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Administrative Office Staff and Counseling Office Staff – Call (925) 552 3000 for extensions

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ADMINISTRATIVE STAFF:

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Departments: Science and Math.

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Assistant Principal
STUDENTS: A-Go

Departments: Social Studies and English.
Areas: Website, Technology, Data, Testing and Calendar.

Bernard Phelan.....bphelan@srvusd.net
Assistant Principal
STUDENTS: Gr-Pa

Departments: VAPA and World Language.
Areas: Leadership, Athletics, Facilities and Maintenance.

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Departments: Special Education, Counseling, PE.
Areas: Student Attendance, Counseling, Student Services.

Debra Gliozzi.....dgliozzi@srvusd.net
Administrative TSA
STUDENTS: ALL

Areas: Student Attendance, Tardies, Cuts, SARB.

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STUDENTS: ALL

Areas: Athletics, All sports programs and coaches, Athletic PE Credit.

COUNSELING STAFF:

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Rachelle Goldenberg.....	rgoldenberg@srvusd.net	Counselor (1 day per week)
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PURPOSE:

The purpose of this matrix is to help students, parents and staff figure out how to appropriately address many of the questions that are frequently asked. Below are the questions that often come up, in specific categories, and the steps you should follow to get them addressed. In an attempt to ensure that this matrix will effectively serve the needs of students, staff and parents, each of these three groups have all had input in the creation of this document.

ACADEMICS: There are two main types of situation that typically come up:

1) **Academic/Student Learning:**

In these situations, the focus is either on grades or on an academic situation where the student is struggling and needs help. These are often fairly easy to solve as the student typically needs support, extra help and guidance or has specific circumstances that need discussion/intervention/ SRVHS teachers are very helpful and willing to discuss and consider individual circumstances where students might need 1:1 help outside of the classroom. We also offer after school support for math, science and world language. In addition, teachers often meet with students during lunch. However, it is very important to remember that **not all students will get an “A” grade in all classes**. An average grade is a “C”.

There is a huge difference between students earning the grade that they are capable of earning, and earning the grade that parents and/or student may believe that they need in order to get into a particular college. The drive to ensure that students have the grades that they need for college sometimes gets in the way of having a discussion about whether or not a student is working to their academic potential. Our teachers will work to support students to fulfill their learning potential, but they cannot guarantee that students will attain a certain grade in their classes.

2) **Professional/Classroom Conduct:**

The other type of situation tends to occur is when there are questions regarding the decision making or conduct of a staff member, and in these situations, it may not be appropriate for a student to reach out directly to a teacher. Usually, in these cases, the issue should be reported directly to counselors and administration so that a course of action can be discussed and then a meeting is set up with the staff member in order to resolve the issue. In extreme cases, a parent may decide to file a “complaint against personnel”, but this is a course of action that should only be pursued after informal steps have failed or the situation is so compelling that there are no other appropriate options. These situations are very rare.

We are very fortunate that at SRVHS, our teaching staff are willing to make accommodations for students who are struggling and they will go above and beyond to support any child that needs additional help in order to be successful.

SAMPLE QUESTIONS/PROCESSES:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
What should a parent do if a student needs help in a class but is reluctant to approach a teacher, how should this be handled.	We often hear that students are “scared” or intimidated by staff. Many students have a hard time approaching adults, but this is an important life skill to practice. Here are some suggestions to overcome the initial anxiety that students can have around this type of conversation.	STUDENT TEACHER Student should talk to the teacher before class, after class, or during brunch/lunch. Student should request to set up an appointment. If the student is worried about talking directly to the teacher then they should email the teacher.	STUDENT COUNSELOR TEACHER If a verbal or email request is unsuccessful in getting an appointment set up with a teacher, then the student should try a second time, and also approach their counselor for help in getting a response from the teacher. The counselor should reach out to the teacher and ask them to work with the student.	PARENT TEACHER COUNSELOR ASSISTANT PRINCIPAL If these two steps are unsuccessful, then the parent should reach out to the counselor and the administrator in charge of the department to get a meeting set up to support the student. This meeting should include the parent, student, teacher and counselor (with administration if necessary). The Principal can also be CC'd on the email.	PARENT ADMINISTRATION By step 3, most situations should have been resolved, but if there are continuing issues then it would be appropriate to contact the Assistant Principal a second time along with the Principal to share continuing concerns. Next steps would be determined at that point.
What should a parent do if there are long periods of time when schoolloop is not being updated and recently graded work is not recorded?	Teachers are encouraged to update grades on schoolloop at least every three weeks. However, sometimes parents expect that grades are updated on a daily basis and this is NOT realistic. If there are issues with grades being updated then a parent should contact the teacher first, before passing this issue onto Administration.	PARENT COUNSELOR If there are problems with grades being posted on Schoolloop then a parent can email the teacher directly and ask for them to be updated. It might also be a good idea to reach out to the counselor as in a situation like this, the student may be also be struggling with organization and motivation and need some extra help and guidance.	PARENT COUNSELOR ADMINISTRATION If the grades are being posted sporadically, and there is not enough information being posted to determine how a student is progressing then it may be necessary to follow up with both counseling and administration so that they can work with the teacher on updating grades more regularly.	PARENT ADMINISTRATION If problems continue and there is not improvement in the frequency of grades being posted, then the parents need to contact Administration again so that they can continue to work with the teacher in order to ensure that grades are being posted and updated at least once every three weeks.	PARENT ADMINISTRATION If problems continue and at this point the teacher is still not posting grades on a regular basis then this would probably become a disciplinary issue. Parents are able to file a “complaint against personnel” if an issue cannot be resolved informally or is extremely serious.

