



**Academic Policy for School Year 2019-2020**

**1. Grading Policy**

Uniform, Consistent, Fair	Bayside High School's Grading Policy is uniform, meaning that all students taking the same course are graded in the same manner, regardless of the teacher or instructional environment.
Standards-based Curriculum & Assessment	<p>All courses are aligned to standards, including: New York State Learning Standards, NYCDOE Performance Standards, Career &amp; Technical Education Industry Standards, and standards imposed by accrediting colleges or universities.</p> <p>All assessments contributing toward students' grades are aligned with applicable standards and designed to measure progress in mastering course content and embedded skills.</p>
Consistent, Frequent Feedback & Academic Interventions	<p>Students and their families are advised of progress toward mastery of all courses at regular intervals during the school year:</p> <ul style="list-style-type: none"> <li>-Report cards detailing students' performance are distributed, mailed, and available on-line at the middle of each Term (4 times per year);</li> <li>-Transcripts are distributed and mailed at the end of each Term (4 times per year);</li> <li>-Transcripts, inclusive of summer grades, are distributed and mailed in September;</li> <li>-Grades and attendance are available for student and parental access online via IO Classroom;</li> <li>-All students are scheduled for small group or individual appointments with their counselors to discuss academic progress at regular intervals;</li> <li>-Students requiring more frequent academic check-ins are scheduled for regular small group or individual appointments with their counselors.</li> <li>-Students scheduled for graduation within a school year are prescheduled throughout their year of graduation for small group or individual appointments with their counselors to explore options and prepare postgraduate applications.</li> </ul>
Instruction & Curricula	<p>For the majority of courses offered at Bayside High School the curriculum, syllabus, scope, sequence, lesson and unit plans and assessments reflect a September-to-June learning cycle. These are instructionally year-long courses.</p> <ul style="list-style-type: none"> <li>- For a small number of courses, the curriculum, syllabus, scope, sequence, lesson and unit plans and assessments reflect a September-to-January or February to June learning cycle. These are semester courses.</li> <li>- Year-long courses are cumulative in the measurement of students' progress toward mastery of course content and embedded skills; meaning that assessments ending Term 2 are inclusive of content and skills studied in Terms 1 &amp; 2; assessments ending Term 3 are inclusive of content and skills studied in Terms 1, 2 &amp; 3; and assessments ending Term 4 are inclusive of content and skills from Terms 1 through 4.</li> <li>-Although shorter in duration, semester courses are cumulative in the measurement of students' progress toward mastery of course content and embedded skills; meaning that assessments ending Term 2 are inclusive of content and skills studied in Terms 1 &amp; 2.</li> <li>-Final transcribed grades are issued each Term (4 times per year). Interim progress grades (report cards) are issued as report cards at the midpoint of each Term (4 times per year).</li> </ul>
Demonstration of Mastery of Course Content & Embedded Skills	<p>Bayside High School's Grading Policy is informed by the requirement that assessments contributing toward students' grades align with applicable standards and measure students' progress in mastering course content and the skills embedded in a course's curriculum.</p> <p>Each Term, students complete an assessment (in the form of an exam or project) which is designated as the Quarterly Assessment of Mastery (QAM) for that particular course. Each QAM is a cumulative assessment of the content and embedded skills taught in a course including all preceding Terms of a course.</p> <p>Each's course's QAM is collaboratively designed by a team of teachers who teach the course with the appropriate Assistant Principal and is administered to all students within all sections of the course. A student's QAM contributes to their overall grade for the Term. Students not taking the QAM without acceptable written medical documentation receive a failing grade of "45" for the missed QAM. Students scoring below "45" on a QAM receive a "45" for the QAM. The documented toxicity of grades of zero on assessments which weigh substantially in students' Term grades is to be avoided.</p> <p>Students who do not achieve a grade of 65+ within a course for a Term but are successful in passing that course's QAM will receive a grade of "MP" (Mastery Passed) with appropriate credit value. Passing grades for each QAM are 65+ for general education students and 55+ for students with IEPs or 504 Plans.</p>

