



PCHS Spring 2020 eLearning Grading Policy

(revised from PCHS Faculty meeting on Friday, April 17, 2020)

PCHS has developed this temporary grading policy for eLearning in light of the extraordinary circumstances of the Spring of 2020. In an attempt to balance the need to help those in crisis and to support our most vulnerable students, with the need to carry on a rigorous and relevant education for our engaged and high achieving student body; PCHS has developed the following policy.

Taking into account feedback from all stakeholder groups on how to proceed, all PCHS departments will implement the following policy for Spring 2020.

1) TEMPORARY SCHOOL WIDE SPRING 2020 GRADING SCALE

A	88-100%
B	75-87%
C	60-74%
D	47-54%
NC (No Credit)	0-46%

2) No Credit (NC)

Fail grades will be eliminated and students earning below 47% in a class will be assigned a “No Credit” (NC) in the class with no penalty to the student’s Grade Point Average. However, students will need to retake the course in order to receive credit for the course.

3) INCOMPLETE GRADES

Students may apply for an Incomplete if they are in difficult, extreme, or emergency circumstances; but would like more time beyond June to finish the course to receive credit and a grade. In such extreme circumstances, the student and teacher will fill out

an Incomplete contract which will be approved by the Director of Academic Planning and Guidance Services, Dr. Lee. The students will have to make up the work in order to get the grade in accordance with the agreed-upon deadlines. If the turn-in deadlines are not met, the consequences could be a grade drop of 1 letter grade, grade retention before the Incomplete grade, or No Credit (NC) based upon the teacher's professional judgement.

The teacher will submit the original Incomplete form to the Counseling Office. A copy of this form must be sent to the parent/guardian and student and the teacher should retain a copy of the Incomplete form.

4) **FINAL ASSESSMENTS**

Traditional final exams will not be given. A traditional Final Bell Schedule will not be followed. In lieu of traditional final exams, teachers will assign Final Assessments that could include:

- a. Performance Tasks
- b. Essays
- c. Projects
- d. Comprehensive tasks in a presentation/video format.

Performance tasks and projects should have students explain their thinking in academic language and citing references when appropriate. It should be understood that these projects would be able to be completed with notes, research, and/or collaboration with others, when appropriate.

The final assessment cannot be worth more than 15% of the grade.

5) **SEMESTER END/FINAL EVALUATION PERIOD**

All new content instruction will end on and all new assignments **shall** be assigned by **May 22**. However, classes will still be held until June 3. PCHS will not be having a Final Exam Schedule, so teachers will not schedule class beyond their allotted time in the eLearning bell schedule. The last two weeks of school will be reserved for

- Presentation of final projects
- Grading
- Make-up work
- 1 on 1 intervention for students in crisis
- Peer reviews
- Teacher feedback
- Grade conferences
- Extended time for IEP/504 students

6) **eLearning ATTENDANCE POLICY**

eLearning Participation/Attendance Quizzes via Schoology will remain weighted at 0% of the overall grade.

All students will continue to check in each period with Participation/Attendance Quizzes via Schoology until June 3.

7) **MAKEUP POLICY**

Teachers are expected to carry on expectations of academic competence with the general student body, while understanding that students experiencing difficulties in this time may need assignments waived, extended deadlines, alternative or shortened assignments, more attention, and other forms of support, accommodations, and intervention. Students shall be given the opportunity to make up (or be excused from, at the teacher's discretion) schoolwork that was missed. The tests and assignments may differ from the tests and assignments that the pupil missed. **Should a student need to make-up an assignment/assessment for a class, this should not infringe on another teacher's class time.**

8) **504, ELL, SST, and IEP**

Accommodations included in a student's ELL, IEP, SST, or 504 plan shall continue to be provided throughout the eLearning instructional period. Students shall be provided alternatives (i.e. the opportunity to complete packets/alternative assignments) if unable to access instruction via eLearning.

9) **FALL 2020 PLACEMENT FOR DEPARTMENTS WITH SEQUENTIAL COURSES**

Departments that place students into sequential courses will follow amended departmental placement policies and acknowledge the amended grade scales when participating in recommendations for academic placement into Fall H/AP and Fall 2020 sequential classes.

Notes:

Pass/No Pass Consideration

A P/NP solution was explored but eliminated as the high achieving students were dismayed at the loss of their grades, and it was felt that that move would be a blow to the motivation of the students to continue to strive for the highest levels of achievement. PCHS acknowledges the large majority of students who, despite challenges, continue to report to classes, participate in lessons, and submit assignments. PCHS does not want to discourage academic work in this difficult time but aims to balance the needs of all. Letter grades are beneficial to many kids for myriad reasons beyond the students' time at PCHS. No credit courses may be harmful to financial aid recipients and college admissions.

PCHS explored and reviewed the grading adjustments of the state, local districts, and charter schools, and took into account Pali's unique circumstances in order to meet the needs of our specific student body.

Legal Right to change a Grade Policy

From Atkinson, Andelson Loya, Ruud, and Romo:

A few weeks ago guidance by the CDE was issued, stating "Local Educational Agencies (LEAs) have the authority to determine how final grades will be assigned and teachers have final discretion when assigning grades." This guidance is consistent with our view of the law — PCHS has the authority to establish a grading policy, and to amend that policy temporarily or permanently, and teachers have final discretion regarding the assignment of grades within the parameters of that policy. Specifically, Education Code section 49067(a) authorizes boards to "prescribe regulations regarding the evaluation of each pupil's achievement," i.e. to adopt grading policies. Under this Code provision modifying PCHS's uniform grading system is a board or administrative function. Within this system whereby LEAs "prescribe regulations regarding the evaluation of each pupil's achievement," the Code is also clear that how the uniform grading system is applied to an individual student is the responsibility of the teacher — the grades for each course of instruction are determined by the teacher of the course, and cannot be changed unless there is evidence of clerical or mechanical mistake, fraud, bad faith or incompetency. (Educ. Code § 49066(a).)

The Academic Freedom article of the PCHS-UTLA contract reflects this and references both Code sections:

"The grade to be given to any individual student shall be determined in the good-faith professional judgment of the teacher and shall not be changed by PCHS except in situations of clerical or mechanical mistake, fraud, bad faith, incompetency, or failure to comply with

the then-current PCHS grading policies, procedures and criteria adopted in accordance with Education Code Sections 49066 and 49067.”

Given the extraordinary circumstances we currently face, bolstered by the recent CDE guidance on the subject, we consider it clear that PCHS has the authority to modify the grading policy to adapt to the realities of distance learning.”