

GRADING SYSTEMS

Grading provides the opportunity for students and their parents and/or caregivers opportunities to obtain information about the student's academic and social-emotional progress. The Board of Education recognizes that the classroom teacher has the primary responsibility to support student progress, monitor student progress, and determine student grades.

Uniform Grading System, Classroom Teacher Responsibility, Student Participation Expectations

The District shall use a uniform grading system that is aligned with the school and program initiatives. Classroom teachers shall support and monitor student progress and assign grades according to the established grading system. Teachers will maintain up-to-date student grades (no more than two weeks) in the District's selected Student Information System. This will allow parents to monitor and support their child's progress. School Principals and/or their designee will monitor the maintenance of up-to-date grades in the District's electronic grading system.

Teachers shall follow uniform grading practices across the District, to be developed by the Superintendent or their designee. Grading shall be based on student improvement, achievement, and participation in classroom activities.

Families shall be provided a written report card four (4) times a year regarding their child's progress in coordination with marking period end dates. In addition, parents and/or caregivers will be provided guidance on how to monitor their child's grades on the electronic grading system. Two sources of this guidance will be their child's school and the Office of Parent Engagement. The District will specify its grading practices to families at the beginning of the school year and include it with the report card for the first marking period. The use of marks and symbols will be explained to provide clarity for families.

Grading shall not be used for disciplinary purposes, (i.e. reducing grade for an unexcused absence), although a lower grade can result from failure to complete assigned work or for lack of class participation.

General education courses from grades 6th through 12th will use a numerical scale up to 100%. Dual credit, Advanced Placement, and International Baccalaureate courses may have increased weight at the Superintendent's and/ or their designee's discretion.

Homework

All students are expected to complete the assigned classwork and homework as directed. Homework cannot be the sole factor for a student to earn a failing grade. It is encouraged for schools to provide extended opportunities before or during school, and/or during extended day opportunities.

Absences and Missed Work

Regular and punctual school attendance is essential for school success. Student learning at all grade levels is increased through classroom activities that involve group discussions, group analysis, or enhancements that can only be carried out in the classroom. If work is missed due to absence, the student is expected to make up the work. The student and/or the student's family should discuss an appropriate means of making up the missed work with the student's teacher. Every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.

Regents Examinations and District Diagnostic Examinations

Regents examinations and District-created diagnostic examinations (such as common formative assessments and iReady or its successor program) will not be used as a part of a student's final course average.

Processing and Changing Student Grades and Audit Trails

Grades are expected to be submitted in a timely fashion to be reported to parents and/or caregivers. Submission of grades will be open until a date set by the District, at which point the grading system will be closed and locked. Any submissions after that date must be accompanied by a written request to the Superintendent or their designee, and Executive Director of Accountability and Student Registration. Grading systems will only be unlocked for enough time to allow the modification.

While the professional judgment of the teacher will be respected, it is understood that occasionally there may need to be an adjustment in grades after the term. Examples include but are not limited to, reflecting on additional assignments, correcting mistakes, or accommodating student illnesses. Once a grade is assigned to a student by a teacher and grades close, the grade may only be changed by the School Principal or their designee after notification to the teacher of the reason for such change, or upon request of the teacher. All grade changes require supporting documentation, to be maintained in the Student Information System and in the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change.

The District's Student Information System will serve as a historic and official representation of the grades and credits earned. Grade changes and documentation will be filed with the Office of Accountability.

Should an administrator enforce a grade change contrary to the teacher's assigned grade, they shall be prepared to report to the teacher of record, Superintendent of Schools, and/or the Board.

All re-opening of the grading system and grade changes will be reviewed quarterly, by the Office of Accountability, to ensure the process is being followed and that there is no unusual or inappropriate activity. A quarterly report articulating the extent to which the grade change process is being followed and any unusual or inappropriate activity shall be shared with the Office of School Chiefs, the Superintendent or their designee, and the Board of Education.

There will be a limited number of personnel other than teachers who have access or permission to enter or change grades in the system. Standard Operating Procedures (SOPs) will be created to ensure such changes are consistent and seamless.

The Office of Accountability in conjunction with the Department of Information Management and Technology will develop regulations and procedures for adding users, establishing user's access rights (including if applicable: override abilities); deactivating or modifying user accounts; granting user permissions; and monitoring user access and activity within the system.

Access and permission will be reviewed annually to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of people no longer employed by the District, or no longer in positions requiring access and permissions, will be removed, modified or deactivated immediately.

Policy Review

District administration shall annually review this policy and present recommendations to the Board in sufficient time for the Board to act upon the recommendations to the policy before each school year.

Ref: Education Law §§3202; 3205 et seq.
Matter of Nathaniel D., 32 EDR 67 (1992)
Matter of Hegarty, 31 EDR 232 (1992)
Matter of Shepard, 31 EDR 315 (1992)
Matter of Handicapped Child, 32 EDR 83 (1992)
Matter of Ackert, 30 EDR 31 (1990)
Matter of Augustine, 30 EDR 13 (1990)
Matter of Boylan, 24 EDR 421 (1985)
Matter of Burns, 29 EDR 103 (1989)
Matter of Chipman, 10 EDR 224 (1971)
Matter of Dickershaide, 26 EDR 112 (1986)
Matter of Fitchett-Delk, 25 EDR 178 (1985)
Matter of Gibbons, 22 EDR 134 (1982)
Matter of LaViolette, 24 EDR 37 (1984)
Matter of MacWhinnie, 20 EDR 145 (1980)
Matter of McClurkin, 28 EDR 136 (1988)
Matter of Reid, 65 Misc. 2d 718 (1971)
Matter of Rivers, 27 EDR 73 (1987)
Matter of Shamon, 22 EDR 428 (1983)

Notes: Adopted August 24, 2023 pursuant to Resolution No. 2023-24: 235a; Amended November 7, 2023 pursuant to Resolution No. 2023-24: 235a

ct