

Resolution – Emergency Waiver of Instructional Hours

BOARD RESOLUTION No. 05-01-20

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts and RCW 28A.330.100 authorizes local school boards with additional powers to prescribe a course of study, to establish and maintain grade year levels and departments, and to determine the length of time over and above that required by law;

WHEREAS, RCW 28A.150.200 sets forth a program of basic education and RCW 28A.150.220 sets forth the minimum instructional requirements of basic education, including that districts must offer at least one hundred eighty school days and a minimum of instructional hours for kindergarten, grades one through eight, and nine through twelve;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed implementation of the plans and procedures of the state’s Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS the district implemented a continuous student learning plan immediately following statewide closure of school facilities beginning March 17, 2020;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules establishing the terms and conditions for allowing a school district to receive state basic education money, when, due to an emergency school closure, a district is unable to fulfill the statutory requirements of providing one hundred eighty days of operation or the total program hour offerings or teacher contract hours imposed by law.

WHEREAS on April 29, 2020, the State Superintendent adopted Chapter 392-901 WAC, which chapter consists of emergency rules regarding school district operations during facility closures related to COVID-19 and provides school districts with a process for receiving waiver of the statutorily prescribed school days / instructional hours and thereby receive their state basic education apportionment allocations for the 2019-2020 school year;

WHEREAS RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program, including establishing performance criteria and an evaluation process for all programs constituting a part of the district's curriculum, and further assigns local school boards the responsibility to establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular

needs of district students, the unusual characteristics of the district, and ensuring a quality education for each student in the district;

NOW, THEREFORE BE IT RESOLVED, that the North Kitsap School Board/Public Schools affirms that the district’s continuous learning plan meets the requirements outlined in chapter 392-901 WAC and hereby adopts/ has adopted the district’s continuous learning plan as implemented.

BE IT FURTHER RESOLVED that the North Kitsap School Board/Public Schools has reviewed and hereby supports the District Superintendent’s application to the State Superintendent of Public Instruction for emergency waiver of instructional hours.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution acts in tandem with chapter 392-901-005 WAC and pertains exclusively to the 2019-2020 school year.

Adopted and approved this 5th day of May, 2020.

By: Approved by Board May 5, 2020
Board President

Attest: Approved May 5, 2020
Superintendent

Adoption Date: NK050520
North Kitsap School District

May 4th, 2020

Dear Leaders,

We appreciate your continuous hard work as we navigate meaningful, engaging remote learning for all students in North Kitsap School District.

As many of you know, OSPI had released a rough draft guide for recommendations for continuous learning in April and like many districts across the state, we “officially” came up with our own learning plans for students and families on April 13th, 2020.

Last week, OSPI released finalized guidelines. Additionally, WSSDA has shared policy guidance on both learning plans and grading policies. This letter serves to share with you those updates.

As we stated in early April, we do not want “remote learning” to become an additional stressor on students and families who may be experiencing illness or economic hardship, and we don’t want it to further exacerbate the learning/opportunity gaps that already exist. As we said before, and we have discussed on Zoom calls, we do not expect that staff are sitting in front of their devices all day long—we know folks are professionals who will ensure we continue to provide the best service we can to our students and families. That being said, we must also follow the law and guidance by OSPI.

Below is language outlined in OSPI’s May 1st guidelines for remote learning between now and the end of the school year.

- **Learning Standards:** Principals, administrators and teachers must determine which Washington State student learning standards, skills, and knowledge are most essential for success in students’ next courses, content, grade level or post-secondary pursuit (WAC 392-901-030).
- **Feedback of Student Work/Evaluation:** Teachers must continue to evaluate and communicate student educational growth and progress to families and school administrators on a periodic basis based on the learning standards that are taught in their grade level (RCW 28A.150.240).
- **Collection of information:** Each school district’s plan for continuous learning must establish a district or school-based system of collecting information regarding student **engagement daily or weekly** to determine if students are responding to district or school initiated communication and participating in continuous learning.
- **All Student Groups:** The school district plan for continuous learning must identify the local education agency's strategies for providing learning opportunities for all students, including students of color, English language learners, students in foster care, students who are low-income, students who are mobile, students experiencing homelessness, students who are migratory, students with a military parent(s), students receiving Section 504 services, students with disabilities, and students who are highly capable.
- **Grading:** When providing continuous learning to students, school districts shall award grades for assessment of student learning during school facilities closures after March 17, 2020. In awarding grades, local education agencies must meet the following standards:
 - School districts must continue using grades as a means of communicating student academic progress and determining high school credit in accordance with chapter 392-415 WAC, unless otherwise provided in this section.
 - School districts shall not:
 - Award a letter grade to a student that is less than the letter grade the student had earned in the course as of March 17, 2020;
 - Award a numerical or nonnumerical fail or "F" grade to a student in any course completed after March 17, 2020.
 - School districts may award a nonnumerical grade of incomplete "I" to a student if:
 - (A) The student was engaged in continuous learning after March 17, 2020, but did not meet learning standards expectations established by the teacher prior to the close of the 2019-20 school year;
 - (B) The school district agency was unable to establish reliable and ongoing contact with the student after March 17, 2020; or
 - (C) The student declined to engage in continuous learning opportunities made available by the teacher.