Multiple, Differentiated Assessments	Bayside's Grading Policy requires that students be assessed in multiple and different ways to enable each student to develop and demonstrate their progress and mastery in accordance with the research-based findings of Marzano, Reeves & Gardner. As such values and weights have been assigned to each type of assessment:					
<b>Assessments:</b>	<b>Demonstrating Mastery of Content 70%</b>		<b>Demonstrating Effort 30%</b>			
	3 (minimum) to 5 Major Assessments <b>(45%)</b>	3 (minimum) to 8 Minor Assessments <b>(25%)</b>	<table border="1"> <tr> <td><b>5%</b></td> <td><b>25%</b></td> </tr> <tr> <td>Homework Per Term: Min #5 Max #20</td> <td>Participation <i>See rubric below</i></td> </tr> </table>	<b>5%</b>	<b>25%</b>	Homework Per Term: Min #5 Max #20
<b>5%</b>	<b>25%</b>					
Homework Per Term: Min #5 Max #20	Participation <i>See rubric below</i>					
The lowest Major Assessment grade and lowest Minor Assessment grades are dropped prior to averaging. No Assessment, including the QAM, can be counted more than once in calculating student's grade.						
Subject Areas:						
ELA/ESL & LOTE	Tests, Projects & Essays	Quizzes & Mini-Projects				
Social Studies	Tests, Projects & Essays	Quizzes & Mini-Projects				
Math, Health & Sports Medicine	Tests & Major Projects	Quizzes & Mini-Projects				
Art	Projects	Tests, Quizzes, Mini-Projects				
Music	Major Performances & Compositions	Quizzes & Mini-Projects				
Science Courses w/Labs	Quizzes, Tests & Projects	25% Labs				
Science Courses without Labs	Quizzes, Tests & Projects	Quizzes & Mini-Projects				
Physical Education	Tests	Quizzes & Time on Task	Preparation: <i>min #: 5 max #: 35</i>			
Participation Rubric (counts for 25% of a student's grade per above chart)						
100 –attentive; engaged; cooperative; active; consistent; participates; exhibits high level of interest						
90 – motivated: attentive; engaged: & cooperative most of the time; participates in class activities; displays interest in coursework						
80 –attentive & engaged at times; participation in class activities interrupted by off-task activities; interest in coursework is inconsistent.						
65 - attends class 2/3 of days or more; attention & engagement in class activities limited; engages in off-task activities more often than participates; displays some disinterest toward coursework.						
55 – attends class less than 2/3 of days; overtly disengaged; attention & engagement are rare; engages in off-task activities most of the time; displays disinterest in coursework.						
45 –has failed academically and has attended less than 2/3 of class days.						
Recording of Grades:	All grades submitted conform to the requirements of the NYCDOE High School Academic Policy (2018). Numeric grades are to be used for all credit-bearing courses except as described below. These are permissible grades:					
	65-100	Passing grades				
	55	Academic failure.				
	45	Academic failure and attended less than 2/3 of class days.				
	NX (Temporary Grade) Incomplete- Teachers may award a temporary grade of Incomplete ('NX') if a student has a documented, extreme extenuating circumstance that prevents completion of a course in its established timeframe (e.g. surgery, death in the family). 'NX' does not have a pass/fail or a numeric equivalent. A student who receives an "NX" must successfully complete remaining course requirements by the end of the next Term in order to receive a final grade and credit, as applicable. For example, a student receiving an "NX" in Term 1 must complete course requirements by the end of Term 2. If the student has completed course requirements by the end of the succeeding Term, the teacher will replace the "NX" with a numeric grade and appropriate documentation. If the student does not complete course requirements by the end of the succeeding Term, the "NX" will be replaced automatically by a numeric grade of "55". "NX" cannot be the final grade for any Term.					

