

TOPIC:	Lates and Missed Assignments (Grades 7 through 12)
EFFECTIVE:	September 2011
CROSS-REFERENCE:	Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 Halton District School Board Policy: Cheating and Plagiarism, Lates and Missed Assignments, Reporting Grades for Marks Lower than 50%
REVISION DATE:	September 2012
RESPONSIBILITY:	Superintendent of Education (School Programs)

INTENDED PURPOSE:

It is the responsibility of students to provide evidence of their learning within established timelines. The Board expects that every school will implement strategies to ensure students submit evidence of their learning within appropriate and well-communicated timelines.

Students have the responsibility to:

- provide evidence of their learning within established timelines.

Schools have the responsibility to:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plans;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success

PROCEDURES:

1. Prevention of Late and Missed Assignments

Schools will:

- collaborate to coordinate major evaluation dates to provide a reasonable work load for students;
- communicate the possible responses and consequences for late and missed assignments and final 30% evaluations to students and parents through course outlines, agenda books, and links to the Board website.

Teachers will:

- appropriately implement students' Individual Education Plans;
- establish and communicate due dates for the submission of assignments for evaluation, preferably in collaboration with students;
- clearly communicate due dates to students;
- for students in grades 9 to 12, clearly communicate the final 30% schedule and the possible consequences for missing these evaluations;
- support student development of learning skills and work habits required to meet due dates to provide evidence of learning;
- monitor, conference with, and provide ongoing feedback to students on assignments for evaluation completed outside of class time;
- ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

2. Response to Late and Missed Assignments

a) In the event of late or missing work:

Teachers will:

- conference with the student to ensure the completion of late or missed assignments;
- set up a student contract (oral or written) which includes an appropriate closure date for submission of the missing evidence of learning;
- ensure students and parents/guardians are kept informed of incomplete, late, and non-submitted assignments that are having a significant impact on a student's reported grade;
- work with students to help them remediate the learning skills and work habits required to meet due dates and provide evidence of their learning;
- in the event of a lack of evidence of student achievement that is having a significant impact on a student's success, refer the student to the Student Success Team/teacher or School Resource Team to collaboratively problem solve and create a plan of action.

Teachers may:

- employ other strategies to encourage the responsible meeting of due dates. These strategies may include, but are not limited to:
 - facilitating the completion of late or missed work under supervision;
 - providing an alternate opportunity for a student to demonstrate his/her achievement of the curriculum overall expectations;
 - reviewing whether a student should be referred to School Team / School Resource Team/Student Success Team for consideration of Spec. Ed. Services;
 - deducting marks at a rate of 5% / day for late assignments, up to and including the full value of the assignment.

Teachers are expected to assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

b) In the event of a late or missing evaluation from the final 30% in grades 9 through 12:

Students will:

- provide a note to verify the legitimacy of an absence.

Teachers will:

- in the event of a legitimate absence, consult with Administration to determine an appropriate process for the student to complete the missing work, or for the calculation of a final grade based on other evidence of learning;
- in the event truancy has been determined, consult with Administration to determine appropriate consequences for the missed evaluation. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student. The consequences may include but are not limited to:
 - requiring the student to complete the evaluation;
 - providing an alternative time for the evaluation;
 - providing an alternative evaluation.
 - assigning a zero for the missed evaluation;

Schools may:

- assign a mark of zero to a student in grades 9-12 who is absent from a scheduled summative and/or exam without legitimate reason.