PARENT HANDBOOK

2026–2027

DURKIN PARK ELEMENTARY SCHOOL
8445 S. KOLIN AVENUE
CHICAGO, ILLINOIS 60652
773-535-2322
773-535-2299 (fax)
www.durkinpark.com

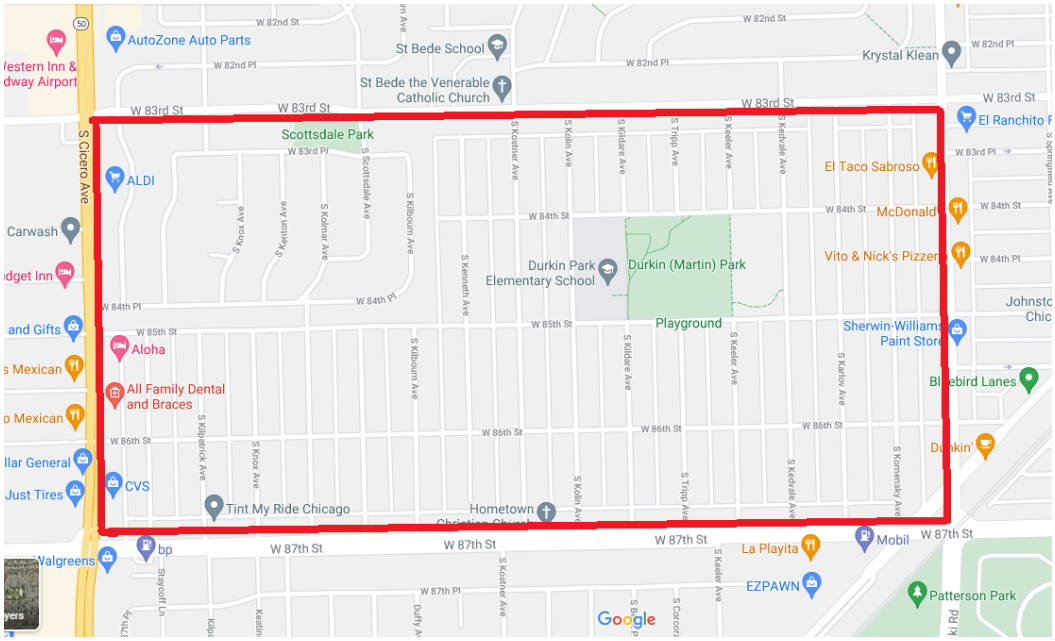
Charles E. Beavers II, Principal
Daisy Hernandez, Assistant Principal

DURKIN PARK ELEMENTARY SCHOOL
MISSION STATEMENT

Durkin Park is a supportive learning community responsive to the needs of the whole child.

2026-2027 SCHOOL BOUNDARIES

North: 83rd Street (Odd numbers)
South: 87th Street (City Limits)
East: Pulaski Road (Even numbers)
West: Cicero Avenue (City Limits)



STAFF ORGANIZATIONAL CHART
2026–2027

Teacher	Grade	Room	Email
Marlene Espinoza	PK	149	mespinoza48@cps.edu
Brigid Jacobsen	PK	153	blberry@cps.edu
Teresa Fitzgibbon	PK	151	tmsajewski@cps.edu
Christina Healy	PK	152	cmhealy@cps.edu
Stacy Sileo	PE	150	sasileo@cps.edu
Stephanie Pineiros	K	133	spineiros@cps.edu
Brett Weissenhofer	K	135	bmweissenhofer@cps.edu
Jennifer Cotter	K	137	jemeyer@cps.edu
Rocio Mariscal	1	131	rmariscal2@cps.edu
Cristina Diaz	1	132	cdiaz116@cps.edu
Molly Cranley	1	134	mecranley@cps.edu
Nancy Villaseñor	2	124	ksotelo12@cps.edu
Bonny Wilkinson	2	126	bswilkinson@cps.edu
Jennyfer Figueroa-Torres	3	125	jtorresfigueroa@cps.edu
Silvia Tejeda	3	127	stejeda@cps.edu
Nora Balcazar	3	130	nebalcazar@cps.edu
Katherine Ramsden	4	146	kramsden@cps.edu

Elizabeth Allen	4	147	elallen@cps.edu
Luz Santellano	4	148	lsantellano1@cps.edu
Therese Brendich TAT- Andrea Parkins	5	104	tmccarthy2@cps.edu akparkins@cps.edu
Mia Mendez	5	106	mmendez79@cps.edu
Mary Sauerwein	5	102	mcsauerwein@cps.edu
Kathleen Murphy	6	110	kmmurphy1@cps.edu
Sandra Cruz	6	113	sdponce@cps.edu
Sheila Garvey	6	115	skgarvey@cps.edu
Anthony Juggan	7	118	ajuggan@cps.edu
Sam Mougette	7	123	samougette@cps.edu
Guillermo Tejeda	7	120	gytejeda@cps.edu
Kathryn Clam	8	112	kclam@cps.edu
Diane Esquibel	8	114	dcesquibel@cps.edu
Helena Branch	8	117	hfbranch@cps.edu
Gina Adamik	PE DL	150	gmlaporta@cps.edu
Tara Burns	PK DL	153	tkrhoden@cps.edu
Katie O'Hern	PK DL	151	kohern@cps.edu
Jennifer Fleming	PK DL	152	jalundman@cps.edu
Margaret Myren	Elemental DL Resource	139	mmmyren@cps.edu
Sarah Knight	Elemental DL Inclusion	130	pwmcgrath@cps.edu
Brittany Nash	Primary DL	134	bnash3@cps.edu
Manuel Cruz	Intermediate DL	104	macruz14@cps.edu
Eugene Oberst	Intermediate DL	104	eroberst@cps.edu
Alyssa Zdano	Upper DL	105	azdano@cps.edu
Abby Hogan	Upper DL	105	aehogan@cps.edu

Yesenia Carapia	Upper DL	103	yrcarapia@cps.edu
Jill Ryan	Interventionist 5-8	142	jlwirtz@cps.edu
Marlee Hillock	Interventionist K-4	142	mkhillock@cps.edu
Rashad Tonth	PE	139	rtonth@cps.edu
Emmanuel Ruvalcaba	PE	139	edruvalcaba@cps.edu
Angelica Guzman	Tech Coordinator	108	aguzman166@cps.edu
Laura Kelly	Art	Link	lmkelly@cps.edu
Hanin Abukhas	Arabic	Link	habukhas@cps.edu
Kelly Ranftl	Librarian	140	klranftl@cps.edu
Cara West	Case Manager	142	cmaloney@cps.edu
Ruth McCraney	LPN- Nurse	101	rmmcraney@cps.edu
Shundra Robinson	CSN	101	srobinson42@cps.edu
Stephanie Rumbaugh	Social Worker	143	slrumbaugh@cps.edu
Charlette Mitchelle-Brown	Social Worker	143	cdmitchellbrown@cps.edu
Trevor Pinnock	Psychologist	143	tspinnock@cps.edu
Carolyn Ferguson	Speech Pathologist	ECE	clferguson1@cps.edu
Alexandra Nowak	Speech Pathologist	ECE	abnowak@cps.edu
Alejandra Herrera	Occupational Therapist	ECE	aherrera235@cps.edu
Diana Trujillo-Torres	Physical Therapist	ECE	datrujillotorres@cps.edu
Alexandra N. Rodriguez	SECA- Upper	105	anrodriguez28@cps.edu
Vontique Jackson	SECA- Upper	105	vjjackson4@cps.edu
Samantha Lopez	SECA-Upper	115	slopez200@cps.edu
Veronica Garcia	SECA-Upper	105	vgarcia181@cps.edu
Anabel Escobar	SECA- Intermediate	103	aescobar18@cps.edu
Jasmine Nammari	SECA- Intermediate	146	jnammari@cps.edu

Ashaunte Norvell	SECA- Intermediate	146	anorvell2@cps.edu
Maria Rojas	SECA- Primary	139	mdrojas@cps.edu
Denise Escobar	SECA- PE	150	descobar15@cps.edu
Berenice Aguilar	SECA- PK	151	baguilar@cps.edu
Corina Hanson	SECA- PK	152	chanson1@cps.edu
Diane Jolliff	SECA- PK	153	djolliff@cps.edu
Miriam Trevino	Teacher Assistant- PE	151	mrtrevino@cps.edu
Jocelyn Rey	Teacher Assistant- PK	149	jreyreyes@cps.edu
Raquel Sotelo	Teacher Assistant- PK	153	rsotelo16@cps.edu
Maria Escobar	Teacher Assistant- PK	152	mescobar@cps.edu
Alexandra Rodriguez	Teacher Assistant- PK	150	ajrodriguez1@cps.edu
Veronica Martinez	Restorative Justice Coordinator	100	vmartinez9@cps.edu
Paul Veloso	Security	Door 1	peveloso@cps.edu
Daniel Quijano	Security	Door 1	dquijano4@cps.edu
Denise Contreras	Miscellaneous		
Trenise Lyons	Lunchroom Manager		tmlyons1@cps.edu
Kayla Harris	Cafeteria Attendant		
Maria Waliszewski	Cafeteria Porter		
Larissa Thomas	PM Custodian	PK/Mobile	
Elizabeth Moreno	AM Custodian	Cafeteria	
Carolina Ayala	PM Custodian	Primary/Link	
Susana Arzuaga	PM Custodian	Middle School	
Donnell Clayton	Engineer		dclayton10@cps.edu
Erin O'Neill	Instructional Coach	ECE	emaloney@cps.edu
Colleen Reynolds	Counselor	136	cmreynolds@cps.edu

Tómas Reyes	ELPT	100	treyes3@cps.edu
Charles E. Beavers II	Principal	100A	cebeavers@cps.edu
Daisy Hernandez	Assistant Principal	109	ddiaz3@cps.edu
Gabriela Calderon	Office Manager	100	gcalderon1@cps.edu

