

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, May 13, 2020

Work Session

Video Conference through Zoom

I. Items for Discussion

- a. Update:
 - i. Facility use during pandemic
 - ii. Graduation
 - iii. Distance learning grading practices
 - iv. End of year logistics for each site
- b. Official district posting requirement options
- c. Marching band trip to Orlando rescheduling option
- d. Update on Fund 01 - Unassigned Balance
- e. Preview of FY21 Budget
- f. Site requests for additional staffing for FY21 (HHS & HMS)
- g. Activity Fee Increase

Graduation/Commencement Celebration Guidance

Graduation is an important milestone in a student's academic journey and deserves to be celebrated. With graduation season upon us, schools are seeking clarification and guidance on how they can safely observe and honor the occasion in alignment with public health guidance to prevent the spread of COVID-19 in the community. This guidance document, which was developed in consultation with school leaders and the Minnesota Department of Health, outlines different options for school districts, charter schools, and colleges and universities to consider while they contemplate how to best honor their graduates.

The safety and well-being of Minnesota's students and their families, as well as school staff, is our number one priority. We know how much students in the class of 2020 have sacrificed this year, and how disappointing it is not to participate in the milestones or traditions they had imagined. These guidelines were made with public health protection in mind, and adhering to them is how we will both celebrate our students and move safely through this challenge together.

The safest way to observe graduation/commencement is for everyone to stay home. Indoor graduations and ceremonies held outside in stadiums and football fields are not permitted.

A ceremony that can be conducted remotely (e.g., virtually) and ensures attendees do not need to leave their homes is our top recommendation. If you chose to honor graduates virtually, please keep equity in mind so all students and families can participate. Remember that COVID-19 is a highly contagious virus that is fatal, especially the elderly and those with underlying conditions, and is still spreading throughout Minnesota. Staying home is a crucial way to slow the spread of COVID-19 and to collectively protect our community.

We know that many schools have considered ceremonies outside in stadiums or football fields. In-person social gatherings with people from multiple households, even in situations where ample space between attendees could be accommodated, does not comply with social distancing practices and introduces a great deal of contact unpredictability and increases the potential for disease transmission. **These gatherings are not considered safe at any size and will not be permitted. Likewise, indoor graduations/commencement ceremonies will also not be permitted.**

Some schools have indicated they are considering delaying graduation ceremonies until later in the summer to allow for a more traditional event. While we recognize the desire to honor this rite-of-passage in the more traditional way, we cannot offer a timeline for when public health guidance will be changed to accommodate large gatherings.

Outlined below are parameters for hosting a graduation/commencement ceremony or other celebration (e.g., car parade, parking lot ceremony) outside the home, which increases the level of predictability and decreased risk of disease transmission.

If your school is considering hosting a graduation/commencement ceremony or other celebration outside of the home (e.g., car parade, parking lot ceremony) please:

- Remember the safest option right now is for everyone to stay home.
- Consider whether having an event encourages people in high-risk groups (particularly older adults and people with underlying health conditions) or ill individuals to come out rather than stay at home. People may come out because of their desire to celebrate this significant milestone and not wanting to be “left out.”
- Consider what accommodations need to be made to ensure equitable participation (e.g., students and families without access to a vehicle).

If your school decides to host a graduation/commencement ceremony or other celebration outside of the home (e.g., car parade, parking lot ceremony):

- Each household should be in a separate car; carpooling does not comply with social distancing.
- Make it clear that people with COVID-19 symptoms (cough, fever, shortness of breath, etc.) should not attend – no matter what.
- Attendees should remain in their individual cars.
 - If attendees are in cars with the windows up for the entirety of the ceremony, cars may park immediately adjacent to one another.
 - If attendees are in cars with windows down, cars should park 6 feet apart.
 - Provide clear messaging that individuals may not walk to the ceremony or participate outside of vehicles.
 - Create a traffic flow plan for how vehicles enter and exit the event.
- Make the event brief.
- Do not serve food or beverages at the event.
- There should not be passing of objects or physical contact between households.
 - Graduation caps should not be thrown in the air outside as this may encourage attendees to leave the vehicle.
- Do not provide public or portable bathrooms; this creates a risk of transmission.
- Limit the number of speakers to the smallest number possible and ensure they avoid close contact (e.g., within 6 feet) of others. Speakers should not congregate, and should return to their vehicles following presentations.
 - Whenever possible, use individual microphones if multiple speakers will participate. If a microphone must be shared, consider cleaning between speakers or leaving it untouched on a stand.
- Partner with local public safety officials.

If your school decides to distribute materials (e.g., diplomas, cap and gown) via delivery or pick-up:

- Practice contactless delivery or pick-up whenever possible, with staff wearing cloth face coverings and gloves (work gloves are permissible).
- In curbside pick-up, social distancing guidelines apply. Individuals picking up materials should wear cloth face coverings and should not leave their car whenever possible.
- In delivery, items should be deposited outside an individual's residence.
- Develop clear signage and communication between staff distributing and individuals receiving materials.
- If payment is required, contact-less payment should be used in every possible scenario; if money is exchanged, the participants must use gloves.

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05/08/2020

For more information, visit [Coronavirus Disease 2019 \(COVID-19\) \(health.state.mn.us/diseases/coronavirus/index.html\)](https://health.state.mn.us/diseases/coronavirus/index.html), or call the COVID-19 hotline at 651-201-3920 or 1-800-657-3903.

To obtain this information in a different format, call 651-201-5414.

