

SCHOLARSHIP MARKING SYSTEM

Scholarship Marking System

The five-point system of marking is used for scholarship. The marks which will appear on the report cards are as follows:

A - Excellent	D - Unsatisfactory
B - Good	F - Failure
C - Average	

Since marks can be an important factor in stimulating student progress and parent cooperation, it is important that a common philosophy be developed which is understood by teachers, students and parents. The following statements are offered in an attempt to point towards a uniform policy for marking scholarship.

A and B marks are recorded when student achievement is definitely above average for the grade level (NOT NECESSARILY FOR A PARTICULAR CLASS). High quality of achievement is the criterion rather than the quantity of work done or the effort expended. These marks indicate that students receiving them could succeed in college or advanced work in the field.

C and D marks are recorded when student achievement is average or below average for the grade level (not necessarily for a particular class). In this category marks should be (a) for students with superior ability who are doing only average or below average work, (b) students with average ability who are doing average or below average work, and (c) on a counseling basis for students with inferior ability who would not benefit from repeating the course.

F marks are recorded when student achievement is definitely inferior and no credit should be granted for the course. If the course is a required one, the student must repeat the course.

A Special Progress Report to Parents (WARNING) must be issued if a student is doing failing work and in danger of receiving an F grade on the nine week or semester grade report. It is also helpful to make a phone contact to alert the parent that their child has incomplete or failing work in your class. **This progress report should be issued no later than the fifth week before the end of the grading period.** There must be sufficient time remaining to allow the student to improve his/her grade.

The mark earned at the end of the semester is the **average of work done during the two 9-week periods in that semester.** (Wheel classes are independent grades for each grading period.) However, a student who begins the semester poorly and then suddenly sees the light and performs at A and B level for the rest of the semester should be evaluated accordingly.

The beginning of each new semester gives the student in any course an opportunity to start fresh. This approach is an attempt to allow for the spurts in growth of attitude toward the subject and school in general just as students of this age have spurts of growth physically and emotionally.

Marks for Transfer Students or Long Term Absentees

If a student transfers into class from another school and they have been enrolled at Mann for less than two weeks, they will not receive a grade report for that marking period. The student's transfer marks will be used to average grades for the nine week grading period. If a student transfers from Mann to another school, you will issue a final grade.

Long term absentees because of illness may be given incomplete marks only at the nine week progress report, not at the first or second semester. Incomplete marks automatically become F marks if work is not completed within six weeks. Consistent with state law and district policy, a student with an excused absence must be given an opportunity to complete missed assignments and/or be excused from completing certain assignments at the discretion of the teacher. A zero cannot be recorded for work missed during an excused absence regardless of length of absence or pattern of absences unless an opportunity to make up work has been provided.

Any student excused from physical education for four or more weeks must show "credit" on the report card and the mark will be entered by the nurse. Students excused for less than four weeks must receive their marks from the physical education teacher.

Mann Honor Society

Eligibility for membership in the Mann Honor Society is determined by marks earned on semester report cards in regular and advanced classes. A student must earn a minimum scholastic average of 3.5 as well as qualifying for membership in the citizenship club. A special recognition event will be held.

Citizenship Marking System

When the spirit of cooperation exists on a school campus, a positive learning atmosphere also exists. Good citizenship includes a student's conscientious attitude toward cooperation, reliability and courtesy. The staff at Mann wishes to have all classrooms be an environment conducive to learning.

A five point system of marking is used based on behavior in the classroom:

E - Excellent	N - Needs Improvement
G - Good	U - Unsatisfactory
S - Satisfactory	

Specific citizenship standards are described as follows:

1. Respecting authority of teacher and other staff to enforce district policies and school rules and regulations regarding student discipline and moral conduct.
2. Behaving in the classroom in a manner that does not disrupt or interfere with activities or rights of other students and staff.
3. Working well and willingly with others.
4. Making good use of one's time.
5. Exhibiting a proper attitude toward all responsibilities.
6. Being trustworthy and dependable at all times.
7. Attending assigned classes daily and promptly.
8. Displaying thoughtfulness in speech and actions.
9. Showing respect for the feelings and property of others.

