Sample School Board Resolution on Grading During Emergency School Closures

WHEREAS, on March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of a novel coronavirus (COVID-19); and

WHEREAS, on March 19, 2020, the Governor of California issued an executive order directing all individuals living in the State of California to stay home or at their place of residence, with limited exception, until further notice; and

WHEREAS, on INSERT DATE the INSERT NAME OF DISTRICT closed schools to protect students and staff against the spread of COVID-19; and

WHEREAS, due to safety concerns and the need for ongoing social distancing, the State Superintendent of Public Instruction stated it appears students will not return to school campuses before the end of the 2019-2020 school year; and

WHEREAS, it is necessary to ensure the continuation of public education, to the greatest extent possible, while maintaining the health and safety of the students and staff; and

WHEREAS, the Board is committed to continued teaching and learning, including assessment and evaluation of work, through alternative means during this prolonged period of school closure; and

WHEREAS, it is imperative that the Superintendent have the tools to ensure the health, safety and well-being of students, staff and families on and off campuses, and to ensure the educational needs of all students are addressed through alternate locations or virtual learning environments;

NOW, THEREFORE BE IT RESOLVED, that during this time of school closures, and until further notice:

1. Teachers shall continue to provide instruction, assignments and assessments using distance learning tools and resources.

2. The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for attendance during instruction and the assignment of homework through distance learning and alternative means.

3. Pursuant to Education Code 48205 and Board Policy 6154 - Homework/Makeup Work, students shall be given full credit for makeup work satisfactorily completed within a reasonable period of time and shall not be penalized for absences during school closures.

4. Students shall be held harmless for their spring 2020 grades and the transition to distance learning.

5. Board Policy and Administrative Regulation 5121 - Grades/Evaluation of Student Achievement shall be temporarily suspended during the period of school closure.

> Note: Local educational agencies (LEAs) have the authority to determine a system for how grades will be assigned, and teachers have authority to assign individual grades within the system established by the LEA. Such authority provides the local control necessary to allow the flexibility to adjust grading practices during this time of emergency. The California Department of Education (CDE) has provided a non-exhaustive list of options for assigning final grades for courses interrupted by COVID-19 and the resulting school closures. The CDE guidance can be found on CDE's website at https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp. The CDE guidance is attached hereto as a reference.
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> The California university systems have temporarily suspended letter grade requirements for A-G courses completed in the winter/spring/summer of 2020 for all students. Universities will continue to calculate grade point averages (GPAs) using all A-G courses completed *with letter grades* in grades 10 and 11, including summer terms following grades 9, 10 and 11. Courses completed with Pass or Credit grades in winter/spring/summer 2020 will not be used in the GPA calculation but will meet A-G subject area requirements. No student will be penalized in the campus admission review processes for earning Pass grades in A-G coursework during the winter/spring/summer 2020 terms.

LEAs should choose from among the following options listed in the remainder of this resolution. One or more options may be chosen and modified to reflect local practices regarding the method by which grades will be determined. At the district's discretion, grading practices may vary by grade level and/or type of course.

6. Grades shall be calculated in a manner that reflects student achievement and learning and supports the preservation of the progress students made prior to school closure. Final grades shall be determined using all assigned work through the end of the semester.

7. Teachers shall assign final grades based on students' third-quarter grades or students' grades when the school shutdown occurred, with opportunities to increase the final grade.

8. Students shall not be required to submit graded work for the remainder of the school year and shall receive a pass/no pass grade for all courses.

9. Students shall be assessed on essential standards using a rubric model instead of percentages.

10. 1Students shall be given an opportunity to demonstrate understanding of applicable course content through assessments, projects, portfolios or other means appropriate to the course content.

Adopted this _____ day of the month of _____ in 2020.

Motion made by: _____

Second made by: _____

List members voting "aye:" _____

_____

List members voting "no:" _____

List members abstaining: _____

List members not present: _____

Resource: CDE Suggestions for Final (Semester 2) Grading Options
(https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp)

LEAs have the authority to determine how final grades will be assigned, and teachers have final discretion when assigning grades. There are several options for LEAs and teachers to consider and several factors that should be weighed before making a decision. The following is a non-comprehensive list of options that LEAs have considered and considerations associated with each option.