Hastings High School Senior Events and Graduation Ceremony – May 13, 2020

Graduation Parade Friday, June 5

Schedule by senior's last name: 3:00 p.m. A-G, 4:00 p.m. H-L, 6:00 p.m. M-R, 7:00 p.m. S-Z

- Vehicles may only include the student and family members – all must stay in the vehicle.
- Line up down Featherstone Road from General Sieben Drive with the “Senior Banner” attached to the passenger side of the car.
- Parade through the main road of the HHS campus, staff members will line the road and the student's name will be announced as they drive by the staff entrance.
- Seniors wear their caps & gowns and display their diploma as they drive through campus.
- Hastings Community TV and KDWA will present the event live.
- A video including the parade, a student graduation speech, student song, messages from the board chair and principal will be created after graduation.
- All members of the Class of 2020 are invited to participate and transportation for any families will be offered through Hastings Bus Company and their vans.

“Senior Drive Through” Friday, May 29

Seniors drive on campus for “Senior Drive Through” event over a 2-hour block during lunch

- Pick up “Senior Bin,” – diploma, diploma cover, cap/gown/tassel, Graduation Program, Graduate with Honors plaques, Honor Cords, National Honor Society and Youth in Government stoles, Senior Banner, Yearbook, Senior T-Shirt, any personal items.
- Turn in books and Chromebooks.
- Receive a “Drive Through Lunch” from the cooks.
- Seniors will complete a survey indicating the personal items or projects they have in school. These items will be collected and put in the Senior Bin to be picked up Friday, May 29. If items are not found or accessible (student-owned lock) an administrator will contact the student to schedule an individual appointment to get those specific items.

Senior Events and Honors

- “Seniors Banners” for each graduate hung on Schaffer Field outfield fence.
- Senior scholarships totaling \$225,000 – Local Scholarships and Doffing Fund.
- “Senior Yard Signs” and “Senior T-Shirts” – parent and student-led.
- Yearbook “Senior Slideshow” posted to HHS website May 26, 27 & 28.
- Raiders Digest “Most Likely To...” Video posted May 29.
- HHS staff “Remembering Class of 2020” video posted May 29.
- Seniors last day of school is Friday, May 29.
- “Senior Drive Through” Friday, May 29. Seniors drive on campus for “Senior Drive Through” event over a 2-hour block to pick up the graduation “Senior Bin,” turn in books and Chromebooks, and receive a “Drive Through Lunch.”
- Graduation Parade Friday, June 5.
- All Night Graduation Party – parents will schedule if allowed in future.

Creating Equitable Grading Systems during COVID-19

Developed with the P20 Educational Partnership

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Guiding Principles

Decision-makers must approach the creation of new assessment and grading systems with an equity mindset. The new systems must reflect an effort to confront and eradicate known inequities in the current system.

Even though this document includes a thorough list of considerations and options, it is our recommendation that a student should not be reported as a failure and retained or given an F during this unprecedented situation.

Purpose and Context

Minnesota's E-12 public education system and Minnesota's institutions of higher education have moved to a system of distance learning to prevent community spread of the Coronavirus that leads to COVID-19. This unprecedented moment in public education has created stress, anxiety, and uncertainty for educators, families, and students. In this moment, educators will need to design new assessment and grading systems that cause no harm and minimize long term detrimental impacts for students.

Some students will thrive in distance learning models while others will likely be overwhelmed and need a lot of support. COVID-19 is magnifying inequities that were always present and too often overlooked. During distance learning, students will not have uniform access to support systems and technology. In addition, educators and leaders must acknowledge that student learning will be interrupted by the absence of services public schools provide students on a daily basis, such as breakfast, lunch, mental health supports, occupational and physical therapy, creative outlets, and social interaction.

A truly equitable assessment and grading system created for distance learning must account for the complex and multifaceted ways the closure of physical school buildings will be a bigger obstacle for some students than others. Many educators likely view the creation of new assessment and grading systems as a daunting task. However, this can also be an opportunity to examine past-practices and design new ways of evaluating and reporting student growth and performance.

In what follows, we offer *equity-based guiding principles* for district and institutional leaders and educators to reference while creating their local guidance on grading during distance learning. School districts and institutions of higher education are very capable of designing systems that fit their particular needs. We simply hope to help decision-makers avoid pitfalls that can lead to unforeseen consequences. The current assessment and grading systems used in schools and universities have led to incredible inequities, and the new models created during distance learning must work to prevent the growth of these disparities or the creation of new inequities.

In particular, we hope all decision-makers consider the following questions:

1. What can be done to promote equity and fairness in grading across systems and institutions? District leaders and educators need to build an awareness of both internal inequities at the site and district levels as well as the inequities that exist across all districts and institutions.
2. How can education institutions create grading systems that allow for the flexibility to meet the needs of their unique student populations? This means considering both long and short term flexibility as we cannot predict how this virus will continue to alter public life.
3. How can decisions about grading be made in both a timely and thoughtful manner?
4. How should assessment and grading considerations be expanded in this moment?
5. How can stakeholders be meaningfully involved in decisions about assessment and grading?
6. How will assessment and grading policies and practices be communicated to students, families, and communities? How will leaders ensure that students, families, and communities understand the potential impacts of these decisions and policies?

The Minnesota Department of Education has also provided educators and leaders with questions that help evaluate the degree to which equity is embedded within a distance learning plan. These questions can also be

considered to start building an equitable grading and assessment system for an institution or district. The questions are as follows:

- Who are the racial, ethnic, socioeconomic, and other marginalized groups that are affected by the distance learning plan? What are the potential impacts on these groups?
- Does the distance learning plan ignore or worsen existing disparities or produce other unintended consequences? Who does the distance learning plan benefit?
- How have we intentionally involved stakeholders who are also members of the communities affected by the distance learning plan? How have stakeholders and community members validated or invalidated our conclusions to questions 1 and 2?
- List all the potential barriers (structural, human, financial, community, etc.) to more equitable outcomes related to the distance learning plan.
- How will we mitigate the negative impacts and address the barriers identified above?
- Once the distance learning plan has been implemented, how will we gather and use the input from those impacted?
- What qualitative and quantitative evidence will we gather and analyze to determine the effects of the distance learning plan?