The two examples on this page show a situation where a student should be the first point of contact for the teacher and a second situation, where the parent could make the first contact with a teacher. There is an explanation following what the student or parent should do at each step in order to navigate this process. The rest of the questions below include a student pathway, or a parent pathway depending on the nature of the problem that needs to be solved. For more detailed explanations, please refer back to the sample on this page.

PLEASE NOTE: The School website at www.srvhs.net, the parent/student handbook and other resources on the district website www.srvusd.net provide a wealth of information regarding many frequently asked questions. This Problem Solving Matrix was designed to help with how to approach specific issues that may arise in the classroom so that all stakeholders have a consistent understanding regarding communication systems.

CLASSROOM ENVIRONMENT:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
What steps should a student take if they are concerned that a class does not contain a high enough level of rigor to make it AP or Honors?	In a situation like this the student should check in with the teacher about their concerns. Students can also look at the College Board site and the course description to see what objectives are required. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
Should students be using technology in all of their classes?	At this point, it is safe to assume that some technology is being used in the classroom. All departments have access to chrome book carts, and labs, while all 9 th and 10 th graders are bringing mobile devices to class. The level at which these are used may vary from teacher to teacher, but there is a commitment across campus to making sure that students have access to 21 st Century learning tools.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should students do if they are concerned about the amount of homework that they are getting or that it's "busy work"?	First it is important to define busy work. Is the work practice for new skills? Each student masters work at a different pace. If a student is not feeling challenged by an assignment, he/she should speak with the teacher or email the teacher and express his/her concerns. Quality vs. Quantity is the goal of the new homework policy.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if their child tells them that they are not receiving enough direct instruction from their teacher?	Every student has different needs. If a parent feels his/her student's needs are not being met, the student (preferably) or the parent should contact the teacher. With the shift to Common Core, there is more focus on student centered learning. We can provide links to show parents where to research the changes in teaching strategies. For example: http://www.corestandards.org/what-parents-should-know/	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

	Common core is a higher order thinking. It is applied after some direct instruction. This is a process of implementation until students are comfortable with the “new” process.				
What should a parent do if their child tells them that they are having a hard time understanding a teacher?	Students should initiate conversations with the teachers or parents should reach out to the teacher. If a teacher isn’t aware of a problem, then he/she cannot help. Remind student to come in and ask for clarification. Often, a few minutes spent with a teacher either during or outside of class can make a huge difference.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What steps can parents take to help their child to advocate for their needs in high school?	Students should start by either emailing the teacher or coming in during a break period to ask a question or voice a concern. Parents can email on their children’s behalf, but it is a preferred first step that the student contacts the teacher on his/her own. Parents could also advise their student to email teacher and make an appointment to meet about the issue. Let student make the first contact.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What steps can parents take to help their child be more accountable for their academic performance, rather than placing full responsibility for student success on the teacher?	Parents should ask questions of their students regarding their progress in the class at all times so as to have a better gauge of student performance throughout. Often, parents only become involved when a student is in the danger zone. Parents should stress to their students to be proactive and be an advocate for their own learning rather than rely on the parent to initiate contact with the teacher.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
How can we support teachers who have strict no cell phone policies in class?	If teachers instruct students to never have a cell phone out in class then students are expected to follow the classroom policy and take the consequence if rule is broken. Students and parents should review the teacher’s course policies. Parents should also respect students learning environment and refrain from texting or calling students during the school day unless it is an absolute emergency. This sends mixed messages to students about not using their phones during class time. It is best to contact the main office for all emergencies to have your student contacted individually.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
What should a parent do if their student tells them that a teacher is telling the students that they don't want to hear from the parents?	In a situation like this, parents should assume positive intent. Most likely, the teacher is telling students that they need to work directly with the teacher on issues that they might have with their work. We always encourage students to work directly with teachers on academic issues.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if their student is telling them that a teacher's teaching, or approach to students varies throughout the day?	In a situation like this, a parent may have more than one child in a teacher's class(s) or may be hearing from other parents that there is an issue. This is the type of concern where parents should work directly with administration in order to determine what is happening and what is causing the perceived inconsistencies. There may be legitimate reasons, including student dynamics, academic level of students, time of day etc.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if their child tells them that they are not motivated by the teaching strategies being used by a particular teacher?	In a situation like this, parents should engage in a discussion with their student in regards to the fact that there exists more than one way/teaching strategy that teachers utilize. With this in mind, the student should be encouraged to approach their teacher with any issues they are having. Every student is motivated in a different way, and unless a problem is brought to the attention of a teacher, there is no way to address it.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if their child feels diminished or put on the spot when they ask questions during class?	In a situation like this, the student should try to approach the teacher first in a calm manner and share their concern about how they were being addressed. If the student does not feel comfortable speaking with the teacher they such should contact the teacher in a diplomatic manner through email. If this does not work, then enlisting the help of a parent may be appropriate	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