DURKIN PARK ELEMENTARY
TENTATIVE SCHOOL 2026-2027 YEAR CALENDAR

August

20 Back to School Night & LSC Meeting

24 First Day of School K-8

25 First Day of School PK

31 I-Ready BOY District Assessments Start

September

4 Back to School FRIYAY

7 Labor Day Holiday- **School Closed**

24 First QUARTER progress reports sent home

25 Teacher Professional Development Day- **No Classes**

October

1-31 Principal Appreciation Month

2 National Custodian Day

7 H.S. Admissions Test (8th Grade)

12 Indigenous Peoples' Day Holiday – **School Closed**

15 School Picture Day Grades PE-7

23 End of the 1st QTR

30 Durkin Park Harvest Festival (tentative)

November

2 First QUARTER Parent Teacher Conferences- **No classes**

*3 Election Day- **School Closed**

11 Teacher Professional Development Day – **No classes**

23-27 Thanksgiving Holiday – **School Closed**

December

11 2nd QUARTER progress report sent home

14 i-Ready MOY District Assessments Start

21-1 Winter Break- **School Closed**

January

4 School Improvement Day – **No Classes**

5 Classes Resume

12 i-Ready MOY District Assessments Start

13 ACCESS Testing Start

18 Dr. Martin Luther King Day – **School Closed**

22 End of 2nd QUARTER

28 2nd QUARTER report cards sent home/ 1st Semester Awards

February

1-5 Counselor Appreciation Week

18 Presidents' Day Holiday– **School Closed**

23 Teacher Professional Development Day- **No Classes**

26 3rd QUARTER Progress Reports sent home

March

1-31 National Social Worker Month

1 3rd-8th Grade Illinois Assessment of Readiness Starts and 5th & 8th Grade Illinois Science Assessment Starts

22-26 Spring Break - **School Closed**

29 Classes Resume

April

2 End of 3rd QUARTER

6 School Improvement Day- **No Classes**

5-9 Assistant Principal Appreciation Week

12 3rd QUARTER Parent Teacher Conferences- **No classes**

21 Clerk Appreciation Day

26 i-Ready BOY District Assessments Start

May

6 4th QUARTER progress reports sent home

3-7 Teacher Appreciation Week

10-14 Nurse Appreciation Week

31 Memorial Day Holiday –**School Closed**

June

TBD- 8th Grade Graduation

11 Kindergarten Promotion, End of Fourth QTR, Last day of school

AMENDING HANDBOOK

Statements in this handbook are subject to amendment with or without notice. The school will attempt to keep you informed of all changes as soon as possible. Some changes may be made immediately due to unforeseen circumstances.

ATTENDANCE

It is important that students be regular and punctual in attendance. Children who are not in school miss out on important instructional lessons. Our school will provide students with a quality education but students have to be in school in order to receive that education.

Please notify the school in the morning, if your children will not be in school, via telephone call to 773-535-2322. When it is necessary for your child to be excused from school for medical or dental appointments, funerals or a family emergency, please send a note to the teacher. Homework can be picked up in the office at the end of the school day or sent home with another child, if requested.

TARDIES-

Students arriving after 7:55 AM must enter though Door #1. Your child will receive a tardy slip when they arrive at school after 7:55 AM.

EARLY DISMISSALS-

For the safety of our children, we ask that you come to the main office to meet your child for an early dismissal through Door #1. Early dismissals are not allowed in the Early Childhood building or Mobile building. **Early dismissals will not be allowed from 2:30-2:45 PM, due to dismissal.**

Phone calls requesting an early dismissal will not be accepted. Students will be called upon parent arrival and escorted to the main office. A parent is requested to sign the early dismissal log. No one will be permitted to leave the building without his/her parent or some other authorized adult. In the latter case, please call the office to inform us who is picking up your child.

CHRONIC ABSENTEEISM-

Students who fall below 90% attendance rate without excused absences and/or

proper documentation excusing the absence, are subject to home visits by administration and security personnel.

BICYCLES

Students entering or leaving school property must be completely off their bicycle and walk it to the bike racks where all bicycles must be parked. All bicycles should be secured with locks. The school is not responsible for damage to or theft of bicycles.

BULLDOG C.A.R.E.

Bulldogs CARE is a set of school wide expectations created by Mr. Beavers and a team of teachers with the goal of creating a safer, more efficient student environment.

What does CARE mean?

Commitment
- Commit to a clean and orderly environment

Accountability
- Account for yourself and your school

Respect
- Respect others and the school

Empathy
- Empathize always, imagine if the shoe was on the other foot before you act

How to show CARE in the hallway:

Commitment	**A**ccountability	**R**espect	**E**mpathy
• Wipe your feet before entering the building. • Enter and exit the building through your assigned door.	• Remember to walk. Do not run. • Keep to the right side of the hallway. • When walking with your class, stay with class. • When walking without your class, keep moving towards	• Keep your hands and feet to yourself. • Silent greetings only. • Level 0 noise level in the hallway.	• Be patient, others may move at a different pace than yours.

	your destination. ● Always have a hallway pass when traveling without your class. ● Follow the personal device policy.		

How to show CARE in the restroom:

Commitment	**A**ccountability	**R**espect	**E**mpathy
● Keep the toilets, urinals, floors and sinks clean and free of trash and debris. ● Wash hands with soap and water. ● Return to class promptly.	● Remember only toilet paper and bodily waste belong in the toilet/urinal. ● Report problems to your teacher ● Always have a restroom pass when going to the restroom without your classmates. ● Follow the personal device policy.	● Put towels in the garbage. ● Use an indoor voice. ● Keep the floor dry.	● Allow others privacy.

How to show CARE in the lunchroom:

Commitment	**A**ccountability	**R**espect	**E**mpathy
● Keep your area clean. ● Throw away your own garbage.	● Always sit in your assigned area and stay in your seat. ● Be role models for others. ● Follow the personal device policy.	● Follow your lunch supervisor's instructions. ● Use table manners. ● Respect others' personal space. ● Use an indoor voice. ● Keep your body and objects to	● Accept other's food choices. ● Be inclusive.

		yourself.	

How to show CARE outside:

Commitment	**A**ccountability	**R**espect	**E**mpathy
● Always play safe. ● Be mindful of others and vehicles. ● Report dangers and incidents.	● Pick up and return equipment. ● Stay within the designated area outlined by the adult in charge. ● Follow the personal device policy.	● Follow your recess supervisors instructions. ● Enter the building quietly - level 0 ● Keep the area clean. ● Use the playground equipment properly. ● Use respectful language, no foul language.	● Take turns. ● Share equipment. ● Always assume positive intentions.

How to show CARE during assemblies:

Commitment	**A**ccountability	**R**espect	**E**mpathy
● Always play safe. ● Be mindful of others and vehicles. ● Report dangers and incidents.	● Pick up and return equipment. ● Stay within the designated area outlined by the adult in charge. ● Follow the personal device policy.	● Follow your recess supervisors instructions. ● Enter the building quietly - level 0 ● Keep the area clean. ● Use the playground equipment properly. ● Use respectful language, no foul language.	● Take turns. ● Share equipment. ● Always assume positive intentions.

How to show CARE during field trips:

Commitment	**A**ccountability	**R**espect	**E**mpathy
● Being safe. ● Stay with your group. ● Be a role model. ● Listen to the bus driver, tour guide and chaperone. ● Stay seated on the bus.	● Be polite ● Follow bus and destination expectations. ● Follow the personal device policy.	● Walk at all times. ● Keep hands and feet to yourself. ● Use respectful language. ● Use an indoor voice.	● Be helpful and take care of others.

How to show CARE in class:

Commitment	**A**ccountability	**R**espect	**E**mpathy
● Everybody works, nobody quits. ● Be prepared for learning. ● There is no failure, only first steps toward success.	● Follow class expectations. ● Use your time wisely ● Be organized. ● Turn in your cell phone daily. ● Only bring school approved supplies. ● No water bottles in classrooms. ● Follow the personal device policy.	● Respect other's personal space and property. ● Use school property wisely and carefully. ● Return things you borrow to the proper owner. ● Clean up your area when you are done. ● Demonstrate sportsmanship.	● Accept differences in ideas and opinions of others. ● Appreciate each other as individuals. ● Be patient and helpful to others as needed. ● Be encouraging to others.

Each individual teacher may also deem it necessary to apply additional rules and procedures as needed in their classroom, hallway, assemblies, etc. During the first week of school, your teacher will send home a notice illustrating her/his classroom expectations.

CELL PHONES

The use of mobile phones is prohibited at ALL times when students are in school, or on school grounds. **This includes after school programs**. Students in grades 3rd-8th are required to turn in their cell phones to their teacher everyday. Collected cellphones will be locked in a secured locker until the end of the day. Students who do not turn in their cell phone will have the device confiscated. Confiscated cell phones will only be returned to a parent or guardian listed in the ASPEN student information system. Smart watches and headphones are also subject to confiscation as determined by staff.

Confiscated devices can be picked up from Mr. Beavers between 7:45 AM - 8:00 AM and 2:45 PM- 3:00 PM.

- If Mr. Beavers is unavailable, parents/guardians will need to wait until the next available time to pick up the device.

Durkin Park School and staff are not responsible for loss, theft, or damage of devices.

CHILD ABUSE

Under Illinois law, school personnel are required to inform the Department of Children and Family Services of any allegation/suspicion of child abuse/neglect. Neglect may include failure to provide necessary food, shelter or medical care. Persons from this department must follow up the call by visiting the child's home. At times they will ask and will be given permission to speak with the child at school. Anyone may report suspected abuse or neglect. If you know of such a problem, you may call the 24 hour DCFS Hotline at 1-800-252-2873.

CHILD CUSTODY/STUDENT RECORDS

PARENT: A parent is either the natural parent of a child, a court appointed guardian, a foster parent of a child, or an individual acting as a parent in the absence of a natural parent. For the purpose that Durkin Park School assumes responsibility for children in the school, it is important that we be notified of any court-sanctioned arrangements regarding custody of and access to children whose parents are divorced and/or separated.

Durkin Park School follows the provisions of the *FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)* and permits parents to inspect and review their child's school records. In order to review your child's permanent education records, parents are asked to submit a written request to the principal. In the case of non-custodial parents,

the school will provide such parents with access to the school records and other information pertaining to the child, including, medical, dental, and other school records, unless the school is provided with a court order prohibiting that parent from inspecting or obtaining such records. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

CLASSROOM ASSIGNMENTS

Parental requests for a specific classroom assignment for their child/children cannot be honored. Classroom assignments are governed by the number of students in a particular grade and contingent on the student's program of instruction. With the exception of principal discretion.

CURRICULUM

The curriculum includes Reading, Language Arts, Mathematics, Science, Social Studies, Civics, Social Emotional Learning, Computer Science, Library, Art, Arabic, Health and Physical Education.

CPS Skyline	iReady
Reading Social Science Science	Math
Phonics- Fundations	PK- Creative Curriculum

DISCIPLINE

Student's behavior will conform to acceptable standards of conduct as established by the principal and the teachers to ensure the school environment is safe for all students. The staff requests parental support in helping maintain appropriate conduct in the school. Students that fail to abide by the school's discipline policy and engage in disruptive actions will be subject to disciplinary actions. Consequences will include but not be limited to student/teacher conference, parent/teacher conference, detention and suspension. The school follows and will enforce completely the Chicago Public Schools Student Code of Conduct.

Durkin Park is staffed with a full-time Restorative Justice Coordinator. Ms. Martinez will meet with students to help resolve classroom concerns, peer conflicts, and facilitate

peace circles. Should you have an immediate concern, please send her an email at vmartinez9@cps.edu and CC AP Hernandez at ddiaz3@cps.edu.