Districts and Institutions should also remember:

- Many educators are not trained in online instruction and assessment, and they will be building entirely new systems as they make this transition. Educators will need guidance and time from district and institutional leaders.
- Many students will be facing new environmental distractions, and many will not have access to the same tools as their peers. There are public and private programs that help students gain access to technology, but these will not completely solve the technology-divide during distance learning.
- Both students and educators could potentially become ill, or they could become the primary caretaker for a loved one who contracts the virus.
- Academic dishonesty may show up in new ways in online learning, and educators need the tools to respond if this happens.

We consider the following principles to be “living guidance.” We learn new information on a daily basis, and these principles will need to be adjusted accordingly. We build these principles with a mindset of nimbleness and flexibility while recognizing that we might need to change and edit this guidance as we encounter unforeseen problems. We hope that all locally created grading systems will embrace this same flexibility. In the end, district leaders, university officials, and educators need to design assessment systems that are rooted in values that reflect the needs of students.

Equity-Based Principles for Grading during Distance Learning

Decision-makers must approach the creation of new assessment and grading systems with an equity mindset. The new systems must reflect an effort to confront and eradicate known inequities in the current system.

Minnesota has some of the worst achievement gaps in the nation. Distance learning presents new barriers that can cause these discrepancies to grow. Remember, not all students have equal access to equipment and

information. Work and learning environments will be radically different for many students. New grading systems must reflect an awareness of these realities and account for these differences.

This is a moment to seriously consider the prohibition of punitive terms like “failure” and “unsatisfactory.” Students would benefit from educators using growth-based terminology. ***Every day, and especially during this time when students are experiencing so much uncertainty and so many situations over which they have no control, students benefit from educators using growth-based terminology in every possible situation. A student should not be reported as a failure and retained or given an F during this unprecedented situation.*** Districts and schools should consider reporting an “in progress” for students who have not demonstrated mastery, and give students additional time during and after distance learning to demonstrate mastery and complete content.

Equitable assessment systems will start with a clear definition of what is being assessed.

Traditionally, assessment systems have been based primarily on academic performance. In this moment, students and educators are under tremendous stress and are experiencing high levels of anxiety. *This is a time to consider allowing educators to not only assess academic performance but also to support the social-emotional learning and well-being of students.*

Distance learning presents an opportunity to create new systems rather than simply relying on past methods. Educators can now reframe what is actually being assessed.

The traditional A-F system has been the standard assessment process in education, but it may not fit this period of distance learning. This is a time to reflect on what needs to be assessed and how that assessment will be used in the future. There is a difference between mastery and excellence. Decision-makers can consider proficiency-style grading systems, credit/no credit systems, and systems that capture letter grades for later revision of a student record. Some educators are using check-lists as a way to capture student mastery of standards.

New assessment models must embed flexibility and adaptability.

New models must build in flexible procedures and policies that allow educators and institutions to adapt to unforeseen situations that may develop as we move through this pandemic. No one can predict how COVID-19 will continue to challenge traditional learning models. Educators and institutional leaders must embrace continuous change and adaptation. Truly equitable assessment and grading systems will always grow to meet new demands and challenges that arise.

New assessment models must meet the needs of each unique, local population of students.

Educators and institution leaders know the needs of their unique student populations. Districts follow different calendars and grading periods, and they will ultimately need to design systems that mirror their previous timelines. In addition, some students will need letter grades to prove proficiency for future applications and program admissions. Flexibility will be key to meet the needs of all students. *Finally, decision-makers should work to create the ideal assessment system for their students while also considering the need for some alignment with national and statewide trends.*

New reporting and assessment models must provide choice for educators, students, and guardians while also realizing that all choices are not equal and all choices come with consequences.

Guardians, students, and educators must be given choices in reporting and assessment. The system must set clear deadlines for making choices, and students and guardians must understand the consequences of each choice. In addition, a student may want to choose an A-F grading scheme but may be unable to make that choice because of situational factors. Systems must have the flexibility to adapt to future changes requested by students.

New assessment models must consider the unique needs of special classes of students, for example students in special education, students on 504 plans, English language learners, and students in career and technical programs.

Students on IEPs may have goals tied to achieving specific grades. The same can be true for other protected classes of students. In addition, students in career and technical programs that follow a strict linear course path may have unique grading needs. Again, an equity-mindset and flexibility will help decision-makers account for these realities in their new systems.

All stakeholders must be part of the planning process.

School districts and institutions must include all voices in the creation of any new assessment and grading system. This will help decision-makers design a more equitable system. Parents, community leaders, educators, students, and leadership should all have equal input in the creation of any new grading and assessment system.

Communication must be robust, equitable, and multi-modal.

A truly equitable assessment system will be promoted with an equally equitable communication plan. Districts and institutions must announce deadlines and the ramifications for missing deadlines in multiple languages and through multiple modes of communication. Students and their guardians cannot make appropriate decisions without the appropriate information. *Districts and institutions must make sure students and guardians understand the impact of decisions. There is a difference between receiving and comprehending a message.*

Decision-makers and districts and universities should assume good intent and use this as a moment to advocate for more equitable approaches to assessments and grading. All universities, colleges, schools, and graduate programs are facing these same questions. This moment requires flexibility and understanding from all stakeholders.

Retention of Students

There are many adverse effects of retention. Research says that students are more negatively impacted by grade retention than they are positively affected by it. The inequities of distance learning have been previously discussed in this guidance and are disproportionately impacting traditionally underserved groups of students.

For these reasons, it is the ***strong recommendation that schools and districts not retain students in their current grade levels for next school year*** due to distance learning and interruptions in some students' education as a result of the COVID-19 pandemic and distance learning.