Recording of Grades (cont.)	NL (Temporary Grade) Students enrolled in a course for less than half of a Term may have missed assignments or assessments needed to generate a complete course grade for a given Term. Teachers may give a temporary grade of 'NL' to indicate this circumstance. 'NL' does not have a pass/fail or numeric equivalent. A student who receives an "NL" must successfully complete remaining course requirements by the end of the next Term in order to receive a final grade and credit, as applicable. For example, a student receiving an "NL" in Term 1 must complete course requirements by the end of Term 2. If the student has completed course requirements by the end of the succeeding Term, the teacher will replace the "NL" with a numeric grade with appropriate documentation. If the student does not complete course requirements by the end of the succeeding Term, the "NL" will be replaced automatically by a numeric grade of "55." "NL" cannot be the final grade for any Term.
Note 1:	In accordance with a schedule to be published each a year, teachers will submit numeric Term grades for students who have demonstrated mastery of course content and embedded skills by either achieving a course grade of 65+ or by having scored grades of "MP" (Mastery Passed). Per the NYCDOE High School Academic Policy (2018), final grades must be transcribed no later than 20 school days after the end of any term. Within this window, students who did not demonstrate mastery of course content and embedded skills will be permitted extra days to turn in work. Teachers will conference with their Assistant Principal or the Principal concerning efforts made toward student and family engagement for those not meeting with success; particularly students with high class attendance. Students whose attendance in a class for all days of a Term is 100% without lateness (as recorded by the teacher) must be given a grade of 65 or higher. A sole exception will be made for students who attend 100% and on time but refuse to participate in class activities. They will receive grades as developed by the teacher hereunder. Simultaneous with the submission of grades for students who demonstrate mastery of course content and embedded skills, students who failed to demonstrate mastery, along with their parents and counselors, will be notified by their teachers to conference with the teacher. This conference will cover details of what the student must do in order to achieve a passing grade for the just concluded Term and will require submission of same by the student no later than 15 school days after the end of the just concluded Term to the teacher. In the event that the student submits the required work of a quality acceptable to the teacher by the 18th day after the end of the concluded Term, the teacher will advise the Department of Data, Attendance, Programming & Testing (DPAT) of the final grade for the concluded Term.
Note 2:	Simultaneous with the collaborative creation of the Quarterly Assessment of Mastery (QAM) for Term 4 for year long courses, an additional assessment (project-based or test) will be designed and designated as that course's Spring Assessment of Mastery (SAM). Teachers will also be designated to grade each course's SAM. Notifications scheduling students for the SAM will be made to students who did not demonstrate mastery of course content and embedded skills by either achieving a course grade of 65+ or by having scored grades of "MP" (Mastery Passed) for Term 4. These notifications will also be made to the student's parent/guardian and guidance counselor. Students who successfully and satisfactorily complete the SAM for any course will receive a grade of "MT" (Meets Standards) and appropriate credit value. Students who do not successfully complete the SAM will receive a grade of 55.
Note 3:	Teachers of multiple period classes need to submit grades for only the first period's code. The grade will be replicated for the other periods.
Note 4:	Teachers of Regents Science classes must enter the cumulative number of labs completed (under the EXAM column of the RECITATION).

## 2. Promotion Policy

Level*	Promotion Standards:

From 9 <sup>th</sup> to 10 <sup>th</sup>	Cumulative: at least 11 credits: Must include 2 credits each in English or ESL; Math; Social Studies; Science; 1 full credit in Physical Education; 1 full credit in Health Education; PLUS Passing 1 Regents in Science & 1 Regents in Math**
From 10 <sup>th</sup> to 11 <sup>th</sup>	Cumulative: at least 22 credits: Must include 4 credits each in English or ESL; Math; Social Studies; Science; 2 full credits in Physical Education; PLUS Passing 1 Regents in Science & 1 Regents in Math & 1 Regents in Social Studies**
From: 11 <sup>th</sup> to 12 <sup>th</sup>	Cumulative: at least 33 credits: Must include 6 credits each in English or ESL; Math; Social Studies; Science; 3 full credits in Physical Education; PLUS Passing all NYS Regents required for graduation; PLUS Demonstration of College Readiness in ELA and Math or NYSED Standard for SWDs*** PLUS attempting either the ACT or SAT Exam at least once PLUS submission of Health Department and other required documentation for 12 <sup>th</sup> grade.