EDUCATIONAL FIELD TRIPS

Properly supervised and planned educational field trips are an important part of the instructional program. The aim of the educational field trip is to have it correlate with class work. A signed permission form from a parent or guardian is required for all field trips. Participation in a field trip is a privilege, not a right. The school reserves the right to deny a student participation in a field trip for failure to meet academic and/or behavioral requirements. **All field trip payments are non-refundable.**

- ***For chaperone information see VOLUNTEERS section.***

ELECTRONICS

Non medical electronic devices will not be allowed in school. The school is not responsible for lost, stolen or damaged personal electronics of any type. **This includes personal items such as, cell phone, laptop/chromebook, smart watch, smart glasses, airpods, ipad/tablet, and handheld game.** Items are subject to confiscation as determined by staff.

Confiscated devices can be picked up from Mr. Beavers between 7:45 AM - 8:00 AM and 2:45 PM- 3:00 PM.

- If Mr. Beavers is unavailable, parents/guardians will need to wait until the next available time to pick up the device.

Student may be subject to consequences in accordance with the CPS Student Code of Conduct

EMERGENCY CONTACT

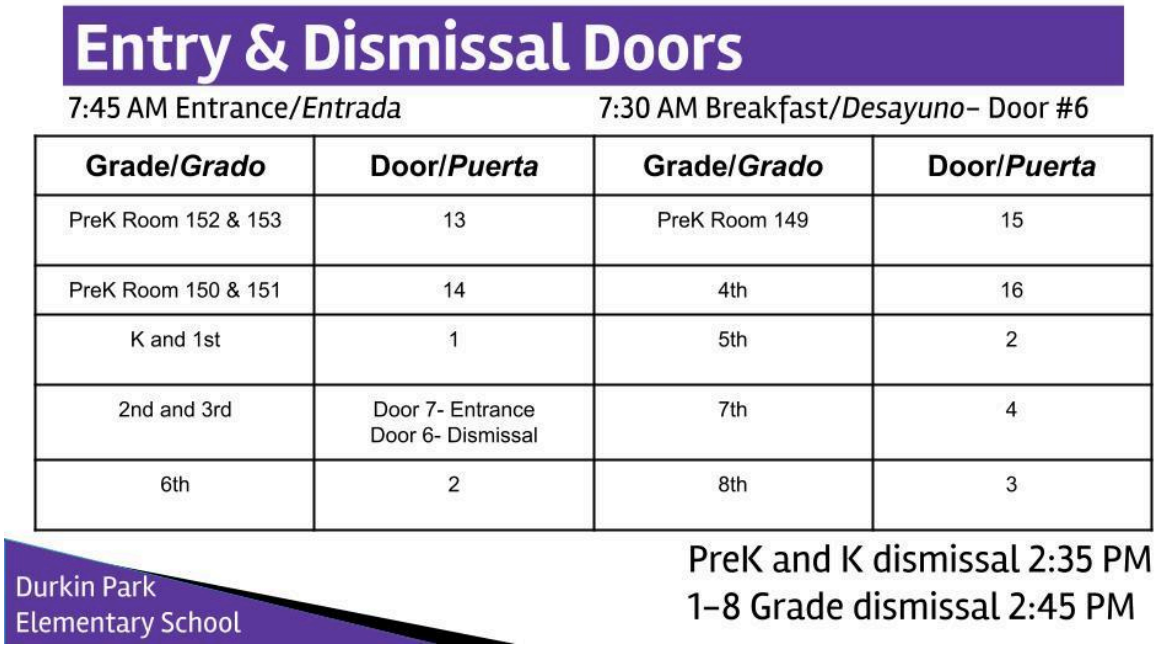
It is necessary for the parent to fill out all pertinent information on the emergency form. If any of your children have allergies, are asthmatic or have any health problems, please notify the teacher. Verify the information with your signature and return the form the first week of school. If your telephone number at home or at work changes during the course of the school year, be sure to notify the school office at your earliest convenience.

ENTRANCE AND DISMISSAL PROCEDURES

The school opens at 7:30 AM each day for breakfast at Door #6. Entrance doors open at 7:45 AM, (unless there is inclement weather). Instruction begins at 7:45 AM and ends at 2:45 PM, please have your child at school no later than 7:45 AM. Children should not arrive earlier than 7:30 AM or remain on the school grounds later than 2:55 PM unless they are participating in a supervised activity. **Outdoor supervision will not be provided for students who arrive before 7:30 AM or remain later than 2:55 PM, or students who are at the park**. The above procedures are designed for the safety and well being of your children.

Kolin Ave. will be closed from 7:00-8:15 AM and 2:00-3:00 PM for entry and dismissal times.

The entry and dismissal Doors are as follows:



Please note the following safety guidelines for all children:

- Please park on 85th Street or on 84th Street when dropping off or picking up your child(ren).
- Please insist that your child(ren) cross at the corner where security is visible.
- Double parking is very hazardous; **do not double park or obstruct traffic.**
- Please use extra caution on rainy and snowy days.
- **Do not use the staff parking lot to drop off your child or as a walkway.**

At all times the students must obey security. **At no time/under any circumstances are students to cross in the middle of the street.** They must cross at designated crossing

areas.

EXTRA-CURRICULAR ACTIVITIES
(CPS Sports & OST Programs)

Extra-curricular activities are offered to enrich the educational experience of our students. School-sponsored activities are supervised by faculty, staff, partners, and parents. Students are expected to follow the rules and use appropriate behavior at all times.

Students who engage in misconduct or hurtful behavior, use inappropriate language, or treat others disrespectfully during school hours or during the course of an extracurricular activity may be suspended from participation in that activity. In some instances, a student's misconduct may warrant removal from the activity/team for the remainder of the year. Disciplinary measures are at the discretion of the principal and per the teacher's behavior contract.

CELL PHONES are not permitted during practice times, while students are still in school.

In an effort to help students maintain a balance between extra-curricular involvement and their primary work, which is their academic program, we have established the following policy:

- A student will be removed from their extra-curricular activity if he/she receives an "F". The grades will be monitored and once the students bring up the grade he/she will be allowed to resume participating in the activity.
- A student will be suspended or removed from their extra-curricular activity for serious and continuous misconduct.

During all extracurricular activities, students must remain on campus and transition to their designated meeting area and await their instructor and/or coach. No student may participate in an extracurricular activity the day of absence from school.

GRADING POLICY

See appendices for Durkin Park's K-8 grading and makeup policies.

Kindergarten

1st-2nd Grade

3rd Grade

4th Grade

5th Grade

6th-8th Grade

IMMUNIZATION

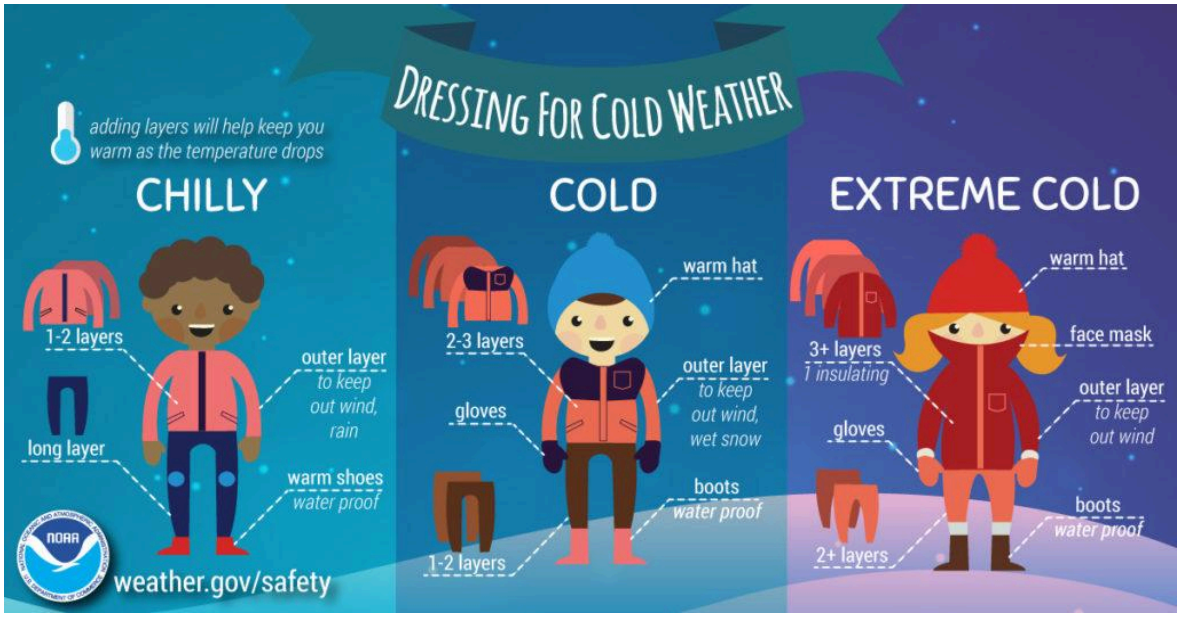
The State of Illinois requires that all students entering Kindergarten, sixth grade, High School and those students, regardless of grade, who are new to a school, provide a completed physical examination including proof of updated immunizations. Vision exams are required for students entering Kindergarten or new to a school. Dental examinations are required for students entering Kindergarten, 2nd and 6th grade. These forms must be completed and returned on the first day of school. Please take care of this parental obligation so your child will not be excluded from school. **According to State Law, all students are subject to exclusion from school beginning in October** if the physical examination and immunization are not on file and up-to-date in the school office.

INCLEMENT WEATHER

When severe weather creates hazardous conditions, the regular school schedule may be suspended to ensure students' safety. We ask that you monitor news reports via television and radio stations and school and district communication via email and social media.

School entrance procedures might also be altered during inclement weather. When necessary, all doors will open at 7:30 AM for student arrival and recess will be held indoors.

Recommended dresswear for inclement weather-



LIBRARY/MEDIA CENTER

All materials in the Library/Media Center are provided for the benefit and use of the students as stipulated by the following library policy:

Printed materials may be withdrawn from the library for periods of time set at the discretion of the librarian. All materials are to be returned promptly. Students who do not return books on time will not be allowed to withdraw books until overdue books are returned. This is a courtesy to other students awaiting their use and also serves as an avenue of teaching responsibility to the students. The students must pay for damaged and lost books.

Local School Council (LSC)

What is the LSC? At Durkin Park Elementary, our Local School Council (LSC) serves as the governing body that helps guide our school's vision. By bringing together parents, community members, and school staff, the LSC creates a powerful collaborative team dedicated to moving Durkin Park forward and ensuring our students thrive.

