PVUSD Grading Discussion Principles During School Closure

Although the manner in which we engage and collaborate have changed, our PVUSD mission of ensuring all students are successful in life including college and career remains the same. As we discuss and determine how to move forward in creating a grading policy and awarding students credits for high school course completion during this time of school closures and social distancing, we will do so with an equity lens, with the primary goal of doing no harm to students (CDE Guidance on Grading). Thus, we agree to use the following principles which were **adapted from:** Beckie Supiano, Superintendent of University of North Carolina at Chapel Hill https://www.chronicle.com/article/Nobody-Signed-Up-for/248298

1) **This is a challenging, unprecedented time.**
   ○ We are all in this together and will work as a team to find equity-based solutions that support all of our students but particularly our most vulnerable students
   ○ We have to practice physical ("social") distancing which has led to a sudden and disruptive shift of our collective lives in partnerships, schools, and classrooms
   ○ We acknowledge communal sense of loss for what would have been as we move forward and make the required changes to our lives
   ○ We must come together to form an online partnership where we solely engage and support one another remotely, learn from home, and master new technologies in a quick turnaround time to provide students access to learning materials and instruction

2) **We will make student centered decisions.**
   ○ We will exist in a state of optimism to support positive outcomes for our students
   ○ Our on-track seniors have the right to receive credits and graduate
   ○ Students currently not on track have the right to access credit recovery opportunities
   ○ We will co-create PVUSD's definition of "no harm" grading practices with stakeholders
   ○ We will look toward state and federal guidance as well as other districts and best practices as it relates to school closures, grading, and awarding students' credit for course completion
   ○ We will seek input and feedback from all stakeholders (students, parents, staff) to make informed decisions

   ○ We are going to prioritize supporting our students as humans
   ○ We are going to prioritize simple solutions that make sense for our students
   ○ We are going to prioritize clear and timely communication of decisions and expectations

3) **We will foster intellectual nourishment, social connection, and personal accommodation.**
   ○ We will provide accessible asynchronous content for diverse access and contexts
   ○ We will provide synchronous discussion opportunities to learn together and combat isolation

   ○ We will provide our students with both linguistic and academic accommodations as well as modifications to ensure that all students have access to the online

content including Gifted and Talented, English Learners, Homeless Students, Foster Youth and Students with Special Needs.

4) **We must alter how we assess student understanding, provide grades and hold students accountable to support continued student growth**
   ○ Students deserve feedback, recognition of effort and engagement and continued connection with their teacher(s)
   ○ We acknowledge that students need access to state standards and grade level content to ensure their future success
   ○ We understand some work and course material will need to be prioritized and we will find appropriate differentiated supports for our students
   ○ We acknowledge some instructional practices, student tasks and modalities may be altered as the course content shifts

   ○ Assessments of student work have changed and may no longer be given in the same manner with the same amount of security, and not all students have access to the same learning environments

5) **We will remain flexible and adjust to the situation.**
   ○ We understand this is a new challenge for all which will require us to adapt and iterate as we listen to stakeholder voices
   ○ We will maintain a state of calm and pragmatism as we consider new information and change in our steps to move forward
   ○ We accept that there is and will continue to be ambiguity and that we will work together to find the best student-centered solutions to the challenges we face
   ○ We believe in the power of team and our collective problem-solving abilities
   ○ We will engage and communicate with respect and compassion in recognition of the fact that everybody needs support and understanding in this unprecedented time

COVID-19 Grading Resources:
- [CA CDE Grading Guidance](#)
- [Palo Alto Unified Guidance on Grading Communication to Stakeholders](#)
- [UC](#) & [CSU](#) Statements on Grading and Related Temporary Policy Changes
- [UC Berkely gives students option to choose letter grade or pass/fail](#)
- [Ed Source Grading article related to high school seniors & college admissions](#)
- [UC Davis College of Undergraduates Admissions](#)
- [State of Oregon article on grading considerations](#)
- [State of Illinois Info Regarding Grading](#) (#12)
- [State of Illinois Info Regarding Grading](#) (#12)
- [Grading Article](#)

