

Amendments to the Grading and Reporting Policy and Regulation (File Code 6147.1) and Promotion and Retention Policy and Regulation (File Code 6146.2) during a Public Health-Related School Closure

The Passaic Public Schools believes that the most effective instruction occurs between the teacher(s) and student(s) in the classroom. However, during State mandated school closures, the district must shift policies and procedures to meet the requirements set by the New Jersey Department of Education to continue educational learning during such a closure. The following resolution presents the critical policy and regulation shifts that are proposed during the period beginning on March 16, 2020.

Whereas, Governor Murphy's Executive Order No. 104, released on Monday, March 16, 2020, ordered all schools closed effective Wednesday, March 18, 2020; and

Whereas, Governor Murphy's Executive Order No. 107 ordered the New Jersey Department of Education to allow home instruction arrangements during the period of closure;

Whereas, Passaic Public Schools will not reopen for the remainder of the 2019-2020 school year, and

Whereas, the Superintendent of Schools, Pablo Muñoz, has instituted the School Closure Preparedness Plan for Instruction approved on Friday, March 13, 2020, by the Interim Passaic County Executive Superintendent of Schools on behalf of the New Jersey Department of Education; and

Whereas, Passaic Public Schools has instituted a home-based instruction program to meet the state requirements of providing 180-school days of instruction, consistent with P.L. 2020, Chapter 27; and

Whereas, the Superintendent of Schools, Pablo Muñoz, has reviewed and assessed the challenges of implementing the Grading and Reporting Policy and Regulation (File Code 6147.1) during the current school closure; and

Whereas, the Superintendent of Schools, Pablo Muñoz, has reviewed and assessed the challenges related to the Promotion and Retention Policy and Regulation (File Code 6146.2); and

Whereas, the current system is dependent on providing continuous academic learning and support in a classroom environment; and

Whereas, the district recognizes the extraordinary challenges and difficult circumstances faced by students and staff during the pandemic; and

Whereas, the challenges of home-based instruction include variations in student levels of access to online materials and instructional supports, as well as significant limitations for teachers to provide the continuous academic learning, supports, feedback, and assessments; and

Whereas, the district has committed to provide stronger social-emotional supports to staff and students; and

Whereas, using the grading system as written in policy cannot be done with full fidelity during the period of extensive pandemic-related school closure; and

Whereas, the language of the Grading and Reporting Regulation (File Code 6147.1) as approved by the Board of Education will remain in effect unless specifically addressed in the amendments listed hereinafter; and

Now, therefore, be it resolved, that the Grading and Reporting Regulation (File Code 6147.1) will be amended by the following procedures and implemented, effective upon approval by the Passaic Board of Education, for the third marking period, fourth marking period, and final grades of the 2019-2020 school year:

Definition of Home-Based Instruction

During the period of state mandated home-based instruction the roles of district and school leaders, teachers, and other certified personnel is to monitor completion of student work and fulfill the state requirements set to meet the definition of “home instruction” as set by the New Jersey Department of Education in the memorandum dated March 5, 2020:

“The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.”

Purpose of Grades During District-Wide Home-Based Instruction

In Passaic Public Schools, grades will continue to function as a measure of student learning during a school closure. The recommendations made on grading during school closures are based upon the principle of doing *no educational harm to any student* during the statewide suspension of instruction in public school facilities.

During this public health-related school closure, Passaic Public Schools transitioned to home-based instruction. Home-based instruction is defined as the learning that occurs outside the traditional classroom setting because the student and teacher are separated by distance and/or time. Passaic Public Schools define a home-based instruction day as a continuation of learning for students under conditions that prevent the learner and the teacher from being in the same public school facility. During this unprecedented time, Passaic Public Schools primary focus is to keep our children emotionally and physically safe, fed, and engaged in learning.