How Our LSC Makes a Difference The LSC ensures that the voices of the Durkin Park community are heard. Made up of elected parents, local community representatives, and educators, the council gives our stakeholders a direct seat at the table. Together, this team makes critical, real-world decisions about our educational programs, school environment, and how our students are educated. It is community-driven leadership in action.

Why Your Voice Matters Serving on the LSC—or simply attending the meetings—is an

incredible way to actively engage with the Durkin Park community. It gives you a hands-on role in the decisions that shape your child's day-to-day school experience. Strong parent involvement on our LSC is the key to creating a dynamic, welcoming school environment and ensuring the best possible outcomes for all of our students!

2026-2027 Durkin Park's LSC Meeting Dates

8/20/26 3:00pm

10/21/2026 4:00pm

12/16/2026 4:00pm

2/17/2027 4:00pm

4/21/2027 4:00pm

5/19/2027 4:00pm

All meetings are held in room 117

Virtual meeting information can be found on the school calendar at www.durkinpark.com

LSC Membership

Name	Member Type	Role
Charles Beavers	Principal	
Josue Cruz	Parent Representative	Chairperson
TBD- Vacant	Parent Representative	
Lisa Sotelo	Parent Representative	
Leticia Guitron	Parent Representative	
Nirseen Salam-Hernandez	Parent Representative	
Sabrina Diaz	Parent Representative	
Hector Cano	Community Representative	
Zanthe Scott	Community Representative	
Helena Branch	Teacher Representative	FOIA Officer
Jennifer Fleming	Teacher Representative	Secretary

Corina Hanson	ESP Representative	
TBD - Vacant	Student Representative	

MEDIA CONSENT

Durkin Park adheres to the CPS Policy on photographing and recording students. A consent form allowing your child to have his/her picture taken or be a part of a video done for school will be sent home the first week of school. It must be signed and returned in order for your child to have his/her likeness copied. The images and videos may be shared online via the school website and or through Durkin Park social media accounts.

MEDICATION

Ordinarily, school personnel will not dispense medication to students, including cough drops, aspirin, etc. unless otherwise noted in their 504 plan. The administration of medication is discouraged during school hours unless it is absolutely necessary and parents must report to the main office upon arrival. If a physician requires a child to take medication during school hours, the parent must submit the proper documentation to the school nurse. Students are not allowed to carry medicine in their backpacks, such as aspirin pills, cough syrup, or antibiotics. Such medications will be confiscated by school personnel and consequences will be given accordingly.

PARENT NEWSLETTER

In an effort to keep the lines of communication open between school and home, a school newsletter containing important information will be shared electronically every week by school administration. Please, take time to read the information shared as this is the most up-to-date information regarding school news and events. You can also view this information on the school's website.

(UNITED) PARENTS OF DURKIN PARK

We currently have 2 active parent committees, the Parent Advisory Committee & Bilingual Parent Advisory Committee.

The Parent Advisory Committee, PAC, exists to enhance home/school communication and to provide enrichment and support for school programs. All Durkin Park School families are encouraged to be active members of the PAC. Information about the PAC

meetings will be sent regularly.

The Bilingual Parent Advisory Committee, BAC, is recognized as a standing committee of the Local School Council (LSC). As a standing committee, the BAC reports to the LSC regarding bilingual education issues, updates, and concerns in the school. Elections are held annually for the following positions: President, Vice President, Secretary, Representative, and Alternate Representative.

Candidates for the parent committees must be parents/legal guardians of a student and cannot be a CPS employee, parent mentor, or receive a stipend. The majority (3 of 5) officers elected, including the President, must be a parent/ legal guardian of an active student.

PARENTAL CONCERNS (Guidelines)

A parent/guardian who has a question or concern regarding a situation involving his/her child is urged to follow these guidelines in respective order:

Step 1. Contact the student's teacher to discuss the concern and work with the teacher to arrive at possible solutions. Appointments with the teacher will be made by writing a note requesting a conference or by calling the school office to make an appointment.

Step 2. If the concern cannot be resolved with the teacher, the parent/guardian should then request a conference with an administrator by calling the main office to schedule an appointment. After discussing the situation with both parties, the administrator will act as a facilitator in making every effort to resolve the issue.

Every effort should be made to resolve questions, concerns, and problems as soon as possible.

PERSONAL AND SOCIAL DEVELOPMENT SKILLS

Personal and social development involves the mastery of many discipline skills. Discipline is not innate; it involves the learning of personal and social competency. Some of the essential skills to be developed are indicated here. Parents are asked to help their children master these skills.

Between Kindergarten and Grade 2, Durkin Park students will learn to:

- Share things
- Listen attentively
- Practice self-control
- Work neatly and carefully

- Finish assignments on time
- Practice basic rules of courtesy
- Express ideas in group activities
- Work independently and interdependently
- Ask questions when something is not understood
- Demonstrate respect for authority, other students and property
- Recognize dangerous situations, physically and verbally resist such situations and report such incidents to parents, principal or teachers

Between Grade 3 and Grade 6, Durkin Park students will:

- Continue to develop all of the above skills
- Develop leadership skills
- Work cooperatively with others
- Understand and explain reasons for rules
- Use the essentials of good communication
- Care for themselves and their environment
- Select and develop procedures for accomplishing a task
- Make appropriate choices
- Know how to say "NO" to peer pressure

Between Grade 7 and Grade 8, Durkin Park students:

- Continue development of all the above skills
- Be self-directing
- Distinguish fact from feelings
- Set own schedules and time limits
- Work with others to resolve problems
- Demonstrate leadership skills

If a child's behavior or social interactions are problematic, there is usually an underlying cause. Such problems will often affect the student's ability to learn and the teacher's ability to teach. It may also affect the entire learning environment of the classroom. It is then the duty of the home and school to intervene and to arrive at the cause and seek a solution. Please be in touch with your child's teacher if such issues arise.

PHYSICAL EDUCATION

On a student's P.E. day, they are required to wear the official school P.E. uniform. The P.E. uniform will be the following: Durkin Park P.E. t-shirt, shorts or black sweatpants and sneakers. **Students dressed in inappropriate shoes may not participate, which can result in a failing grade for the class.**

PROGRESS REPORTS & REPORT CARDS

Report Cards will be issued at the end of each quarter and Progress Reports are sent home the fifth week of each quarter. This is a means of informing the parents/guardians of the student's progress in each subject. These reports should be expected on the following dates and returned to the teacher within two (2) days:

Progress Reports	Report Cards
September 24, 2026	November 2, 2026*
December 11, 2026	January 28, 2027
February 26, 2027	April 12, 2027*
May 6, 2027	June 11, 2027

* Are designated as report card pick-up days (Parent/Teacher Conference). If a conference is needed for any other time, please call the school office for an appointment.

GRADING SCALE:
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 & Below

CPS PROMOTION POLICY

We follow the Promotion Policy adopted by Chicago Public Schools. You can view the policy here.

RECOMMENDATION LETTERS

Requests for recommendations from teachers and administration must be submitted in writing and a two week allowance must be given for completion.

SCHOOL BREAKFAST AND LUNCH PROGRAM

Meal Program applications will be sent home at the beginning of the school year. You

will be notified of CPS Guidelines. Breakfast is available for all students at no charge. Durkin Park's breakfast Door #6 opens at 7:30 AM.

Every student has a lunch period beginning at 10:30 AM and ending at 1:20 PM. Home lunches must be brought with students at the beginning of the school day. We cannot accept home lunch drop offs during the school hours.

SCHOOL SAFETY & SECURITY

All visitors should use the main entrance, which is Door #1, to enter the building. Visitors are not allowed to enter the building through other doors, unless previously authorized or escorted by school personnel. The school security will greet visitors at the security desk. Security will ask for an ID to issue a pass. When leaving the building, the visitor must sign out and return the pass. For our children's safety, it is important to know who is in the building at all times. School doors remain locked during school hours and a security system will admit visitors only through the main front doors. Students are not allowed to open the door for visitors.

SEARCH AND SEIZURE

School personnel are charged with protecting the health and safety of all students. Fulfillment of these duties may conflict with a student's right to and need for privacy. The interest of individual students in securing personal privacy must be balanced against the interest of society in protecting students against disruptive or illegal conduct.

While lockers, desks, and other storage areas are provided to students by the school, the school retains control and access to all lockers, desks, and other storage areas. These areas are assigned to students for their use on the condition that they will be used in a manner consistent with the law and school rules. School personnel may conduct inspections of these areas at any time, with or without the students present, in order to fulfill the school's responsibility of maintaining proper safety, control, and management of the school.

All property of the school, including students' desks and lockers, as well as their contents may be searched or inspected at any time without notice. Authorized school personnel have unrestricted right to search these structures as well as any containers, book bags, purses or articles of clothing that are left unattended on school property. Only when given reasonable suspicion, Durkin Park security is subject to search students and their possessions.

The search of a student's person or personal property currently being carried is permissible when there is any suspicion that the student may be carrying contraband.

Contraband, for purposes here, shall be defined as any weapon, illegal drug paraphernalia, or other item, the possession of which is prohibited by law or by school policy.

STANDARDIZED TESTING

Students in grades Kindergarten through 8th are assessed in Reading and Math with the i-Ready diagnostic, 3 times per year. These achievement tests are important indicators of a student's progress in basic mastery of grade level content standards and skills.

The teachers use the results of these tests in their instructional planning. Tests indicate academic strengths and are good measures of academic growth.

Parents are cautioned, however, to understand that test results are only one indication of the child's learning potential. These results must be placed in the context of the child's day-to-day output in the classroom.

Below is Durkin Park's Assessment Calendar-

2026 - 2027 Assessment Calendar

BOY	MOY	EOY
K-8 i-Ready 8/31/26 - 9/24/26	K-8 i-Ready 12/14/26 - 1/21/27	K-8 i-Ready 4/26/27 - 5/20/27
K-8 REACH 9/8/26 - 11/6/26	PreK TSG Winter Checkpoint Window: 10/26/26- 2/12/27 Winter Checkpoint Due Date: 2/12/27	K-8 REACH 4/26/27 - 6/4/27
PreK TSG Fall Checkpoint Window: 8/25/26 - 10/23/26 PreK Fall Checkpoint Due Date: 10/23/26	K-8 ACCESS 1/13/27 - 3/2/27	PreK TSG Spring Checkpoint Window: 2/15/26- 6/10/27 PreK Spring Checkpoint Due Date: 6/10/27

Kinder- KIDS Observational Window: 8/24/26 - 10/21/26		3-8th Grade IAR Online: 3/1/27 - 4/16/27 Paper: 3/1/27 - 4/2/27
Kinder- KIDS Score Entry Window: 11/2/26 - 11/23/26	Seal of Biliteracy TBD	
PreACT Exam (8th Grade ONLY) 10/7/2026		5th and 8th ISA 3/1/27 - 4/30/27
K-8 EL SCREENERS 8/24/26 - 9/30/26		Algebra Exit Exam (8th grade ONLY) Testing Window: 5/18/27-5/20/27 & 5/25/27-5/26/27

STRANDED STUDENTS AT SCHOOL

If, after school, a parent/guardian or person on the student's emergency contact form does not pick up a student who cannot travel home independently, the following steps should be taken:

1. The Principal or the Principal's designee, who must be a member of the professional educational staff of the school building, will remain with the student until the student is picked up by a parent, guardian, or emergency contact OR until a police officer or Department of Family Services Division of Child Protection Investigator (CPI) takes protective custody of the student.

