

The Board believes that every student should have access to all academic and social-emotional learning supports that are necessary for them to achieve their full potential. Grading practices should be equitable and homework should meaningfully contribute to overall student learning.

EL-12 LEARNING ENVIRONMENT

The Superintendent shall not fail to establish and maintain a learning environment that is characterized by support and encouragement for high student achievement.

Accordingly, the Superintendent may not fail to:

1. Ensure that grading practices are equitable and based on a comprehensive and objective review of best practices research.
 - a. Determination of student grades should be driven by demonstration of mastery.
 - b. Students should have multiple opportunities to demonstrate mastery.
 - c. Grading practices should be consistent across grades and secondary departments.
 - d. Departmental grading practices should be consistent across schools.
2. Ensure that homework practices are equitable and based on a comprehensive and objective review of best practices research.
 - a. Homework practices should be consistent across grades and secondary departments.
 - b. Homework practices should be consistent across schools, not necessarily including elementary special programs and accelerated offerings such as AP, IB, and high school courses at middle school.
3. Solicit regular feedback from stakeholders on grading and homework practices, with consideration for overall student workload.
4. Ensure access to student-driven opportunities to explore non-core options, especially in the areas of CTE, STEM and fine, visual and performing arts, providing career-connected learning.
5. Consider student opinion in academic remediation and acceleration opportunities.
6. Ensure that opportunities for social-emotional learning are embedded throughout the K-12 experience.
7. Provide adequate access to counseling and mental health supports.
8. Ensure that special education students have equitable opportunities and necessary supports to reach their full potential in an environment that is welcoming, safe, and as inclusive as possible.

December 14, 2005 – Adoption

June 25, 2008 – Revised

December 12, 2019 – Amended

April 22, 2021 – Revised

Monitoring Method - Internal report

Monitoring Frequency - Annually