

## J. Sterling Morton High School District 201 2020-2021 School Year Grading

### Grading

J. Sterling Morton High School District 201 understands that resources vary for high school students to fully engage in a remote or hybrid learning environment and that current events may be distressing to high school students who may miss out on some important social and developmental milestones. However, students' opportunities for learning are improved from the Spring 2020 semester. Students work and assessments will be graded for full credit and students must show mastery of content receive a passing grade. To encourage meaningful student learning while still understanding the added difficulties of flexible instruction, we believe:

- Effective feedback, grading, and evaluation can provide an important contribution to a healthy social-emotional state.
- Student work will be evaluated using established grade marks and practices while also understanding students' individual situations.
- During this time, high school students will experience positive learning gains in a way that may not happen in the traditional school setting.
- Incompletes may be issued to students who are unable to complete the instructional in-person, remote, or hybrid learning activities due to factors beyond their control.

High school students must be prepared for post-secondary education and/or career opportunities. Therefore, it is imperative that each student thoroughly learns the new content and skills necessary for college and career readiness. To account for flexible instruction while maintaining best grading professional practices, J. Sterling Morton High School District 201 teachers should consider:

- Flexibility, empathy, and an understanding of students' varying personal situations should be taken further into account than on a typical day. For example, high school students may face additional family obligations such as serving as caregivers and/or work outside the home.
- Meaningful, clear and timely feedback are an important part of the education process and can help increase student learning, motivation, and growth.
- Students should be provided with multiple opportunities to demonstrate learning, growth, and mastery of content.
- Summative assessments, formative assessments and/or other assignments may be offered for retakes to demonstrate this growth, and prompt students to learn the course material. However, retakes may not be necessary for all assignments or assessments.
- When enforcing deadlines, teachers should make sure to take into account that students are receiving different and often reduced levels of support than they are accustomed to, and that they may need time and help to adjust to remote and hybrid systems of support.
- Provide multiple methods of work submission for students to demonstrate learning (electronic, hard copy, digital portfolio, mail, picture/video, etc.).

### Music-Related Courses

Music related education will follow the most current IDPH/ISBE guidelines for student and staff safety measures. During phase 4, this will include utilizing outdoor spaces and limiting the number of students participating in these classes.

### Driver's Education Behind-the-Wheel

In order to provide behind-the-wheel training to students in driver's education in compliance with all Secretary of State and IDPH safety requirements, the following procedures must be followed:

- Only two students and one instructor per vehicle
- Face coverings must be worn
- Eating and drink are prohibited in the vehicle
- Windows must be open whenever possible
- Do not make any unnecessary stops during the training
- Complete hand hygiene with soap & water or hand sanitizer, before and after driving
- Clean and disinfect the steering wheel, door handles, seatbelt fastener, controls/dials, keys, etc. in between each behind-the-wheel session
- Conduct regular routine cleaning and disinfecting of the seats



**Physical Education, Gymnasiums, and Locker Rooms**

Physical activity can support students' overall health and reduce stress and anxiety. Whenever feasible and weather permitting, teachers should select outdoor PE activities that allow physical distancing. If physical education must be taught inside, students will maintain social distance and there will be limited physical activity. Hand shaking, high fives, or other physical contact is prohibited. It is recommended that PE teachers use a megaphone or microphone, if needed, to maximize physical distancing.

The use of shared equipment and locker rooms will be prohibited. Students will engage in physical education classes without changing clothing. The PE department is developing a plan for all activities that can be implemented under these restrictions and adaptations to grading will be made for all students.

**Special Needs**

The J. Sterling Morton High School District 201 special needs team understands the impact that COVID-19 has had on our most vulnerable student population. As a result, our special needs team is developing plans and procedures to address the various unique challenges the hybrid model creates. Our team will remain in contact with our families of students with special needs throughout the summer and will be ready for the 2020 - 2021 school year.

**Extracurricular Activities**

Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social distancing, appropriate use of PPE, limiting the number of individuals in one space. Cleaning and disinfecting to prevent the spread of COVID-19 will take place in those areas. Athletics will follow the guidelines provided by the IHSA and the IDPH.

[Current Phase 4 Athletic Guidelines](#)**English Learners (EL)**

Language development is an interactive and socially driven process. Any support that can be provided for English Learners to facilitate interactive dialogue with native English - speaking peers or adults, especially on academic topics, is essential. It is also essential that our students in a bilingual program dialogue with peers and adults on academic topics in their home languages, as well as English, to ensure that their development does not regress. Language use and expectations must be targeted and authentic and activities must be meaningful to ensure students achieve linguistic and academic growth, whether English or native language instruction is online, in-person, or a hybrid. When developing instruction for English Learners, educators will continue to apply the Illinois listening, speaking, reading, and writing. Keeping these two documents in mind and differentiating instruction based on each student's English proficiency level will help ensure that lessons are scaffolded appropriately for students.