Instead, districts should develop systems for students who might have been retained to make up content at the conclusion of distance learning. At the conclusion of distance learning, one or more of the following strategies might be considered by districts to support students who were in danger of being retained:

- Provide students with counseling to reengage them and get them going in the right direction.
- Provide alternative or extended learning opportunities for students to attend and make improvements in the areas in which they struggle.
- Place students on individual plans of study that include objectives, actions the students must take, and supports. A plan of study provides a student with specific objectives that they must meet over the course of the plan. It also provides assistance and increased accountability for a student.

Grading Considerations

Before deciding to choose a grading option, districts and governing bodies should discuss it broadly and work with stakeholders, including students, to ensure there are no unforeseen consequences of switching to "P/F" (Pass/Fail), "P/I" (Pass/Incomplete), "P/N" (Pass/No Credit) or "A-C and P/NP" (A, B, C and Pass/No Pass), grades as well as policies for withdrawal.

Please note there may be other considerations not listed below. Please work with your local community to identify a comprehensive list of grading change considerations that fit your district's grading policies and practices.

- ***Districts are recommended to create systems and policies that hold all students harmless.***
 - Stress may impact a student's performance during this time and must be taken into consideration when determining a final grade.
 - Inequities may have been exasperated under distance learning.
 - Responsibilities may have been changed for students during these uncertain times creating difficulty for focusing on distance learning.
- Student handbooks are adopted by School Boards annually. A change in grading practice would need to be approved by School Boards.
- Current grading systems in school districts are different with some offering weighted grades, and others not offering that possibility.
- Grade reporting terms vary from quarters to trimesters to semesters and anywhere in between throughout school districts and charter schools.
- New assessment models must consider the unique needs of special classes of students, for example students in special education, students on 504 plans, English language learners, and students in career and technical programs.
- Some teachers, particularly in CTE, who are issuing certificates in progressive programs are not able to start up the next level in the fall when their students have not received the actual hands-on training necessary to move up to the next level.

As stated in the Guiding Principles, this is a moment to seriously consider the prohibition of punitive terms like “failure” and “unsatisfactory.” ***Even though the Grading Considerations and Grading Options include a thorough list of considerations and options, it is our recommendation that a student should not be reported as a failure and retained or given an F during this unprecedented situation.*** Districts and schools should consider reporting an “in progress” for students who have not demonstrated mastery, and give students additional time during and after distance learning to demonstrate mastery and complete content.

Once a decision is made, the transition to any new grading system must be communicated well to families, students, teachers/all school staff, school boards, the community, and all stakeholders. It is critical for students and families to thoroughly understand the implications of any given ‘choice’. The school and district must consider how students and families will fully understand the complete picture in a short amount of time. It is important for robust materials to be provided so students and families understand the transition and situation, including unintended and inequitable consequences for students. Additionally, the communication should provide sufficient time for educators, students and families to have the necessary conversations to make an informed decisions and planning.

Options for Grading Available to Schools

Most classes within Minnesota’s public, non-public, and tribal K12 education are graded with a letter grade (e.g. A, B, C, D, or F). During your consideration to expand your grading options to students from A through F to “P/F” (Pass/Fail), “P/I” (Pass/Incomplete), “P/N” (Pass/No Credit) or “A-C and P/NP” (A, B, C and Pass/No Pass), understand these options have both benefits and drawbacks for certain populations of students (ALC and ALP students, college bound students, dual enrollment students, student athletes, etc.).

Grade Level	Grading Options	Benefits	Considerations
Pre-K/Elementary	1-4	Currently used 1-4 grades are universally recognized and more transferable.	Currently used grading may exacerbate current inequities and may not signal a full understanding of the situation.
Pre-K/Elementary	E = Exceeding S = Satisfactory P = Progressing N = Not Progressing	Currently used 1-4 grades are universally recognized and more transferable.	Currently used grading may exacerbate current inequities and may not signal a full understanding of the situation.
Middle/Secondary	A-F <i>It is our recommendation that a student should not be reported as a failure or given an F during this unprecedented situation.</i>	<ol style="list-style-type: none"> 1. Traditional A-F grades are universally recognized and ensure transferability to other districts and systems. 2. The traditional grading scale allows for direct comparison from one student to another within a specific class. 3. Traditional A-F grades document the success of high performers. 	<ol style="list-style-type: none"> 1. Traditional grading may exacerbate current inequities. Not all students have equal access to equipment and information. Work and learning environments will be radically different for many students. 2. Traditional A-F grading may reinforce a deficit mindset during an already difficult. Students would benefit growth-based terminology.
Middle/Secondary	P/F = Pass/Fail P/I = Pass/Incomplete P/N = Pass/No Credit <i>It is our recommendation that a student should not be reported as a failure during this unprecedented situation.</i>	<ol style="list-style-type: none"> 1. P/F, P/I, P/N grades are not included in the calculation of students' grade point average (GPA). If students encounter personal or unexpected challenges adapting to an online learning environment that negatively impact a student's grade they would otherwise earn, this will protect the student's cumulative GPA. 	<ol style="list-style-type: none"> 1. While a P or S grade does not negatively impact a student's GPA, it also will not positively impact a student's GPA. 2. Some students may have unforeseen consequences by selecting P/F, P/I, or P/N grading. Students should be strongly encouraged to seek advisement from their high school counselors before requesting grade changes. 3. Some colleges and universities may not accept courses that are graded as P/F, P/I, or P/N.

