

Crossroads FLEX High School

School Grading Plan

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

The information below shares specific information about grading at our school.

Courses taken via North Carolina Virtual Public Schools (NCVPS) have different requirements per department. Information below, particularly regarding classwork/assessments and missed work, is specific information about courses facilitated by the staff at Crossroads FLEX.

Homework/Coursework

The faculty of Crossroads FLEX considers homework/coursework to be an important part of the educational program. Thus, homework/coursework will be assigned on a regular basis throughout the school year. These assignments will be purposeful components of the instructional program. Homework/Coursework will be assigned by NCVPS instructors and Crossroads FLEX staff. Homework/Coursework appropriate to the developmental level of the student will be given for the purpose of review, practice, reinforcement, inquiry, and enrichment. Students and parents will be informed of the specific homework/coursework requirements as well as the evaluation procedure for each course at the beginning of each semester by way of documents distributed by NCVPS teachers and Crossroads FLEX staff.

At Crossroads FLEX, homework is coursework that simply extends beyond the seat time requirement for each individual student.

Weekends: Just like in traditional schools you may have work on the weekends. We do not have any due dates on the weekend but you may need to study for a test, read a novel, or work on a project.

Classwork & Assessments

The following are school-wide expectations for coursework and assessments:

- Teachers will instruct students and provide rigorous activities/coursework. Assessments will be given once students have had ample time to practice and learn the objectives.

The following are grade/subject specific expectations for the completion and grading of coursework and assessments:

- Students should complete coursework in the provided time given. If coursework is not completed, students may be asked to complete their assignments at other various times throughout the instructional day or at home. Students will be given sufficient time to complete coursework at the teacher's discretion but not to exceed the original date of the unit assessment for which the unit assignment corresponds. For assessments students will be given sufficient time to complete at the teacher's discretion but not to exceed five days.
- Coursework and assessments used to measure student learning may be used within the grading system.

Missed/Late Work

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all coursework, including tests, remain due on the published due date. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support coursework due during the absence.
- If the coursework has not been assigned in advance of the absence, the student will have the opportunity to make up missed work. The due date will be at each teacher's discretion, but will not exceed three days. Special consideration will be given in the case of extended absences due to injury or chronic illness.

The following are grade/subject specific expectations for the completion and grading of late work:

- Late work is defined as any work that was not turned in on the day it was due.
- Any work turned in late will be accepted for a reduction of up to one letter grade per day. Late work will be accepted after the the unit assessment but not to exceed 3 days after the assessment.
- Unit assessments that are late must be completed within five school days of the original due date.

Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work. Details of our plan are below.

The following are school-wide expectations for how we support prevention-intervention efforts:

- When a student is below benchmark, intervention strategies will be created to meet his/her needs. The content teacher and/or academic coach will determine the interventions including but not limited to 1:1 tutoring, 1:1 coaching, small group sessions, providing supplemental resources and increasing a student's required seat time.
- Students may also receive interventions from their NCVPS teacher including but not limited to 1:1 tutoring through email, phone conferences, texting, and providing supplemental resources.
- If those interventions are unsuccessful, the classroom teacher will share academic/behavior concerns with the staff at Crossroads FLEX during PLT meetings to discuss and share other researched based strategies.
- If necessary, any student at risk of academic failure or where behavior may be a concern, a teacher can recommend an increase in a student's weekly seat time.
- Students at risk of academic failure may also request assistance from the Peer Tutoring Center via North Carolina Virtual Public School (NCVPS) or the Phoenix Friends Tutoring Program via Crossroads FLEX.
- Parent conferences will be scheduled for students who are at risk of failing one or more courses.