

Guidance on 4th Marking Period Expectations for Remote Learning, Credit/No Credit Grading, and Calculating Final Grades for Secondary Schools 2019-2020

Learning activities should be assigned in all classes weekly with an expectation that they are completed by the following week (students should be given flexibility relative to when during the week activities are completed). Students should have a week to complete learning activities from the date they are assigned.

Teachers should work collaboratively in planning learning activities and supporting students to complete them. Grade level or subject-area teams (including Special Education, ESOL, and intervention teachers) will meet weekly to plan learning activities per grade or subject that can be completed independently and within the recommended amount of time as outlined below. Teaching teams can divide responsibilities to ensure learning activities are provided and all students are supported, while taking advantage of the strengths of each team member. For example, one teacher might prepare and distribute activities for a given week while other members of the team focus on direct outreach to students.

Elementary School Remote Learning Expectations and Grading

- Learning activities should be provided that take about half a school day per day (about 3 hours per day and 15 hours over the course of the week) and should include activities for all content areas including specials.
- All students are expected to complete 45 minutes per week of Reading in iReady and 45 minutes per week of Math in iReady. This should be included in the approximately 15 hours per week of learning activities and should be done in 15-minute increments. Teachers and schools should extend flexibility on this expectation to the extent necessary for students with documented issues accessing the necessary technology.
- Schools will provide guidance to parents on how much time students should spend on each subject area to complete their learning activities for the week.
- Schools and teacher teams should coordinate such that students receive ONE communication per week outlining the learning activities, meetings, and expectations for the week. This communication should include a checklist of what students need to complete during that week and specifically highlighting the assignments required for credit. This communication can be provided via whatever communication tools are most successful in reaching families for each school (for example, Unified Classroom, Teams, ClassDojo, Remind, school website, etc.).
- Most learning activities should be designed to be completed independently by students with clear directions and appropriate scaffolding included with each activity or assignment.
- For direct, teacher-led instructional activities, pre-recorded lessons/videos should be prioritized (over live video) to ensure students are not excluded due to varying schedules at home.
- Teachers should engage directly with each class at least once per week via video conference to clarify learning activities, check-in, provide support, and answer questions (MS Teams is recommended for this practice, other platforms may be used as long as appropriate security precautions are used and video conferences are not recorded).
- In addition to weekly direct communication with the class, teachers should communicate to all their students the means by which students can communicate and ask questions about learning activities. Teachers are expected to check for and respond to messages or communications from students and families daily and are expected to respond to communications from students within 24 hours (excluding weekends and holidays).
- In consultation with special education and ESOL teachers, through weekly grade-level or subject-area team meetings, teachers should ensure that appropriate scaffolds, supports, and differentiation are provided to ensure all students can access and complete learning activities.
- Grades for the 4th marking period will be Credit/No Credit. For purposes of determining whether a student earns credit, each student should have one assignment per week, per class/subject that is submitted to their teacher for feedback (this should be an assignment that can be completed within the

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and Calculating Final Grades for Secondary Schools
2019-2020**

amount of time spent on that subject during the week). Teachers will provide feedback on submitted assignment and can request that the assignment be revised and resubmitted. Earning credit for a given assignment, and ultimately the marking period, is based on submission of assignments to the teacher. Assignments for credit will be determined by teams of grade-level or subject-area teachers.

- To earn credit for the 4th marking period, elementary students must submit (and resubmit as needed) at least 60% of weekly assignments in each content area over the course of the marking period (so if there are eight assignments issued from April 27 to June 19, five would need to be submitted to earn credit for the marking period in that subject).
- In addition, to earn credit in Math and Reading, students should complete an average of 45 minutes per week of Reading and 45 minutes per week of Math in iReady (this can be substituted with other identified and approved interventions as appropriate based on student need).
- For students with documented issues accessing and participating in learning activities – for technology or other reasons – efforts should be made to provide alternative opportunities to demonstrate engagement with learning and schools should award credit in cases where students are not able to complete assigned activities.