WORKLOAD:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
What should a student do if they are overwhelmed with the amount of school work and extra-curricular commitments they have taken on?	<p>Avoid over-scheduling. School & club sports and co-curricular clubs may be too much. Avoid more than 4 advanced, honors, and AP courses in a semester. More than 4 high level academic courses may exceed a college load. Make sure students are appropriately placed in courses (qualified for the level)</p> <p>Parents should be sure to inquire when an assignment was given to identify whether student procrastination is an issue.</p> <p>Communication is key. Students need to communicate BEFOREHAND with their teachers/coaches/advisors/parents about any scheduling conflicts.</p>	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if their student is not comfortable attending school?	<p>Parent needs to ask the student “why?”</p> <p>Communication with your child is critical as there are usually reasons behind a refusal to attend school.</p> <p>Parents should contact the student’s counselor as anxiety may be a factor.</p> <p>Parents can use Schoolloop to email all of a student’s teachers to let them know of their student’s anxiety issues. Teachers are always willing to help a student if they are aware of a problem.</p>	PARENT should contact the COUNSELOR			
What is a reasonable workload for my students?	<p>This is different for every student.</p> <p>Make sure your student can handle a large academic load.</p> <p>Students need to get about 9 hours of sleep every night and work becomes harder when students are tired.</p> <p>Parents can work with students on strategies to manage their time.</p> <p>Parents and students should attend the informational meetings for extra-curricular activities. Don’t have students involved in too many activities.</p>	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	

TESTS:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
What should a student do if they do not get their tests back from their teacher?	It is likely the teacher is waiting until all students have taken the test, i.e. students who were absent. If a student wants to see his/her test before it is returned to the whole class, the student should make an appointment with their teacher.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should student do if they believe that a teacher is not reviewing tests after they have been graded?	Student should make an appointment with the teacher. Most teachers review "most missed" questions with the class and then allow individual time in class for students to go over their test with peers and have access to a complete key. Some teachers assign test corrections as homework. Student may make an appointment with the teacher to go over misunderstood questions individually.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a student do if they have multiple tests scheduled on one day?	Parents can be proactive with helping their students manage their time so they can adequately prepare for their tests. Typically teachers give several days' notice before a test. If this is a continuing issue then students need to talk to their teacher about it so that teachers are aware it is an issue.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
How can teachers better accommodate makeup testing issues to ensure that tests are returned in an appropriate timeframe?	The most effective way to ensure a rapid turnaround of grading is for students to be in class on test day, or to make up the test as soon as possible. Teachers will do their best to return tests quickly, given scheduling constraints and test integrity. When students are repeatedly absent on test days, this is difficult.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
If my student is studying very hard for exams in a	First, you may need to examine whether or not the student is placed in the appropriate level class. Second, make sure they are properly studying material and using effective study techniques.	STUDENT	PARENT should	PARENT should	PARENT should contact the

class but is failing, what should I do?	If they still struggle with your help, then contact the teacher.	should talk to the TEACHER	contact the TEACHER	contact the COUNSELOR	ASSISTANT PRINCIPAL
What should students do if they feel overwhelmed by too many assessments in one day to the point where they do not attend all classes?	The reality of high school requires that students plan and prepare ahead of time in order to manage the workload. The goal of exams is to assess student understanding and learning. If a student is struggling with stress and anxiety then they need to seek help and support from their counselor. Missing class will only make the problem worse and there are many support systems in place that can help students who are in this position.	STUDENT should talk to their COUNSELOR	PARENT should contact the COUNSELOR		
How can a student adequately review for their tests and quizzes? How can students better prepare for exams?	The most important thing is to attend class regularly. Often students who do not perform as well are those who do not complete classwork and homework. Some teachers allow test corrections and that is a great opportunity to find out what consistent errors are made. Pay attention in class, take notes, and ask questions. If in doubt, get help from the teacher.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
Why might a high class average on a test lead a teacher to believe that the test was “too easy”, and respond by re-assessing the results?	While we cannot speak to any particular situation, in general, teachers are continually re-evaluating classroom assessments in light of student results. Curving, or other measures to change class averages should be covered under the course policies and across departments. If you feel there are discrepancies, please discuss with individual teachers and the appropriate administrators or counselors.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a student do if the test they have taken did not match up with the material taught in class?	Students need to speak to the teacher about these concerns. There needs to be discussion regarding why the student was not prepared. Students should review study guides, guided notes, and homework to review for tests. Preparing for tests should happen from the start to the end of a chapter. Daily homework will allow students to understand what concepts they are missing, allowing them to ask questions at the beginning of the next day’s lesson. Small amounts of daily review can reduce test anxiety.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a student do if they are struggling on tests, but feel they are not receiving adequate	In any case where a student is struggling and is confused as to why, the student should initiate a conversation with their teacher in order to understand where their mistakes are being made. Some tests are copyrighted by the College Board and must remain	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT

feedback on their mistakes?	in the classroom, but students can still review the test with the teacher and need talk to the individual teacher.				PRINCIPAL for this Department
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STUDENT ATTENDANCE:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
Why are students expected to do school work while on vacation?	Parents can remove students from school for a vacation, but during the vacation, students are responsible for all work in their classes. If gone for more than five days, the student must request an Independent Study Contract and complete all work by the time he/she returns to school. Students may be given extra time to complete the work. Learning is experiential and completing assignments while missing the instruction and activities in class is usually detrimental to learning.	STUDENT should talk to the TEACHER or the Attendance Office	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
In what way does a child's attendance impact the school's financial situation?	On average SRVUSD receives around \$43 per day, per student. When a child is not properly excused with a district approved absence, the district is heavily impacted. We lose thousands of dollars every year in lost revenue due to illness. When a student is out sick we do not get ADA (Average Daily Attendance, which is \$43 per child). If every senior cut school on "senior cut day" then \$22,000 of funding is lost, on just that one day. This is NOT an approved event.				
What is the process students should follow to make-up work after an excused absence?	Students should check school-loop first (if possible) and then check in with their teachers upon returning from an excused absence. It is their responsibility to set up a time to talk with their teachers to receive make up work and follow the timeline for returning work as agreed upon. Usually they have the number of days missed to make up any work.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
Why are make-up test questions sometimes different than the original test?	Makeup tests may have different questions in order to ensure equity of assessment; absent students may gain an advantage by learning test questions ahead of time, and multiple forms prevents this. Makeup tests also may be different so teachers can hand back tests in a timely manner, which can only be done if a different version is given to absent students.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

