



Pelham Preparatory Academy



Benvenuto Ferron, Principal

925 Astor Avenue, Room 451
Bronx, NY 10469

Telephone: (718) 944-3601
Fax: (718) 944-3479

Pelham Preparatory Academy 2020 Remote-Learning Grading Policy

The transition to remote learning has caused significant and necessary shifts for our entire school community at Pelham Preparatory Academy and New York City. To meet the challenges of this moment, we have had to repeatedly evolve and adapt our school-wide policies, taking into account the wide range of experiences faced by our community. Therefore, to respond to the realities of students' academic performance and socio-emotional needs in this new learning context, we will *adapt* our academic grading policy, making adjustments to our grading scales that are in alignment with the Department of Education Grading Policy Guidelines for Remote Learning (Covid-19).

As an academic body, we remain committed to the success of all students in an equitable manner by accommodating and supporting students who have faced challenges accessing remote learning and have experienced emotional loss, death, and mental health issues. However, achieving the goals of an adapted grading policy requires a shift in school-wide expectations, especially in how we work collaboratively to nurture and foster participation and engagement in academic and socio-emotional learning environments. So, collectively, Pelham Prep Academy will:

1. Remain a flexible and adaptable school community, helping students and staff navigate technological difficulties, while still providing opportunities for students to interact, access, engage, and participate with rigorous, culturally-responsive curricula that serve as a bridge for the entire PPA school community to college and career readiness and independent living.
2. Perform regular, targeted outreach to students and families through the use of phone calls, emails, and Google Classroom private messaging, while simultaneously conducting surveys that elicit feedback on instructional practices and gauge socio-emotional well being.
3. Through school-wide collaboration in teacher teams, mentoring, intervisitation, and teacher-led professional learning activities, PPA staff will support one another in modifying, sharing, and developing practices that create empowering and engaging virtual learning environments, thereby improving student outcomes school-wide.

Our grading policy supports the learning and growth of the entire school community and considers:

- English as a New Language (ENL) proficiency levels of English Language Learners (ELLs)
- Annual goals, plans for progress monitoring and present level of performance as documented in the Individualized Education Plan (IEP) for students with disabilities
 - Teachers continue to monitor progress toward IEP goals and report progress to parents on the schedule indicated in students' IEPs



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School-Wide Grading Policy Breakdown

| Assessments (55%) | Student Engagement (45%) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Tests and Quizzes ● Digital Visual & Audio Projects ● Labs ● Presentations: including Virtual ● Essays/Portfolios ● Summative Assignments ● Virtual Tasks | <ul style="list-style-type: none"> ● Classwork Assignments ● Do Now/Exit Slip ● Assigned Prompts, Activities, Surveys, etc. ● Online Discussions and Comments ● Collaborative/Individual Involvement ● Active/Productive Engagement ● Digital Citizenship |

Scale of Marks Awarded

Grades are a means to measure and communicate with students and families regarding academic progress. Adjustments to our grading scale are necessary to support students advance their learning and understanding of the academic criteria through June 2020 and beyond.

| Grade | Explanation |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CR | Credit Earned ¹ — only an option if student passes the course and is requested by a parent |
| NL | New/recent admit ¹ |
| NX | Course in Progress—Incomplete due to unforeseen circumstances ¹ . Students have until January 2021 to submit missing coursework to receive course credit. |
| NC | No Credit- Awarded in January 2021 when student has not resolved NX |
| 55 | Unsatisfactory; not passing class (For MP1 and MP2 only) |
| 60 | For MP1 and/or MP2 only ² |
| 65-75 | Passing grades given in increments of five |
| 76-100 | Passing grades given in increments of one |
| P/NX | Pass/NX for science labs only where applicable. All students must complete 1200 minutes minimum of lab time by the end of the science course to be eligible to sit for the respective Regents exam. ³ |

¹ Specific policies apply.

² Possibility to receive a passing grade no later than 6 weeks after end of respective Marking Period with support of counselors.

³ NYSED has waived the requirement for students to complete 1200 minutes of laboratory experience during remote learning. Students must receive a grade for science lab on the same basis as any other course. Science labs must be zero credits.



