9-12
COMMON PRACTICES FOR HIGH SCHOOLS
Lincoln Public Schools | Lincoln, Nebraska   *(Rev. 5/2018)*

The following are middle and high school common practices that have been extracted from the Lincoln Public Schools Important Information Booklet. This sheet is meant to be a quick-reference guide for common practices that are for high school families only. A complete LPS Important Information Booklet is available online at lps.org.

High School Common Practices

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS IN THE LINCOLN PUBLIC SCHOOLS

Positive Behavior Interventions and Supports (PBIS) is a framework for teaching procedures and techniques designed to help improve behavior. It involves procedures at the school-wide, classroom, and individual student levels.

The purpose of district-wide PBIS is to establish a climate in which appropriate behavior is the norm. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and then recognizing students for following our expectations is a core component of PBiS.

SCHOOL COMMUNITY INTERVENTION PROGRAM (SCIP)

SCIP is a student assistance program that works with families, schools and the community to support student behavioral, mental and emotional health. When schools, parents and the community build a collaborative relationship of support around students, they are more capable of reaching their full potential. SCIP can assist parents in identifying behaviors or concerns that may be interfering in a student's ability to learn, seek solutions, and explore options, which will increase student's opportunities to be successful in school. In addition to in-school supports, SCIP collaborates with community behavioral health agencies to offer another layer of support to students and families. To refer your student to SCIP or to find out more about the program please contact your school's SCIP Team Leader or the Lincoln/Lancaster County SCIP Coordinator at 402-327-6841.

HIGH SCHOOL GRADE SCALE

A	=	90-100
B+	=	85-89
B	=	80–84
C+	=	75-79
C	=	70-74
D+	=	65-69
D	=	60-64
F	=	Below 60

HIGH SCHOOL OPEN/CLOSED CAMPUS

Only 11th and 12th graders may leave school during lunch. If you have special concerns about your child leaving during lunch, please visit with an administrator at your school. Below is the Board Regulation related to open/closed campus.

**Regulation
5511.1
STUDENTS
Open and Closed Campus**
Elementary and middle school students are not allowed to leave the campus at any time during the school day without the permission of the building administrator and unless arrangements have been made by a student's parent(s) or guardian to go home for lunch. This arrangement will be permitted only with the permission of the building administrator and if a parent or designated adult is home during the time the student is home for lunch and only if the student is not tardy returning to afternoon classes.

High school students are not allowed to leave campus at any time during the school day without permission of the building administrator. Students in grades 11 and 12 may leave the campus for lunch, provided school rules are followed and the student is not tardy in returning to afternoon classes.

LPS Best Practices for Communicating Grades

It is the LPS goal to effectively and consistently communicate academic progress via Synergy with students and parent/guardian(s). In order to do so, LPS developed guidelines for how grades are entered and communicated by teachers. By doing so, students and parent/guardian(s) will be able to better interpret student grades while viewing Synergy.

Grade Breakdown
- **80%** - Summative assessments and assignments (tests, exams, major projects, etc.)

- **20%** - Formative assessments and assignments (homework, etc.)

Teacher will identify how student's work is graded. This breakdown creates a consistent grading template in all secondary grades and courses. It also maintains the emphasis on the importance of summative assessments and assignments, while also emphasizing the value of quality practice and homework in the learning process. More detailed information on grading practices can be found on the teacher's LMS pages in ParentVue.

Teachers will
Create formative/summative assignments/assessments in Synergy with a projected due date:
   a. On or before it is assigned to students
   b. Scores will be left blank until graded

Use the code "Exclude" (EX):
   a. On assignment/assessment that does not need to be made up (no impact on grade)

   b. Examples—one-time opportunities, speakers, movie clip

Use the code "Missing" (M):
   a. After the due date and collecting assignment/assessment, teachers would enter "M" within 24 hours if the assignment/assessment still hasn't been turned in

   b. Assignment/assessment turned in after the due date - the teacher should remove the "M" and add "L" to indicate that the assignment/assessment was turned in, but late (unless absent on due date)

   c. If there is a defined cut-off date where assignment/assessment is no longer accepted for credit, the teacher should remove the "M", and add a grade of "0"

Use the code "Late" (L):
   a. With an assignment/assessment to show that something was turned in late

Use a grade of "0" (zero):
   a. For assignment/assessment which cannot be made up (past cutoff date)

   b. Students that attempted and scored a zero—it will have an accompanying public note if it can still be redone

SYNERGY CODE	COMMENT TYPE	WHAT IT MEANS
EX	Exclude	Excused. No effect on grade – does not need to be completed.
M	Missing	Calculates as a ZERO – can still be turned in for credit.
INC	Incomplete	Does not affect grade unless the teacher enters the INC with a score. Remove the code once the assignment is revised and enter the new grade.
Grade [space] L	Late Assignment	To communicate timeliness / work habits, while still maintaining accurate representation of skill / objective.
Blank	Not Yet Graded	An assignment / assessment still needs to be graded / entered.
0 (Zero)	No credit	Calculates as a ZERO – cannot be made up.