

Old Mill High School
Common Course Outline 2018-19

Mission Statement

The mission of Old Mill High School, a community rich in diversity with a multitude of programs, is to promote academic excellence and global perspective through collaboration and self-assessment in an effort to prepare productive citizens in an ever-changing world.

Productive, Respectful, Involved, Determined, Empowered (PRIDE)

Grading Rubric for Summative Assessments

Grade	Scale	Description
A	90 - 100%	The student has demonstrated an exceptional understanding of the knowledge, concepts, and skills embodied in this course.
B	80 - 89%	The student has demonstrated complete understanding of the essential knowledge, concepts, and skills embodied in this course.
C	70 - 79%	The student has demonstrated basic understanding of the essential knowledge, concepts, and skills embodied in this course.
D	60 - 69%	The student has demonstrated limited understanding of the essential knowledge, concepts, and skills embodied in this course.
E	50 - 59%	The student has not demonstrated adequate understanding of essential knowledge, concepts, and skills embodied in this course.
E	< 50%	The student has not demonstrated a good faith effort by attempting to understand the essential knowledge, concepts, and skills embodied in this course.

Task specific rubrics will be distributed prior to beginning each summative assessment

E-Free Policy

OMHS is an E-FREE zone for students, meaning that all possible supports including parent involvement will be utilized to ensure student success. Students who do not earn credit for a course, must retake the course in summer school or evening high school. If your student is in danger of failing (D) or currently failing (E) to meet standards, parent/family should receive at least three instances of contact of this concern. Contact may consist of a conference, phone call, signed grade sheet, interim, etc.

Pride Period

Students are encouraged to use every possible opportunity to seek remediation, extra help, and enrichment from their teachers during PRIDE Period. Students may be invited to attend sessions with specific teachers during PRIDE Period on an as-needed basis. Attendance is expected.

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As an IB World School, we have the following four policies in place for our students/staff:

Assessments:

Assessment is primarily a communication tool for teaching and learning, from which the feedback should be the impetus for teacher and student reflection. Regular use of assessments provides evidence of student learning, and our staff members use a variety of learning activities and assessment tools to ascertain students' level of understanding. Ultimately the aim of all assessment is to assist students in improving their learning, to instill in students the ability to think critically, and to encourage students to strive to work to their full potential and become life-long learners.

Academic Dishonesty:

A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.

Language Policy:

Students in the 21st century must learn to adapt to their ever-changing environments. Therefore, the mission of Old Mill High School is to assist all students in becoming productive citizens in a global society. We recognize that students must become both culturally and linguistically proficient in a second language. However, language learning encompasses not only the acquisition of a second language, but also the importance of developing cultural understanding and sensitivity, and fostering international understanding.

Special Education Policy:

Old Mill High School is committed to assuring that all students with special needs meet academic and social success within the least restrictive environment. Their focus is on equipping school staff with the skills, materials and tools to teach all students to meet the standards of the Maryland Core Learning Goals within the least restrictive environment (LRE). School staff is prepared to utilize the appropriate modifications and accommodations so that all students will reach their greatest potential academically, socially and vocationally.