<p>Middle/Secondary</p>	<p>A, B, C, Pass, No Pass</p> <p><i>It is our recommendation that a student should not be reported as a failure or given a No Pass during this unprecedented situation.</i></p>	<ol style="list-style-type: none"> 1. A-C and P/NP grading incorporates high performance in students' grade point average (GPA) while minimizing any negative impacts. 	<ol style="list-style-type: none"> 1. Some students may have unforeseen consequences by selecting P/NP grading. Students should be strongly encouraged to seek advisement from their high school counselors before requesting grade changes. 2. Some colleges and universities may not accept courses that are graded as P/NP.
<p>PSEO/Concurrent</p>	<p>Pass = P Satisfactory = S</p>	<ol style="list-style-type: none"> 1. P or S grades do not impact GPA, the P/NC or S/NC grade method will offer students protection against being suspended as part of the qualitative Satisfactory Academic Progress (SAP) process. 2. P or S grades do not impact GPA, the P/NC or S/NC grade method will offer students protection against being suspended as part of the qualitative Satisfactory Academic Progress (SAP) process. 3. Minnesota Transfer Curriculum (MnTC) grade requirements Policy/Procedure 3.21.1, Part 6, Subp.E: <i>Receiving colleges and universities shall accept MnTC courses with passing grades (A – D) earned at the sending system or non-system college or university, regardless of the grading requirements of the receiving college or university or the cumulative grade point average (GPA) the student earned at the sending college or university.</i> 	<ol style="list-style-type: none"> 1. While a P or S grade does not negatively impact a student's GPA, it also will not positively impact a student's GPA. 2. Many transfer institutions and graduate schools do not accept courses that are graded as P or S. 3. Some students may have unforeseen consequences by selecting P/NC, P/F, S/NC or S/U grading. Students should be strongly encouraged to seek advisement from their academic advisors before making grade changes.

<p>PSEO/Concurrent</p>	<p>No Credit = NC</p>	<ol style="list-style-type: none"> 1. NC grades typically reduce a student’s completion rate (# of credits earned vs. attempted). The federal government is expanding options for institutions to omit NC grades from the completion rate during terms impacted by COVID-19 (at least for some students). 2. A grade of NC is not a failure; however, the student is not eligible to retake the course through PSEO. 	<ol style="list-style-type: none"> 1. Some students may have unforeseen consequences by selecting P/NC, P/F, S/NC or S/U grading. Students should be strongly encouraged to seek advisement from their academic advisors before making grade changes.
<p>PSEO/Concurrent</p>	<p>I = Incomplete IP = In Progress</p>	<ol style="list-style-type: none"> 1. Personal circumstances related to COVID- 19 could prevent an individual student from completing their work. In semesters impacted by COVID-19, the federal government has expanded options for individual students to take a leave of absence while maintaining their financial aid. The use of “I” or “IP” grades could give an individual more time to complete the course. 2. In some classes, there may be face-to-face activities necessary for students to achieve the course’s essential learning outcomes or contact hour requirements but COVID-19 is making such face-to-face activities impossible. The use of “I” grades could give an entire class more time to complete the course. 3. Some courses – such as internships, field experiences, clinicals and practica – require students to learn at external sites that may no longer be open to or reliably safe for students. An “I” or “IP” grade may be appropriate in these cases. 	<ol style="list-style-type: none"> 1. Data suggests that a vast majority of students who receive “I” or “IP” grades never complete the late work converting the “I” or “IP” grade to an F grade. 2. Some students may struggle with the additional course work from completing the work in their current semester in addition to completing the work for the course for which they received the “I” or “IP” grade. Students should be strongly encouraged to meet with their academic advisors before making a grading change. For some students, the best option may be to continue the course through the end of the semester with a P/NC or S/NC grade method instead of opting for an Incomplete.

PSEO/Concurrent	W = Withdrawal	1. Minnesota State has extended the withdrawal deadline to 90% of the course. Compared with the earlier withdrawal deadline, this will give students additional time to determine whether their new learning environment and/or personal circumstances provide an environment in which they can academically succeed in the current term	1. Currently a Withdrawal (W) grade has the same impact on SAP completion rate as the “NC” grade. Students should be strongly encouraged to seek advisement from their academic advisor before withdrawing from a course.
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Postsecondary institutions may have expanded grading options for the Spring 2020 semester, including offering students a Pass/No Credit grading options. Students can select if they would prefer this grading method.

PSEO Students

For high school students, electing a Pass/No Credit grade instead of a letter grade may cause issues for their high school completion requirements. High school counselors should work directly with PSEO students and college or university staff to determine how grading alternatives may impact their high school transcript. Postsecondary institutions will have varying deadlines for students to make these grading decisions.

For further clarification please see the Options for Grading Available to Schools chart above.

Concurrent Enrollment Students

Concurrent enrollment courses usually result in a student earning a grade for the high school transcript as well as the grade provided on the college transcript. A concurrent enrollment student may choose Pass/No Credit option offered by the college or university, while the high school may offer different options. It would be allowable for a student to have one grading method on their high school transcript and another grading method on their college transcript for the same concurrent enrollment course. High school counselors should work closely with these students and the college or university to makes sure the student understand the implications of each grading option as mentioned above.

These will continue to be the options available for schools and may be modified during the COVID-19 pandemic as needed to ensure students are not negatively impacted by distance learning.

Understanding the Implications of Selecting Specific Grading Options

For preschool and elementary school students, the potential implications for changing grading systems is primarily the risk of misinterpretation by future reviewers of the information. This could include potential

placement into remediation, support, or accelerated programming, as well as access to criteria driven opportunities within a school system.

For middle school and high school, changes in grading systems could have impacts that extend into post-secondary schooling. Many middle schools offer high school credit earning opportunities that will impact a student's high school transcript, grade point average, and transcript. In turn, the grades associated with these experiences could play a part in many future educational opportunities including criteria driven courses, college admission based on high school academic performance, financial assistance based on academic performance, and more.

To ensure regulatory and compliance considerations are included in the decision making process, students should consult with school counselors, deans, administration, etc. before un-enrolling in any courses, to assure that there are no unintended implications, (ie: fulfilling an IB sequence of courses to earn the IB Diploma, CTE courses to complete a credential, certification or technical skill assessment, completing courses adequate enough to earn a bi-lingual seal, etc.).

