

Distance Teaching and Learning with Students
Revised Expectations Effective May 12, 2020

Educational Goal

To provide a continuous learning plan for students. We intend to provide a supportive learning environment that is well balanced and realistic for students and teachers, that follows the philosophy of “do no harm.” This document is meant to provide structure and expectations as we navigate this uncharted territory away from the traditional school environment.

Communication

Staff will formally communicate with students and families three times per week; once for providing learning activities/assignments/projects/etc., and two times for providing formal assistance, feedback and check in using district approved technology and tools. If you support students (i.e. interventionist, Counselor, SLP, OT/PT, Psych, etc.), please seek guidance from your Principal on how you can be of assistance. Outside of those formal communications, teachers will be available via flexible and reasonable virtual office hours throughout the week, during which they are expected to respond to inquiries from students, families.

We need to know if students are participating and engaged. If a teacher/counselor/administrator has at least one two-way communication from a student/family during the week, teachers will indicate a “yes” via the portal and indicate the mode of communication. Teachers will record contacts at any time during the week by Friday at 2:30 pm. This feature went live on Monday April 13. Staff instructions have been provided.

Please ask students to respond to communications and encourage them to continue learning and participation.

Truancy petitions will not be filed for any absences occurring on or after March 17, 2020.

Instruction

Once again, staff will have three (3) formal communications with students per week. One will be an initial communication with activities/assignments/projects/etc. for that week for students. During the other two formal communications, staff should be available during specific times, announced in advance, for feedback to students or to provide opportunities for instruction/explanation/sharing sample work/student discourse/etc. Outside of those formal communications, teachers will be available via flexible and reasonable virtual office hours throughout the week, during which they are expected to respond to inquiries from students, families.

Our learning plan is now continuous learning, focusing on critical standards and enduring understandings. Lessons and activities are based on our current curriculum and state standards in order to better ensure student preparation for the next grade level or post-secondary opportunities.

In order to provide structure for students and families, principals will work with staff to create school schedules for “meeting” with students. This will help ensure continuity of a plan for students and families, avoid overlap and conflicts, and help to not overwhelm students.

Please plan the appropriate amount of support and work time/research for your subject during the week as outlined in your schools’ schedule.

Sometimes students have difficulty with projects that are too long in time span, especially when working remotely without direct, onsite guidance. If you are doing project-based learning, consider breaking the project into small check-in points/chunks.

Not all students will have easy access to the internet. Please be flexible and creative in finding options to accommodate their needs. Contact Teaching and Learning if you need ideas/help.

Please be mindful of copyright laws. These are in effect for copying resources and music. If in doubt, please review the following Policies and Procedures or contact your principal:

[2025: Copyright Compliance](#)

[2025P: Copyright Compliance](#)

As always, documents posted directly on Schoology, Google Docs, or a classroom webpage must be accessible.

We have an obligation to protect and support our staff and students. District Policy and Procedure 5253 sets out the expectations to keep staff and students in safe, appropriate relationships:

[5253: Professional Boundaries](#)

[5253P: Professional Boundaries](#)

The District also has policies and procedures on acceptable use of technology:

[5254: Electronic Information Systems-networks](#)

[5254P: OSDNet Acceptable Use Procedures](#)

Grading

Teachers must continue to evaluate and communicate student educational growth and progress to families and school administrators.

Work assigned prior to March 13 can still be completed and turned in and that work can be formally graded and included in the grade book to improve the March 17 grade.

Work provided between March 14 and April 12 was not required nor to be graded.

Work assigned beginning April 13 through the remainder of the 2019-2020 school year should be required and/or assessed or graded.

PK-5

Teachers will use the district-identified critical standards to create learning experiences for students through the remainder of the school year.

Report cards will continue to be completed in the same way they have been traditionally. If a K-4 student was reading below grade level on March 13, 2020, this should be indicated on the report card.

Middle School

Teachers will use district-identified critical standards (or faculty-identified in cases where standards are not identified by the district) to create learning experiences for students through the remainder of the school year.

Students will receive grades on their report cards as a “pass” or “incomplete”.

If a student is attempting high school credit, see high school instructions below.

High School

Teachers will create learning experiences for students based on district-identified critical standards (or faculty-identified in cases where standards are not identified by the district) through the remainder of the school year.

Grades will be added to the gradebook that was established at the beginning of the semester (continuation of grades - rolling all semester). Teachers are not required to assign individual letter grades for each individual assignment, teachers will determine which assignments to include in the gradebook, and teachers will determine the pace and depth of instruction.

Report Card Grades

Students who meet critical standards as identified by the district (or faculty in cases where standards are not identified by the district), will receive an “A”. Students who are unable to minimally meet the standard may receive an Incomplete. All students in danger of receiving an Incomplete must be notified by May 18, 2020. Students at risk of earning an Incomplete will be counseled about this possibility by June 1, 2020 to give them time to improve their grade to a level to complete the class.