- School districts must develop a plan for students who receive an incomplete "I" to complete the course or demonstrate proficiency against identified learning standards at a future time.
- School districts must provide parents an opportunity to request an incomplete for students who could not engage in continuous learning after March 17, 2020.
- School districts must provide students multiple opportunities to demonstrate their proficiency in order to earn a passing grade.
- High school transcripts issued for a grading term, semester, quarter, or trimester subject to this chapter must have a notation that the grading term, semester, quarter, or trimester occurred during a school facilities closure related to the COVID-19 epidemic. **Please see North Kitsap's Secondary Grading Guidelines at the end of this letter.*

Our belief is that the guidelines we set on April 13th address most of OSPI's recent guidance. Please remind your staff of these guidelines as well as the new guidance from OSPI, issued May 1st, 2020.

Expectations beginning April 13th (shared with school leaders and staff before April 13th):

- All teachers will begin **active engagement with students and families** on district-approved platforms. A couple reminders—we would like to use the following as our Primary Platforms: Skyward, Zoom, Email). Secondary Platforms—please only use other platforms you have already used in your classrooms this year. *Please remember that any platforms used that are not district-approved platforms can be susceptible to public record requests.*
- We will be putting out a site with staff resources for online learning; this will include information on how to use district-approved platforms and tools.
- You can use your personal cell phone, your email, Zoom phone calls and or your office phone (when we are allowed to use the buildings again) to communicate with families.
- We encourage grade level and content area teams (and special education teachers) to **collaborate**. Collaboration should be done remotely and not at the school site.
 - Remote learning needs to be flexible and realistic and should take into consideration the varied social-emotional and learning situations of students.
 - In preparing assignments teachers should consider students who learn differently and students' unique needs.
 - As teachers plan for remote learning, please adhere to the following daily OSPI time recommendations:
 - PreK: 30 minutes
 - K-1: 45 minutes
 - 2-3 60 minutes
 - 4-5 90 minutes
 - 6-12 30 minutes per teacher (3 hours maximum each day)

*The expectations above are meant for any delivery model (synchronis/asynchronis, printed learning materials and hybrid models). These recommendations help us stay consistent and calibrated throughout the district when determining how much learning students can/should be doing at home.

Weekly Expectations: Elementary

- **Every Monday**, assignments for **ELA and Math** will be provided in packet form (at district lunch sites) or online (district website). Teachers may modify or adjust the district provided Math and ELA assignments for students who are above/below level. All teachers will communicate with families about the new learning expectations for the week, including district provided Math and ELA assignments and teacher/PLC selected learning in other subject areas. Librarians are willing and able to help teachers with setting up postings and links. Specialists should be consulted as weekly plans are made so that students can engage in these subject areas as well. As the leader of the school, it will be important that you consider how and when teachers are communicating with families—many families have multiple students and we want to be as consistent as possible.

- **Tuesday through Friday** teachers will foster check-ins and connections with students. Teachers may consider setting office hours as well. We encourage teachers to set up times for classes to check in and support student-to-student to the extent possible, please try to avoid scheduling check-ins during grab and go delivery interaction: (<http://nkschools.org/cms/One.aspx?portalId=419589&pageId=23610999>)
- Please try to limit check in times to regular school hours. Teachers will facilitate students turning in assignments, if applicable, or continue the activities described in the Monday communication. This might look like portfolios, emailed work back to teachers, students taking a photo with a phone of their packet work, etc. Teachers will provide feedback on student work, if applicable.
- **Assessment:** Teachers will gain information about student learning/proficiency through various interaction and feedback. We ask that assessment practice during this time is not detrimental to those experiencing learning challenges or challenges accessing information. Grades/assessments should reflect student proficiency on Standards (as always) and teachers should find a way to log feedback/assessment. As we work to think about how we will receive assignments, we will need to be open to various styles-PDF, paper copies that have been dropped off and have sat for enough time to ensure they are safe, photos of work, phone calls and emails with students, etc. *Elementary teachers will provide comments about student learning at the end of the year that will help families understand where students are on the learning trajectory of his/her/their grade level as well as assist the student's teacher in the fall of 2020.*