Report Cards/Transcripts Message

In an effort to communicate effectively to students, families, institutions of higher education, and employers the extraordinary circumstances surrounding the grades during the pandemic situation while mitigating the risk of misinterpretation by future reviewers of the information, ***schools and districts should include the text below on report cards and transcripts:***

Grades that are documented during the time period of March 16 through June 30 of 2020 reflect the distance learning period resulting from the COVID-19 pandemic. Future use of these grades for academic placement, admission, acceleration, or remediation is discouraged and should only be used with caution after balancing the information against student performance in other grading periods.

Hastings Grading Practices for Distance Learning

Values about grading during Distance Learning:

- Any new grading system must be created with an [equity mindset](#)
- Grading during distance learning must “do no harm”
- Grading during distance learning must be mindful of differing support structures available than during a typical school day
- Operate in a state of asset-based communication; per MDE: Consider the prohibition of punitive terms like “failure” and “unsatisfactory” and the recommendation is a student should not be reported as a failure and retained or given an F during this unprecedented situation.
- Per MDE: Reporting and assessment models must provide choice for educators, students, and guardians while also realizing that all choices are not equal and all choices come with consequences.
- Per MDE: It is MDE’s recommendation that schools and districts not retain students in their current grade levels for next school year due to distance learning and interruptions in some students’ education as a result of the COVID-19 pandemic and distance learning.
- It’s important to honor work completed between January and March (prior to Distance Learning)

Recommendations:

Elementary:

- Report grades based on evidence collected between January and March
- Adjust only if grade improves due to distance learning activities
- Indicate Not Assessed if the content was not addressed prior to Distance Learning

Middle School:

- No “Summative” grades will be collected during Distance Learning.
- The default grade reported for all students during fourth quarter will be Pass/No Grade.
- Students/Parents/Guardians may opt out of the default option of Pass/No Grade and choose to accept the letter grade earned (A-D) for any individual class or all classes.
 - Communication regarding choosing grade earned can be done through email with course teachers.
- Final grades for high school aligned courses will follow the high school reporting practices.

High School:

- Students and teachers will continue to learn and teach, and submit and grade student work in an A, B, C, D, No Grade (A-NG) format for the remainder of the school year.
- Students and families will be given a choice of how each course will be reported (traditional A-D & NG or P/ NG); the default mark on a report card will be a letter grade.
- Teachers will communicate the A-NG grade and give students the option to select a Pass instead of a letter grade for any of their classes.
- Graduating with Honors will be calculated both at the end of the school year and the end of semester 1, using the highest GPA to determine the distinction of “graduating with honors”.
- The requirement that participants in the graduation ceremony be within 2 credits of earning their diploma will be waived - all members of the Class of 2020 will be invited to participate. It is worth noting that some students each year choose not to participate due to personal reasons. We will not require students to participate in the graduation ceremony.

Hastings High School Athletic Participation Fee Proposal

- District has not done a fee increase in 10 years
- At \$150, the district is 25% below the 15-district average of \$200
- As of 2018, Hastings had the 2nd lowest participation fee rate compared to 15 district comparison
- Yearly budget increases for contract settlements:

	Coach/Advisor	Transportation
17-18	1.25%	2.30%
18-19	1.25%	1.90%
19-20	2.00%	3.25%
20-21	1.95%	3.25%

- Recommend three-tier fee structure and \$25 increase to tier 1 in 20-21:

<u>Tier 1 \$175</u>	<u>Tier 2 \$200</u>	<u>Tier 3 \$265</u>
Baseball	Apline Ski (Boys & Girls)	Hockey (Boys & Girls)
Cross Country (Boys & Girls)	Basketball	
Golf (Boys & Girls)	Basketball	
Lacrosse (Boys & Girls)	Football	
Soccer (Boys & Girls)	Gymnastics	
Softball	Nordic Ski (Boys & Girls)	
Swim/Dive (Boys & Girls)	Wrestling	
Tennis (Boys & Girls)		
Track & Field (Boys & Girls)		
Volleyball		

Tiered structure was determined by athletic department based on three years of sport-specific, cost-per-participant data, which included the length of season per sport as defined by the MSHSL.

- Reevaluate in 2022-23 and 2024-25
- Approve budget increase request of \$5,000 for 20-21 due to helmet reconditioning and/or purchasing due to new requirements and for increase in MSHSL fees

Note: Participation fees for fine arts programs to remain at \$150 based on 15 district comparison

HHS ATHLETICS PARTICIPATION FEE REVIEW – April 1, 2020

Purpose: Provide school members alternative options to the current participation fee structure

Design:

- Included three years of sport-specific, cost-per-participant (CPP) data
- Included the length of season per sport (measured in weeks) as defined by the MSHSL
- Applied mathematics to organize and differentiate; establish a “why” behind numbers
- Worked with HHS stats instructor and the Fathom stats program;
 - Presented the data as a scatter plot
 - Length of season as independent variable and CPP as dependent variable.
 - Plotted a “least-squares” regression line; correlation wasn’t very high, but the regression line helped to group the sports into three tiers

Relevant Data:

- **700+ non-duplicated participants per year 1100+ duplicated participants per year**
- Current fee of \$150 per participant is 25% below the 15-district average of \$200
- As of 2018, Hastings had the 2nd-lowest participation fee rate compared to 15 districts
- Four fee changes in 2000-01 (\$3) include:
 - 2001-02 = \$50, 2002-03 = \$100, 2005-06 = \$125, 2009-10 = \$150
- Change in fees = revenue generated samples: \$10 = \$10K, \$25 = \$25K, \$75 = \$75K
- Individual cap is 3x individual rate, family cap is 4x individual rate
- An average of 80+ waived fees per school year (\$12K per year)
- An average of 15-20 families reach the family maximum for athletics per school year

