



Guidance on Parent Teacher Conferences during Remote Learning

Parent Teacher Conferences (PTC) are an important way for teachers to learn more about their students from families, and provide feedback to families about students' academic performance. During the COVID-19 pandemic, home is school for most of our students, and families are playing the role of administrators, educators, facilitators, and coaches for student learning. The PTC guidance below provides support to deepen family engagement, leverage families as assets for teaching and learning, and develop a shared understanding of the steps needed for the student to make academic progress.

Translation and Interpretation Services

- Translation and interpretation services are available to support parent teacher conferences. Contact your school's language access coordinator for more information or visit the [Translation and Interpretation InfoHub page](#).

Scheduling

- Currently, teachers are working under a flexible schedule, and the time that was previously dedicated to parent engagement time, other professional work time, and parent teacher conferences has been embedded in the regular workday. Teachers should work with families to schedule conferences during a time that is mutually convenient for both to attend.
- In the event a teacher is unable to schedule a phone or virtual Parent Teacher Conference on an afternoon or evening during the week of their regularly scheduled Parent Teacher Conference, the teacher should work with the family to schedule a time to connect with the parent as soon as possible in May, but prior to May 22, 2020.
- Teachers can schedule time to interact with parents by using an online scheduling form, phone call or by email. Principals should work with their teaching staff to establish the most efficient way to schedule these conferences, and the DOE can provide additional support to do so.
- Each teacher must keep a log of all calls made to parents including date, time and parent whom they held conference with. Principals will review the log as needed.

Technical Tools

- Offer parents the opportunity to participate in a conference by phone and/or videoconference using Microsoft Teams or Google.
- Teachers should be thoughtful in deciding how to prioritize contacting families and, if possible, electronically send relevant materials (e.g. student report cards).
- For more details about videoconferencing, review [NYCDOE's Videoconferencing Guidelines](#).

Conversation Guide for Educators

These past weeks have been an unprecedented time in all of our lives. During this uncertain time, it is critical that we hear from families, caregivers, and children about how they are doing and how

our supports are working for them. This is uncharted territory for everyone, and there are no right or wrong answers. Whatever families and caregivers are doing right now is the right thing for themselves and their children.

Since remote learning for young children in particular is centered around helping families, caregivers, and children connect and engage in fun, joyful, play-based activities, it is especially important for teachers to check in with families and caregivers about their experiences. Below are some suggested questions for teachers to use in conversation/reflection with families and caregivers:

- How are you doing? (As your relationship allows, be empathetic and sensitive to the immediate needs the family may have as well as recognize the strength and resilience of each family. Note that while you may not be able to support these challenges directly, being aware of them can help ensure that the supports you are able to provide are responsive to those challenges.)
- How is your child doing? Is there anything you would like to share with me about how they are adjusting to all of the changes around them?
- What have we offered that was helpful to your child and your family during remote learning? (Follow up questions may seek feedback about specific things that teachers tried, children's engagement, and how the child and family/caregiver experienced them.)
- How can we best support your child and your family in the days ahead?

Grading Policy

A student's grades must be based 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. For example, students may not be penalized for missing remote learning sessions if they successfully demonstrate meeting the associated learning outcomes in other ways.

Please remember to review your grading policies and practices and make adjustments that acknowledge the impact of remote learning on the ways in which students complete their assigned work. This review must consider the following:

- Modifying expectations based on student access to devices.
- Adjusting expectations for due dates and submission of late work based on individual circumstances.
- The applicability of pre-determined assignments that are not feasible during remote learning.
- Adjusting the way in which assignments are scored.

Marking Period Grades

- On April 27, 2020, the new city-wide grading policy went into effect. The new guidance applies to schools for the remainder of the 2019-20 school year and applies to final grades only. Schools must apply their original grading scales when calculating the final marking period grades using the new policy guidelines. You can find more information on the new grading policy on the [DOE's website](#). Consult your principal for answers to

questions you may have about how to apply the new grading policy when calculating final grades.

Final Grades

Grades K-5:

- Schools will award final grades using a binary “Meets Standards” and “Needs Improvement” scale to ensure students are demonstrating mastery of the learning outcomes for their required courses.
- No failing grades will be given.

Grades 6-8:

- Schools will award final grades using three values: “Meets Standards”, “Needs Improvement”, and “Course in Progress” for those students where there is not enough information for teachers to assess.
- No failing grades will be given, and this will not factor into their GPA.

Grades 9-12:

- Schools will continue with the same grading scales they had before remote learning except for any failing grade on the scale would be changed to “Course in Progress”.
- Students will be given the time they need to complete the course and earn the credit, through January 2021.
- High school students, who successfully complete and earn credit for a course, may choose between receiving the grade or being issued “Credit (CR)”. This option is only available to students who have passed the course and received a grade.
- Grades changed to ‘credit’ will not be included in their GPA and will still count toward graduation.
- Students who receive “Course in Progress” will be prioritized for academic supports to get required work completed so that they can receive a grade and then choose between being issued the grade or CR.

Report Cards

- The easiest way for parents to access their child’s report card will be through the [New York City Schools Account \(NYCSA\)](#). Please encourage families to sign up for an account.