

FirstLine Schools
Grading policy and promotion guidelines during distance learning

PHILOSOPHY

During this unprecedented time of learning and schooling, FirstLine will hold a 'do no harm' approach to grading. That is, students' access to technology and devices will not be detrimental to their grades.

TRIMESTER 3 GRADING

The grading scale for Trimester 3 is Pass/Incomplete.

PASS	INCOMPLETE
Evidence of a Pass includes <ul style="list-style-type: none"><input type="checkbox"/> Attending class<input type="checkbox"/> Classwork and participation grades (submission of assignments)<input type="checkbox"/> Responding to teacher's feedback by redoing or resubmitting work	Incompletes will be awarded to students who have not attended class. *Attendance=Evidence of student work (hangout, call, text, classroom, etc. even after the day is complete)

Rescoring an Incomplete: Students may complete work or show evidence of work completion upon returning to school in order to earn a Pass. Students may also submit work from the June Summer School session as evidence of attendance.

CALCULATING GPAs

Students receive a grade for Trimesters 1 & 2. Students receive a Pass/Incomplete for Trimester 3. GPA is calculated using the grades from Trimesters 1&2.

SUPERINTENDENT'S HONOR ROLL

Students in grades 5-8 who attend every day and complete all assignments will be recognized via the Superintendent's Distance Learning Honor Roll. Schools will host a Distance Learning Honor Roll for students meeting the thresholds in grades K-4.

PROMOTION

Following the state's guidelines, promotion and retention for grades K-8 are based on a preponderance of evidence from student learning throughout the school year. Performance on classroom assignments, course grades, and any benchmark assessments are examples of items schools can use when making a decision. The SBLC may convene to determine promotion decisions.

Grade 8 Promotion Requirements

Student placement for the 2020-2021 school year in grade 8, T9, or grade 9 remains at the discretion of the school, in consultation with the student's parents, where the student was enrolled in 8th grade.

Placement in transitional ninth grade can be based on data from the following sources:

1. Benchmark assessment results
2. Classroom assessment results
3. Course grades
4. Student growth
5. IEP goals
6. Attendance records

PROMOTION of certain student populations

Students with disabilities

- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities.

It is the job of the IEP team to consider all the evidence when determining placement-

A. Academic Progress

1. Has the child mastered the grade level expectations?
2. What does the summary of test score data indicate?
3. What is the teacher's observation of the child's classroom performance?

4. What does achievement on daily work in basic skills areas indicate?
5. Has the committee ruled out a disability?

B. Social/Emotional Development

1. What is the child's attitude toward school?
2. Describe peer and adult relationships.
3. Describe child's behavior in a school setting.
4. Describe attention span and task commitment.
5. Does the child appear to be confident in school?

C. Physical Development

1. Is the child's gross and fine motor coordination adequate?
2. Is the child physically able to perform expected tasks?
3. Examine health factors.
4. What is the student's age in relationship to other students in the grade level?

D. Attendance

1. Are there gaps in learning due to illness/excessive absences?
2. Was there a change of school or other factors that created learning problems?

E. Alternative Placements/Interventions

1. Has there been a previous alternative grade placement (transition room, developmental kindergarten, or grade level retentions)?
2. What other interventions have been attempted (i.e. Rtl programs)?