

### Preamble

#### Supporting our Students in Grades K-8 Guidance:

- Centers the mental, social, and emotional needs of K-8 students and prioritizes well-being.
- Emphasizes family and community engagement.
- Emphasizes equity by honoring our families and students, safeguarding student opportunity and providing flexible learning opportunities.
- Focuses on promising practices that promote and support student learning.
- Requires end-of-year report cards with Pass/Incomplete (or equivalent) marks.

Middle school, junior high, and middle grades are referenced interchangeably in this guidance.

#### **Section 6A. Naming Inequities and Centering Guiding Principles**

ODE's focus on care, connection, and continuity of learning requires an equity stance.

Our ability to honor the culture, language, ways of knowing, and perspectives of the families and students are measures used to actualize equity.

The **Distance Learning for All Guiding Principles** are rooted in an ethos of partnership with families, communities, and students.

- Ensure safety and wellness.
- Cultivate connection and relationship.
- Center in equity and efficacy.
- Innovate.

#### **Section 6B. Assessment Practices, Report Cards and Grading**

##### **Assessment Practices**

Formative assessment is an essential practice to understand where a student is in their learning and to outline the next moves for continued progress and growth. Evidence of learning should be varied and related to student strengths and interests.

##### **State Assessment for 2019-2020**

The United States Department of Education formally granted a comprehensive waiver for Oregon. In short, ODE will not be accountable for administering federally-required state assessments due to COVID-19 and nation-wide school closures.

##### **Report Cards and Grading**

ODE requires the following reporting and grading practices for the spring 2020 term(s):

- Districts shall issue end-of-year report cards (or local equivalent), which can be modified to reflect school closures.
- Districts shall use Pass/Incomplete marks (or local equivalent).

- For any 6-8 student taking high school courses, see Supporting our Students in Grades 9, 10 & 11 (Section 5).

#### **Section 6C. Safeguarding Student Opportunity**

*Safeguarding Student Opportunity Clause* ensures no student is held back or denied access to opportunity due to extended school closure.

Students who were making progress and earning a passing mark in the subject area or course prior to school closure should not be academically penalized.

#### **Safeguarding Student Opportunity**

Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, grade promotion or retention, placement in an advanced course, access to clubs, sports, junior honor society, visual and performing arts opportunities, Career and Technical Student Organizations such as Future Farmers of America, or forecasting opportunities for the following school year based on performance during extended school closure.

### Section 6D. Special Education, English Learners and TAG Services

#### Students with IEPs

Students protected under IDEA and ADA require further consideration under the law. Documentation of appropriate services and supports must include:

- Reviewing IEP records to ensure that the district provided FAPE.
- Evidence that an appropriately developed IEP was fully implemented.
- Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process.

If such documentation cannot be provided, the district shall hold that student harmless during the closure.

#### English Learners

Prioritize outreach to and engagement with English Learners and their families in their home language. Instruction should include scaffolds and instructional supports designed for the students who qualify for English Language Development services.

#### Student Identified as TAG

Districts should serve students identified as TAG by accommodating assessed levels of learning and accelerated rates of learning.

#### Section 6E. Promising Practices

It remains important for all students in grades K-8 to engage in *Distance Learning for All* to maintain Continuity of Learning. Centering care and connection remain the most important focal points, reflecting a value for well being first.

See Tool #18: [Promising Practices for K-8 Students During Distance Learning](#)

#### Section 6F. Ensuring Successful Transitions

A student's educational progression is marked by significant transitions, which commonly take place during:

- Transition to Elementary School
- Transition to Middle School
- Transition to High School

#### End the Year Strong

While recognizing the end of the 2019-2020 school year presents extraordinary challenges, it is important to celebrate and honor the good--highlighting learning, character-defining experiences, and positive friendships and relationships.

Consider the ways traditions and celebrations could be reimaged to help educators, families and students mark the end of the year.

---

#### Guidance also contains Frequently Asked Questions

You can find current [FAQs](#) and other resources on [ODE's Distance Learning for All site](#).

---