Effective Administration, Planning, and Assessment of Curriculum and Instruction

- A. The teacher plans instruction effectively:
1. Has a personal vision to support continued learning while being thoughtful about the challenges students may face during such a mandated school closure;
 2. Supports student access to content and material by communicating with the students and families about ways to access the education materials and resources available;
 3. Understands the schoolwork assigned, reviewed, and completed during the home-based instruction period will be on supporting the skills previously built while encouraging introduction of new skills in the most effective way(s) possible; and
 4. Identifies the appropriate methods to support student learning based on student access to digital and non-digital devices and services.
- B. The teacher plans assessment of student learning effectively:
1. Identifies and utilizes digital and non-digital resources to communicate with students to assess student progress on the assigned work.
 2. Provides feedback to encourage continued student learning.
 3. Gathers information necessary to support students when the student(s) return to the traditional classroom environment.
- C. The teacher monitors students' understanding of the curriculum to the best of their capacity, and adjusts instruction, materials, or assessments as appropriate:
1. Teachers shall be expected to monitor the student work assigned during the home-based instruction period and shall monitor student learning during this time period.
 2. In accordance with the board approved regulation, all students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the home-based instruction period. If a student was unable to retake an assignment or assessment from prior to the closure, the grade should not contribute to a failing grade.
- D. Teachers are required to enter grades into the district adopted online grading system in a timely fashion:
1. In grades K-8, teachers will develop grades that reflect a continuation of student learning. This may include but is not limited to the following: teacher/student collaboration, entry/exit tickets, discussion posts, self-reflections, portfolios, journals, projects, self-assessment, choice boards, and other artifacts.
 2. The mode at which a student provides evidence of learning needs to be differentiated based upon student circumstances.
 3. In grades K through 12, a minimum of one (1) grade per subject per week must be recorded and entered based on student performance on assigned tasks.
- E. Teachers will not be required to enter the district common assessment grades during the duration of home-based instruction.

- F. Principals and Assistant Principals are required to monitor the grades and progress of all students in their schools.
1. Work with the teachers to ensure that all grades have been entered prior to the conclusion of the school year.
 2. Monitor students who have received the Incomplete (I) grade described in the following sections to ensure that the appropriate grade is recorded.
 3. Communicate with parents/guardians regarding student progress and learning.
 4. Identify students who will be required to participate in the summer program and communicate with district personnel.

Grading Framework K-12

During a public health-related school closure, the district transitions to home-based instruction due to significant disruptions such as a pandemic. It is understood that resources vary at this time for students to fully engage in a home-based instruction environment and that current events may be distressing to students. A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during such a time. We believe that thoughtful feedback, grading, and evaluation can provide an important contribution to a healthy social-emotional state.

A. NJSLs Aligned Learning Experiences

1. All assigned work shall be aligned to the New Jersey Student Learning Standards (NJSLs);
2. All assigned work shall be grade-level appropriate; and
3. All assigned work shall be accessible to students regardless of access to digital devices and services.

B. Make-Up Work

1. Students shall be permitted to make up work and be provided with adequate extensions to complete assignments; and
2. Students must be graded on work that is accessible to them during the period of home-based instruction.

Grading Guidelines

A. Pre-Kindergarten:

1. Pre-kindergarten students' teachers are encouraged to provide feedback to the families that support ongoing student development.
2. For the marking period 3 report card, parents will receive notification of student progress based on the conclusion of the second COR scoring period using the existing report card format.
3. The second scoring period COR Family Report will be provided to families at the end of the school year in lieu of the marking period 4 report card to inform on developmental growth.
4. Students will not be retained in pre-kindergarten.

B. Kindergarten, Grades 1-2:

1. The district recognizes that home-based instruction during a public health-related school closure presents significant challenges in ensuring equitable access to technology and instructional supports. To support the principle to do no harm noted above, the district will utilize a system that recognizes student attempts to engage in learning, while also working to meet state requirements relating to home instruction during a public health-related closure.
2. Teachers in grades K- 2 may continue to provide performance indicator feedback, with the purpose of communicating progress in meeting learning goals appropriate to the grade level and the subject area.
3. It is important to note that home-based learning, in and of itself, should not have an adverse impact on students' feedback.
4. Report cards shall only receive performance indicators for academic and non-academic standards that are developmentally appropriate to assess during home-based work.
5. It is important that teachers provide multiple methods of work submission for students to demonstrate learning.
 - a. For each subject, a gradebook grade should be recorded weekly. A minimum of one grade per subject, per week.
 - b. Grades can be derived but are not limited to the following: teacher/student collaboration, entry/exit tickets, discussion posts, self-reflections, portfolios, journals, projects, self-assessment, choice boards, and other artifacts.
 - c. The mode at which a student provides evidence of learning needs to be differentiated based upon student circumstances.

