
### Absent Work Policy

**Vision:** Scholars are responsible for following up with teachers to request missed work (from both absences and from Dean referrals) and to communicate with teachers when they submit missed work. For any circumstances outside of a 1-2 day absence, procedures are decided on a personal basis.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Policy</th>
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| **12th Grade** | ● If a scholar knows he or she will be absent in advance, he or she is encouraged to independently reach out to a teacher prior to the absence.  
● If a scholar is absent from a teacher's class, the scholar has until the end of the day following his or her return to class in order to contact the teacher regarding the missing work. The student MUST email the teacher in order to determine what was missed and what must be made up. If the student does not email his/her teacher or if the email is more than two days after his/her return to class, the teacher has the option not to accommodate the student's request.  
**Note:** In the case that a student is allotted extended time on their IEP or 504 plan, they must be given extra time to complete work. |
| **10th/11th Grade** | ● If a scholar knows he or she will be absent in advance, he or she is encouraged to independently reach out to a teacher prior to the absence.  
● If a scholar misses class, he or she has 48 hours to independently collect and complete any missed work for full credit. After 48 hours it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted.  
  ○ **Note:** In the case that a student is allotted extended time on their IEP (or 504 plan), or they are an ELL, they must be given extra time to complete work. |
| **9th Grade** | ● If a scholar knows he or she will be absent in advance, he or she is encouraged to independently reach out to a teacher prior to the absence.  
● If a scholar misses class, he or she has 72 hours to independently collect and complete any missed work for full credit. After 72 hours it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted.  
  ○ **Note:** In the case that a student is allotted extended time on their IEP (or 504 plan), or they are an ELL, they must be given extra time to complete work. |

Late Work Policy

**Vision:** In order to prepare scholars for the late work policies in college, the late work policy outlined below is scaffolded for 9th - 12th grades. Scholars are responsible for requesting and completing late work within the time frames listed. It is essential that scholars communicate with their teacher proactively when they cannot meet a deadline.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Policy</th>
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| 12th Grade | ● Barring extenuating circumstances, late work should not be accepted.  
○ **Note:** Teachers may use discretion in accepting late work for 12th grade students. However, they should stick to this policy as much as possible.  
● In the case that extenuating circumstances arise preventing a scholar from meeting a deadline, the scholar is responsible for communicating with his/her teacher in advance to request a reasonable extension with rationale and a plan for how to meet the newly stated deadline.  
○ **Note:** In the case that a student is allotted extended time on their IEP (or 504 plan), or they are an ELL, they must be given extra time to complete work. |
| 11th Grade | ● In the case that extenuating circumstances arise preventing a scholar from meeting a deadline, the scholar is responsible for communicating with his/her teacher in advance to request a reasonable extension with rationale and a plan for how to meet the newly stated deadline.  
● Barring extenuating circumstances, scholars have three days to make up any late work for 50% credit of the graded score. After 3 days it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted.  
○ **Note:** In the case that a student is allotted extended time on their IEP (or 504 plan), or they are an ELL, they must be given extra time to complete work. |
| 10th Grade | ● In the case that extenuating circumstances arise preventing a scholar from meeting a deadline, the scholar is responsible for communicating with his/her teacher in advance to request a reasonable extension with rationale and a plan for how to meet the newly stated deadline. |
| 9th Grade | • Barring extenuating circumstances, scholars have three days to make up any late work for 65% credit of the graded score. After 3 days it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted.  
  ○ **Note:** In the case that a student is allotted extended time on their IEP (or 504 plan), or they are an ELL, they must be given extra time to complete work.  
  
• If a scholar knows they are going to miss a due date, they may ask the teacher for an extension for full credit. It is up to the teacher, however, whether or not they will grant the extension for full credit.  
• Barring extenuating circumstances, scholars have three days to make up any late work for 75% credit of the graded score. After 3 days it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted.  
  ○ **Note:** In the case that a student is allotted extended time on their IEP (or 504 plan), or they are an ELL, they must be given extra time to complete work. |

Grading Expectations

Vision: Grading at CIPHS meets two objectives. First, grades reflect scholars’ mastery of course level content with some appreciation for scholars’ efforts. Second, grading should be appropriately scaffolded for the grade level scholars are in.

Grading Policy

<table>
<thead>
<tr>
<th>Assignments</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assessments</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Classwork</td>
<td>30%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Major Assessments (unit/end of module assessments, papers, portfolios, long-term projects, etc.)</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Note: Extra Credit

By and large, CIP does not provide major extra credit opportunities to students for the following reasons:

- We believe for grades to have integrity, they must reflect the work of all students on the same assignments.
- We also believe it’s important that students understand the significance of the original assignments assigned by the teacher.
- We believe that for students to be successful in college and life, they need to build up the necessary habits like studying and seeking teachers out for extra tutoring.
- Expecting extra credit opportunities can build the wrong habits in students, and create a dependence, or false safety net, on these opportunities that students won’t have in the future.
- Providing extra credit can lead to grade inflation, hurting the school’s and scholars’ reputations and resumes as they apply to colleges.

Tutoring

Vision:
CIPHS scholars receive regular tutoring from teachers each week. Based on their status in class, teachers will offer 40 minutes of tutoring at least once per week, but more as needed. Tutoring will happen in two major forms:
- Before school or after school for 40-to-60 minutes.
- During the 40-minute Tutorial block on Wednesday and Thursday, facing lunch.

Process:
CIPHS teachers will meet in content teams to determine which scholars are in most need of tutoring during the 40-minute Tutorial block on Wednesday and Thursday each week. Once content teams have drafted their Tutorial lists, teachers who are free (and not assigned Tutorial block) may pull scholars of their choosing, as long as they do not interfere with pre-planned Tutorial or SETSS groups. Any scholars who cannot be tutored during the Tutorial block should be offered additional help either before or after school by their teacher.