Secondary School Remote Learning Expectations and Grading

- Learning activities should average about two hours to complete per week per class (averaging 12-16 hours per week depending on number of courses).
- Schools and teacher teams should coordinate such that students receive ONE communication per week outlining the learning activities, meetings, and expectations for the week. This communication should include a checklist of what students need to complete during that week and specifically highlighting the assignments required for credit. This communication can be provided via whatever communication tools are most successful in reaching families for each school (for example, Unified Classroom, Teams, ClassDojo, Remind, school website, etc.).
- Most learning activities should be designed to be completed independently by students with clear directions and appropriate scaffolding included with each activity or assignment. As needed, teachers can engage in direct instruction via video conference or post recorded videos to convey or explain content.
- For direct, teacher-led instructional activities, pre-recorded lessons/videos should be prioritized (over live video) to ensure students are not excluded due to varying schedules at home.
- Teachers should engage directly with each class at least once per week via video conference to clarify learning activities, check-in, provide support, and answer questions (MS Teams is recommended for this practice, other platforms may be used as long as appropriate security precautions are used and video conferences are not recorded).
- In addition to weekly direct communication with the class, teachers should communicate to all their students the means by which students can communicate and ask questions about learning activities. Teachers are expected to check for and respond to messages or communications from students and families daily and are expected to respond to communications from students within 24 hours (excluding weekends and holidays).
- In consultation with special education and ESOL teachers, through weekly grade-level or subject-area team meetings, teachers should ensure that appropriate scaffolds, supports, and differentiation are provided to ensure all students can access and complete learning activities.
- Grades for the 4th marking period will be Credit/No Credit. For purposes of determining whether a student earns credit, each student should have one assignment per week, per class that is submitted to their teacher for feedback (this should be an assignment that can be completed within the amount of time spent on that subject during the week, about two hours). Teachers will provide feedback on

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and Calculating Final Grades for Secondary Schools
2019-2020**

submitted assignment and can request that the assignment be revised and resubmitted. Earning credit for a given assignment, and ultimately the marking period, is based on submission of assignments to the teacher.. Assignments for credit will be determined by teams of grade-level or subject-area teachers.

- To earn credit for the 4th marking period, secondary students must submit (and resubmit as needed) at least 60% of weekly assignments in each content area for the marking period (so if there are eight assignments issued from April 27 to June 19, five would need to be submitted to earn credit for the marking period in that course).
- In addition, for middle school students, to earn credit in Math and ELA, students should complete an average of 45 minutes per week of Reading and 45 minutes per week of Math in iReady. Teachers and schools should extend flexibility on this expectation to the extent necessary for students with documented issues accessing the necessary technology.
- In addition, students already participating in identified and approved online interventions should continue participating in those interventions to earn credit for the marking period.
- For students with documented issues accessing and participating in learning activities – for technology or other reasons – efforts should be made to provide alternative opportunities to demonstrate engagement with learning and schools should award credit in cases where students are not able to complete assigned activities.

Determining Final Grades

Final grades are usually determined through a combination of marking period grades, midterm exam grades, and final exam grades. Because of the unique circumstances of the COVID19 school closure, final grades will be calculated using the following procedures.

- Students will receive 100% for the 4th marking period if earning credit (per the activities outlined above) and a 59% for the 4th marking period if not earning credit. This is designed to give students the benefit of the doubt for the 4th marking period and minimize adverse consequences of the closure on the final grade.
- For some students, their grades for 1st, 2nd, and 3rd marking period may not be high enough to earn a passing grade for the course even if earning credit for the 4th marking period. For any students entering the 4th marking period with an average grade between 40% and 59%, if they earn credit for the 4th marking period, they will receive a minimum final score of 60% and a minimum of a D- grade.
- In the interest of giving students the benefit of the doubt and reducing the possible impact of issues during the school closure adversely impacting a final grade, final grades will be weighted as follows.

Final Grades for 2019-2020

	<i>High School Final Grades</i>			<i>Middle School Final Grades</i>		
	<i>Grading Framework</i>	<i>Final Grades for 19-20</i>		<i>Grading Framework</i>	<i>Final Grades for 19-20</i>	
		<i>Year-Long</i>	<i>Semester</i>		<i>Year-Long</i>	<i>Semester</i>
1 st Marking Period	22.5%	35%		25%	35%	
2 nd Marking Period	22.5%	35%		25%	35%	
3 rd Marking Period	22.5%	20%	70%	25%	20%	70%
4 th Marking Period	22.5%	10%	30%	25%	10%	30%
Final Exam	10%					

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**Updates on Teaching New Content, Videoconferencing, and Supporting Unengaged Students
(For both Elementary and Secondary Schools)**

Teaching New Content

Learning activities should prioritize:

1. Going deeper with content and standards essential to the next grade level and taught prior to the school closure on March 13th; and,
2. Teaching new standards essential for success in the next grade level .