PVUSD Hold Harmless High School Grading Policy
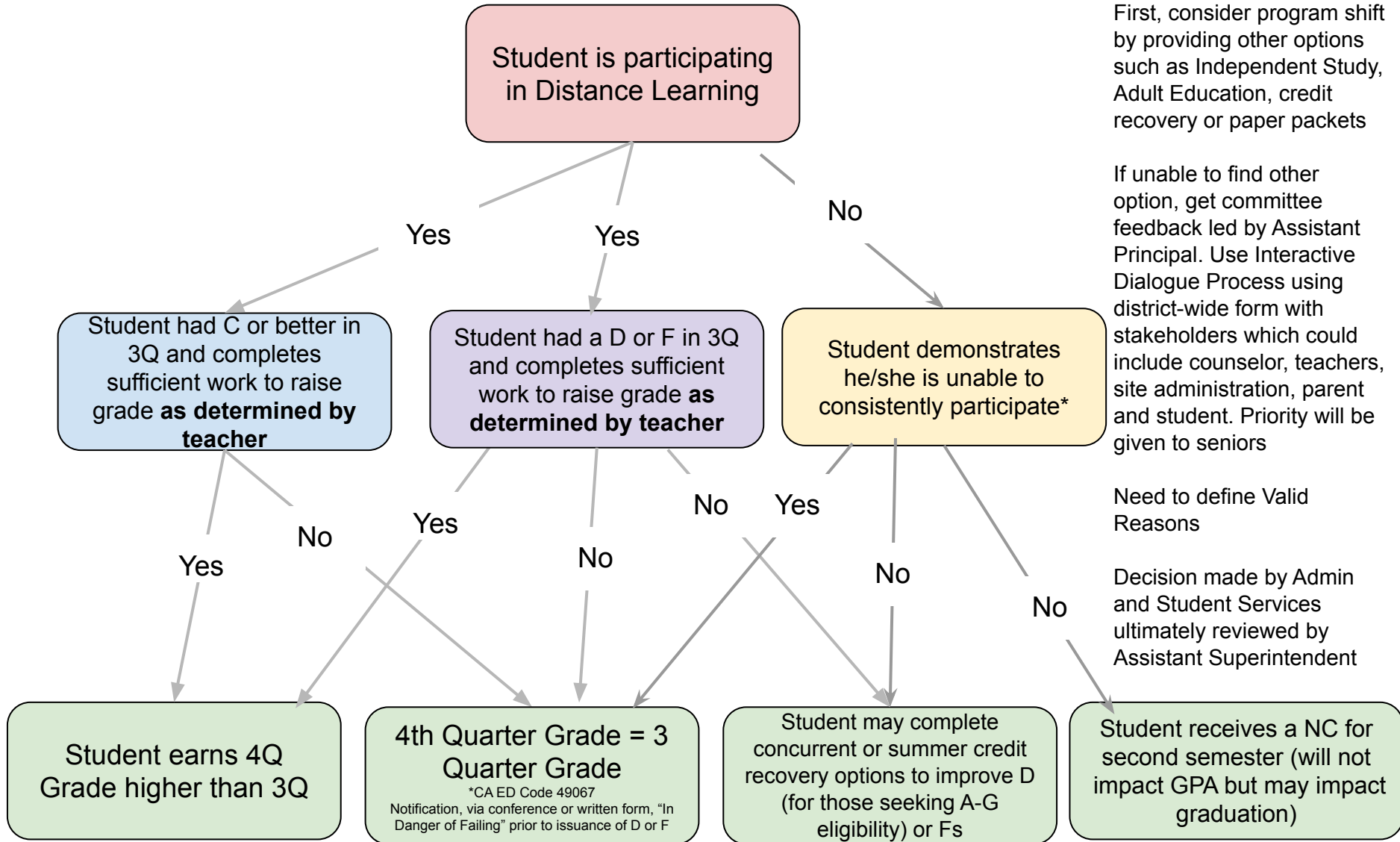
Process*
First, consider program shift by providing other options such as Independent Study, Adult Education, credit recovery or paper packets

If unable to find other option, get committee feedback led by Assistant Principal. Use Interactive Dialogue Process using district-wide form with stakeholders which could include counselor, teachers, site administration, parent and student. Priority will be given to seniors

Need to define Valid Reasons

Decision made by Admin and Student Services ultimately reviewed by Assistant Superintendent

Student is participating in Distance Learning

Yes → Student had C or better in 3Q and completes sufficient work to raise grade **as determined by teacher**

Yes → Student had a D or F in 3Q and completes sufficient work to raise grade **as determined by teacher**

No → Student demonstrates he/she is unable to consistently participate*

Yes → Student earns 4Q Grade higher than 3Q

No → 4th Quarter Grade = 3 Quarter Grade
*CA ED Code 49067
Notification, via conference or written form, "In Danger of Failing" prior to issuance of D or F

Yes / No → Student may complete concurrent or summer credit recovery options to improve D (for those seeking A-G eligibility) or Fs

No → Student receives a NC for second semester (will not impact GPA but may impact graduation)