K-2 Performance Indicator Chart

Performance Indicator	Interpretation
E	Excellent Progress/Exceeding Standards
S	Satisfactory Progress/Meeting Standards
I	Improvement Needed/Approaching Standards
NA	Not Assessed

C. Grades 3-5:

1. The district recognizes that home-based instruction during a public health related-school closure presents significant challenges in ensuring equitable access to technology and instructional supports. To support the principle to do no harm noted above, the district will utilize a system that recognizes student attempts to engage in learning, while also working to meet state requirements relating to home instruction during a public health - related closure.
2. Students in grades 3-5 will not receive a traditional letter grade, instead they will receive a letter indicating Pass (P) and Incomplete (I).

3. For marking period 3, the established weights of 70/30%, with the exclusion of district unit assessments will contribute to the calculation of the marking period grade of (P or I). A student's grade should not be adversely impacted based on the transition to home-based instruction.
4. For marking period 4, gradebook weights will be adjusted such that 100% of the weight will be equally distributed across formative assessments, academic achievement, and classwork (home-based work) of digital and non-digital work. It is important that teachers provide multiple methods of work submission for students to demonstrate learning.
5. For each subject, a gradebook grade should be recorded weekly. A minimum of one grade per subject, per week should be in the gradebook.
 - a. Grades can be derived but are not limited to the following: teacher/student collaboration, entry/exit tickets, discussion posts, self-reflections, portfolios, journals, projects, self-assessment, choice boards, and other artifacts.
 - b. The mode at which a student provides evidence of learning needs to be differentiated based upon student circumstances.
6. Teachers may use their own discretion regarding feedback for the performance indicators to assess the non-academic skills such as problem solving, communication, collaboration, student citizenship, and self-direction only during marking period 3. For marking period 4, non-academic skills will not be assessed.
7. Students who have more than one grade of Incomplete (I) will be required to participate in a summer program.
8. By the close of summer school, all grades of Incomplete (I) will be replaced by a Pass (P) or Fail (F).

Grades 3-5 Home-Based Instruction Grading Chart

Numerical Grade	Verbal Interpretation
Pass (P)	
63%-100%	The student's work demonstrates an adequate understanding of the concepts, skills, and knowledge within the specific content area. The student's work shows a preponderance of evidence working at grade level.
Incomplete (I)	
62% or below	The student's work was not completed at this time. All students will have the ability to complete the work to make the necessary improvement to receive a grade of Pass (P).
Fail (F)	
62% or below	For marking periods 3 and 4, any grades of Incomplete (I) will change to the letter grade of F, if the student does not make up the required work and/or attend summer programming. Students will be provided with assistance and opportunities to make up missed work from home-based learning period. If all work is completed at the close of summer programming, a grade of Pass (P) will replace the Incomplete(s).

D. Grades 6-8:

1. The district recognizes that home-based instruction during a public health-related school closure presents significant challenges in ensuring equitable access to technology and instructional supports. To support the principle to do no harm noted above, the district will utilize a system that recognizes student attempts to engage in learning, while also working to meet state requirements relating to home instruction during a public health-related closure.
2. The prior marking period grades collected shall not be impacted by the shift in grading required during a home-based instruction period.
3. Any calculation of grade point averages will only include marking period(s) completed in full prior to the beginning of a home-based instruction period.
4. Students in grades 6-8 will not receive a traditional letter grade, instead they will receive a letter indicating Pass (P) or Incomplete (I).
5. For marking period 3, the established weights of 70/30%, with the exclusion of district unit assessments will contribute to the calculation of the marking period grade of (P or I). A student's grade should not be adversely impacted based on the transition to home-based instruction.
6. For marking period 4, gradebook weights will be adjusted such that 100% of the weight will be equally distributed across formative assessments, academic achievement, and classwork (home-based work) of digital and non-digital work. It is important that teachers provide multiple methods of work submission for students to demonstrate learning.
7. For each subject, a gradebook grade should be recorded weekly. A minimum of one grade per subject, per week.
 - a. Grades can be derived but are not limited to the following: teacher/student collaboration, entry/exit tickets, discussion posts, self-reflections, portfolios, journals, projects, self-assessment, choice boards, and other artifacts.
 - b. The mode at which a student provides evidence of learning needs to be differentiated based upon student circumstances.
8. Teachers may use their own discretion regarding feedback for the performance indicators to assess the non-academic skills such as problem solving, communication, collaboration, student citizenship, and self-direction only during marking period 3. For marking period 4, non-academic skills will not be assessed.
9. Students who have more than one grade of Incomplete (I) will be required to participate in a summer program.
10. By the close of summer school, all grades of Incomplete (I) will be replaced by a Pass (P) or Fail (F).