<p><b>*Note:</b></p> <p>*Note: Students cannot be promoted within the year their cohort starts 9<sup>th</sup> grade. For example, students in cohort 2018 cannot be promoted until the end of school year 2018-19.</p> <p>-Except for students in their cohort year as 9<sup>th</sup> graders (per above), students will be promoted to grade levels as per their individual achievement. This may result in students being promoted in advance of their cohort peers.</p> <p><b>**Note:</b></p> <p>-For promotion purposes, “passing” on any Regents is 55+ for students with IEPs and students with approved 504 plans that specify safety net.</p> <p>-Regents passed in 8<sup>th</sup> grade are included when evaluating students for promotion.</p> <p>-Students’ performance on Regents is found at the end of their Permanent Record under “Exam Summary”</p> <p>-Absences or disbarment from Regents Exams are no longer reflected on students’ Permanent Records.</p> <p><b>***Note:</b></p> <p>-College Readiness in ELA is considered to be a grade of 75+ on the NYS CCLS ELA Regents.</p> <p>-College Readiness (CRI) in Math is considered to be a grade of 70+ on any CCLS Math Regents. For promotion (but not for CRI) purposes; these requirements can be fulfilled by SWDs or 504 plans as described above with a 65+ on the NYS ELA Regents or CCLS ELA Regents and a 65+ on any NYS or CCLS Math Regents. 65+ does not fulfill CRI.</p>	
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<b>3.Academic Honors &amp; Ranking</b>	
Honors’ Weighting	Each Bayside High School student has the opportunity to be an honors student. There are no segregated “honors classes.” Students who demonstrate mastery of course content and embedded skills and exceed a course’s learning standards earn honors weighting of their grades in all subject areas except for Physical Education classes taught in gyms.

	Students earning a grade of 90% or higher earn an honors' weighting of 1.05 of their grade. Students earning a grade of 65% or higher for Advanced Placement courses or for courses designated as carrying college credit earn an honors' weighting of 1.1 of their grade. Students who do not sit for an AP exam will have AP code and weight removed. In either case, the grade submitted by the teacher is not changed; the weighted value of the grade is reflected only in the calculation of the cumulative grade point average.
Honor Roll	Each Term, students who earn a grade of 90+ in all of their courses (including Physical Education) are placed on the Bayside Honor Roll for that Term and their Bayside High School CVs are noted with same.
Ranking	Students are ranked once in their high school career- as of the finalization of their 7 <sup>th</sup> semester (mid-point of their 4 <sup>th</sup> year). In order to be ranked, a student must be in the graduating cohort (e.g. students in the 2015 cohort being the 2019 graduation candidates), must have completed two full years at Bayside High School, and have earned at least 21 credits with grades from Bayside High School. Initial ranking is derived entirely from the students' weighted (see above) Grade Point Average. The Assistant Principal Safety & Student Life also reviews the student's records for disciplinary infractions, punctuality and attendance and may remove the rank of a student with an extensive adverse history of any of these.

Ranking (cont.)	<p>Once ranking is finalized by the Assistant Principal of Student Services, no subsequent changes of grades are considered in adjusting a student's rank. The highest ranking student who graduates in June is the valedictorian; the second highest ranking student is the salutatorian. In the event of a tie, the students share the honor. There is no ranking of students who graduate in August or January and no student graduating early (not being in the graduation cohort) can be ranked.</p> <p>Appeals concerning ranking are made to the Assistant Principal of Student Services who, in consultation with the Principal, will render any final decision concerning appeals.</p>
Honors at Graduation	<p>Valedictorian: This honor is reserved for the student whose cumulative high school average of all numerical grades (excluding Physical Education), through and including the seventh term, ranks first in the graduating class. When two or more students have achieved the same average and are ranked number one, both shall be designed Valedictorian. Students ineligible for ranking cannot be awarded Valedictorian status.</p> <p>Salutatorian: This honor is reserved for the student whose cumulative high school average of all numerical grades (excluding Physical Education), through and including the seventh term, ranks second in the graduating class. When two or more students have achieved the same average and are ranked number two, both shall be declared Salutatorian. Students ineligible for ranking cannot be awarded Salutatorian status.</p>

#### 4. Academic Standing

In Good Standing	Student has passed all assigned courses or has made up any outstanding failures (whether creditable under
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	the NYCDOE High School Academic Standards or not). Student has sat for all scheduled exams including APs; Regents; PSAT; SAT; CCLS; and NYSESLAT (if required).
Probation: Tests	Student has passed all assigned courses or has made up any outstanding failures (whether creditable under the NYCDOE High School Academic Standards or not) but has been barred or absent from a scheduled Exam without an acceptable written medical excuse.
	Remedy: Student will be rescheduled to take the same exam in the next testing cycle and must sit for it as well as any other scheduled exams.
Probation: Credits	Student sat for all scheduled exams including PSAT; SAT; AP.; Regents; CCLS; and NYSITEL (if required), but has not passed one or more courses in one or more Terms. "Not passed" includes grades below 65 and all other non-credit bearing grades (e.g. NX, NL, INC, etc.). "Not passed" also includes courses failed at other schools.
	Remedy 1: While still enrolled in a course, a student may demonstrate mastery of content and embedded skills by passing that course's Term QAM (or assigned mastery project). A grade of 65+ (55+ for SWDs) will be considered passing for all QAMs (or assigned mastery projects). In such cases, the initial failing grade will remain on the student's permanent record unless changed by his/her teacher via a signed "change of grade" form and an indicator of "MP" (Mastery Passed) with the appropriate credit value will be added.