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Additional Information on Grading Policy

Exemptions for 2020 June and 2020 August Regents Examinations: Students must receive passing grades in their Regents courses for both the fall and spring semester in order to be eligible for the corresponding Regents waiver. Since NX is not a passing grade, it does not qualify students for the waiver. Students may receive the waiver if they pass the course in August and their NX grade is updated to a passing final grade.

| REGENTS | Fall Course | Spring Course |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA Regents | English 11 part 1/EES85 | English 11 part 2/EES86 |
| CC Algebra 1 | Algebra 1 part 1/MES21 | Algebra 1 part 2/MES22 |
| | Algebra 1 part 3/MES43 | Algebra 1 part 4/MES44 |
| CC Geometry | Geometry part 1/MGS21 | Geometry part 2/MGS22 |
| | Geometry part 3/MGS43 | Geometry part 4/MGS44 |
| CC Algebra II | Algebra II/Trig part 1/MRS21 | Algebra II/Trig part 2/MRS22 |
| Global History | Global History 1 of 4/HGS41 | Global History 2 of 4/HGS42 |
| | Global History 3 of 4/HGS43 OR AP World part 1/HGS43X | Global History 4 of 4/HGS44 OR AP World History part 2/HGS44X |
| US History | US History 1 of 2/HUS21 OR US History Honors 1 of 2/HUS21H | US History 2 of 2/HUS22 OR US History Honors 2 of 2/HUS22H |
| Living Environment | Living Environment 1 of 2/SLS21 | Living Environment 2 of 2/SLS22 |
| Physical Science- Earth Science | Earth Science 1 of 2/SES21 and SESS21QL | Earth Science 2 of 2/SES22 and SES22QL |
| Physical Science-Chemistry | Chemistry 1 of 2/SCS21 and SCS21QL | Chemistry 2 of 2/SCS22 and SCS22QL |
| LOTE in Spanish | For the Advanced Regents Diploma, students should have 6 consecutive credits in foreign language, and currently be enrolled in or have completed the 6th credit. | For the Advanced Regents Diploma, students should have 6 consecutive credits in foreign language, and currently be enrolled in or have completed the 6th credit. |



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Expectations for due dates and submission of late work: To acknowledge the significant impact of COVID-19 on students' experiences as remote learners, PPA is adjusting deadlines and expectations for submission of assignments. Though all Google Assignments will clearly document a submission date, teachers will lessen and/or eliminate penalties for late work. In the event that a student receives an NX for a course, the student will have until January 2021 to complete the outstanding coursework. Graduating seniors should complete missing assignments as soon after June as possible, while students relying on passing a Regents course in order to qualify for the corresponding Regents waiver must successfully complete outstanding courses by August 2020.

Medium of Remote Instruction: Our teachers will utilize Google Classroom as the primary means of communication and instruction for students. Each teacher will maintain a digital classroom; post content; create assignments; and provide grades, comments, and feedback on student work in a timely fashion through Google Classroom and PupilPath. Video conferencing will be used on a course-by-course basis as an instructional tool to support student learning and understanding. Some teachers may also choose to use this online platform to make themselves more readily available to assist students with complex topics and assignments (i.e office hours). Please be advised that all Department of Education policies must be adhered to and followed when utilizing this or any other electronic platform including the Internet Acceptable Use and Safety Policy.

Adjustments in Assignment Design and Assessment: Since some planned assignments may not be practical or valid in a remote learning setting, teachers will determine which assignments may need to be removed or substituted with comparable tasks, while also evaluating whether or not parts of some tasks are also impractical in a remote learning setting. Therefore, teachers must consider adjusting the way those assignments are graded. This could include lowering the weight of portions of an assignment, adjusting the way students are expected to express their learning, or removing portions of tasks. Schools must base students' grades on academic progress and performance, considering a student's entire body of work in each subject area. The rate at which students are able to engage in remote learning, in and of itself, may not be used as a factor in grade calculations because of the impact of COVID-19 on each individual student's circumstances.

Progress Reports/PupilPath: Progress Reports will be distributed electronically approximately two to three weeks prior to the end of each marking period to inform students and parents/guardians of the progress the student is making in each course. By drawing upon teachers' up-to-date PupilPath gradebook, progress reports will clearly indicate any missing work/assignments to be turned in prior to the close of each marking period. In addition, students and parents/guardians can track progress regularly through PupilPath.

Approved by the Accreditation Committee, May 13, 2020.