Grade 6-8 Home-Based Instruction Grading Chart

Numerical Grade	Verbal Interpretation
Pass (P)	
63%-100%	The student's work demonstrates an adequate understanding of the concepts, skills, and knowledge within the specific content area. The student's work shows a preponderance of evidence working at grade level.
Incomplete (I)	
62% or below	The student's work was not completed at this time. All students will have the ability to complete the work to make the necessary improvement to receive a grade of Pass (P).
Fail (F)	
62% or below	For marking periods 3 and 4, any grades of Incomplete (I) will change to the letter grade of F, if the student does not make up the required work and/or attend summer programming. Students will be provided with assistance and opportunities to make up missed work from home-based learning period. If all work is completed at the close of summer programming, a grade of Pass (P) will replace the Incomplete(s).

E. Grades 9-12:

1. The district recognizes that home-based instruction during a public health-related school closure presents significant challenges in ensuring equitable access to technology and instructional supports. To support the principle to do no harm noted above, the district will utilize a system that recognizes student attempts to engage in learning, while also working to meet state requirements relating to home instruction during a public health-related closure.
2. Students in grades 9-12 will not receive a traditional letter grade for the marking period(s) where home-based instruction is included for more than two (2) weeks.
3. The prior marking period grades shall not be impacted by the shift in grading required during a home-based instruction period.
4. All grades will be based on Pass (P) or Incomplete (I).
5. Any marking period that has been interrupted by a mandated home-based instruction period will be graded using the scale noted above (P, I).
6. For marking period 3, the established weights of 70/30%, with the exclusion of district unit assessments will contribute to the calculation of the marking period grade of (P or I). A student's grade should not be adversely impacted based on the transition to home-based instruction.
7. For marking period 4, gradebook weights will be adjusted such that 100% of the weight will be equally distributed across formative assessments, academic achievement, and classwork (home-based work) of digital and non-digital work. It is important that teachers provide multiple methods of work submission for students to demonstrate learning.
8. For each subject, a gradebook grade should be recorded weekly. A minimum of one grade per subject, per week.

9. Teachers are encouraged to be thoughtful about the grades they provide students and consider the students' access to all of the resources provided to support learning.
10. Use of Online Teaching Programs (i.e. APEX)
 - a. Apex provides the students to take a quiz 3 times on the same content with 3 different sets of questions. With online learning, the teacher shall take the highest score and record it on PowerSchool.
 - b. Apex provides a summary of what was completed as well as any additional activities that have been added to Apex by the teacher.
 - c. Additional pieces of evidence other than Apex, of students learning a skill or building knowledge are supplementary opportunities to count as a formative assessment.
11. Other Programs (i.e. Google Classroom, Canvas, Project Lead the Way)
 - a. Grades can be derived but are not limited to the following: teacher/student collaboration, entry/exit tickets, discussion posts, self-reflections, portfolios, journals, projects, self-assessment, choice boards, and other artifacts.
 - b. The mode at which a student provides evidence of learning needs to be differentiated based upon student circumstances.
12. Teachers may use their own discretion regarding feedback for the performance indicators to assess the non-academic skills such as problem solving, communication, collaboration, student citizenship, and self-direction only during marking period 3. For marking period 4, non-academic skills will not be assessed.
13. By the close of summer school, all grades of Incomplete (I) will be replaced by a Pass (P) or Fail (F).
14. Course Credit:
 - a. Final Exams will not be administered, all marking periods will be calculated at 25% to determine the granting of course credit.
 - b. Credit toward meeting the graduation requirements will be granted based on the final grade calculation.
15. Grade Point Averages
 - a. All grade point average calculations will be consistent with the table provided in the Grading and Reporting Regulation (File Code 6147.1).
 - b. The prior marking period final grades shall not be impacted by the shift in grading required during a home-based instruction period. Home-based instruction should not have an adverse impact on students' grades or grade point average (GPAs).
 - c. The final grade point average calculated will be based on the higher of two possible GPAs.
 - i. GPA 1: Average of MP1 and MP2
 - ii. GPA 2: Average of MP1, MP2, MP3, and MP4
 - iii. Students must receive a passing final grade to be eligible for the GPA 1 calculation as noted in section i above.
 - d. Examples of calculations with grade point averages can be found in the exemplar table below.

16. Students that do not earn course credit will fail the course and will be required to complete the credit recovery process as utilized in the district.
17. Students with two "Incompletes" at the conclusion of the school year will be required to complete credit recovery as utilized in the district.
18. Students must participate in the Advanced Placement Exam to earn credit as an Advanced Placement course. Students who do not take the AP exam will have the course designation changed from Advanced Placement to Honors, with the grade point average (GPA) allocated as defined in the Grading and Reporting Regulation (File Code 6147.1).