Elimination of Restricted Schedule for Video Conferencing with Students

The original Remote Learning Plan outlined specific times of day when teachers at each school could engage in video-based communication with students (via platforms like MS Teams and Zoom). The IT Department has made the necessary network changes to minimize the impact of videoconferencing on the SPS network. As a result, **effective Monday, April 27th, schools and teachers can engage in video-based communication with students whenever is most beneficial for engaging with students and supporting their remote learning work.**

There is no further restriction on how often schools or individual teachers engage with students via videoconferencing. Other guidance on videoconferencing remains unchanged, including: 1) recommended use of MS Teams; 2) allowed use of Zoom when a password is enabled; and, 3) no recording of videoconferences with students.

Connecting with Students and Supporting Well-being

Schools should implement a small group advisory structure in which each staff member in the school is assigned to a small group of 8-12 students. This advisory is for purposes of supporting student well-being and is not instructional. As a result, all administrators, clerks, counselors, teachers, and paraprofessionals can be responsible for a small group of students. Each staff member should connect with the students or families in their group at least once per week to find out how they are doing and what concerns they may have with remote learning. These concerns should be reported back to school administrators and teacher teams for problem-solving. Schools should be strategic in assigning staff to reach out to students (for example, assigning ESOL teachers to reach out to Level 1 and 2 EL students).

Supporting Students not Engaged

If teachers are not able to reach or communicate with a student in their class, or if activities are consistently not being completed, they should communicate this to the school's administration who will, through the school's counseling team and student assistance team, reach out to the student and family to gather information on student wellness and barriers to engaging with remote learning. Students should be provided with individualized supports needed to consistently engage with teachers and move forward on instructional activities..

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2019-2020**

Recommended Software for Remote Learning

<p>This document is meant to outline what software and applications are recommended to support remote learning activities. Those tools <u>underlined</u> are the <u>recommended solution</u> and those in BOLD are supported by OITA through tech support, help articles and videos, as well as live virtual help sessions.</p>		
<i>I would like to . . .</i>	<i>We recommend . . .</i>	<i>We do not currently recommend . . .</i>
Send a message to and communicate with students	<ul style="list-style-type: none"> • Unified Classroom messaging • MS Teams chat • Email from SPS email account • School Messenger • ClassDojo • Remind 	<ul style="list-style-type: none"> • Email from personal email accounts • Text messaging from personal devices • Callings from personal devices • Other messaging apps that require students to create accounts and agree to terms and conditions
Hold a video meeting with students *	<ul style="list-style-type: none"> • MS Teams live meetings • Zoom (not recommended, but allowed only if using a password to enter meetings) 	<ul style="list-style-type: none"> • Google Hangouts • Other video conferencing solutions
Post content (links, videos, readings, etc.) for students	<ul style="list-style-type: none"> • Unified Classroom Class Pages • MS Teams files 	<ul style="list-style-type: none"> • Google docs or Google classroom (requires students to create a Google account and agree to terms and conditions) • Other learning management systems
Sharing files with student or between students for projects	<ul style="list-style-type: none"> • Unified Classroom Class Pages • MS Teams • MS OneDrive 	<ul style="list-style-type: none"> • Dropbox • Google Drive, Docs, Sites
Give students an assignment and ask them to turn it in	<ul style="list-style-type: none"> • Unified Classroom Assignments • MS Teams classrooms (rosters are synced with PowerSchool) 	<ul style="list-style-type: none"> • Other learning management systems or “freeware” sites

*** Note on live video conferencing with students**

While video conferencing with students is recommended for periodically checking in and supporting students during the school closure, please follow the below guidelines when video conferencing.

- We are not recommending use of video conferencing for extensive direct instruction; instead, it should be used to periodically check-in with students and support their remote learning activities by explaining and clarifying.
- For direct instruction we recommend pre-recording and sharing videos that allow students to access the content when they are able.
- **DO NOT RECORD** video conferences with student faces (if you are recording a video session for sharing with other students later, student video must be turned off).