Tier Options/Considerations:

- **Three tiers with three different price points.**
- Tier 1: \$177 average CPP, 11-13 week seasons & 14 week seasons below regression line
- Tier 1: #16 total sports (+ any adapted athletes)
- Tier 2: \$350 average CPP, 14-week seasons above regression line & 15-18 week seasons
- Tier 2: #9 total sport
- Tier 3: \$1585 average CPP, 17-week seasons
- Tier 3: #2 total sports (boys and girls hockey)

Price Per Tier Options/Considerations:

- **Tier 2 sports = 2x average CPP of Tier 1 sports; Tier 3 sports = 9x average CPP of Tier 1**
- Use 2x and 4.5x multipliers to differentiate between any tier 1 increases (9x the tier 1 multiplier is too extreme a differential, so modify to half of that)
- Possible price points could be:

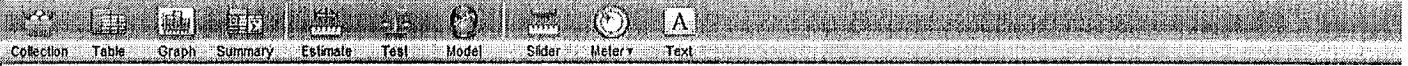
Tier 1	\$160 (+ \$10)	OR	\$175 (+ \$25)	OR	\$200 (+ \$50)
Tier 2	\$170 (2x tier 1)	OR	\$200	OR	\$250
Tier 3	\$195 (4.5x tier 1)	OR	\$265	OR	\$375

Sport	18-19 Cost	18-19 Total Part.	18-19 Per Part.	# Weeks	3-YR SPORT AVG	"Grade"	Sport
(G) Swim/Dive	4050	33	123	14	150	1	(G) Swim/Dive
(G) Cross-Country	4721	8	295	12	283	1	(G) Cross-Country
(G) Soccer	8748	66	133	12	154	1	(G) Soccer
(G) Tennis	6571	45	146	11	164	1	(G) Tennis
(G) Volleyball	10039	56	179	13	232	1	(G) Volleyball
(B) Cross Country	4721	25	94	12	122	1	(B) Cross Country
(B) Football	33998	108	315	15	285	2	(B) Football
(B) Soccer	7316	48	152	12	185	1	(B) Soccer
(G) Basketball	8810	17	518	18	519	2	(G) Basketball
(G) Gymnastics	6882	13	529	15	326	2	(G) Gymnastics
(G) Nordic Ski	6436	10	322	14	376	2	(G) Nordic Ski
(G) Alpine Ski	13195	15	440	14	420	2	(G) Alpine Ski
(G) Hockey	52255	34	1537	17	1627	3	(G) Hockey
(B) Hockey	52036	35	1487	17	1543	3	(B) Hockey
(B) Swim/Dive	3466	21	165	14	209	1	(B) Swim/Dive
(B) Alpine Ski	13195	21	314	14	341	2	(B) Alpine Ski
(B) Nordic Ski	6436	12	268	14	265	2	(B) Nordic Ski
(B) Basketball	13872	62	224	18	248	2	(B) Basketball
(B) Wrestling	15261	49	311	15	374	2	(B) Wrestling
(G) Lacrosse	9846	43	229	11	172	1	(G) Lacrosse
(G) Golf	4277	38	113	13	97	1	(G) Golf
(G) Softball	9343	38	249	13	248	1	(G) Softball
(G) Track & Field	6495	55	118	13	182	1	(G) Track & Field
(B) Lacrosse	8371	35	239	11	213	1	(B) Lacrosse
(B) Baseball	9867	57	173	13	176	1	(B) Baseball
(B) Tennis	4581	28	163	11	163	1	(B) Tennis
(B) Track & Field	5764	77	75	13	119	1	(B) Track & Field
(B) Golf	3125	39	80	13	146	1	(B) Golf
	11917	39	321	14	334		
	8371		229		222.5		
	8823			no hockey	237		Grade 1: #17 teams
	7099			no hockey	211		Grade 2: #9 teams
							Grade 3: #2 teams

All data is based off three-year averages

Sport	16-17 Cost	16-17 Total Part.	16-17 Per Part.	17-18 Cost	17-18 Total Part.	17-18 Per Part.
(G) Swim/Dive	5061	28	181	5255	36	146
(G) Cross-Country	4483	17	132	8465	10	423
(G) Soccer	9973	78	128	14089	70	201
(G) Tennis	8690	44	198	5753	39	148
(G) Volleyball	14642	44	333	10057	55	183
(B) Cross Country	4483	28	80	8465	22	192
(B) Football	37359	130	288	27439	109	252
(B) Soccer	7714	48	161	12039	50	241
(G) Basketball	9921	32	310	10692	26	411
(G) Gymnastics	3200	15	213	4042	17	238
(G) Nordic Ski	5494	8	343	9262	10	463
(G) Alpine Ski	11855	15	395	14490	17	426
(G) Hockey	49550	28	1770	53510	34	1574
(B) Hockey	49405	33	1497	55938	34	1645
(B) Swim/Dive	5825	28	208	6355	25	254
(B) Alpine Ski	11855	18	329	14490	19	381
(B) Nordic Ski	5494	14	196	9262	14	331
(B) Basketball	14636	49	299	12742	58	220
(B) Wrestling	16942	41	413	17864	45	397
(G) Lacrosse	0	40	N/A	5267	46	115
(G) Golf	2,917	38	77	3221	32	101
(G) Softball	11198	38	295	9234	46	201
(G) Track & Field	10975	43	255	9379	54	174
(B) Lacrosse	0	47	N/A	6135	33	186
(B) Baseball	10970	60	183	8771	51	172
(B) Tennis	5456	32	171	5221	34	154
(B) Track & Field	8606	60	143	7968	57	140
(B) Golf	9267	43	215	4330	30	144
AVERAGE:	12,922	39	339	12848	38	340
MEDIAN:	9,594		215	9248		220
Avg No Hockey:	9,876		Avg No Hockey:	9626		Avg No Hockey:
Median No Hockey:	8,979		Median No Hockey:	9003		Median No Hockey:

** 1 dual-gender budget

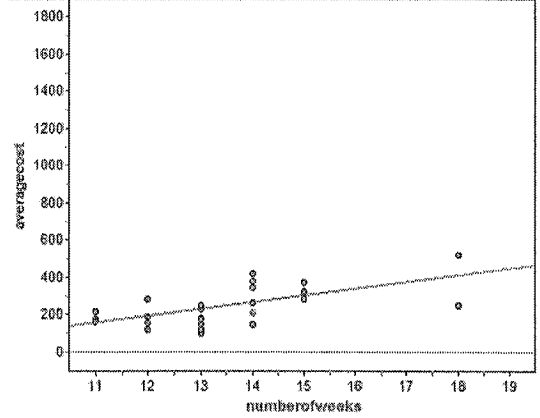


Collection 1

	number...	average...	sport	<new>
1	14	150	(G) Swim/Dive	
2	12	283	(G) Cross Country	
3	12	154	(G) Soccer	
4	11	180	(G) Tennis	
5	13	232	(G) Volleyball	
6	12	122	(B) Cross Country	
7	15	285	(B) Football	
8	12	185	(B) Soccer	
9	18	519	(G) Basketball	
10	15	326	(G) Gymnastics	
11	14	376	(G) Nordic Ski	
12	14	420	(G) Alpine Ski	
13	14	203	(G) Swim/Dive	
14	14	341	(B) Alpine Ski	
15	14	265	(B) Nordic Ski	
16	18	248	(B) Basketball	
17	15	374	(B) Wrestling	
18	11	172	(G) Lacrosse	
19	13	97	(G) Golf	
20	13	248	(G) Softball	
21	13	182	(G) Track & Field	
22	11	213	(B) Lacrosse	
23	13	176	(B) Baseball	
24	11	163	(B) Tennis	
25	13	119	(B) Track & Field	
26	13	146	(B) Golf	

Collection 1

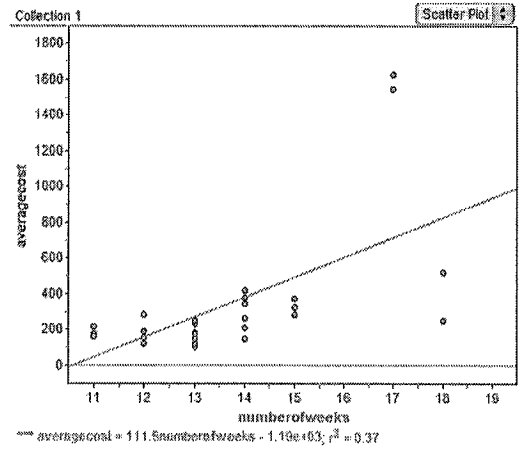
Scatter Plot





Collection 1

	number...	average...	sport	<new>
1	14	150	(G) Swim/Dive	
2	12	263	(G) Cross Country	
3	12	154	(G) Soccer	
4	11	160	(G) Tennis	
5	13	232	(G) Volleyball	
6	12	122	(B) Cross Country	
7	15	285	(B) Football	
8	12	185	(B) Soccer	
9	18	519	(B) Basketball	
10	15	328	(G) Gymnastics	
11	14	376	(G) Nordic Ski	
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13	14	209	(B) Swim/Dive	
14	14	341	(B) Alpine Ski	
16	14	285	(B) Nordic Ski	
16	18	248	(B) Basketball	
17	15	374	(B) Wrestling	
18	11	172	(G) Lacrosse	
19	13	87	(G) Golf	
20	13	248	(G) Softball	
21	13	182	(G) Track & Field	
22	11	213	(B) Lacrosse	
23	13	176	(B) Baseball	
24	11	163	(B) Tennis	
25	13	119	(B) Track & Field	
26	13	146	(B) Golf	
27	17	1627	(G) Hockey	
28	17	1543	(B) Hockey	



<u>School</u>	<u>One Fee?</u>	<u>High</u>	<u>Low</u>	<u>Average</u>	<u>Free/Reduced</u>	<u>Family Max</u>
E. Ridge/Park/Wdby	No	165	135	150	Free = 0, Red = \$30	505
Elk River	No	250	180	210	Waived w/letter	775
Farmington	No	265 (hockey only)	210 (all others)	215	Scholarships (free, partial)	No
Fridley	No	250 (hockey only)	150 (all others)	160	Free = 0, Red = \$25	No
Hastings	Yes	150	150 (all others)	150	Free/Red w/Request	450/indiv, 600/family
Hill-Murray	No	580	290	377	N/A	N/A
Mahtomedi	No	Hockey 320, FB 270	220 (all others)	220	Free = 0, Red = 1/2	No
Mounds View	No	330	190	197	N/A	700
New Prague	No	Hockey 280	180 (all others)	190	Free = 0, Red = 50%	475
North	No	225	145	170	Pay plan/scale	No
Northfield	No	260	75	135	Free = 20%, Red = 40%	605
Red Wing	Yes	175	175	175	Yes, via form	350
Roseville	200	N/A	N/A	200	Free = 0, Red = 100	600
Stillwater	No (\$15 x wks/season)	285	165	200	Free = 0, Red = Scale	No (but 3rd sport \$75)
White Bear Lake	No	250	125	160	Both waived	No
AVERAGE	No, most are variable	280	170	200	0/Red	615