2. School staff shall call the parent or guardian who usually picks up the student. If that person cannot be reached, staff should leave a voice message, if possible, stating, "If the parent, guardian, or emergency contact does not come to the school to pick up the child by 4:00 pm, the school will be obligated to call the Chicago Police Department and the Department of Child and Family Services Hotline to report child neglect." Staff should leave the voice message with all emergency contacts.

3. If by 4:00 pm the parent, guardian, or emergency contact has not been reached and/or no one has come to pick up the student, school staff shall call: a. DCFS Hotline at 1-800-25-ABUSE (252-2873) to report child neglect and b. CPS Student

Safety Center at 773-553-3335 to explain that a student is stranded and to provide the student's emergency information.

4. The CPS Student Safety Center shall:
   a. Continue to attempt to locate the parent, guardian, or emergency contact;
   b. Arrange for the Chicago department of Family and Support Service to provide transportation if the parent, guardian or emergency contact requires assistance to get to school.
   c. As a last resort, call 911 to ask the police to come to the school to take protective custody of the student;
   d. If the police decline to come to the school, advise the Principal or his/her designee that they may transport the student to the local police station, and ask to speak to the Desk Sergeant.

STUDENT FEES

Student fees for the 2026-2027 school year are $50.00 per student in grades K-5 and $55.00 for students in Grade 6-8 as approved by the Local School Council. All fees go back to provide student services and defray student costs. The student fee is essential to help support the daily operation of the school. It is important for school families to understand the need to pay the student activity fee. Failure to pay school fees by **September 3, 2026** will result in the following restrictions taking affect:

1. Higher fees for buses on field trips
2. Inability to participate in extracurricular activities
3. Inability to participate in FriYAY and School-wide celebrations.

All student fees, including instructional, field trips, graduation and technology, must be paid through the ASPEN Parent Portal. If you need access to your Parent Portal account, please send AP Hernandez an email at ddiaz3@cps.edu.

STUDENT ILLNESS AND ACCIDENTS AT SCHOOL

If a child becomes ill or suffers an injury during the school day, students will be assessed by the school nurse. The nurse will notify the student's parents. It is necessary to have all available emergency information on file in case no one can be contacted at home. In a serious emergency, if parents, guardians or emergency contacts cannot be reached, 911 will be called to assist. Children frequently come to school not feeling well and arrangements have to be made for them to go home. **If a child is sick in the morning, the school expects the student to remain home for the day.**

SCHOOL TELEPHONE USE

The school telephone is installed for official business ONLY. Students may use the school phone only in an emergency, and only with the permission of the teacher AND office personnel. The school clerk may take a message and deliver it to the proper person. The office personnel will handle emergency calls.

TECHNOLOGY

Durkin Park School provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in our school by facilitating resource sharing, innovation, and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right.

With access to computers and people all over the world comes the potential availability of material that may not be considered to be of educational value in the context of the school setting. Durkin Park School firmly believes that the value of information, interaction, and research capabilities available outweighs the possibility that users may obtain material that is not consistent with the educational goals of the school.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. **Students who damage school-issued technology devices will be charged a $150 fee. Until this fee is paid, the student will be unable to participate in extracurricular activities, field trips, performances and celebrations**. Parents/guardians will be expected to read, sign, return, and adhere to the Chicago Public Schools Internet Acceptable Use Policy and Chicago Public Schools Student Code of Conduct.

TEXTBOOKS

School books will be issued to students at the beginning of the school year. The books are the property of the school and must be returned in the same condition they were issued. Care of schoolbooks and property is to be exercised at all times. If any book is lost, damaged or defaced, the students must pay the cost of the new textbook. Fees for damaged books will be prorated based on the age of the text.

UNIFORMS

Part of a student's growth process is learning to dress appropriately; therefore, cleanliness and proper grooming are expected of each student. The complete uniform is to be worn to

school by all students in Grades K-8.

The school uniform consists of a gray collared shirt/polo shirt, black bottoms and appropriate footwear. Students will only be allowed to wear P.E. uniforms on gym days. Students may not wear hooded sweatshirts, hats, headgear or clothing emblazoned with insignia of any kind. **Non approved Durkin Park school gear- such as homemade Durkin Park clothing and clothing purchased from online stores with the school logo or name is prohibited.**

Students not in uniform will be issued the following infractions-

- 1st infraction, verbal warning and note home to be signed.
- 2nd infraction, alternative lunch and recess.
- 3rd infraction, after school community service and mandatory parent conference.

Throughout the school year, students have opportunities to come to school in non-uniform clothing. On these days if a student chooses not to participate, he/she will be required to wear the school uniform. Skin should only be exposed from the elbows to fingertips, knee to ankle and neck to top of the head. Mrs. Calderon accepts donations of gently used school uniforms.

UNIFORM POLICY GRADES K-8

- **Shirts** – Gray uniform polo shirt with a collar (**NO LOGOS**). Shirts must be long enough to be tucked in.
- **Bottoms**– Black pants, jeans, skirts (must be knee length), or shorts (must be knee length). **Bicycle shorts are not permitted.**
- **Sweaters** – Durkin Park School sweatshirt or Durkin Park jacket.
- **Gym Days Only** – Durkin Park P.E. T-Shirt, sweatpants or shorts and sneakers.
- **Headcovering** - Culturally, medically, or religiously appropriate head coverings are permitted.

All clothing must fit APPROPRIATELY.

Not Permitted (A Community Buy Back Referral WILL BE ISSUED)

- **Tank tops and/or spaghetti strap tops.**
- **Midriff and/or cutoff shirts that expose the belly button.**
- **Hoodies**
- **Hats**
- **Clothing that is transparent.**
- **Non approved Durkin Park school gear- such as homemade Durkin Park clothing and school clothing purchased from online stores.**
- **Footwear- Crocs, Slides, Flip Flops**

VACATION

Vacations should be scheduled around school non attendance dates. **The CPS calendar has been provided with the student non-attendance dates.** Students will have limited opportunities to make up work during extended vacation dates. You can view the CPS 2026-2027 calendar here.

Student absences during personal vacations will NOT be excused and may affect their academic and attendance performance.

VOLUNTEERS

Every school year, parents and students interested in volunteering or chaperoning for a field trip must complete the CPS Volunteers application online HERE. Once the application is complete, **applicants must provide a copy of their ID to the school office for verification and administrator approval.**

- Applicants must complete the required CPS Volunteer online training to be approved.
- **Applicants MUST be approved before they can be considered as a chaperone for any field trip, school event, or school assistance.**
- **Being an approved volunteer does not guarantee that a parent will be selected as a chaperone.**

END OF HANDBOOK

This handbook has been prepared by Durkin Park's administration. Should you have any questions or concerns regarding the information provided here please contact us at durkinparkes@cps.edu.

Appendix A

Grading Policy By Grade-Level

Kindergarten Grading Policy

Target Audience: Grade-Level Teacher Teams, Department Chairs, & Instructional Leadership
Purpose: To establish a shared, equitable, transparent, and standards-aligned grade-level grading policy in accordance with Chicago Public Schools (CPS) guidelines and the CTU/CPS collective bargaining agreement.

Grade Level / Department	Team Lead	Participating Teachers	Academic School Year
Kindergarten	Cotter	Weissenhofer Piñeiros Ganzer	2026–2027

1. Foundational Context & Core Principles

In accordance with the collective bargaining agreement between the CTU and CPS, joint professional standards and guidelines dictate that teachers' grading practices must be published at the beginning of each course and remain clear to all stakeholders . Grading serves as critical feedback on student academic achievement and provides a fair, honest indication of student mastery at a given point in time .

Shared Grading Principles

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Equity	Promote fairness and ensure all students have equitable opportunities to demonstrate progress .	Our team ensures equitable grading by assessing clear academic standards through transparent rubrics, flexible assessment formats, separation of practice from final grades, and opportunities for retakes
Consistency	Apply expectations consistently across classrooms to ensure clarity and fairness .	Our team ensures consistent, fair expectations across classrooms by using unified learning rubrics, shared behavioral guidelines, and joint grading alignment sessions.
Transparency	Clearly communicate grading guidelines to teachers, students, and families .	Our team maintains clear communication by publishing accessible grading policies, sharing student-friendly rubrics before assignments begin, and providing ongoing updates through parent-teacher portals.
Ownership	Encourage student reflection and active	Our team fosters student

Principle	CPS Guideline Definition	Grade-Level Team Commitment
	roles in their academic growth .	ownership by guiding self-assessment against clear goals, engaging students in progress tracking, and involving them in goal-setting and student-led conferences.
Success Alignment	Accurately reflect learning to support promotion and postsecondary goals .	Our team supports promotion and postsecondary goals by providing accurate, standards-aligned grades that reflect true academic readiness and pinpoint exact areas for future growth.

2. Gradebook Setup & Entry Frequency Requirements

ASPEN System Configuration Rules

- **Average Mode:** All ASPEN gradebooks must set average mode to *Category Total Points* .
    - **No Percentages Conversion:** Individual assignments are NOT converted to percentages prior to calculation .
    - **Points Calculation:** Within each category, earned points are summed and divided by total possible points to generate the category average .
    - **Term Average:** Category averages are multiplied by assigned category weights and summed to compute the term average .

Frequency & Volume Standards

- **Weekly Grade Entry:** Grades must be entered into ASPEN weekly to ensure parents and students can review progress in time for academic recovery before grading periods close .
- **Short-Week Exception:** In the event of short weeks (3 or fewer instructional days), teachers may enter grades during the following week .
- **Minimum Grade Volume:** Every category must contain a sufficient number of grades—a minimum of **5 grades per category** per grading period .
- **Special Subjects / K-5 Schedule:** Non-departmentalized K-5 Science and Social Studies, as well as Elementary Non-Core subjects (Art, Music, PE, Health, STEAM Lab, Library, Computer), enter grades every two weeks due to instructional minute structures .