STAFF/STUDENT/PARENT COMMUNICATION:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
How can we acknowledge and thank our teachers for the amazing work they are doing in the classroom?	Teachers always appreciate receiving a genuine and sincere thank you from parents and students. It is especially nice when you are specific about what/how a teacher is having an impact on your student. A thank you card is a great way to acknowledge the work this teacher is doing.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
Is an unscheduled meeting (drop-in) with a teacher allowed? What should parents do when they need to meet with a teacher ASAP?	It is important to contact a teacher and set up an appointment. Teachers often prepare in advance for these meetings by reviewing student work, checking grades and gathering questions they may have to address with you. Teachers may also ask you to discuss certain issues with your student prior to meeting. It is important to set up a meeting in advance to allow for the proper preparation on both ends. Teachers should not be expected to meet with parents when they show up unannounced. A suitable response could be "I am busy right now, please email me and we can set up a formal time to meet or talk on the phone."	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should someone do if they are not receiving a response to their emails within 24-48 hours during the 5 day work week? How quickly should school staff respond to parent emails?	Our staff works very hard Monday through Friday often answering email in the evening and early morning on their own personal time as it is not always possible to respond during the school day when they are giving direct instruction. It is reasonable for parents to expect to receive a response within 24-48 business/school hours.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if a teacher is not responding to their emails or requests for a meeting?	Assume positive intent. Please remember that it takes time to respond to emails and an immediate response may be unrealistic. Often teachers like to talk with students before responding to emails. Teachers should get back to parents within 24-48 hours, if not then parents could contact counselors first and wait one work day, then assistant principals. CC'ing an administrator if a teacher is not responding to emails can be a good second step.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

<p>Are there guidelines or expectations around positive/constructive communication via email?</p>	<p>Yes – be respectful, appropriate and professional. This applies to anyone sending email, whether it is a staff member, parent or student. If there are multiple emails going back and forth then it’s a very good idea to make a phone call or have a meeting instead. Sometimes only so much can be accomplished electronically and assumptions are made. If someone is repeatedly unpleasant via email, then they will be referred to administration who will correspond on behalf of the teacher.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>
<p>How can parents encourage students to communicate verbally with teachers about their questions or concerns, rather than sending formal emails?</p>	<p>Sometimes an email is a good start, in order to request a meeting with a teacher, but there is no substitute for a face to face conversation. Depending on the nature of the question, once an initial email is sent, other discussions should really happen in person. Parents should encourage students to speak to their teachers, and they can always follow up with the teacher by email to check if the student spoke with the teacher.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>
<p>What is the appropriate amount of parent initiated emails?</p>	<p>Teachers prefer to hear from students first. If that is not possible, then one email should be enough to begin a conversation. If teachers do not respond to the first email, then send a polite reminder. If there is still no response, then please follow up again and CC an administrator.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>	
<p>What is the appropriate time line expectation for a response to a parent/student email?</p>	<p>Teachers are contracted to work a standard work day. While many teachers choose to respond to emails both during the work day, and from home, teachers are not obligated to respond during non-work hours. Parents and students should expect a response to their email within 24-48 school hours, so it is possible that an email sent on Friday night would not be returned until Tuesday. The majority of time, parents will receive a response more quickly than this.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>

GRADES:

QUESTION	RESPONSE				
<p>What is the process that should be followed if a student/parent disagrees with the grade that has been earned in a particular class?</p>	<p>In every instance, the conversation should begin with the student approaching the teacher. Clear grading expectations including rubrics/policies are necessary in order to clarify the terms of the grade given. Teachers need to communicate with student and parents as to why the student earned a particular grade. If a resolution cannot be reached, then an Administrator will need to be made aware of issue so that further discussion can occur.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>
<p>What is the process that should be followed when a parent wants to dispute a grade after the teacher has double checked the grades and there is no mechanical error?</p>	<p>If a teacher responds to parent confirming that the work has been checked and all scores are accurate, but there is still disagreement then the next step would be a meeting with the teacher, parent, and/or administrator. Grades can be challenged on the basis on mechanical error, fraud, bad faith or incompetency. Unless compelling and irrefutable evidence can be provided to support one of these claims, it is almost impossible for a teacher's grade to be overridden by an administrator.</p>		<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>
<p>How do teachers reward time and effort in the classroom setting?</p>	<p>Departments/Subject-level teams have created course frameworks which explain grading policies. Rubrics are used for most assignments and is helpful to for students to know what the expectations are. Assessments show proof of knowledge and learning, not time and effort. Some allowances might be made for students who demonstrate progress, but grades are not awarded for how hard a student is trying.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>
<p>How should a student proceed if they need explanation about a grade they earned?</p>	<p>In a situation like this, students should approach the teacher 1:1 to seek clarification. Please ask politely and at a time when the teacher is able to have this sort of conversation. It is suggested that students email the teacher before approaching them one on one. This way, the teacher has time to look into the issue and can prepare for the conversation.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>