- Students are expected, to the extent possible, to remain engaged in learning activities assigned by their teachers; at the end of the semester they will receive an “A” for their semester grade.
- Teachers will assign activities and lessons that are aligned to the adjusted academic standards and learning outcomes that are identified for each course/subject area.
- Teachers will provide feedback to students on their learning to promote student progress, growth and engagement.
- An “A” signifies that a student has engaged to the extent possible in activities and/or learning.
- An “Incomplete” will be used only in rare circumstances.

Every high school course taken during the school closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken.

Classes that were established at the beginning of the semester as a “pass” may continue to use passing grades in those courses.

No failing grades will be given. In rare situations of students not meeting district-identified critical standards (or faculty-identified in cases where standards are not identified by the district), an “Incomplete” may be awarded to a student if:

- The student was engaged in continuous learning after March 17, 2020, but did not meet district-identified critical standards (or faculty-identified in cases where standards are not identified by the district) and expectations established by the teacher prior to the close of the 2019-20 school year.
- The teacher was unable to establish reliable and ongoing contact with the student after March 17, 2020.
- The student declined to engage in continuous learning opportunities made available.

Students must be given multiple opportunities and ways to demonstrate proficiency to earn an “A”. There is no seat-time requirement. If a teacher determines a student has not completed the course and should have an Incomplete on their report card, the school Principal should be notified and the Principal will confer with the Executive Director of Secondary Education.

If an “Incomplete” is awarded, the Incomplete must not be calculated in the GPA. Incomplete marks must be converted to a passing letter grade that indicates proficiency. A plan to complete course work or demonstrate proficiency of learning standards will be jointly developed between the school and family and documented on the District’s “Incomplete Conversion Plan” form. The Incomplete Conversion Plan form will be completed by June 19, 2020. Some examples of opportunities to move from Incomplete to complete include: summer school, take courses in the following term or school year, independent study, follow competency-based credit options, or online courses.

Parents/guardians and students can request an Incomplete. If a parent/guardian or student requests an Incomplete, the request should be received in writing, placed in the student file, and a plan to complete course work or demonstrate proficiency of learning standards will be jointly developed between the school and family and documented on the District’s “Incomplete Conversion Plan” form.

No Pass/Fails (unless previously established), Fs, or “no credits” will be used.

Agreements with higher education or reengagement programs will follow grading policies in those agreements.

* If the student is a senior and is on track to graduate, a State Board Waiver request may be made by staff, student or family for waiving any and all credits that could not be accessed. The student does not acquire credit, but that credit is no longer required to graduate; transcript reflects a “WV” or some equivalent for waiver.

Final dates to turn in grades for seniors will be June 15, 2020. Final dates to turn in work for grades K-11 will be June 16, 2020.

The following list of tools are district approved for communication and content delivery:

- Zoom
- Schoology
- NearPod
- Remind (messaging and voice calling)
- Google Classroom
- Screencastify
- Flipgrid
- Google Suite for Education
- Skyward Messenger
- SchoolMessenger Teacher Webpages

DISTANCE LEARNING ASSESSMENT/GRADING MATRIX

Student Grade Level	Student Situation	Teacher/School Action
PK-5	Elementary School student can access district/school provided learning activities and assignments.	Educators will use student outcomes to review skills, challenge students with a related concept, and advance to the next knowledge or skill. Students shall be introduced to concepts and explore content while applying their learning and self-assessing in a way that demonstrates learning and progression of grade level standards as established by Washington State Learning Standards.
Middle School	Middle School student can access district/school provided learning activities and assignments and is not attempting to earn high school credit.	Educators will use student outcomes to review skills, challenge students with a related concept, and advance to the next knowledge or skill. Students shall be introduced to concepts and explore content while applying their learning and self-assessing in a way that demonstrates learning and progression of grade level standards as established by Washington State Learning Standards. In non-high school credit bearing classes, the default grading scale will be pass/incomplete. If student is attempting high school credit, see high school options below.
High School	High School student can access district/school provided credit bearing distance learning classes.	High School Credit grading is based on the idea of “Do no harm”. No student will receive a “pass,” “fail,” or “no credit” grade for any course. School/Teacher will provide assignments or projects or assessments that will be graded for a letter grade. Students who engage to the extent possible in activities and/or learning will have an “A” reflected on their transcript.
Any Level Student	Any student who has substantial COVID-19 related barriers (i.e. is sick or caring for someone who is sick, or is managing home situation related to school closures that prevents them from effectively engaging in district/school provided learning options.)	<p>ELEMENTARY SCHOOL – District standardized comments will be placed on the report card indicating an inability to gauge student progress.</p> <p>MIDDLE SCHOOL – An “I” for incomplete will be put on the report card with a district standardized COVID-19 comment indicating that the student could not effectively engage in the distance learning plan.</p> <p>HIGH SCHOOL- An “I” for incomplete will be put on the report card with a district standardized COVID-19 comment indicating that the student could not effectively engage in the distance learning plan. In conjunction with the principal and counselor, a plan will be made for allowing the student to make up the incomplete work in the future so a grade can supplant the “I” on the transcript and credit can be earned.</p> <p>If the student is a senior and is on track to graduate, a State Board Waiver request may be made by staff, student, or family for waiving any and all credits that could not be accessed. The student does not acquire credit, but that credit is no longer required to graduate; transcript reflects a “WV” or some equivalent for waiver.</p>



Emergency Waiver of Graduation Requirements for Class of 2020

Student Full Name: _____ Student ID: _____

Student/Parent/Guardian consent to an evaluation for purposes of the 2020 Emergency Waiver of credit-based graduation requirements explained in new chapter WAC 180-111-040.