E - to be issued when student consistently meets defined citizenship standards

G - to be issued when student frequently meets the defined citizenship standards

S - to be issued when student usually meets the defined citizenship standards

N - to be issued when, after counseling by teacher, any one or more of the above areas need improvement

U - to be issued when one of the above areas is seriously violated, such violation being documented. (Required documentation is necessary for subsequent disciplinary or district counselor action.)

Citizenship grades should start over each nine week grading period, giving students a fresh start. Teachers need to be able to explain the basis for the individual citizenship grade.

Citizenship Club Requirements

At the beginning of each nine weeks the School Climate Committee will determine the number of students who are eligible to be members of the Citizenship Club. Cards will be distributed to students during advisory classes. The committee will check report cards to see that each student has seven citizenship marks. For students who have fewer than seven classes assigned, the average should be figured using the following point value: E = 4 points; G = 3 points; S = 2 points. Total these points and divide by the number of citizenship marks. A citizenship club member must have an average of 3.0 in citizenship with no mark lower than an S. Any N or U citizenship mark automatically eliminates a student from membership in the club.

HOMEWORK/MAKEUP WORK

The Board of Education believes that homework is an important part of the educational program of students and should be assigned on a regular basis. Homework should help students become self-directed, independent learners and improve their academic achievements.

Homework assignments appropriate to the developmental level of a student will be used for enrichment, reinforcement, and extension of school experiences.

The amount of time usually required to complete homework assignments should gradually increase from a few minutes per day in the primary grades to two or more hours in high school.

Each school will develop a homework plan to assure that this policy is fully and properly implemented. It will be the responsibility of each teacher to understand the school plan and participate in it.

The Board recognizes that cooperation between parents and the school is necessary for effective home study. Parents are encouraged to take an interest in the homework activities of their children and provide conditions that are conducive to good study habits.

To further support students' homework efforts, the district may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3541 - Transportation Routes and Services)

(cf. 5148 - Child Care and Development)

(cf. 6112 - School Day)

(cf. 6142.4 - Service Learning/Community Service Classes)

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

HOMEWORK/MAKEUP WORK (continued)

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

Policy
adopted: December 12, 2017
Effective: February 1, 2018

SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California

HOMEWORK/MAKEUP WORK**School-Site Homework Plan**

The principal and staff at each school shall develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:

1. For each grade level, the amount of time that students shall be expected to spend on homework
2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about:
 - a. Homework expectations
 - b. How homework relates to the student's grades
 - c. How best to help their children
4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits
5. The access that students shall have to obtain:
 - a. Resource materials from the library media center
 - b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next
7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

HOMEWORK/MAKEUP WORK (continued)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

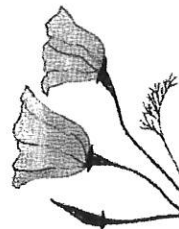
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Regulation
approved: December 12, 2017
Effective: February 1, 2018

SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California

Due Process

- Parent notification will include information regarding all rights and appeal procedures related to site 504 Team decisions.
- The parent/guardian shall have the opportunity to examine relevant records.
- A written appeal must be sent within 30 days of the decision to:
504 Office
4100 Normal Street, room 2129
San Diego, CA 92103
- An impartial hearing will be held to resolve differences when they cannot be resolved by means of a less formal process.
- Within twenty (20) calendar days of receipt of a written appeal and request for hearing, the district's Section 504 Office will select an impartial hearing officer.
- Within forty-five (45) calendar days of the selection of the hearing officer, excluding days of any continuance, the hearing on the appeal shall be conducted and a written decision mailed to all parties.