<p>What should a parent do if their daughter/son is working to their full potential, yet is still unable to achieve an A or B grade in a particular course?</p>	<p>The first step is for students to work directly with their teacher about ways to be more successful in the course and to take advantage of the school support systems, such as peer tutoring, foreign-language, science, and math labs, school, and counselors? The student should continue to follow-up with the teacher for ongoing support. Many students are working to full capacity to earn a C grade and that C grade (satisfactory or basic mastery) should be praised if it represents the student's best effort. Not everyone will earn an A or a B in every class. That student may have learned valuable work habits and life skills in the course. The student may have grown substantially since the beginning of the year especially if they did not enter the course with the prerequisite skills.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>
<p>What matters most - the quality of work or the number of hours spent on that work?</p>	<p>In high school, it is the quality and accuracy of the work that matters. While effort is important, it is mastery of skills and content that will earn students their grades. Clear, objective standards for each assignment are essential and must be followed. However, an investigation/conversation about how a student spends their time can help to determine if the efforts being made are worthwhile. Students should be encouraged to check their progress on an assignment with the teacher if they are concerned about the quality of their work. Quality is not effort, and grades are not assigned based on completion, but on accuracy, content and mastery of the material/skills being learned.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>

TUTORS:

QUESTION	RESPONSE	STEP 1	STEP 2	STEP 3	STEP 4
<p>How should staff and parents respond if students feel they need a tutor?</p>	<p>The teacher is always going to be the professional who is responsible for instructing and assessing a student's learning. If a family decides that a student needs additional support outside of school, and assistance has already been sought from the classroom teacher then this is something that can be helpful. However, many tutors are not familiar with Common Core instruction and support students by helping them to complete homework. This is not something that will necessarily help students in better understanding material.</p>	<p>STUDENT should talk to the TEACHER</p>	<p>PARENT should contact the TEACHER</p>	<p>PARENT should contact the COUNSELOR</p>	<p>PARENT should contact the ASSISTANT PRINCIPAL for this Department</p>

How can teachers help students to best access and understand class material, so that students may not need to hire professional tutors?	Most teachers will be available either before or after school, or during lunch to help struggling students. Students should find out when a particular teacher is available. When meeting, the student should make clear to the teacher exactly what topic or assignment with which they are struggling. This is a far more effective way to address any classroom struggles.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
How can professional tutors help students become more self-reliant?	It is very disconcerting to hear from a student, "I'm waiting to work with my tutor," instead of simply asking you for help. If tutors are claiming that they are better qualified to teach the subject than classroom teacher, then this is a problem. Students and parents should use teachers as their support system in their classes. Tutors should only be considered supplements and not a replacement for our highly qualified and dedicated staff. Hiring a tutor to make sure that students complete homework does not mean that the tutor is helping the student to learn the material.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What can be done to reduce student reliance on tutors?	Encourage students to seek help from the people most qualified to help them: their classroom teacher. The first step should be to make sure that student is properly placed in a course: they should be challenged but not struggling Students should make contact with teacher during class time, follow up during teacher's office hours, or team up with peers (encourage study groups – this is an important college prep skill),	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

SUPPORT FOR STRUGGLING STUDENTS:

QUESTION	RESPONSE				
When should a family consider requesting assessment for Special Education	As a last resort, when all other interventions have failed to support the student in their learning. There are many processes and steps involved in providing support for students who are struggling at school. Evaluation for special education is only appropriate when a student is not making sufficient academic progress to meet general education	PARENT should talk to the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL		

services or a 504 plan?	expectations over an extended period of time, and documented Tier 1 & 2 interventions have not been successful.				
What supports are available for students who are struggling with specific subjects?	The student should always contact the teacher as a first step. The classroom teacher is always the best resource. There are after-school student support sessions for math, science and world language and peer tutoring available at lunchtime.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What options are available for a student to improve their grade in a specific class?	Students need to communicate with the teacher regarding individual support. Communication can be in person or via email, but it is always better in person. Students can also network with classmates regarding setting up a study group Students can enrich learning with outside and supplemental sources (i.e., additional texts, online resources, academic articles)	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

COUNSELING/COLLEGE and CAREER CENTER:

If there are concerns that arise around a specific experience with a counselor, then please contact Dearborn Ramos, the Assistant Principal who oversees the counseling department.

QUESTION	RESPONSE
How do I know what kind of college and career information my child is getting?	<p>Check the College and Career tab on the website. Starting in 9th grade, all students get classroom presentations orienting them to the resources available in the counseling dept. and career center.</p> <p>Every student is assigned to a counselor based on their last name.</p> <p>All 9th graders are introduced to Naviance for college & career exploration, planning.</p> <p>In the 10th grade, students meet with the counseling team to complete a personality assessment and college planning activities.</p> <p>In 11th grade, the counseling team meets with students complete more in depth college/ career planning through Naviance.</p> <p>In 12th grade counselors meet with students in early Fall to discuss the college application process, including requesting letters of recommendation, transcript request and college selection.</p> <p>In addition, the college and career center schedules college visits that students can sign up to attend. Individual student appointments are also available in the college and career center to address multiple college and career planning goals.</p>