Probation: Credits (cont.)	Remedy 2: Students who pass the first term of the course they are repeating due to a previous failure will be granted a waiver of probation if they are passing all of their scheduled courses. This waiver will be revoked in the event they fail any course in a succeeding term.
	<p>Remedy 3: Three times per year, the Bayside Academic Practices Panel will review the permanent records of all students that indicate a deficit between credits attempted and credits earned to confirm which failed credits have not been addressed by the above remedies. Students no longer taking nor repeating the course(s) associated with such unaddressed failed credits will then be assigned an intensive, project-based course of study, aligned with applicable NYS commencement-level learning standards under the supervision of a teacher certified in the area of the unaddressed failed credits to complete except in cases where the student did not pass both the course and associated Regents for:</p> <ul style="list-style-type: none"> <li>-English Language Arts; or</li> <li>-Global History &amp; Geography; or</li> <li>-United States History; or</li> <li>-any Math to be used toward fulfilling Exam graduation requirements; or</li> <li>-any Science to be used toward fulfilling Exam graduation requirements;</li> </ul> <p>Timely and successful completion of the intensive course &amp; any associated project (s) (as indicated by a grade of 65+ or 55+ for SWDs) and will result in the unaddressed failed credits being considered made up for purposes of Bayside High School Academic Standing.</p> <p>The successful completion will be recorded on the student's Permanent Record subject to the guidelines set forth in the NYCDOE High School Academic Standards (Spring, 2018) which include:</p>

	<p>-the unaddressed failed credits must be made up in the summer or semester following the original failure's date. As course grades at Bayside High School are finalized in January (for semester-based courses offered in Fall); or June (for semester-based courses offered in Spring and for instructionally year long courses); or in August (for summer courses); the deadlines for making up courses are: August (for courses failed in January); or January (for courses failed in June) or June (for courses failed in August).</p> <p>- the unaddressed failed credits made up cannot exceed three credits in the four core subjects (ELA/ESL; Math; Social Studies; Science) that will be used toward fulfilling a student's subject requirements for graduation;</p> <p>- a student must have attended 2/3 of the class days of the originally failed course</p> <p>Successful completion of makeup assignments that are not creditable under the NYCDOE High School Academic Standards (2018) will be recorded on a student's Permanent Record under the "Miscellaneous/ Guidance" section indicating the course made-up; the semester in which the course was made up and indicating no credit value.</p>
<p>Probation: Credits (cont.)</p>	<p>Remedy 4: Students who did not pass the course nor the associated Regents for:</p> <ul style="list-style-type: none"> <li>-English Language Arts; or</li> <li>-Global History &amp; Geography; or</li> <li>-United States History; or</li> <li>-any Math to be used toward fulfilling Exam graduation requirements; or</li> <li>-any Science to be used toward fulfilling Exam graduation requirements;</li> </ul> <p>will be programmed to repeat the entire course either in summer (if offered) or in the subsequent school year.</p> <p>Students who did not succeed in making up any other unaddressed failed credits through the above remedies will also be programmed to repeat the entire course either in summer (if offered) or in the subsequent school year. Exceptions may be considered for courses for which the student received a grade of NL or NX.</p> <p>For courses repeated during the summer, the student will be considered to have addressed the previous failure by passing the repeat course. For courses repeated in a subsequent school year, the student will be considered to have addressed the previous failure once the repeater course is underway. Note that failing any repeat course would lead to loss of Academic Good Standing due to the new failure.</p>

**Note:**

**It is the policy of the New York City Department of Education to provide equal educational opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, disability, weight, gender (sex) or sexual orientation, and to maintain an environment free of harassment on the basis of any of these grounds, including sexual harassment or retaliation. Inquiries regarding compliance with appropriate laws may be directed to:**

**Director, Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201. Telephone 718-935-3320**