Team Workspace: Gradebook Structure Agreement

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
ELA: -Reading/Skyline -Fundations -Writing (fundations/Skyline) -iReady MyPath	Weekly	20 student work samples (assignments, teacher observation, project rubrics)
Mathematics -iReady curriculum -iReady MyPath	Weekly	20 student work samples (assignments, teacher observation, project rubrics)

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
Science / Social Studies -Amplify/Skyline –Skyline	Bi-weekly / Weekly	5 student work samples per subject. (assignments, teacher observation, project rubrics)

3. Balanced Assessment System, Categories, & Weighting

A balanced assessment system measures the depth and breadth of student learning to produce actionable instructional data . Gradebook categories must separately capture formative and summative assessment types .

Assessment Types Framework

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Formative Assessments	Frequent checks used to inform instructional decisions, monitor ongoing progress, and adjust pacing .	• Exit Tickets (quick end-of-lesson checks) • Do Nows (prior knowledge checks) • Structured Discussions & Questioning • Low-Stakes Quizzes • Work Samples, Journals & Problem Solving • Small Group Performance Observations
Summative Assessments	Evaluations that demonstrate cumulative mastery of final unit	• Unit & Module Tests • Final Comprehensive Exams • Research Projects &

Category Type	CPS Purpose & Definition	Approved Assessment Examples
	knowledge, concepts, and skills .	Performance Tasks • Student Portfolios • Periodic Benchmark Assessments

Weight Distribution Rules

- **Task Complexity:** Category weights must logically reflect the complexity, significance, and cognitive demand of tasks .
- **Homework & Participation Constraint:** Homework and participation must *NOT* individually account for the majority of a summative grade .
- **IEP Accommodations:** For students with significant cognitive disabilities, grades may derive directly from specific IEP objectives .
- **Recovery Mandate:** To encourage continuous success, policies must provide students opportunities to recover and improve grades .

Team Workspace: Category & Weight Agreement

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment

4. Standards Alignment & Evaluation Criteria

Standards-Based Alignment Principles

- **CCSS & Objective Direct Link:** Grades must directly align with Common Core State Standards (CCSS) and explicit classroom objectives, seamlessly linking daily instruction, assessments, and final grades .
- **Communicated Criteria:** All assignment expectations and evaluation criteria must be communicated to students in advance to measure actual learning goals rather than behavioral compliance .
- **Varying Cognitive Complexity:** Tasks and assessments must incorporate varying levels of text and task complexity (Depth of Knowledge) so grades evaluate conceptual understanding over rote memorization .
- **Participation Standards:** Participation grades must be tied to explicit rubrics based on CCSS Speaking & Listening Standards (or subject performance standards for non-core disciplines) .

Team Workspace: Rubric & Criteria Planning

Instructional Area	Target Standard / Benchmark	Assessment Criteria / Rubric Outline

5. Attendance, Make-Up Work, & Student Recovery Policy

Attendance & Support Guidelines

As required by CPS Attendance Policy, each school and grade-level team must establish and publish a clear make-up work policy at the beginning of the school year . The policy must be fair, equitable, and considerate of circumstances faced by students and families, including academic and SEL support for extended absences (such as those due to the presence of federal agents) .

Make-Up Work Rules

- **Accessibility System:** Maintain an accessible distribution system for missed assignments (e.g., "While You Were Out" binder, class website, or Google Classroom) .
- **Major Task Prioritization:** Prioritize major tests and projects for make-up with clearly defined timelines .
- **Standard Timeframe Rule:** Students are granted **two (2) days** to make up missed work for each class day absent .
- **Pre-Existing Deadlines:** Assignments assigned prior to an absence and due during an excused absence must be submitted on the student's first day back .
- **Performance / Event Absences:** Students with excused absences during performance or event days must be provided alternative assessments of equal rigor (e.g., research paper, recorded solo, or written critique) with *no academic penalties* .
- **Timely Gradebook Updates:** Teachers must grade and enter submitted make-up

work into ASPEN in a timely manner .

Team Workspace: Student Recovery & Re-Assessment Policy

Policy Area	Grade-Level Team Agreement Details
Make-Up Work Access System	See school policy.
Re-Assessment / Retake Criteria	Students are eligible for re-assessment by completing all practice work and a brief relearning activity within two weeks of receiving their original score, with the higher grade replacing the initial mark to accurately reflect final mastery.
Alternative Assessment Options for Performances	Students can demonstrate mastery through flexible assessment options tailored to their communication strengths, such as a one-on-one verbal conference or oral explanation for students who express ideas better aloud, or a visual diagram or portfolio presentation ensuring core standards are fully met without relying on written tasks.

6. Stakeholder Communication & Final Review

Once finalized, this grade-level policy must be published to students, families, and school administration prior to the start of instruction .

Action Item	Responsible Person(s)	Target Completion Date	Status
Complete Grade-Level Agreements in Template	Cotter	8.21.26	Not Started
Configure ASPEN			

Action Item	Responsible Person(s)	Target Completion Date	Status
Gradebooks to Category Total Points			
Schedule time with school administration to review grading policy	Beavers	8.21.26	Not Started
Publish Syllabus & Grading Policy to Families	Beavers	8.21.26	Not Started

1st and 2nd Grade Grading Policy

Target Audience: Grade-Level Teacher Teams, Department Chairs, & Instructional Leadership
Purpose: To establish a shared, equitable, transparent, and standards-aligned grade-level grading policy in accordance with Chicago Public Schools (CPS) guidelines and the

CTU/CPS collective bargaining agreement.

Grade Level / Department	Team Lead	Participating Teachers	Academic School Year
1st and 2nd Grade	Diaz / Laciura	Myren, Cranley, Diaz, Mariscal, Villasenor, Laciura	2026–2027

1. Foundational Context & Core Principles

In accordance with the collective bargaining agreement between the CTU and CPS, joint professional standards and guidelines dictate that teachers' grading practices must be published at the beginning of each course and remain clear to all stakeholders . Grading serves as critical feedback on student academic achievement and provides a fair, honest indication of student mastery at a given point in time .

Shared Grading Principles

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Equity	Promote fairness and ensure all students have equitable opportunities to demonstrate progress .	Grade levels will work together to determine which assignments will be graded and establish a criteria for grading.
Consistency	Apply expectations consistently across classrooms to ensure clarity and fairness .	Grade levels will use common prep time to consult one another to provide clarity and consistency with grading.
Transparency	Clearly communicate grading guidelines	Use of common rubrics and or grading templates (ex:

Principle	CPS Guideline Definition	Grade-Level Team Commitment
	to teachers, students, and families .	iReady math answer key).
Ownership	Encourage student reflection and active roles in their academic growth .	Graded student work will be returned in a timely manner.
Success Alignment	Accurately reflect learning to support promotion and postsecondary goals .	Graded assignments are aligned with the lesson objective/standard.

2. Gradebook Setup & Entry Frequency Requirements

ASPEN System Configuration Rules

- **Average Mode:** All ASPEN gradebooks must set average mode to *Category Total Points* .
    - **No Percentages Conversion:** Individual assignments are NOT converted to percentages prior to calculation .
    - **Points Calculation:** Within each category, earned points are summed and divided by total possible points to generate the category average .
    - **Term Average:** Category averages are multiplied by assigned category weights and summed to compute the term average .

Frequency & Volume Standards

- **Weekly Grade Entry:** Grades must be entered into ASPEN weekly to ensure parents and students can review progress in time for academic recovery before grading periods close .
- **Short-Week Exception:** In the event of short weeks (3 or fewer instructional days), teachers may enter grades during the following week .

- **Minimum Grade Volume:** Every category must contain a sufficient number of grades—a minimum of **5 grades per category** per grading period .
- **Special Subjects / K-5 Schedule:** Non-departmentalized K-5 Science and Social Studies, as well as Elementary Non-Core subjects (Art, Music, PE, Health, STEAM Lab, Library, Computer), enter grades every two weeks due to instructional minute structures .

Team Workspace: Gradebook Structure Agreement

Grade	Team/Subject	Grade Frequency	Entry by Wk 5	Entry by Wk 10
1st/2nd	Reading	1 per week	10	20
	Writing	1 per week	5	10
	Math	1 per week	10	20
	Science, Social Science	1 per week	5 per subject	10 per subject
	Listening and Speaking	2 per quarter	1	2

3. Balanced Assessment System, Categories, & Weighting

A balanced assessment system measures the depth and breadth of student learning to produce actionable instructional data . Gradebook categories must separately capture formative and summative assessment types .

Assessment Types Framework

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Formative Assessments	Frequent checks used to inform instructional decisions, monitor ongoing progress, and adjust pacing .	• Exit Tickets (quick end-of-lesson checks) • Do Nows (prior knowledge checks) • Structured Discussions & Questioning

Category Type	CPS Purpose & Definition	Approved Assessment Examples
		• Low-Stakes Quizzes • Work Samples, Journals & Problem Solving • Small Group Performance Observations
Summative Assessments	Evaluations that demonstrate cumulative mastery of final unit knowledge, concepts, and skills .	• Unit & Module Tests • Final Comprehensive Exams • Research Projects & Performance Tasks • Student Portfolios • Periodic Benchmark Assessments

Weight Distribution Rules

- **Task Complexity:** Category weights must logically reflect the complexity, significance, and cognitive demand of tasks .
- **Homework & Participation Constraint:** Homework and participation must *NOT* individually account for the majority of a summative grade .
- **IEP Accommodations:** For students with significant cognitive disabilities, grades may derive directly from specific IEP objectives .
- **Recovery Mandate:** To encourage continuous success, policies must provide students opportunities to recover and improve grades .

Team Workspace: Category & Weight Agreement

Category Weights and Grade -Math/Reading		
Category	**Weight**	**Examples**
Classwork	50%	exit tickets, workbook pages/worksheets, graphic organizers, reader's response,
Assessments	40%	end of chapter assessments, benchmark assessments,
Participation	5%	discussion participation

Homework	5%	homework

Category Weights and Grade -Science/Social Science/Writing		
Category	**Weight**	**Examples**
Classwork	50%	exit ticket, graphic organizers, workbook pages, rough drafts in writing
Assessments	40%	end of chapter assessments, benchmark assessments, final drafts
Participation	10%	discussion participation

Category Weights and Grade -Listening/Speaking		
Category	**Weight**	**Examples**
Participation	100%	general class participation

4. Standards Alignment & Evaluation Criteria

Standards-Based Alignment Principles

- **CCSS & Objective Direct Link:** Grades must directly align with Common Core State Standards (CCSS) and explicit classroom objectives, seamlessly linking daily instruction, assessments, and final grades .
- **Communicated Criteria:** All assignment expectations and evaluation criteria must be communicated to students in advance to measure actual learning goals rather than behavioral compliance .
- **Varying Cognitive Complexity:** Tasks and assessments must incorporate varying levels of text and task complexity (Depth of Knowledge) so grades evaluate conceptual understanding over rote memorization .
- **Participation Standards:** Participation grades must be tied to explicit rubrics based on CCSS Speaking & Listening Standards (or subject performance standards for non-core disciplines) .

