



Easton School District No. 28

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Grading Expectations and Procedures for Continuous Learning

Background:

With the statewide closure of schools on March 17, 2020, we have been challenged to meet the needs of our students during this unprecedented situation. Our initial plans prioritized student access to meals, educational resources to engage and support distance learning, and providing technology devices and access. Our teachers were tasked with making contact with students and their families to assess safety and immediate needs for engaging in learning opportunities offered remotely. Familiar content and links to educational resources were provided to students and families within email, class dojo, by phone, and posted on our website and teacher developed social media pages.

On April 13, 2020, students were engaged in a schedule of continuous learning for the remainder of the school year. Elementary grade teachers are providing students with a weekly schedule of activities that address key learning standards, including opportunities for creativity, problem-solving, activity, communication, and play/fun. A weekly zoom meeting and phone calls/email messages provide an opportunity for students to connect with their teacher and their peers in a social context. Students provide evidence of their learning and engagement to teachers via email, phone, and through submission of portfolios via class dojo. Secondary teachers are engaging students in weekly zoom meetings for social connections, instruction, and sharing and reflections with their teacher and peers. Evidence of learning was gleaned from submission of assignments, projects, and oral and written reflections. These initial goals focused on keeping students engaged, and provided feedback on student progress towards meeting learning standards.

Emergency rules and guidance for grading were provided by OSPI on April 21, 2020, with direction given for districts to determine a grading policy that incorporates the “do no harm” approach to grading and determining high school credit. OSPI’s guidance for grading is grounded in three core principles: compassion, communication and common sense. At Easton School, knowing our students personally, including their strengths and needs, is a result of the collaborative efforts of our staff and families. Our collective goal is to support each student and their family with opportunities to engage in continual learning and make progress towards essential learning and grade-level standards.

Grading Procedures:

Following the guidance of the OSPI grading mandate, our goals moving forward have the following purposes:

- Minimize the negative impact of the school closure on students’ academic records.
- Monitor and assess students’ academic engagement.
- Ensure students receive feedback and support on their academic engagement and progress towards learning standards.

Grades K-6: Students in grades K-6 will be challenged to demonstrate effort and success in learning standards assigned by their teachers. Students will move on to the next grade level unless the parent/guardian has already been working through the retention process with their teacher and principal prior to the date of school closure on March 17th.

- Through the continuous learning model, learning activities will be monitored and feedback will be provided to students. Students in grades K-6 will receive a summary at the end of the school year that reflects their progress in meeting learning standards.

Grades 7-12: The “do no harm” approach to grading will allow every student in grades 7-12 the opportunity to improve their grade from their baseline grade at the time of closure. Grading practices moving forward are based on the guidance and subsequent rule adoption from OSPI, focusing on the following framework:

- Students in grades 7-12 will earn a letter grade no less than the letter grade that was on file at the time of school closure, March 13, 2020. Students will have the opportunity to earn a higher letter grade through engagement and progress via the continual learning model.
- Every student will get an opportunity to improve their grade, with their March 13th status as a baseline, by demonstrating engagement and/or showing progress.
- No student will receive a “pass”, “fail”, or “no credit” grade for any course (see below for exceptions for students with an Individual Education Plan).
- No student will receive an F grade in any class.
- Students will be provided multiple opportunities to engage in continuous learning to maintain or improve their mastery of essential standards.

The final course grade for students in grades 7-12 will be based on the quality of work done prior to school closure and effort towards meeting learning standards in the work after April 13th, when we went to continuous learning. Students will receive a grade of A, B, C, or Incomplete, as follows:

- A: Student is meeting and exceeding content area standards on the work provided at a proficient level.
- B: Student is meeting content area standards on the work provided at a proficient level.
- C: Student is approaching, but not meeting content area standards. Student will need support moving forward.
- I: Student is not meeting or making progress towards content area standards. Team meeting that includes the teacher, administration and parent/guardian is required before an incomplete can be assigned.

In such cases that an “I” is assigned, students will be provided opportunities to re-engage in the learning standards and a learning plan will be created in consultation with the student’s parents via the following options: summer school; courses taken the following year; independent study; competency-based courses; online courses; and/or back-filling the incomplete grade with the letter grade obtained in the next course taken in that subject area. A letter grade of A, B, or C will replace the original “I” grade.

Finally, for every course taken during the closure period, a statewide designator on the high school transcript will signify a COVID-19 designation.

Special Education: Students receiving special education services who had the accommodation of pass/fail as an option in their IEP before the school closure; will receive a pass grade option, if warranted. Grading is determined on an individual student basis in partnership with the student and parent/guardian and documented in the Continuous Learning Plan or a Prior Written Notice. In some cases, the work provided by the general education teachers with support or modification will serve as the provided learning experiences. The special education teacher will continue to provide support to assist students in making academic progress toward their individualized learning goals.

Attendance:

Attendance will not be a factor when determining student grades. However, staff shall report the names of students who are not participating on a weekly basis. This information will not lead to truancy proceedings, but will result in support provided by the administration to improve engagement. Teachers will use data from weekly check-ins and zoom meetings, work submission, participation and other weekly contacts to make referrals for additional support.

Engagement:

Engagement is defined as a student's involvement and participation in lessons and learning activities. The goal is to minimize the adverse impact of the school closure due to the COVID-19 health crisis on student's academic records. Sample engagement strategies include participation in online class meetings, connecting with teachers by email, phone, or video-conferencing, logging into Google Classroom, Class DoJo, and other learning platforms and/or participating in activities or discussions and/or turning in assignments.

English Language Learners:

Students will continue to receive support opportunities to support English Language development and instruction that is tailored to their proficiency level. Our para-educators will continue to support students with their current academic work under the direction of the students' teachers. For students struggling to make progress or access learning, direct check-ins with the student and families will occur.

Title I/LAP:

Title I and LAP staff work in collaboration with teachers to support individual student needs. Additional check-ins with students and families may also occur.

Counseling:

Teachers and staff will make referrals to the school counselor or local mental health counseling team if they become aware of a student struggling with social, emotional, or mental health issues. All teachers and administration collaborate weekly in support of student needs. Strategies for increased student engagement and progress are discussed, with interventions for deeper learning and social connections.

Final thoughts:

For the remainder of the 2019-2020 school year, students, families and educators will be learning together. Grades communicate student progress on content standards and how students are acquiring the skills and knowledge that are most essential for success in the next course, content area, grade level, or pursuit. Our intent is to "do no harm" for students' future educational pursuits. We understand that in this global crisis, students, parents/guardians and staff may feel overwhelmed at times. Please stay safe, stay strong, and feel free to reach out to your child's teacher or to our administration at any time.

We are in this together and we will be stronger together, when it is safe to do so.

Respectfully,

Dawn Bechtholdt
Principal

Respectfully,

Patrick Dehuff
Superintendent