

Hillview Academy: Assessment, Evaluation, and Reporting Policy
Procedures for Late or Missed Assignments and Tests/Quizzes
(Policy PROG-317)

To help ensure the academic success of all students at Hillview Academy, the following approach regarding assignments and assessments is required:

1. *Proactive Planning and Support.*
2. *Response Protocol for assignments submitted late.*
3. *Response Protocol for assessments completed late.*
4. *Second Chance Opportunities*

Section 1 Proactive and Preventative Planning and Support

Hillview Academy will use a number of strategies to help prevent late and missed assignments. Proactive planning and strategic support include the following components:

- 1.1 Ongoing communication by teachers and administration to students and the family regarding clear expectation of student responsibilities for the completion of upcoming assignments.
- 1.2 Explaining to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning.
- 1.3 Ensuring teachers assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes.
- 1.4 Completing 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.

Section 2 Response Protocol for Late or Missed Assignments **(Regulations 4.34 - 4.37)**

Students are expected to submit all assignments according to the date designated by the teacher.

- 2.1 If an assignment is not received by the deadline, the student will inform the teacher of the reason for the late assignment.
- 2.1 A zero may be assigned as a placeholder until the assignment has been completed.

- 2.3 The teacher will inform the family and/or student that the assignment was not submitted (through PowerSchool, email, phone call, etc.). The incident must be recorded in REVIEW360.
- 2.4 If the reason for a missed assignment is deemed **valid**, the teacher will inform the student and parent of the new deadline. The second deadline will be within ONE week of the original deadline date.
- Documentation may be required to support valid reasons.
- Extenuating circumstances will be considered by the administration on an individual basis.
- 2.5 If the reason for a missed assignment is deemed **invalid**, the teacher will inform the family and/or student. The missing assignment will be required to be passed in within TWO school days following the date of parent/guardian contact.
- Extenuating circumstances will be considered by administration on an individual basis.
- 2.6 A student with recurring incidences of late/missed assignments will be referred for an intervention plan; this plan will engage the student, parent, teacher, administration, student support services, and/or guidance as required.

Section 3 Response Protocol for Missed Assessments

(Regulations 4.38-4.45)

Students are expected to write assessments (tests/quizzes) according to the date/time they are scheduled.

- 3.1 If no contact has been made with school to explain student absence, a phone call to the family will be made the day of the missed assessment. The teacher will inform the family that the assessment was not written (through PowerSchool, email, phone call, etc.) and record the incident in Review 360.
- 3.2 A zero will be assigned as a placeholder in GradeBook.
- 3.3 If the reason for a missed assignment is deemed **valid**, the teacher will inform the family and/or student of the new assessment date. The second date will be within ONE week of the original assessment date.
- Documentation may be required to support valid reasons.
- Extenuating circumstances will be considered by the administration on an individual basis.
- 3.4 If the reason for a missed assessment is deemed **invalid**, the teacher will inform the family and/or student. The missed assessment will be required to be completed on the next school day following the date of parent/guardian contact.

Extenuating circumstances will be considered by administration on an individual basis.

- 3.5 A student who refuses to complete an assessment will be referred for disciplinary action and may be given a zero.
- 3.6 A student with recurring incidences of late/missed assignments will be referred for an intervention plan; this plan will engage the student, parent, teacher, administration, student support services, and/or guidance as required.

Section 4 Response Protocol for Second Chance Opportunities **(Regulations 4.50-4.54)**

Responsive teaching and providing students with multiple opportunities to learn and demonstrate learning is supported by research and should be part of day-to-day instruction.

- 4.1 Second chance opportunities are not automatic and are provided at the discretion of the teacher.
- 4.2 It is not practical for second chance opportunities to be available for all assessments.
- 4.3 Any improvement will be reflected in the student's overall achievement.
- 4.4 Second chance opportunities may be considered for important curriculum outcomes necessary for future learning that are usually assessed at the end of a unit of study. However, teachers may use their discretion to provide second chance opportunities for any of their own assessments.
- 4.5 Students must complete prerequisite work if required by the teacher to engage in a second chance learning opportunity. Some examples of prerequisite work include, but are not limited to: attending tutorials, correcting mistakes on returned assessments based on teacher feedback, engaging in independent study, etc.
- 4.6 The timing and the format of the second chance opportunity will be determined and communicated by the teacher.
- 4.7 With the exception of supplementary exams, second chance opportunities are not available for mid-year/final examinations.
- 4.8 Second chance opportunities will be an important component of intervention plans for students who are experiencing difficulty achieving learning outcomes. If second chance opportunities are required multiple times, the student's educational program will be reviewed.

Valid and Invalid Reasons for Missed Assignments/Assessments

Valid/Invalid reasons for missing an assignment deadline, or assessment date: (this list will be modified/adjusted as necessary)

Valid (may require supporting documentation)	Invalid
<ul style="list-style-type: none"> • Illness • Medical appointment • Injury • Hospitalization • School sponsored trip/activity • Approved educational travel • Death in the immediate family 	<ul style="list-style-type: none"> • 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. shopping, hair appt., etc.) • Not providing documentation as requested
<p>Documentation may be required to support valid reasons. Extenuating circumstances will be considered by the administration on an individual basis.</p>	

The following are some effective practices that can be incorporated as Escalating Levels of Intervention (ELI) as part of an Academic Intervention Plan:

1. Contact with family (Teacher, Guidance or Administrator Initiated). Types of contact include: phone call, email, Parent-Student portal of PowerSchool, Review 360, etc.
2. Teacher/Student Conference (Teacher Initiated). Determine any supports which may be required for future success. Discussion around academic priorities, goal setting, time management, work habits and study skills. A student contract could be used at the teacher's discretion.
3. Tutoring/Re-Teaching Support (Teacher initiated, delivered and/or Teacher Supervised, Peer Tutoring, Tutoring for Tuition, Tutoring Work Experience Program). To ensure equal access for students, exploration of tutoring within/outside of the instructional day is encouraged.
4. At-Risk Student Meeting (Teacher, Administrator or Guidance Initiated). The student's academic achievement to date in all courses/programs is reviewed by a school team to determine next steps and if changes to the student's program are required. Teachers,

administration and guidance meet in teams to discuss all academically at-risk students and to develop appropriate student intervention plans.

5. Review of Program (Teacher, Administrator or Guidance Initiated). The student's program is reviewed to determine appropriate placement. This may involve the initiation of the pre-referral/IEP process as well as a review of academic records and psycho-educational assessment results.
6. Students with an Individualized Education Plan (IEP) (School Team including administration). If the student has an IEP, it will be determined if the current assessment is appropriate and whether an alternate assessment is required.