2. The change must be made the week before school starts. There will be no schedule changes after school has started.
3. The class the student is requesting must be listed on the student's original course requests that are submitted in the spring. NO EXCEPTIONS.
4. Change in placement for an IEP or 504
5. Changes to schedules must take place during registration and after school hours.

RELEASED TIME

The release of pupils during a portion of the day for the purpose of religious education will be permitted provided the pupil attends at the agreed upon time and place.

Failure to attend the religious education program at the agreed upon time and place may result in the loss of opportunity to have released time. Students losing the released time privilege will be placed in a study class but will not earn credit.

Absence of a pupil from school during school hours for religious education to be had outside the school buildings and grounds will be excused upon the request in writing signed by a parent or guardian of the pupil. The courses in religious education must be maintained and operated by or under the control of a duly constituted religious body or of duly constituted religious bodies.

Religious instruction will not count as a class nor may a student receive credit towards graduation for religious instruction. (Policy JEFB)

REMEDIATION

Peer Tutoring

Zero's Aren't Permitted (ZAP)

One obstacle to academic success is the failure to complete assigned homework on the part of the student. Without student's completion of homework, teachers have no way of knowing if the student learned the concept.

The goal of the Zero's Aren't Permitted (ZAP) program is to provide support for students, promote responsibility and good study habits, reinforce the value of hard work and effort, and foster good communication between home and school. This program will also make us evaluate the educational relevance of homework to reinforcement learning.

The ZAP program is a tiered approach to help provide support and an incentive for students to complete their school work.

Tier One: Students will be assigned to either Lunch ZAP or Tuesday/Wednesday after school ZAP (whichever comes first) where they will be given supervision and academic support by a certified teacher until they have completed their work. Students will be required to attend both lunch and after school ZAP until the assignment they are missing is complete. Parents of students participating in the ZAP program will be notified through Infinite Campus. As long as a student attends their assigned ZAP, they will not move into tier two. If the student chooses not to complete their work and does not continue attending lunch & after school ZAP, then they will be moved to tier two intervention of the ZAP program.

Tier Two: If a student chooses not to attend ZAP tier one then the student will be placed in Friday School ZAP until the assignment(s) is complete or the student is referred to tier three for possible alternative scheduling/placement.

Tier Three: Students in tier three ZAP will be assigned ZAP ISS until their assignment is complete. Parents will be contacted and a discussion on possible alternative schedule/placement will take place.

ZAP Procedures

Step One: Teacher notifies student that he/she will be in the ZAP program and acquires parent permission via email or phone on the initial ZAP referral.

Step Two: Teachers will complete the "Google ZAP form" to provide assignment details for ZAP Coordinators.
- ZAP Coordinators will track student data, including each student's ILP.
- The ZAP Coordinators will determine if the work is properly completed before they will allow the student to be removed from the ZAP program.

Friday School

The 2019-2020 SVHS school calendar includes select Fridays (see calendar on page 4) to be used for academic support, enrichment and disciplinary consequences. Grade checks are done the first two days of the week and Friday school assignments are made relating to academic deficiencies. After school academic support provides an opportunity to remediate academic concerns prior to Friday school if a student chooses; however, if the deficiency remains, Friday school will be required. Failure to attend Friday school when assigned results in an absence that counts towards loss of credit. In addition, failure to attend Friday school will result in detention units being assigned on a matching hour for hour basis. Disciplinary referrals requiring more than two units of detention may also result in assignment to Friday school detention. Students may also attend Friday school at their discretion to receive additional help and enrichment. The teachers available for Friday school will be posted weekly in the weekly bulletin.

RETAKE & MAKE-UP WORK POLICY

Common Assessments:

All teachers at SVHS will provide students with an opportunity to retake or make-up common assessments. Students can use one of two available pathways to retake common assessments for the purpose of improving performance. Each common assessment can only be retaken one time. Students can make-up common assessments if they were absent or for some other reason were not able to take the initially scheduled common assessment.

Students can retake or make-up a common assessment at a time scheduled with the teacher. Common assessment retakes or make-up tests must occur prior to the day of the next scheduled common assessment. Once the next scheduled common assessment has been administered, prior common assessments cannot be retaken or made up. When extenuating circumstances exist that are out of the student's control, common assessments may be retaken or made up beyond the time frame presented in this paragraph, at the discretion of the teacher.

When a student makes up a common assessment that was administered during an excused absence, the student will receive full credit based on their earned grade. When a student makes up a common assessment that was administered when the student was truant, the highest possible grade on the common assessment cannot exceed 80%.

Retake Pathway One:

Students can use this pathway to retake any common assessment one time. When a student retakes a common assessment using this pathway, the score of the initial assessment is averaged with the score of the retake. If the average of the two scores is below 80% but the retake score is higher than 80%, the student will receive 80% on the retake. If the average of the two scores is below 80% and the retake score is also below 80%, the retake score will replace the score of the initial assessment if the retake score is higher than the initial score. Before a student can retake a common assessment using this pathway, he/she must:
- Work with the classroom teacher during homeroom on deficit skills required on the common assessment, or
- Work with a teacher within the department during assigned remediation times, or
- Receive course/unit specific peer tutoring under the direction of the classroom teacher.

Retake Pathway Two:

Students who wish to make a commitment to work toward a better grade can retake one common assessment each semester for full credit (replace the initial grade with the retake grade) if they meet the following provisions:
- Attend two units of homeroom with the teacher/peer tutor or after school tutoring engaged in course/unit specific remediation and study.
- Retake the test within one week of receiving a score from the initial assessment.
- Complete and turn in all classwork that was assigned during the related units of instruction leading up to the common assessment.

Classwork (assignments, projects, quizzes, labs, and homework):

The school will follow the ZAP (Zeros Aren't Permitted) policy and procedure addressing the following:
- When make-up work, late work, and retakes must be completed.
- Conditions for accepting make-up and late work, and provisions for retakes.
- Grading of make-up, late work, and retakes.

Individual departments will determine procedures for addressing the bullets listed above.