WHEREAS, on March 16, 2020 the San Francisco Unified School District ("District") ceased face-to-face instruction due to the COVID-19 Pandemic and;

WHEREAS, the District is part of a regional public health approach to the COVID-19 pandemic which includes the disruption of the spread of the COVID-19 virus to protect the health and safety of everyone in the City; and protect the health and safety of vulnerable populations; and

WHEREAS, the District now engages in a distance learning model, is intentional in continuing to focus on the 'each and every,' continues to hold to our core value of equity and access, recognizes the importance of relationships and collaboration, and elevates components of our graduate profile that lend themselves to this new context; and

WHEREAS, the District’s Continuity of Learning approaches are responsive to the current student context and provide distance learning options via a digital distance approach or a non-digital (print-based) distance approach as students’ resources and circumstances allow; and

WHEREAS, District educators engage in wellness and capacity building, strategic planning of synchronous and asynchronous learning activities for students, and weekly collaboration with peers and staff; and

WHEREAS, the District provided more than 10,700 mobile devices to students in grades 3rd through 5th and more than 1,500 hot spots to students and partnered with the City of San Francisco and philanthropists to expand internet access for students living in public housing, and developed technology support resources for families; and facilitated virtual professional learning for more than 3,000 educators and staff to help manage the shift to digital distance learning and; distributed over 11,000 learning kits and 33,000 books to students in Pk through 2nd grade; and

WHEREAS, though early implementation shows promising results, major challenges predictably have emerged and will continue to remain a challenge during school closures. These challenges include but are not limited to:
- Students, families, and educators are struggling to balance their own reality and circumstance, while still attending to their respective roles in moving learning forward.

- In the absence of consistent face-to-face instruction, students need more support to complete independent activities, leading to frustration and demoralization for educators, students, and families.

- Access to learning materials and supplies are variable, generally placing many of our most marginalized students at a disadvantage in having basic learning needs met.

- Balancing the need for thoughtful implementation - privacy, security, change management with urgency to deliver solutions.

- There is little or no peer-to-peer interaction for students; and

WHEREAS grades are used for multiple purposes and audiences, including instructional guidance for teachers, feedback for students and families, and placement decisions for postsecondary institutions and potential employers; and

WHEREAS inequities grow in the absence of accurate information, with younger children and those with less prior knowledge often overestimating their skills, while others affected by stereotype threat underestimate their skills, and adults show more bias in judging others’ qualifications when performance information is removed; and

WHEREAS the University of California, and California State University systems have provided coordinated guidance around acceptable grading policies, emphasizing the need for accurate assessment information for the benefit of students and fairness to their peers; and

WHEREAS, the District remains acutely attentive to the persistent opportunity gap for marginalized students, including African American, Latinx, and Pacific Islander students, homeless students, those living in poverty, English learners, and students with IEPs, and the potential for the widening of that gap.

THEREFORE BE IT RESOLVED: that the District will implement the following grading policy for the Spring 2020 term:

- For students with Individualized Education Plans (IEPs), grades will be provided in accordance with those plans.

- For students in grades TK through 5, classroom teachers will provide feedback on progress in the “comments only” report form.

- For students in grades 6 through 12, assign “Credit / No Credit” for each course. A student who receives “No Credit” may receive “Credit” if the student completes the required work by the following deadlines:
  - July 31, 2020, for graduating seniors (Class of 2020), and
  - the beginning of the Fall 2020 semester for all other students.

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BE IT FURTHER RESOLVED: The District’s student engagement during distance learning will comprise 2-3 contacts per week with educators regarding wellness and learning, 4 hours of engagement per day (including direct instruction, independent activities, peer collaboration, projects, etc.), and flexibility in their daily schedules; and

BE IT FURTHER RESOLVED: That no later than May 27, 2020, staff will report to the District Board of Education on distance learning progress, meal distribution progress, device distribution progress and student wellness progress; and

BE IT FURTHER RESOLVED: That by June 30, 2020, the District will develop a plan for the 2020-2021 academic year to assess and intervene on students’ learning loss, including more intensive support for special populations.

BE IT FURTHER RESOLVED: That, due to the increased revenue and resource needs in all areas because of the learning loss as a result of the COVID-19 pandemic, San Francisco Unified School District Board of Education members resolve to lobby at the local, state and national levels to acquire the revenue and resources needed to ensure that each and every student is receiving the quality instruction and equitable support required for our students to thrive in the 21st century.

Suspension of the Rules/Action at First Reading
4/28/20 (204-28Sp1)