

Academic Year 2020-21
Special Modifications to Grading Procedures Board Regulation 7210R

As the first quarter comes to a close, we would like to remind administrators and staff that the existing District grading policy will be implemented equitably whether learning remotely or in another learning model.

Board Regulation 7210R outlines the District's grading procedures. However, in this unprecedented time, we must recognize that some students may be experiencing traumatic situations in their personal lives, may have taken on additional responsibilities in the home, or may be adversely affected by the pandemic. Therefore, the following modifications will be implemented to address students' various academic needs during School Year 2020-21.

Access to Technology:

During this time, families may have struggled with access to devices, high speed internet, or experienced technical difficulties or a technical learning curve that impacted a student's initial progress for the quarter. It is imperative that schools support students and families at this time with both technical and academic support to ensure that students stay on an upward trajectory toward mastery of grade level learning standards. ***If students are unable to complete work due to technology concerns, schools must provide students with alternative means to submit work and assess learning.***

Submission of work:

Teachers must share clear directions and due dates for assignments and allow students adequate time to complete assignments. However, with considerations outside of academics potentially affecting them during the school day, students may struggle to keep track of assignments and due dates, or may feel overwhelmed. ***Schools must provide specified time extensions and support as needed to help all students be successful.***

Demonstrating Learning Progress:

Schools must ensure that there are ample, appropriate opportunities for students to demonstrate learning progress both during synchronous and asynchronous learning time. Schools will maximize the potential of office hours, AIS and RTI to provide additional supports to students and to help them make up missing assignments, but also to better understand the particular skills and standards being assessed. Teachers will help students grow in their understanding by sharing meaningful feedback, using rubrics, posing questions in different ways, and expecting students to follow the writing process. Even with these considerations, students may still need additional opportunities to access the learning and to demonstrate understanding. ***Schools must provide students with opportunities as appropriate to revise/resubmit work in order to meet the learning objective of the lesson.***

Communication and outreach:

Factors tied to the pandemic may be affecting a family's ability to connect with the school. ***Schools must find frequent and consistent ways to communicate with parents about a student's academic needs.*** This communication may come from a number of sources - the student's teacher(s), the SST, the family liaison, attendance teachers, the school administrator – but ***families must be made aware of expectations for student performance, missing assignments, engagement with learning, and other academic factors.*** Schools must ensure that communication is two-way and timely, and provide communication in a family's preferred language. Using the Parent Correspondence tab in Infinite Campus, staff must document attempts to reach families and make principals aware if unable to reach the family.

If schools are communicating regularly with families, supporting students, and providing opportunities for students to demonstrate learning progress, averages below a 65 (or Unsatisfactory in grades K-2) should be a rare occurrence.

Incomplete Learning:

A student may not have submitted sufficient work to provide an accurate record of student performance, and missing assignment(s)* will result in the student receiving a marking period average below 65 (or an Unsatisfactory in grades K-2). Or, after working with the teacher, a school counselor, and administrator, it may be determined that certain students require further consideration (e.g., death in the family, prolonged illness, adverse effects caused by the pandemic, etc.). In these instances, schools will develop a plan to support the student's learning. ***Students will receive an Incomplete for the marking period and be granted an extension of one marking period to submit missing assignments. This will apply to Quarters 1, 2, and 3.*** Once completed work has been submitted, the "Incomplete" for that marking period will be changed to a numeric grade that is reflective of the student's demonstrated learning.

*record an Incomplete for the missing assignment; no student should receive a zero (0)

If at the end of Quarter 4 the student

- has not submitted sufficient work to provide an accurate record of student performance, and
- missing assignments will result in the student receiving a Quarter 4 average below 65, and
- the Quarter 4 average below 65 will cause the student's overall average to fall below 65,

the student will receive an incomplete for Quarter 4 as well as for the overall average. Likewise, if a student receives an overall final average below 65 the teacher will record an Incomplete for the overall average.

For single semester courses, if the student has not submitted sufficient work to provide an accurate record of student performance and missing assignments will result in the student receiving a marking period average below 65, the school will develop a plan to support the student's learning. ***The student will receive an Incomplete for the marking period and be granted an extension of one marking period to submit missing assignments. This will apply to Quarters 1 and 3.*** If at the end of Quarter 2 or 4 the student has not submitted sufficient work to provide an accurate record of student performance, and missing assignments will result in the student receiving a Quarter 2 or 4 average below 65 that causes the student's overall average to fall below 65, the student will receive an incomplete for Quarter 2 or 4 as well as for the overall average. Likewise, if a student receives an overall final average below 65 the teacher will record an Incomplete for the overall average.

Procedures for Addressing Incomplete Grades:

Students in grades K-6 who receive an Incomplete as an overall final grade in a course will receive targeted intervention during the following school year; schools will develop a plan to support the student's learning.

Students in grades 7-8 who receive an Incomplete as an overall final grade in a course will be enrolled in summer school for such courses in alignment with the District's promotion policies.

Students in grades 9-12 who receive an Incomplete as an overall final grade in a course will be enrolled in summer school and/or available credit recovery options.

Attendance:

While attendance and class participation remain essential components of a student's learning experience, and schools are required to promote attendance and make every effort to ensure that students attend school and engage in learning, [NYSED guidance](#) during the 2020-21 school year indicates that seat time is not a requirement for earning credit. Instead, "...the instructional priority should be to prepare students to meet the learning outcomes for the course. It is required that students have substantive interaction with a certified teacher so that their learning is supported. Actual time spent to meet the learning outcomes may vary by student. ***Any high school student who achieves the learning outcomes for the course must be granted the unit of credit for such course, if applicable.*** While schools must promote attendance, attendance cannot be counted against students when determining a student's average.