Grade 9-12 Home-Based Instruction Grading Chart

Numerical Grade	Verbal Interpretation
Pass (P)	
63%-100%	The student's work demonstrates an adequate understanding of the concepts, skills, and knowledge within the specific content area. The student's work shows a preponderance of evidence working at grade level.
Incomplete (I)	
62% or below	The student's work was not completed at this time. All students will have the ability to complete the work to make the necessary improvement to receive a grade of Pass (P).
Fail (F)	
62% or below	For marking periods 3 and 4, any grades of Incomplete (I) will change to the letter grade of F, if the student does not make up the required work and/or attend summer programming. Students will be provided with assistance and opportunities to make up missed work from home-based learning period. If all work is completed at the close of summer programming, a grade of Pass (P) will replace the Incomplete(s).

9-12 Grade Point Average & Credit Exemplar Chart

MP 1	MP 2	MP 3	MP 4	AP	Credit	Avg. MP 1 & MP 2	Avg. All MP	Final Letter Grade	Final GPA Points
A- (92)	B (85)	P (80)	P (80)	Y	Yes	B+ (88.5)	B (84.25)	B+	4.00*
A- (92)	B (85)	P (80)	P (80)	N	Yes	B+ (88.5)	B (84.25)	B+	3.33
B (85)	B+ (89)	P (95)	P (95)	N	Yes	B+ (87)	A- (91)	A-	3.67
F (55)	F (55)	P (70)	P (70)	N	Yes	F (55)	D (62.5)	D	1.00
F (55)	F (55)	F (55)	F (55)	N	No	F (55)	F (55)	F	0.00
D (65)	F (55)	D (68)	F (55)	N	No	F (60)	F (60.75)	F	0.00
D (65)	D (55)	D (68)	P (75)	N	Yes	F (60)	D (65.75)	D	1.00

* GPA is reflective of AP point calculations consistent with the regulation.

- F. English as a Second Language (ESL), and teachers of English Language Learners (ELLs)
1. Teachers of English Language Learner (ELL) students in grades K-8 will focus on ELLs' progress towards English language mastery as well as their achievement. It is important to underscore that we are evaluating ELLs' progress towards mastery, not just whether they have mastered the objective or not. Teachers can leverage assessment as learning through opportunities for reflection and feedback.
 2. The mode at which a student provides evidence of learning needs to be differentiated based on the student's language proficiency.
 3. In grades K-8, grading will focus on the continuation of learning through teacher-provided feedback rather than assigning grades. This may include but is not limited to the following: teacher/student collaboration, entry/exit tickets, discussion posts, self-reflections, portfolios, journals, projects, self-assessment, choice boards, and other artifacts.
 4. Teachers in grades K- 8 may continue to provide performance indicator feedback, with the purpose of communicating progress in meeting learning goals appropriate to the students' language proficiency.
 5. In grades 9 through 12, a minimum of one (1) grade for ESL, per week, must be recorded and entered based on student performance on:
 - a. Online ESL teaching Apex program.
 - b. Additional pieces of evidence other than Apex, of students' progress towards English language mastery or building knowledge are supplementary opportunities to count as a formative assessment.
 - c. Teachers will continue to record grades in a numerical form in PowerSchool and use the Home-Based Instruction Grading Chart as described above based on Pass (P) or Incomplete (I).
 - d. ESL Final Exams will not be administered; all marking periods will be calculated at 25% to determine the granting of course credit.
 - e. Teachers of ELLs will identify the level of mastery the student has attained, as described in the Bilingual and English as a Second Language (ESL) Programs policy #6142.2:
 - i. Level 1: Entering
 - ii. Level 2: Emerging (Beginner)
 - iii. Level 3: Developing (Intermediate)
 - iv. Level 4: Expanding (Advanced)

G. Additional Information

1. All teachers will continue to record grades in a numerical form in PowerSchool and use the Home-Based Instruction Grading Charts and provide grades Pass (P) or Incomplete (I) at the end of each marking period.
2. Final Exams will not be administered; all marking periods will be calculated at 25% to determine the granting of course credit.
3. The grade of Fail (F) for Marking Periods 3 and 4, will not be recorded until the conclusion of summer school. A teacher may not record a Fail (F) until students have the appropriate time to make up missed work.

