

Overview

The collective goal of educators during the COVID-19 pandemic is to provide a stable and supportive environment for students as they adjust to forces outside of their control, including distance learning. While spring of 2020 saw an abrupt change in the way our students received instruction and [feedback](#) as California and much of the U.S. sheltered-in-place, the 2020-21 school year holds a tremendous range of responses by the education community to return all students to learning and assessment. At EBIA, we want to recognize the achievement of all students under the current situation while we keep in mind the inequitable impact of distance learning on students' academic progress and mental health.

As such, EBIA adopts the following principles in our approach to the 2020-21 school year for all students:

- Do our best to educate students according to the state standards and charter in distance or in-person learning
- Return to EBIA's grading policy while allowing for flexibility to recover credit
- Keep equity in mind (especially when it comes to students with specialized learning needs and IEPs)
- Provide opportunities to demonstrate understanding in multiple ways

Instructional Model

EBIA employed a synchronous distance learning model that included the following components:

- Technology and meals available to loan to any family who needed them
- 3 "Zoom" classes per week for every course
- Whole group instruction and small group discussions tailored to subject and teacher
- 2 "Advisory" classes per week
- 1:1 check in's with student advisors for every student each week
- Office hours held in Zoom every week
- Work completed both in Zoom classes and independently
- Assignments delivered, accepted, and graded through our unified online Learning Management System (ECHO, which students and staff have used continuously for the past 2 years).
- Curriculum adjustments focused on core content and tasks appropriate for completion in a distance learning environment.
- Educational supports for students with IEPs or English Learners were replicated as closely as possible in a distance learning environment.

Temporary Grade Reporting Policy for grades 6-8 (SY 20-21)

- Recognizing the need to recognize the additional challenges that pre-teens face with executive functioning in distance learning as they transition from elementary to secondary levels, as well as the inherent difficulty of delivering elective course instruction via Zoom, EBIA is reporting core subject grades only on transcripts being shared with external organizations for the school year 2020-21.
- Grades for elective courses, independent learning time, and advisory will be shared with families via an addendum to the report card.