Weekly Expectations: Secondary

- **Every Monday**, all teachers will communicate with families about the new learning expectations for the week. This could be a schedule for the week with daily activities. Teachers will provide students ideas and directions for the classes each instructor is teaching (please continue to adhere to the above OSPI developmental grade level expectations). Counselors, we are looking to you to provide SEL resources and activities. We also know secondary counselors are focused on our seniors, master schedule acknowledgement/understanding of importance of that work, too.
- **Tuesday through Friday** teachers will foster check-ins and connections with students. Teachers may consider setting office hours as well. We encourage teachers to set up times for classes to check in and support student-to-student interaction. To the extent possible, please try to avoid scheduling check-ins during grab and go delivery (<http://nkschools.org/cms/One.aspx?portalId=419589&pageId=23610999>)
- Please try to limit check in times to regular school hours. Teachers will facilitate students turning in assignments, if applicable, or continue the activities described in the Monday communication. This might look like portfolios, emailed work back to teachers, students taking a photo with a phone of their packet work, etc. Teachers will provide feedback on student work, if applicable.
- **Assessment and Grading.**

Rationale and Belief: As dedicated educators we need to ensure that we are working with students and families to engage them in new learning to the best of our ability. Our intention is to focus on key grade level standards to help students learn and continue to enjoy learning. To that end, we must flex our thinking and understanding of how we teach, assess, grade and document student learning.

In fact, assessing and grading has long been one of the biggest sources of inequities in education because grades may be influenced by factors outside a student's control, including access to resources and opportunities outside of school. We have recently seen, firsthand, how school closures have made these disparities even more apparent. In the past, schools have helped ensure students have comparable access to learning tools, instruction, technology, and wrap around supports — with our doors closed, this is much more difficult.

North Kitsap's efforts with these temporary grading practices is to address, as best we can, the variability in access and inherent biases in grading. This temporary policy is the best possible way to protect our students from harm and to

honor their hard work under extremely difficult circumstances while not penalizing anyone for factors outside their control.

A and Incomplete:

What will we ask educators and students to do to receive the A? What does an A mean for this semester in high school courses (and credited middle school courses)?

To receive an A, students will be asked to remain *engaged* in the standards-based activities and learning assigned by their teacher(s) to the extent possible. Teachers will assign work following the NKSD Educator Expectations. An A signifies that a student has engaged to the extent possible in activities or learning and made progress towards grade-level standards. *An A does not indicate that a student has necessarily mastered content, but that the student has engaged in learning and Standard's-based work.*

What does an “Incomplete” mean for this semester in high school courses?

An Incomplete signifies a student **did not** engage in any standards-based learning or activities assigned by their teacher(s). A student shall not be issued an Incomplete if they have engaged in learning with their teacher(s). Before giving an Incomplete, educators should have evidence of their efforts to engage the student, including communication attempts and family contact.

What does a teacher need to do before giving a student an “Incomplete”?

In the rare case that a teacher thinks a student should receive an “Incomplete”, the teacher will need to follow a multi-step process before submitting the final grade. The steps include the following:

- By **May 15** the teacher will begin to document the potential “Incomplete.” This documentation will include the teacher’s engagement efforts.
- By **May 20** the teacher will provide the documentation to the student and their family, notifying them that the student is being considered for an “Incomplete.”
- By **June 12** if a final determination has been made, the school will send a letter to the student’s home explaining the decision for an “Incomplete” along with an individual learning plan for the student to receive an “A.”
- Students who receive an “Incomplete” will have an option to appeal this decision and will be able to complete work through summer and fall semesters of 2020. If progress is demonstrated, a student’s transcript will be adjusted to reflect an “A.”

Rubric (use, if helpful)

Grading Scale for Projects/Units/Assignments		
2	Engaged	Successful
1	Engaged	Not successful
0	Not engaged	Not successful
Evidence	Has submitted assignments Has participated in lessons Has responded to emails	Assignments submitted meet necessary standards

Tracking Student Work/Engagement: Skyward

Teachers, please ensure you have put your grading/assignments/participation notes in Skyward. We will be using this information to share with OSPI regarding student engagement while we are distance learning.

Other:

- SpEd, Title/LAP, EL teachers are expected to send expectations to their students and, as appropriate, collaborate with classroom teachers.
- Specialists (Elementary librarians/technologists, Music, PE and itinerant music teachers) will send one learning opportunity per grade level each week. Please use your Skyward account to deliver weekly activities/engagement for students and be available for feedback and interaction with students.
- Librarians will be the curators of online resources for each school for resources beyond what is posted on the district website.
- ESAs and TOSAs will continue to work with their supervisors on expectations for their work.
- K-12. Many of our families are in very challenging economic/emotional/stressful situations. Should a family decline to participate or determine that they do not want to follow teacher guidelines please document attempts at engagement and communication and then notify your administrator. We know this communication may take ample amounts of compassion and empathy.

If you have questions, feel free to reach out to any of us for clarity or support.

Thank you for all that you do for students,

North Kitsap Teaching and Learning Team