4. A teacher may submit a grade change until the close of summer school; the change can be submitted at any time following the completion of the marking period, prior to the close of summer school.
5. All grades will be finalized for the 2019-2020 school year prior to the first day of the 2020-2021 school year. At this time, any remaining grades of Incomplete (I) will be adjusted to a Fail (F).

Appeal

The process for appealing a grade will remain as outlined in the Grading and Reporting Regulation (File Code 6147.1).

High School Ranking & Transcripts

With the exception of the calculation of the grade point averages as described above, the calculation of high school rankings will remain as outlined in the Grading and Reporting Regulation (File Code 6147.1).

Now, therefore, be it resolved, that the Promotion and Retention Policy and Regulation (File Code 6146.2) will be amended by the following procedures, and implemented upon approval by the Passaic Board of Education, through the conclusion of the 2019-2020 school year:

Promotion & Retention K-8

Passaic Public Schools can consider promotion criteria for individual students during this time frame and revise it to the student's needs and change plans, as necessary.

The following factors should be taken into consideration during the public health-related school closures which are based upon the principle of doing no educational harm to any student. Before grading placement is decided, the following shall be considered: Student ability and effort, previous retention, student attendance, English language proficiency, student access to digital and non-digital devices and services, and student Individualized Educational Plans (IEPs). Retentions shall be considered:

- A. When a student received an Incomplete (I) that converted to a Fail (F) for the school year;
- B. Upon recommendation by the school-based retention review committee; or
- C. When the retention would have a reasonable chance of benefiting the student.

Standards for Student Promotion

- A. Students will be promoted if they have met their course requirements and are progressing in accordance with the district's curriculum, as aligned to the state standards.
- B. Equal emphasis should be placed on both reading skills and math skills. Although the student's academic progress and their ability to meet the state standards are the primary

determinants for retention, the recommendations for promotion, as described below, should also be taken into consideration before deciding grade placements.

Intervention Programming

- A. Students who have received more than one grade failing (F) grade during MP 1 & MP 2 and/or more than one grade of Incomplete (I) during MP 3 & MP4 will be required to participate in a summer program.
- B. Digital and/or non-digital intervention opportunities may be offered when possible, during home-based instruction for students to meet their specific needs.
- C. Students who do not participate in digital and/or non-digital intervention opportunities may not be eligible for promotion.
- D. Participation in intervention programs does not guarantee promotion; and
- E. The retention review committee may include participation in intervention programs as criteria for promotion.

Summer School

- A. Students who do not demonstrate mastery of the state standards in Mathematics and/or English Language Arts (ELA) in accordance with the Grading and Reporting regulations as amended for the purpose of this resolution will be required to attend summer school.
- B. Attendance at the summer school will not guarantee promotion.
- C. The principal may use student performance in summer school criteria for promotion.
- D. The students who receive a final average grade of a 62 or below (I) in Mathematics and/or English Language Arts (ELA) in accordance with the Grading and Reporting policy will be required to attend summer school.

Retention

- A. Every effort should be made to meet individual student needs by means of remediation as an ongoing part of the student's educational program.
- B. Principals should confer with teachers, a learning disability specialist, school counselor and/or social worker, and the student's parents prior to finalizing retention.
- C. The students who receive a final average grade of a 62 or below (I) in Mathematics and/or English Language Arts (ELA) in accordance with the Grading and Reporting policy will be required to attend summer school.
- D. Students that were required to attend the summer academic program will have the opportunity to change the grade of Incomplete to a grade of Pass (P) at the completion of the program. Students that are required to attend the Promotion & Retention program and

do not successfully complete the program, will have the grade of Incomplete changed to a Fail (F).

- E. The final decisions for a change of grade and grade placement will be determined by the school principals.
- F. The parent/guardian will be notified no later than two (2) weeks prior to the end of the school year when the possibility of the student not being promoted is determined.

Attendance

In accordance with the Attendance, Absences, and Excuse policy, students must meet the district requirements for attendance in accordance with state regulations.

School staff will work to ensure students have equitable access to program materials so that they may successfully attend and/or complete the program within a specific time frame.

Retention Review Committee

The Retention Review Committee will function as outlined in Policy 6146.2 in a remote mode.

Building leaders will organize a system for the committee to convene retention meetings to review individual cases in a remote manner.

Principals will make the final determinations relative to grade placements as defined in the Grading and Reporting Regulation (File Code 6147.1).

Approved: May 20, 2020