Team Workspace: Rubric & Criteria Planning

Instructional Area	Target Standard / Benchmark	Assessment Criteria / Rubric Outline
Academic Discussions / Participation	CCSS Speaking & Listening (SL.1)	[Insert criteria: Preparedness, evidence-based dialogue, active listening]
Written Response / Problem Solving	[Insert Grade Level CCSS Standard]	[Insert criteria: Standard-based rubric levels 1-4]

5. Attendance, Make-Up Work, & Student Recovery Policy

Attendance & Support Guidelines

As required by CPS Attendance Policy, each school and grade-level team must establish and publish a clear make-up work policy at the beginning of the school year . The policy must be fair, equitable, and considerate of circumstances faced by students and families, including academic and SEL support for extended absences (such as those due to the presence of federal agents) .

Make-Up Work Rules

- **Accessibility System:** Maintain an accessible distribution system for missed assignments (e.g., "While You Were Out" binder, class website, or Google Classroom) .
- **Major Task Prioritization:** Prioritize major tests and projects for make-up with clearly defined timelines .
- **Standard Timeframe Rule:** Students are granted **two (2) days** to make up missed work for each class day absent .
- **Pre-Existing Deadlines:** Assignments assigned prior to an absence and due during an excused absence must be submitted on the student's first day back .

- **Performance / Event Absences:** Students with excused absences during performance or event days must be provided alternative assessments of equal rigor (e.g., research paper, recorded solo, or written critique) with *no academic penalties* .
- **Timely Gradebook Updates:** Teachers must grade and enter submitted make-up work into ASPEN in a timely manner .

Team Workspace: Student Recovery & Re-Assessment Policy

Policy Area	Grade-Level Team Agreement Details
Make-Up Work Access System	See school policy.
Re-Assessment / Retake Criteria	Re-assessment made available for extenuating circumstances and evaluated on a case by case basis.
Alternative Assessment Options for Performances	Students with IEP or EL accommodations may be presented with alternative assessment options in consultation with the special education provider.

6. Stakeholder Communication & Final Review

Once finalized, this grade-level policy must be published to students, families, and school administration prior to the start of instruction .

Action Item	Responsible Person(s)	Target Completion Date	Status
Complete Grade-Level Agreements in Template	Classroom Teachers	8/20	Complete
Configure ASPEN Gradebooks to	Classroom Teachers	8/20	Started

Action Item	Responsible Person(s)	Target Completion Date	Status
Category Total Points			
Schedule time with school administration to review grading policy	ILT Lead	8/18	Submitted
Publish Syllabus & Grading Policy to Families	Classroom Teachers	Back to School Night	Not Started

3rd Grade Grading Policy

Target Audience: Grade-Level Teacher Teams, Department Chairs, & Instructional Leadership

Purpose: To establish a shared, equitable, transparent, and standards-aligned grade-level grading policy in accordance with Chicago Public Schools (CPS) guidelines and the CTU/CPS collective bargaining agreement.

Grade Level / Department	Team Lead	Participating Teachers	Academic School Year
3rd Grade Language arts	Nora Balcazar	Silvia Tejeda Jennyfer Torres Figueroa Sarah Knight	2026–2027

1. Foundational Context & Core Principles

In accordance with the collective bargaining agreement between the CTU and CPS, joint professional standards and guidelines dictate that teachers' grading practices must be published at the beginning of each course and remain clear to all stakeholders . Grading serves as critical feedback on student academic achievement and provides a fair, honest indication of student mastery at a given point in time .

Shared Grading Principles

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Equity	Promote fairness and ensure all students have equitable opportunities to demonstrate progress .	• Guidelines for EL, Diverse Learners, IEP, and /504 s\will be followed. • All teachers will use the same value for assignment grading.
Consistency	Apply expectations consistently across classrooms to ensure clarity and	• All students will receive the same

Principle	CPS Guideline Definition	Grade-Level Team Commitment
	fairness .	number of grades per subject/category.
Transparency	Clearly communicate grading guidelines to teachers, students, and families .	• Families will be informed on grading guidelines during the Parent meeting at the beginning of the year. • Guidelines will also be posted on Google Classroom for parents to access as needed.
Ownership	Encourage student reflection and active roles in their academic growth .	• Students will record their weekly quiz grades in their agendas.
Success Alignment	Accurately reflect learning to support promotion and postsecondary goals.	• Students will be graded on skills mastered, not on the number of completed assignments.

2. Gradebook Setup & Entry Frequency

Requirements

ASPEN System Configuration Rules

- **Average Mode:** All ASPEN gradebooks must set average mode to *Category Total Points* .
    - **No Percentages Conversion:** Individual assignments are NOT converted to percentages prior to calculation .
    - **Points Calculation:** Within each category, earned points are summed and divided by total possible points to generate the category average .
    - **Term Average:** Category averages are multiplied by assigned category weights and summed to compute the term average .

Frequency & Volume Standards

- **Weekly Grade Entry:** Grades must be entered into ASPEN weekly to ensure parents and students can review progress in time for academic recovery before grading periods close.
- **Short-Week Exception:** In the event of short weeks (3 or fewer instructional days), teachers may enter grades during the following week.
- **Minimum Grade Volume:** Every category must contain a sufficient number of grades—a minimum of **5 grades per category** per grading period.
- **Special Subjects / K-5 Schedule:** Non-departmentalized K-5 Science and Social Studies, as well as Elementary Non-Core subjects (Art, Music, PE, Health, STEAM Lab, Library, Computer), enter grades every two weeks due to instructional minute structures.

Team Workspace: Gradebook Structure Agreement

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
ELA / Reading	Weekly (Every Friday)	Formative, 5 Summative 5

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
Mathematics	Weekly (Every Friday)	Formative, 5 Summative 5
Science	Bi-weekly / Weekly	Formative, 5 Summative 5
Social Studies	Bi-weekly / Weekly	Formative, 5 Summative 5

3. Balanced Assessment System, Categories, & Weighting

A balanced assessment system measures the depth and breadth of student learning to produce actionable instructional data. Gradebook categories must separately capture formative and summative assessment types.

Assessment Types Framework

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Formative Assessments	Frequent checks used to inform instructional decisions, monitor ongoing progress, and adjust pacing.	• Exit Tickets (quick end-of-lesson checks) • Do Nows (prior knowledge checks) • Structured Discussions & Questioning • Low-Stakes Quizzes • Work Samples, Journals & Problem Solving • Small Group Performance Observations

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Summative Assessments	Evaluations that demonstrate cumulative mastery of final unit knowledge, concepts, and skills .	• Unit & Module Tests • Final Comprehensive Exams • Research Projects & Performance Tasks • Student Portfolios • Periodic Benchmark Assessments

Weight Distribution Rules

- **Task Complexity:** Category weights must logically reflect the complexity, significance, and cognitive demand of tasks.
- **Homework & Participation Constraint:** Homework and participation must *NOT* individually account for the majority of a summative grade.
- **IEP Accommodations:** For students with significant cognitive disabilities, grades may derive directly from specific IEP objectives.
- **Recovery Mandate:** To encourage continuous success, policies must provide students opportunities to recover and improve grades.

Team Workspace: Category & Weight Agreement

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment
ELA Assignments	Formative	50%	Classwork
ELA Homework	Formative	10%	Homework
ELA Assessment	Formative/Summative	40%	End of Unit, Skill Assessments.
Math Assignments	Formative	40%	Classwork
Math Homework	Formative	10%	Homework

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment
Math Quizzes Math Exams	Formative Summative	20% 30%	Skill Assessments Unit Tests
Science Assignments Science Assessments	Formative Summative	60% 40%	Inquiry Journal/classwork Skill Assessments, Unit Tests
Social Studies Assignments Social Studies Assessments	Formative Summative	60% 40%	Classwork Skill Assessments

4. Standards Alignment & Evaluation Criteria

Standards-Based Alignment Principles

- **CCSS & Objective Direct Link:** Grades must directly align with Common Core State Standards (CCSS) and explicit classroom objectives, seamlessly linking daily instruction, assessments, and final grades .
- **Communicated Criteria:** All assignment expectations and evaluation criteria must be communicated to students in advance to measure actual learning goals rather than behavioral compliance .
- **Varying Cognitive Complexity:** Tasks and assessments must incorporate varying levels of text and task complexity (Depth of Knowledge) so grades evaluate conceptual understanding over rote memorization .
- **Participation Standards:** Participation grades must be tied to explicit rubrics based on CCSS Speaking & Listening Standards (or subject performance standards for non-core disciplines) .

Team Workspace: Rubric & Criteria Planning

Instructional Area	Target Standard / Benchmark	Assessment Criteria / Rubric Outline
Academic Discussions / Participation	CCSS Speaking & Listening (SL.1)	Discourse cards Accountable talk Preparedness Active Listening
Written Response / Problem Solving	Writing Process (W.4–W.5) Grammar & Usage (L.3.1)	Grammar Structure Punctuation Coherence

5. Attendance, Make-Up Work, & Student Recovery Policy

Attendance & Support Guidelines

As required by CPS Attendance Policy, each school and grade-level team must establish and publish a clear make-up work policy at the beginning of the school year . The policy must be fair, equitable, and considerate of circumstances faced by students and families, including academic and SEL support for extended absences (such as those due to the presence of federal agents) .

Make-Up Work Rules

- **Accessibility System:** Maintain an accessible distribution system for missed assignments (e.g., "While You Were Out" binder, class website, or Google Classroom) .
- **Major Task Prioritization:** Prioritize major tests and projects for make-up with clearly defined timelines .

- **Standard Timeframe Rule:** Students are granted **two (2) days** to make up missed work for each class day absent .
- **Pre-Existing Deadlines:** Assignments assigned prior to an absence and due during an excused absence must be submitted on the student's first day back .
- **Performance / Event Absences:** Students with excused absences during performance or event days must be provided alternative assessments of equal rigor (e.g., research paper, recorded solo, or written critique) with *no academic penalties* .
- **Timely Gradebook Updates:** Teachers must grade and enter submitted make-up work into ASPEN in a timely manner .

Team Workspace: Student Recovery & Re-Assessment Policy

Policy Area	Grade-Level Team Agreement Details
Make-Up Work Access System	See school policy.
Re-Assessment / Retake Criteria	Students may retake assessments if they missed the original date due to illness or unforeseen circumstances, or if they are actively working hard and require extra support to master the material.
Alternative Assessment Options for Performances	Present the information out loud to the teacher during recess or independent work time if writing it down is difficult.

6. Stakeholder Communication & Final Review

Once finalized, this grade-level policy must be published to students, families, and school administration prior to the start of instruction .