Final Grading Options	Factors to Consider
Distance Learning Online Teachers will continue to provide instruction, assignments, and assessments using online tools and resources. Final grades will be determined using all assigned work through the end of the semester.	» How will teachers be given time to prepare for the transition to full-time distance learning? » How will professional development be made available for teachers? » Do all students and teachers have access to the necessary technology and materials? Are there non-digital alternatives that can be provided, such as printable packets or workbooks? » How will technical support be provided? » How will tutoring and interventions be provided to students? » How will assignments and due dates be communicated? » How will completed work be collected? » How will vulnerable populations, including foster youth, students with disabilities, homeless youth, and English language learners, be supported?
Use Current Grades Assign final grades based on students' third-quarter grades or students' grades when the school shutdown occurred, with opportunities to increase the final grade.	» How will students with a D or F in a course be given opportunities to raise their grade (e.g., through distance learning assignments, extra credit or case-by-case independent study option)? » How will content in sequential courses (e.g., math or foreign language) that may not be fully covered this semester be taught to students who advance to the next course level in the fall?

Consider Student Opt-Out of Course Allow students to opt out of completing a course. Their grade would remain an incomplete until they could complete the course via independent study, online credit recovery program, or some other option.	» What will the timeline be for completing an incomplete course? » What options will be available to students for completing a course?
Allow Students to Opt-In to Independent Study Allow students to choose whether they want to accept their current grade or continue via independent study.	» At the secondary level, will students be able to opt-in to independent study for individual courses? Will this option be available for some or all courses? » Will teachers determine whether an independent study option is appropriate for their course, or will administrators decide? » If students do not fulfill their responsibilities, will they be graded on the work they have completed or given an incomplete? » What supports will teachers need to provide students? » How will assignments and due dates be communicated? How will completed work be collected? » How will vulnerable populations, including foster youth, students with disabilities, homeless youth, and English language learners, be supported?
Pass/No Pass or Credit/ No Credit Grading Option Students will receive a pass/ no pass grade for a course.	» How will students be held harmless so that these grading approaches do not negatively affect their GPA or eligibility for program placement (including AP or honors courses)? » What constitutes a "credit" or "no credit" grade? Who determines the criteria, and will those criteria be consistent for all courses or subject to instructor discretion? » Will students who receive a "no credit" grade have the opportunity to submit extra credit or revise assignments to improve their grade?

Standards-Based Grading Students will be assessed on essential standards using a rubric model instead of percentages.	» Which standards are considered essential? » How will standards mastery be assessed? » Will students have multiple opportunities to demonstrate understanding? What platforms and media will students be able to utilize? » Will the standards-based assessment include multiple metrics (like a portfolio composed of a collection of student work) or a single metric (like a multiple-choice final exam)? » Will students have a choice in how they demonstrate their learning? » How will students be provided the necessary instruction and guidance to master the essential standards? » What interventions will be used for students who struggle to meet the essential standards? » How will assignments and due dates be communicated? How will completed work be collected? » How will vulnerable populations, including foster youth, students with disabilities, homeless youth, and English language learners, be supported?
Final Grades for Career and Technical Education (CTE) and Performance-Based Courses Some courses include a requirement that students obtain a certification, participate in a performance, participate in a competition, complete a set number of hours of training or volunteer work, or complete some other task to demonstrate that they have mastered a given skillset.	Teachers of performance-based and CTE courses should consider the following: » What are the essential skills students should master to demonstrate course completion? » How can those skills be demonstrated by students? » What resources are available to students (e.g., does a theater student have access to audio/video recording tools)? » Will students have the opportunity to complete those tasks remotely (e.g., recording a musical performance)? » Will students have additional opportunities to complete those tasks in the near future (e.g., postponing a performance until the fall)? » Can task expectations can be reasonably modified while achieving the same course objective (e.g., reducing the number of required volunteer hours or expanding volunteer options to include opportunities that allow for social distancing)? » Are there are alternative tasks students could complete (e.g., preparing a presentation or completing a research assignment instead of participating in a debate competition)?