How are these resources publicized?	Parents can encourage their student to take advantage of the resources that are publicized through the multiple communication platforms ex: eLink, school loop messages, daily bulletins and counselor availability. The College and Career Center is also a great resource for all looking at careers or colleges after high school.
How can parents promote independent student planning of their future?	We often hear from students that their parents are over-involved in their college planning and we often hear from parents that the students aren't actively involved in their college planning. It should be a team effort. Parents should reinforce the counselor's message to students to start college planning early. Parents should also encourage their son or daughter to utilize the available resources on campus such as the college and career center and their academic counselors.
How does a parent make an appointment with a counselor?	At the high school level, we encourage students to independently schedule an appointment with their assigned counselor by calling or emailing the counseling office. In the event a parent appointment is necessary, the parent should call the counseling office to set up an appt. Cheryl Wurnitsch or Christina Riley are available to set these up.
How do I get my student to meet with the counselor about their class schedule?	Parents can encourage their student to meet with their assigned counselor in an effort to develop a relationship as early as possible. This will help the student recognize the counselor as an ally to support their academic, college and career and personal social success and development. Younger students often are more comfortable coming in during lunch with a friend. The counselor will reach out to call a student in for various reasons, but typically the student needs to begin the process.

ATHLETICS:

If there are concerns of an athletic nature, then the students should always initiate the conversation by talking with their coach. If the issue is not one that can be raised with the coach, then the next step is to contact Greg Ochs, Athletic Director, or Bernard Phelan, the Assistant Principal who oversees athletics.

QUESTION	RESPONSE
What should a parent do if they have a concern about their child's level of participation?	Parents need to be educated that playing time, strategies, team placement are coaching decisions. The student needs to discuss improvement areas with the coach that may assist an increase in playing time. Parents need to let coaches coach.
How can equipment or resources be acquired for athletic teams?	See Greg Ochs, Athletic Director, for assistance. Coaches are responsible for doing fundraising since we are self-funded.
Is it possible for parents to find out what the money donated to athletic programs is spent on?	Yes it is, please talk to the specific coach or the athletic director to get a breakdown of the budget and expenditures for a particular program.

How can a coach assist and educate a student athlete on how to pursue an athletic scholarship?	The coach should educate and give ideas on how to go through the recruiting process. There is a meeting planned in May to address this. Coaches, parents and students will be invited to attend. We will have speakers from NCAA to address these questions with parents.
Who determines which students are cut from a team?	The coach and his/her staff determine team selection. The notification process varies by coach but all coaches try to approach this as sensitively as possible.
How do coaches decide on who makes the team?	Each sport that have cuts have rubrics that have been approved by the Athletic Director. The student athlete can approach the specific coach for feedback regarding level of skill or lack of skill. There is no easy way to let a young man or woman know that they have not been selected for a team. Many coaches agonize over this part of the job and must use the method of communication that they find best.
Are there limits on how much the donation amount can be for a particular sports team?	There are “recommended donation amounts” for each sports programs, and families can decide to provide support either above or below this level. Coaches provide parents with an itemized budget regarding their program needs. Donations of any amount are acceptable
What are the valid reasons that an athlete may miss a mandatory event?	Coaches provide the families with a detailed schedule at the start of the season in order to allow the families to plan their events around the athletic year.
Is athletic discipline an appropriate response to an academic and/or off campus issue?	Yes, it is a privilege to participate in school athletics and there are consequences for behavioral or academic issues that will include both administrative and athletic consequences. Coaches are always involved in any intervention that is necessary in order to help students to make better choices.

HOMEWORK: (See board policy AR 6145 in the appendix).

QUESTION	RESPONSE				
What should a parent do if they believe that their child is being assigned an unreasonable amount of homework by one or more teachers?	In a situation like this, it is important to remember that there is a district homework policy AR 6154. (see appendix) <i>Total homework assignments shall be no more than 2 hours per course per week and no more than 30 minutes per night per course. All work including weekend assignments, long-term assignments and projects that require work outside of the classroom shall be included in this time frame. Weekend homework, if assigned, shall not exceed 30 minutes per course.</i>	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

	<i>There shall be no homework assigned during school recesses. (Thanksgiving Break, Winter Break and Spring Break). Projects assigned before recesses must not require any work to be completed over the break</i>				
What should a parent do if his or her child is overwhelmed by the number of projects assigned/due at the end of a grading period?	This is a solution that begins with the student working with the teachers, because sometimes this is an organizational issue and students do not always plan out their time very well. If it is an issue of overloading then students can approach the teacher to ask for support, with help from their counselor. Please also refer to AR 6154 which is included in the appendix, large projects should not all fall at the end of a grading period.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if a child is having trouble completing their nightly assignments?	We encourage you to ask your student what they are doing with the 30 minutes per night per course, and ask whether they are 100% focused during that 3 hour time period. If students are not focused parents should brainstorm with students on how to decrease distraction. If students are focused and working efficiently, they should see their teacher for support. Cell phones should not be used while students are completing homework.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What should a parent do if their child tells them that class time is being used for homework instead of learning or instruction?	Some students complete assignments faster than others. While some students will say they have no homework, others will need to complete the assignment begun in class at home. In Math, class work is an opportunity for students to begin practice under the watchful eye of the teacher. It is where students have the chance to ask questions and demonstrate understanding of the lesson. It gives students a “leg up” on their homework assignment which they are more likely to finish following some practice in class. Whether it is called “class work”, “checks for understanding” or “starting homework” it accomplishes the same goal.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department
What are policies concerning posting homework on SchoolLoop? Is there a time limit for posting homework assignments?	There is no set policy; many teachers post on the board in class and students are responsible to write assignments in their planners or devices. Many teachers have external websites or use SchoolLoop calendar as a website with daily agendas that include homework. Students should be prepared to write assignments in a planner or other designated area, and need to find a system that works for them. If in doubt, a student can always email a teacher or contact a classmate if they are unsure of what the homework assignment might be.	STUDENT should talk to the TEACHER	PARENT should contact the TEACHER	PARENT should contact the COUNSELOR	PARENT should contact the ASSISTANT PRINCIPAL for this Department

COMPLAINTS: These are some specific complaints that might require immediate attention from administration and would not be addressed with the teacher or counselor first.

QUESTION	RESPONSE
What should a parent do if they are concerned about the level of professional commitment of a staff member	Speak with the teacher for a better understanding of course expectations, state standards (e.g. NGSS or CCSS) curriculum and department and course policy.
What should a parent do if their student is struggling to work with a teacher and they are afraid that complaining about it will cause retaliation by the teacher?	Student must make an attempt to speak with the teacher. Could recommend the student practice with parent what to say before meeting with the teacher. Many students are not aware of body language and misinterpret.
What should a parent do if a teacher is not responding to their emails or requests for a meeting?	A recommendation would be for the parent to email the counselor first before contacting admin. Alternatively, Administration can be CC'd on an email to a teacher if earlier attempts have not been answered.
What should a parent do if they are concerned that a particular teacher is "harder" and assigns more work than their peers in the same subject level team?	Teachers work in subject level teams collaborate on common curricular assessments and pacing. Teachers have different teaching styles and students should be able to adapt, but at times it is possible that there may be a discrepancy in work load. Parents can reach out to counseling or administration, to find out whether this is something that should be addressed with a teacher.
What should a student do if a teacher says that the student is responsible for their own learning?	CCSS and NGSS have mandated moves from a teacher centered curriculum to a student centered curriculum. It is no longer considered acceptable teaching practice to just lecture. Class activities and assignments reflect these changes. Flipping the classroom is also urged to allow more time for students to work on student driven inquiry. In this situation the teacher should make their expectations clear to the student. The student should then try to understand the material. If the student is unable to comprehend the material they should seek an opportunity to meet one on one with the teacher and they should be given some possible methods and solutions. If they are still unable to succeed it might be beneficial to also have a meeting with their counselor to explore other possible solutions.
What steps should be taken if a teacher behaving unprofessionally.	Contact administration in a situation like this so that it can be addressed with the staff member immediately. Teachers are expected to be in class on time, prepared to teach and willing to follow through on their responsibilities. If this is not the case, then it is very important that administration be notified, so that the situation can be addressed.

<p>What should a parent do if a teacher is not following the accommodations in a child's IEP or 504?</p>	<p>Contact student's teacher with a kind reminder as the teacher may have a number of students on their rosters with 504 plans or IEP's and it may just be an oversight. If the lack of support continues, then contacting the counselor or the student's case manager would be the next step. If that does not work then administration would need to be involved.</p>
<p>Bullying, Violence, Harassment or any other behavior between students that might put a child at risk</p>	<p>Whenever any of these situations occur, a parent should usually bypass teachers and parents and go straight to administration. If counselors or teachers encounter a situation like this then they are responsible for contacting administration immediately. If a child's physical or emotional safety is in jeopardy for any reason, then it's critical that school staff are notified so that they can intervene.</p>
<p>Inappropriate Behavior/Conduct</p>	<p>SRVHS has great teachers who strive to do their very best for all students. However, although very rare, it is always possible that a staff member or coach could behave in a way that is inappropriate. If a parent has concerns that there is any sort of inappropriate or unprofessional behavior that has occurred that puts students at risk in any way, then it is imperative that administration is contacted immediately. In a situation like this, administration needs to be able to investigate and work with HR on possible next steps, and the safety of all students is always our first concern.</p>

APPENDIX: HOMEWORK/MAKEUP WORK AR 6154(a)

Homework should prepare students for, and reinforce classroom learning. Homework is an integral component of education that deepens student learning and understanding. When assigned, homework will contribute to the healthy development of the whole student. Homework will be meaningful, purposeful, and appropriate.

Homework for All Grade Levels:

1. Homework is defined as any work assigned to be completed outside of class.
2. The amount of homework assigned to students is different in elementary, middle, and high school. The amount of time a student spends on assigned homework depends on factors such as the student's needs, learning ability, subject, school schedule, testing schedule and assigned homework due dates. Time spent on homework shall be balanced with the importance of personal and family well-being, and the wide array of family obligations experienced in our society today.
3. Parents and teachers shall make students aware that learning occurs at home, school, and in the world around them.
4. Homework shall be the result of collaborative efforts, thoughtfully considered, and coordinated to improve student learning.
5. Homework shall be purposeful and meaningful to students. Legitimate purposes for homework include practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
6. Reading is an integral part of learning and is a consistent part of homework.
7. Homework will reflect the accommodations and modifications of curriculum that are stated in a student's IEP or 504 plan.
8. There shall be no homework assigned during school recesses. (Thanksgiving Break, Winter Break and Spring Break). Projects assigned before recesses must not require any work to be completed over the break.

Grade Level Guidelines

Elementary School

1. Reading is an integral part of learning. In the primary grades (K-3) homework will consist primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.
2. Except for reading, homework at the elementary level shall not be assigned over weekends, or holidays.
3. At the upper grades (4-5), homework consists of completing, practicing, preparing, or extending core academic skills and is designed to build independent study habits.
4. Below are the time limits for elementary homework: K-1 no more than 30 minutes of homework per night (reading included) 2-3 no more than 45 minutes of homework per night (reading included) 4-5 no more than 60 minutes of homework per night (reading included)
5. Project-based assignments are designed to reinforce Common Core State Standards, promote collaboration and independent thinking. Project-based assignments shall primarily be undertaken and completed in the classroom. Long-term assignments and projects that require work outside of the classroom shall be limited in number and duration. Some portions of projects may be assigned as homework; however, these tasks should not require significant assistance from parents or the purchase of materials. Long-term assignments and projects shall include clear checkpoints to monitor progress toward completion. Group projects that require work outside of the classroom shall not require meeting in person.

* Please refer to the Homework for All Grade Levels

Middle School

1. Total homework assignments shall be no more than 1 hour, 20 minutes per course per week and no more than 20 minutes per night per course. All work, including long-term assignments and projects that require work outside of the classroom shall be included in this timeframe. Advanced courses may require additional time. Weekend homework, if assigned, shall not exceed 20 minutes per course.
2. In order to coordinate due dates and balance the workload, departments will collaborate with each other and be aware of long-term projects/assignments, and major tests in all curricular areas.
3. Project-based assignments are designed to reinforce Common Core State Standards, promote collaboration and independent thinking. Project-based assignments shall primarily be undertaken and completed in the classroom. Teachers will provide in-class collaboration time for group projects with specific tasks to be completed independently. Long-term assignments and projects that require work outside of the classroom shall be limited in number and duration. Some portions of projects may be assigned as homework; however, these tasks shall not require significant assistance from parents or the purchase of materials. Long-term assignments and projects shall include clear checkpoints to monitor progress toward completion. Long-term assignments and projects that require work outside of the classroom shall not require meeting in person.

* Please refer to the Homework for All Grade Levels

High School

1. Total homework assignments shall be no more than 2 hours per course per week and no more than 30 minutes per night per course. All work including weekend assignments, long-term assignments and projects that require work outside of the classroom shall be included in this time frame. Weekend homework, if assigned, shall not exceed 30 minutes per course.
2. In order to coordinate due dates and balance the workload, departments will collaborate with each other and be aware of long-term projects/assignments and major tests in all curricular areas.
3. Project-based assignments are designed to reinforce Common Core State Standards, promote collaboration and independent thinking. Long-term assignments and projects that require work outside of the classroom shall be limited in number and duration. Some portions of projects may be assigned as homework; however, these tasks shall not require significant assistance from parents or the purchase of materials. Long-term assignments and projects shall include clear checkpoints to monitor progress toward completion.
4. Some elective classes such as, but not limited to, drama, speech and debate, and music, will require additional time.
5. Advanced Placement, Honors, and Advanced courses may require more extensive homework. These courses are exempt from other time and break restrictions as prescribed in this policy.
6. The homework needs of Del Amigo and Venture will be site-based due to the unique nature of their respective programs.

Responsibilities:

Students are responsible for:

1. Ensuring understanding of the homework and asking for clarification or help when needed
2. Regularly completing assigned homework in a timely manner
3. Managing time by staying focused, on task, and planning effectively for long-term projects
4. Bringing home all necessary materials
5. Putting forth their best effort to produce quality work

6. Communicating to parents and teachers when homework assignments become overwhelming or if s/he is not consistently able to do the homework by herself/himself within the time guidelines, or if challenges or questions arise
7. Completing or making up assignments and tests when absent from school
8. Completing or making up assignments and tests when suspended from school if required by the teacher. (Ed Code 48913) (cf.5144.1 – Suspension and Expulsion/Due Process)

Parents/Guardians are responsible for:

1. Being an advocate for their child, while encouraging the child to advocate for herself/himself
2. Encouraging reading at all grade levels
3. Providing an appropriate environment for homework to be done
4. Providing a healthy balance between homework, extra and co-curricular activities, and family commitments
5. Contacting the teacher if their child is not consistently able to do the homework by herself/himself within the time guidelines, or if challenges or questions arise

Teachers are responsible for:

1. Referencing this policy in all course syllabi and reviewing the policy with students and parents within the first month of school and no later than Back to School Night
2. Encouraging a partnership between family/students that promotes timely communication and supports families in the homework process
3. Designing homework assignments that clearly articulate their purpose and expected outcome, allowing for student questions and planning
4. Providing timely feedback to students
5. Ensuring any homework assigned is directly related to the classroom instruction and consists of clear, purposeful, and engaging activities
6. Assigning homework that is appropriate and differentiated as needed
7. Teaching the skills necessary for the students to complete the homework and become successful independent learners
8. Articulation and planning with all curricular areas
9. Providing makeup work for suspended students

Principals are responsible for:

1. Implementing district policy
2. Supporting professional dialogue
3. Promoting teacher collaboration
4. Monitoring homework quality and quantity
5. Introducing parents to the homework policy within the first month of school, (i.e. Back to School Night)
6. Facilitating interventions and support programs
7. Reviewing the homework plan at least twice per year, in person, with all site faculty, at the beginning of each semester
8. Posting the policy on the school's website homepage

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5145.6 - Parental Notifications)

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