

MEMORANDUM OF UNDERSTANDING
between the
ISSAQUAH EDUCATION ASSOCIATION
and the
ISSAQUAH SCHOOL DISTRICT
regarding
SECONDARY GRADING PRACTICES
Final Agreement

The following *Memorandum of Understanding* is intended to highlight a shared commitment to serving students through our professional practices. Since 2016, the District and IEA staff have been researching, exploring and implementing effective practices in grading. In accordance with EL-12, the parties are seeking consistent grading practices with the understanding that “consistent” means reasonably similar, not identical. The parties recognize that courses should be consistently aligned.

In the 2024-25 school year, we are committing to the following:

Continued Secondary Grading Practices Work: Recognizing the importance of this work and valuing continued collaboration on this topic, ISD and IEA agree to form a sub-committee of Meet and Confer with the following goals:

- A. Include IEA appointed members from multiple content areas and ISD appointed members.
- B. Conduct a review of current research.
- C. Analyze district data regarding the impact of grading practices.
- D. Discuss effective practice around category alignment and weighting on student outcomes.
- E. Look at the intersection of IEP accommodations and equitable grading practices.
- F. Meet at a minimum of four (4) times in the year.
- G. Share their findings and research with bargainers in the next Collective Bargain.

Educator Professional Development: During the continued implementation of equitable grading practices and Universal Design for Learning (UDL), the District will offer training and collaborative time on UDL and recovery strategies within content teams during regularly scheduled staff learning time. These blocks will be developed with input from the Professional Development Advisory Committee (PDAC) from Article 1, Section 7.5d.

Recovery Opportunities: Secondary educators will offer recovery opportunities for grades below 80% on coursework that substantially impacts the student’s course grade. Educators will use their professional judgment and equitable practices to determine what coursework substantially impacts the student’s overall grade that is recorded on transcripts. These opportunities may have conditions that include but are not limited to time-bounded, initial test corrections, reflection assignment, complete missed unit homework. Educators and administrators shall work together to prioritize completion of recovery options within the contracted work time, including use of Flex Time/Home Room. For recovery opportunities offered outside the school day and with prior approval from their principal, educators may

submit for compensation up to five (5) hours per school year, at the professional rate. Educators will submit these hours once per term using a timesheet.

Nature of Recovery: On such an assignment, a student may earn up to 80% of the assignment's original value.

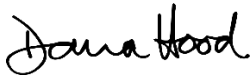
Educators may offer students recovery opportunities if they score 80% or higher on work that substantially impacts their grades as well. In pursuit of our district goals, we encourage our educators, in collaboration with the student's caregivers, to promote student participation in recovery opportunities if they are at risk of failing a course and/or represent a group from our district's disproportionality data.

The parties recognize that special programs and accelerated offerings, such as AP and IB, may not be able to offer the same breadth or frequency of recovery options.

This MOU will sunset August 31, 2025. The bargainers will discuss its inclusion in the next Collective Bargaining Agreement with data and insights collected.

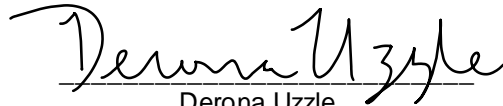
Agreed to this 30 day of June 2024.

FOR THE DISTRICT:



Donna Hood
Assistant Superintendent of Human Resources

FOR THE ASSOCIATION:



Derona Uzzle
Issaquah Education Association President