- Student was "on track to graduate" in compliance with the Emergency Waiver Rules.
- Good faith efforts to complete course requirements and credits were attempted, and all existing policy options to waive credits were considered and/or applied.
- Students' unique circumstances "substantially limit" their ability to complete courses/credits.
- Student/Parent Guardian understands benefits and limitations of using Emergency Waiver. - Planned courses and credits are consistent with post-high school goals (High School and Beyond Plan).

- Please read definition of terms located on back of the page -

Number of Credits for Waiver Request:

English _____ Mathematics _____ Science _____ Social Studies _____ Arts _____
Health & Fitness _____ CTE _____ Personalized Pathway _____ Elective _____

Notes:

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Counselor recommendation: Approval Denial

Rationale:

- Limited or disrupted access to technology and/or academic supports
- Other COVID19 related impacts
- Personal and/or family health concerns

Signature: _____ Date: _____

Administrator:

Approve waiver of: Credits Deny

Administrator Signature: _____ Date: _____

Attach a completed copy of your High School and Beyond plan sheet.

Definitions

Emergency waiver

The Washington State Board of Education granted an emergency waiver program to ensure students in the graduating class of 2020 or earlier who were “on track to graduate” before the COVID-19 emergency are not negatively impacted. On track to graduate means that the student could have reasonably completed courses and credits by the end of the 2019-20 school year. Details of the SBE Emergency Waiver Program are defined in New Chapter WAC 180-111-040.

This applies to courses and other credit-earning opportunities the student was enrolled in as of February 29, 2020. Waived graduation requirement credits may include both core credit graduation requirements and flexible credit graduation requirements, as defined in WAC 180-51-210. Prior to the approval of a waiver, a “good faith effort” must be made to address course requirements and deficiencies. Any waivers must be granted prior to the expiration of the program on July 31, 2020.

On track to graduate

“On-track to graduate” means the student has completed or is enrolled in courses that would allow them to meet the state graduation requirements by the end of the 2019-20 school year. Note: if a term had not yet started by February 29, 2020 (e.g. trimester schools, Running Start, or summer school), then the student’s planned coursework may also count toward “on-track.” Planned enrollment means credits that the student could have reasonably completed by the end of the 2019-20 school year for terms not yet started as of February 29, 2020, as indicated on the student’s high school and beyond plan, in course registration records, or in the student’s credit attainment or recovery plan.

Good faith effort

“Good faith effort” means the school district considered and implemented options, determined appropriate by the district, to support individual students in meeting credit requirements. This includes consideration of awarding and waiving of credits through the existing authority (e.g. providing competency credit where appropriate) and through recommendations provided by OSPI’s guidance for supporting seniors (Bulletin 022-20). LEAs should consider all the options, determine which ones the LEA can provide, then examine individual circumstances and determine which of the available options are appropriate to implement with the student.

Benefits and limitations

Waived credits/courses will appear on the high school transcript. Students are encouraged to check to contact the post-secondary schools they are applying to and ask how they are treating waived credits due to the COVID-19 emergency. Consider potential impacts for alignment with higher education, preparation for majors, admission and transfer to out-of-state, graduate and professional schools as well as employment eligibility. Waived credits/courses may have implications for potential NCAA college athletes. Depending on their post-high school goals and situation, students may choose to complete courses/credits in summer school.



Incomplete Conversion Plan High School Credit

Student Full Name: _____ Student ID: _____

Parent/Guardian/Student request an incomplete for a course.

Reason for Request: _____

Course Assigned Incomplete: _____

Teacher Signature: _____ Date: _____

Districts are obligated to provide students multiple opportunities to demonstrate their proficiency in order to earn a passing grade. Teachers can issue an Incomplete (I) to students not on track for course completion or not yet proficient during the period of March 17 through the end of the 2019–20 school year. In such instances, a plan for course completion will be developed.

Counselor will work with teacher, student and parent to decide best option in demonstrating proficiency.

Select Option for Demonstrating Proficiency:

- | | |
|--|---|
| <input type="checkbox"/> Summer School | <input type="checkbox"/> Complete course in next term or school year |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Competency based options |
| <input type="checkbox"/> Online Courses | <input type="checkbox"/> Backfill the incomplete grade with letter grade obtained in the next course taken in that subject area |
| <input type="checkbox"/> Other | |

Counselor Notes:

Principal Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

In the event the parent/guardian and/or student could not be contacted for signature, list unsuccessful attempts:
