

**Memorandum of Understanding
Between Shoreline School District No. 412
and the
Shoreline Education Association**

**Elementary and Middle School Grading and P-12 Special Education Progress Reporting
during the Coronavirus/COVID-19 Pandemic**

This Memorandum of Understanding (MOU) is between Shoreline Education Association (SEA) and Shoreline School District No. 412 (District), collectively "the parties", and is supplemental to the 2018-2021 collective bargaining agreement (CBA).

WHEREAS, the parties have negotiated and implemented the following MOUs in response to the impacts of the Coronavirus/COVID-19 pandemic:

- "Agreements Related to Changes in Working Conditions & School Operations Due to Coronavirus/COVID-19" (March 13, 2020),
- "Further Impacts of the Coronavirus/COVID-19 Pandemic (April 8, 2020), and
- "Phase 4 Home Learning during the Coronavirus/COVID-19 Pandemic" (May 4, 2020).

WHEREAS, OSPI published guidance, entitled "Student Learning and Grading Guidance" ("Guidance") on April 21, 2020; and

WHEREAS, OSPI published guidance in Bulletin 037-20, entitled "K-4 Expectations During Long-Term School Closures" on May 27, 2020, for the purpose of clarifying implementation of SB 5803 during the long-term school closures related to COVID-19; and

WHEREAS, OSPI acknowledges in Bulletin 037-20 that "Due to the long-term school closures, the K-4 data collection will not occur during the 2019-2020 school year"; and

WHEREAS, the parties share an interest in compliance with SB 5803 and the authentic reporting of student progress at all grade levels and for all students, as well as toward K-4 reading standards; and

WHEREAS, The elementary conferences conducted March 2-6, 2020 included teacher-parent communication regarding student reading level(s) and proficiency, in compliance with SB 5803; and

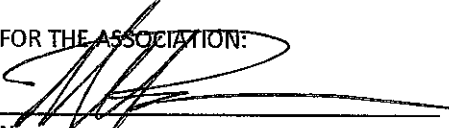
WHEREAS, the parties share an interest in authentic reporting of student progress related to IEP goals;

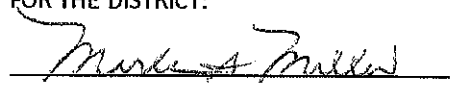

NOW THEREFORE, the parties agree:

1. Elementary and Middle School report cards will be prepared and issued.
2. To prepare a report card for each student, each elementary classroom teacher will, to the best of their ability:
 - a. Use an automated function to mass add the notation "P Other" to each student's report card, to designate home learning during the COVID-19 school closure; and
 - b. Select a minimum of one preset comment code from a dropdown menu to document engagement during home learning; and
 - c. Use the preset drop-down options to add a notation regarding student progress, in each core content area (reading, math, writing, science and social studies), as follows:
 - i. In cases when authentic assessment and progress data is not available or is insufficient, teachers will use the notation "Unable to measure progress."
 - ii. Teachers may use any of the other notations provided if they have current authentic assessment and progress data.
3. To prepare a report card for each student, each Middle School classroom teacher will, to the best of their ability:
 - a. Add a "P" notation for all middle school non-credit bearing classes, indicating that the student will be moving on to the next grade level; and
 - b. Assign a letter grade for HS credit bearing courses in alignment with the HS Grading Guidelines; and

- c. Per CBA Section 64.5, at the secondary level all comments on report cards are optional, however, teachers may use the preset drop-down options to add a notation regarding student progress, as follows:
 - i. In cases when authentic assessment and progress data is not available or is insufficient, teachers will use the notation "Unable to measure progress."
 - ii. Teachers may use any of the other notations provided if they have current authentic assessment and progress data.
- 4. To prepare a progress report for each student, each special educator/service provider will, to the best of their ability:
 - a. Use the preset drop-down options in IEPOnline to add a notation regarding student progress, for each goal, as follows:
 - i. In cases when authentic assessment and progress data is not available or is insufficient, teachers will use the notation "Unable to measure progress."
 - ii. Teachers may use any of the other notations provided if they have current authentic assessment and progress data.
- 5. The District will issue report cards and progress reports at the end of the 2019-2020 school year to every student. Elementary report cards and progress reports shall be ready to be printed no later than 8:00 a.m. on Wednesday morning, June 17 unless mutually agreed between the individual teacher/special educator/service provider and building administrator.
- 6. Unless modified through this agreement, all other provisions of the CBA, the March 13, 2020 MOU, the April 8, 2020 MOU, and the May 4, 2020 MOU remain in effect.
- 7. This MOU shall expire at the end of the academic year, June 19, 2020.

Agreed to this 8th day of June, 2020.

FOR THE ASSOCIATION:

 Name: Lynn E. Sherry
 Name

FOR THE DISTRICT:

 Name: Mark A. Mulder

 Name: James O. Jones