skills that are necessary to the various learning targets of each course. These learning or practice activities are important; however, they are not intended to be demonstrators of what a student may actually know at the end of a chapter or unit of study. **Therefore, all assessments that are considered **FORMATIVE** are worth 20% of a student's quarter grade in all courses.**



2. Why has the school decided to make this change?

Over the past two years, teachers have been working diligently on the curriculum mapping process. Part of this process required teachers to critique their respective assessments and reflect upon their own grading policies ensuring that the grades students earn are truly a reflection of what they know. Through research and discussion, this enhanced grading policy will help reach this goal.

3. How do these enhanced academic policies relate to work that is either late or not completed due to illness?

In order to provide clarity and consistency for our students and parents, we have also developed policies for late work and absences. These new policies can be found on the next page as well as in the parent-student handbook.

4. What classes will be affected by these new policies?

All teachers of grades 7-12 will be following the enhanced academic policies and new policies regarding late work, absences and extra credit. This will provide clarity and consistency for students and parents of when work must be submitted and what type of penalties will be incurred.

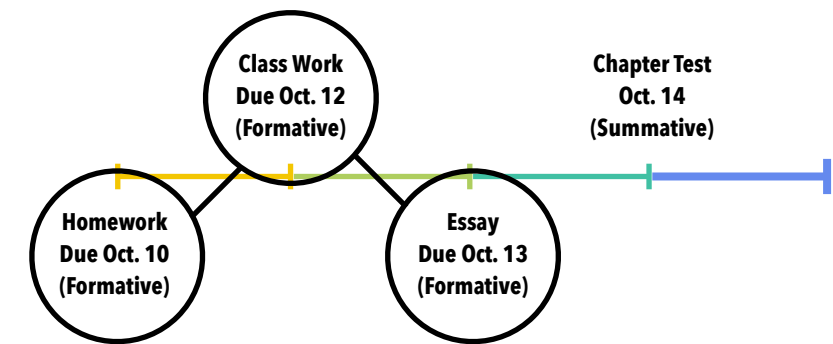
Policies Regarding Late Work, Absences and Extra Credit

Summary of Late Work Policy: Just as there is a distinction between Summative and Formative Assessments in the enhanced grading policy, there is also a distinction reflected in the Late Work Policy.



Summative Assessments at times involves work that is over a longer time period, i.e. lab reports, essays, projects, presentations, etc. If a student submits this type of assignment it will be graded on merit and the score will be reduced 5% for every class session the work is late. After two weeks, the assessment will be reduced to 50% for the remainder of the quarter. Work not submitted by the end of the quarter will earn no credit.

Formative Assessments will be accepted up to the time that the summative assessment is given for a particular chapter or unit of study. However, if a formative assessment is submitted past the due date, there may be a penalty (teachers discretion). Formative assessments submitted after the summative assessment has been given will receive no credit. See example below:



In this example, the three formative assessments can be submitted past the due dates for credit (there may be a penalty). However, the student would not receive credit for these assessments if they were submitted after **Oct. 14th**.

Absence Policy: A student absent from class who misses a test, quiz or other in class assignment has **four school days** to make up the work. After four days, the student's score on the assessment will be **reduced to 5%** for every class session. After two weeks, the assessment will be **reduced to 50%** for the remainder of the quarter. Work not completed by the end of the quarter will earn no credit.



If a student is absent more than 2 consecutive days prior to in-class formative or summative assessments such as a test or quiz, the above policies would also apply. Other forms of assessment are due on the day the student returns to class. Long-term projects/assignments are due on the predetermined due date (these can be submitted electronically if necessary). If it is not submitted on that day, the policy for late work will apply.