Initiating a Complaint

If any person believes that the school or any of the school's staff have inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act, 1990, he/she may bring forward a complaint in one of the following ways:

- A. Follow the school's grievance plan*:
 1. Fill out grievance form that can be obtained from the school. It is provided in the *504 Guidelines for Educators* manual.
 2. Give the completed grievance form to either the site administrator or the site 504 coordinator, who shall in turn investigate the complaint.
- B. Fill out grievance form found in the *504 Guidelines for Educators* manual.
Forward the completed form to:
504 Office
4100 Normal Street, room 2129
San Diego, CA 92103
- C. File a complaint with the Office for Civil Rights. An explanation of this procedure can be obtained at the school site. It is provided in the *504 Guidelines for Educators* manual located on SDUSD web under Handbooks and Guides.

** Please note: a complaint can be made to the Office for Civil Rights without first moving through the school's grievance procedures. However, the grievance procedures may provide a prompt and equitable resolution of a*

Section 504 of the Rehabilitation A of 1973



For further information, contact
the district's
Section 504 Office
at
(619) 725-7225,
or
your school's

What is Section 504?

Section 504 is the section of the Rehabilitation Act of 1973 that applies to persons with disabilities. Basically, it is a civil rights statute that prohibits schools and other institutions that receive federal funds from denying educational participation and benefits to persons with disabilities.

How does Section 504

define disability?

A student is eligible under Section 504 if he/she:

- has a physical or mental impairment that *substantially* limits one or more major life activity, including learning; or
- has a record of such impairment; or
- is regarded as having such impairment.

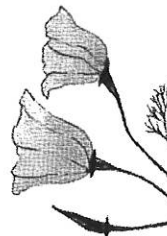
What is a site 504 Team?

The site 504 Team is composed of the site 504 coordinator, parent/guardian and other professionals knowledgeable about the student and able to interpret a variety of data. This team will evaluate student needs and develop necessary plans. A 504 Plan is known as an Individualized Service Plan (ISP).

The 504 Parent Booklet and forms are available at each school site and on

Section 504 Referral Procedures

1. Administrators, students, counselors, teachers, parents/guardians may refer a student for Section 504 evaluation.
2. Each school's 504 Team will process student referrals using the following guidelines:
 - Parent Notification - Provide written notification to parents; invite to 504 meeting
 - Evaluation - Conduct an evaluation of the student and their needs using a variety of data derived from both formal and informal assessment procedures
 - Determine if the student meets 504 eligibility requirements
 - Plan Development - Develop an ISP for regular program accommodations and if needed, alternative services
 - Implementation (Placement) - Provide school personnel with a copy of student forms and accommodation plan
 - Parent Notification - Inform parent/guardian of plan and of due process rights and procedures
 - Monitor/Re-evaluation - Modify plan as needed, or at least annually.



Procedures for Facilities Modification (Students)

1. Principal or designee examines site to current accommodations and needs related to with disabilities.
 2. Problems/concerns are reviewed with administrator. Principal submits Work Order Maintenance indicating "504/ADA" under request.
 3. Maintenance sends the Work Order to the Office for 504/ADA committee review.
 4. The 504/ADA committee reviews the Work Order (approves, denies, requests more information notified of action).
 5. Maintenance/Architect's office estimates the approved Request for Service.
 6. After estimate is completed, Maintenance for Work Order to 504 office for 504/ADA review.
 7. District 504/ADA committee reviews request approved, priority designation is assigned appropriate.
 8. Work Order is assigned a budget number.
 9. Principal or designee notified of action.
 10. Work Order forwarded to Maintenance for action.
- The Americans with Disabilities Act (ADA) signed into law in July 1990, and seeks to ensure equal access to facilities and instructional materials for individuals with disabilities.
 - ADA and Section 504 are both civil rights laws that protect individuals with disabilities.



ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 7045

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CATEGORY: **Personnel, Staff Ethics**

EFFECTIVE: 9-08-70

SUBJECT: **Code of Ethics of the Teaching Profession**

REVISED: 7-05-2002

A. PURPOSE AND SCOPE

1. To set forth Code of Ethics of the Teaching Profession, as adopted by the State Board of Education.

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: I-1210, I-1255, I-1360, I-4400, I-4750; California Code of Regulations, Title 5, Sections 80331-80339.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Human Resource Services Division, Office of the Superintendent.
2. **Code of Ethics of the Teaching Profession**
 - a. **Preamble.** The educator believes in the worth and dignity of human beings. The educator recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. The educator regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility being accepted in choosing a career in education, and engages individually and collectively with other educators, to judge colleagues and to be judged by them, in accordance with the provisions of this code.
 - b. **Commitment to the Student.** The educator measures success by the progress of each student toward realization of potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, the educator:
 - (1) Encourages the student to independent action in the pursuit of learning and provides access to varying points of view.

- (2) Prepares the subject carefully, presents it to the students without distortion and--within the limits of time and curriculum--gives all points of view a fair hearing.
 - (3) Protects the health and safety of students.
 - (4) Honors the integrity of students and influences them through constructive criticism rather than by ridicule and harassment.
 - (5) Provides for participation in educational programs without regard to race, color, creed, national origin, sex, or handicap--both in what is taught and how it is taught.
 - (6) Neither solicits nor involves them or their parents in schemes for commercial gain thereby insuring that professional relationships with students shall not be used for private advantage.
 - (7) Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- c. **Commitment to the Public.** The educator believes that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. The educator shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpretation of educational programs and policies to the public. In fulfilling these goals, the educator:
- (1) Has an obligation to support the profession and institution and not to misrepresent them in public discussion. When being critical in public, the educator has an obligation not to distort the facts. When speaking or writing about policies, the educator must take adequate precautions to distinguish the educator's private views from the official position of the institution.
 - (2) Does not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

- (3) Ensures that institutional privileges shall not be used for private gain. Does not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Does not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.
- d. **Commitment to the Profession.** The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. The educator therefore exerts every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of trust to careers in education. In fulfilling these goals, the educator:
 - (1) Accords just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
 - (2) Does not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
 - (3) Does not misrepresent personal professional qualifications.
 - (4) Does not misrepresent the professional qualifications of colleagues, and will discuss these qualifications fairly and accurately when discussion serves professional purposes.
 - (5) Applies for, accepts, offers, and assigns positions or responsibility on the basis of professional preparation and legal qualifications.
 - (6) Uses honest and effective methods of administering educational responsibility. Conducts professional business through proper channels. Does not assign unauthorized persons to educational tasks. Uses time granted for its intended purposes. Does not misrepresent conditions of employment. Lives up to the letter and spirit of the contract.
- e. **Unprofessional Conduct.** This code is a set of ideals which the teaching profession expects its members to honor and follow. Any violation is unprofessional. However, to constitute unprofessional conduct and cause for suspension, revocation or denial of a certification document, or renewal thereof, such violations shall be only those which either involve jeopardy to student

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NO: **7045**

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welfare; evidence malice, serious incompetency or bad judgment; or show a consistent pattern of misconduct.

This code of ethics is not an exhaustive enumeration of acts or conduct which constitute unprofessional conduct.

- f. **Provisions Not Applicable to Community College Teachers.** The provisions of this article do not apply to any person while serving in grades 13 or 14 or in any course taught under the jurisdiction of a community college. Such person, however, may be subject to disciplinary action for unprofessional conduct when the person or agency having responsibility therefor independently determines such person has committed an act or acts involving unprofessional conduct irrespective of whether such act or acts are or are not prohibited by this article.

D. IMPLEMENTATION

E. FORMS AND AUXILIARY REFERENCES

F. REPORTS AND RECORDS

G. APPROVED BY



Chief of Staff, Terrance L. Smith
For the Superintendent of Public Education