Action Item	Responsible Person(s)	Target Completion Date	Status
Complete	3rd grade teachers	8/28/26	In process

Action Item	Responsible Person(s)	Target Completion Date	Status
Grade-Level Agreements in Template			In progress
Configure ASPEN Gradebooks to Category Total Points	Silvia Tejeda Jennyfer Torres Figueroa Sarah Knight Nora Balcazar Abby Hogan	8/20/26	Completed
Schedule time with school administration to review grading policy	Silvia Tejeda Jennyfer Torres Figueroa Sarah Knight Nora Balcazar Abby Hogan	8/21/26	Completed
Publish Grading Policy to Families	Silvia Tejeda Jennyfer Torres Figueroa Sarah Knight Nora Balcazar Abby Hogan	Parent Night TBA Google Classroom 8/28/26 Talking Points 8/28/26	In Progress In Progress In Progress

4th Grade Grading Policy

Target Audience: Grade-Level Teacher Teams, Department Chairs, & Instructional Leadership
Purpose: To establish a shared, equitable, transparent, and standards-aligned grade-level grading policy in accordance with Chicago Public Schools (CPS) guidelines and the CTU/CPS collective bargaining agreement.

Grade Level / Department	Team Lead	Participating Teachers	Academic School Year
[4th grade]	[Ramsden]	[Ramsden/Allen/Santellano]	2026–2027

1. Foundational Context & Core Principles

In accordance with the collective bargaining agreement between the CTU and CPS, joint professional standards and guidelines dictate that teachers' grading practices must be published at the beginning of each course and remain clear to all stakeholders . Grading serves as critical feedback on student academic achievement and provides a fair, honest indication of student mastery at a given point in time .

Shared Grading Principles

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Equity	Promote fairness and ensure all students have equitable opportunities to demonstrate progress .	[Collaborative response: How will our team ensure equitable grading?] We will be assessing them according to the grade level standards,

Principle	CPS Guideline Definition	Grade-Level Team Commitment
		and balancing grading categories. We will develop structures and opportunities for students to make up work or redo assignments.
Consistency	Apply expectations consistently across classrooms to ensure clarity and fairness .	[Collaborative response: What common expectations will we maintain?] Teachers will communicate deadlines to students, expectations of assignment completion and identical category allocation.
Transparency	Clearly communicate grading guidelines to teachers, students, and families .	[Collaborative response: How and when will guidelines be published?] During our parent night, we will discuss grading policies and allow parents to ask questions. Week 1, homerooms will go over our expectations.
Ownership	Encourage student reflection and active roles in their academic growth .	[Collaborative response: How will students track their progress?]

Principle	CPS Guideline Definition	Grade-Level Team Commitment
		Students will be using their agendas to track their homework and assignments. Our goal will be for them to have a biweekly grade tracking log.
Success Alignment	Accurately reflect learning to support promotion and postsecondary goals .	[Collaborative response: How do our grades reflect standard mastery?] By understanding the standard and tracking their grading data they will be able to see in real time if they reached mastery of not.

2. Gradebook Setup & Entry Frequency Requirements

ASPEN System Configuration Rules

- **Average Mode:** All ASPEN gradebooks must set average mode to *Category Total Points* .
    - **No Percentages Conversion:** Individual assignments are NOT converted to percentages prior to calculation .
    - **Points Calculation:** Within each category, earned points are summed and divided by total possible points to generate the category average .
    - **Term Average:** Category averages are multiplied by assigned category weights and summed to compute the term average .

Frequency & Volume Standards

- **Weekly Grade Entry:** Grades must be entered into ASPEN weekly to ensure parents and students can review progress in time for academic recovery before grading periods close .
- **Short-Week Exception:** In the event of short weeks (3 or fewer instructional days), teachers may enter grades during the following week .
- **Minimum Grade Volume:** Every category must contain a sufficient number of grades—a minimum of **5 grades per category** per grading period .
- **Special Subjects / K-5 Schedule:** Non-departmentalized K-5 Science and Social Studies, as well as Elementary Non-Core subjects (Art, Music, PE, Health, STEAM Lab, Library, Computer), enter grades every two weeks due to instructional minute structures .

Team Workspace: Gradebook Structure Agreement

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
[ELA / Writing]	Weekly (Every Friday)	[10 Formative, 8 Summative]
[Mathematics]	Weekly (Every Friday)	[10 Formative, 8 Summative]
[Science / Social Studies]	Weekly	[8 Formative, 5 Summative, 5 participation]

3. Balanced Assessment System, Categories, & Weighting

A balanced assessment system measures the depth and breadth of student learning to

produce actionable instructional data . Gradebook categories must separately capture formative and summative assessment types .

Assessment Types Framework

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Formative Assessments	Frequent checks used to inform instructional decisions, monitor ongoing progress, and adjust pacing .	• Exit Tickets (quick end-of-lesson checks) • Do Nows (prior knowledge checks) • Structured Discussions & Questioning • Low-Stakes Quizzes • Work Samples, Journals & Problem Solving • Small Group Performance Observations
Summative Assessments	Evaluations that demonstrate cumulative mastery of final unit knowledge, concepts, and skills .	• Unit & Module Tests • Final Comprehensive Exams • Research Projects & Performance Tasks • Student Portfolios • Periodic Benchmark Assessments

Weight Distribution Rules

- **Task Complexity:** Category weights must logically reflect the complexity, significance, and cognitive demand of tasks .
- **Homework & Participation Constraint:** Homework and participation must *NOT* individually account for the majority of a summative grade .
- **IEP Accommodations:** For students with significant cognitive disabilities, grades may derive directly from specific IEP objectives .
- **Recovery Mandate:** To encourage continuous success, policies must provide students opportunities to recover and improve grades .

Team Workspace: Category & Weight Agreement

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment
[Summative Assessments]	Summative	[40%]	Unit tests, major projects, performance tasks.
[Formative Checks & Quizzes]	Formative	[40%]	Exit tickets, quizzes, journal entries.
[Classwork & Practice]	Formative	[20%]	Daily problem sets, collaborative discussions.

4. Standards Alignment & Evaluation Criteria

Standards-Based Alignment Principles

- **CCSS & Objective Direct Link:** Grades must directly align with Common Core State Standards (CCSS) and explicit classroom objectives, seamlessly linking daily instruction, assessments, and final grades .
- **Communicated Criteria:** All assignment expectations and evaluation criteria must be communicated to students in advance to measure actual learning goals rather than behavioral compliance .
- **Varying Cognitive Complexity:** Tasks and assessments must incorporate varying levels of text and task complexity (Depth of Knowledge) so grades evaluate conceptual understanding over rote memorization .
- **Participation Standards:** Participation grades must be tied to explicit rubrics based on CCSS Speaking & Listening Standards (or subject performance standards for non-core disciplines) .

Team Workspace: Rubric & Criteria Planning

Instructional Area	Target Standard / Benchmark	Assessment Criteria / Rubric Outline
Academic Discussions / Participation	CCSS Speaking & Listening (SL.1)	[Insert criteria: Preparedness, evidence-based dialogue, active listening] ● Preparedness ● Follow agreed upon classroom discussions procedures ● Following classroom procedures

5. Attendance, Make-Up Work, & Student Recovery Policy

Attendance & Support Guidelines

As required by CPS Attendance Policy, each school and grade-level team must establish and publish a clear make-up work policy at the beginning of the school year . The policy must be fair, equitable, and considerate of circumstances faced by students and families, including academic and SEL support for extended absences (such as those due to the presence of federal agents) .

Make-Up Work Rules

- **Accessibility System:** Maintain an accessible distribution system for missed assignments (e.g., "While You Were Out" binder, class website, or Google Classroom) .
- **Major Task Prioritization:** Prioritize major tests and projects for make-up with

clearly defined timelines .

- **Standard Timeframe Rule:** Students are granted **two (2) days** to make up missed work for each class day absent .
- **Pre-Existing Deadlines:** Assignments assigned prior to an absence and due during an excused absence must be submitted on the student's first day back .
- **Performance / Event Absences:** Students with excused absences during performance or event days must be provided alternative assessments of equal rigor (e.g., research paper, recorded solo, or written critique) with *no academic penalties* .
- **Timely Gradebook Updates:** Teachers must grade and enter submitted make-up work into ASPEN in a timely manner .

Team Workspace: Student Recovery & Re-Assessment Policy

Policy Area	Grade-Level Team Agreement Details
Make-Up Work Access System	See school policy
Re-Assessment / Retake Criteria	[Insert details: Eligibility requirements, timeline for retakes, grade calculation method] If students earn a D or lower, they will be allowed to redo the assignment within the allotted make up window.
Alternative Assessment Options for Performances	[Insert details: Specific alternative tasks for missed major presentations/performances] Depending on student individual needs, assignments may be shortened, they will meet one on one small group reteaching or be given a slightly different version of the work that still measures the same skill or standards.

6. Stakeholder Communication & Final Review

Once finalized, this grade-level policy must be published to students, families, and school administration prior to the start of instruction .

Action Item	Responsible Person(s)	Target Completion Date	Status
Complete Grade-Level Agreements in Template	[Ramsden/Allen/Santellano]	8/21	Not Started
Configure ASPEN Gradebooks to Category Total Points	[Ramsden/Allen/Santellano]	8/21	Not Started
Schedule time with school administration to review grading policy	[Ramsden/Allen/Santellano]	8/21	Not Started
Publish Syllabus & Grading Policy to Families	Beavers	8/28	Not Started

5th Grade Grading Policy

Target Audience: Grade-Level Teacher Teams, Department Chairs, & Instructional Leadership
Purpose: To establish a shared, equitable, transparent, and standards-aligned grade-level grading policy in accordance with Chicago Public Schools (CPS) guidelines and the CTU/CPS collective bargaining agreement.

Grade Level / Department	Team Lead	Participating Teachers	Academic School Year
5th Grade Content: ELA, Math, Social Studies, & Science		Yesenia Carapia Manuel Cruz Mia Mendez Andrea Parkins Mary Cate Sauerwein	2026–2027

1. Foundational Context & Core Principles

In accordance with the collective bargaining agreement between the CTU and CPS, joint professional standards and guidelines dictate that teachers' grading practices must be published at the beginning of each course and remain clear to all stakeholders . Grading serves as critical feedback on student academic achievement and provides a fair, honest indication of student mastery at a given point in time .

Shared Grading Principles

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Equity	Promote fairness and ensure all students have equitable opportunities to demonstrate progress.	For project based assignments all students will have rubrics available and follow EL/DL accommodations as needed. Students will also be provided with study guides for tests to ensure readiness and expectations.
Consistency	Apply expectations consistently across classrooms to ensure clarity and	Across every category, teachers will enter at

Principle	CPS Guideline Definition	Grade-Level Team Commitment
	fairness.	least two grades each week.
Transparency	Clearly communicate grading guidelines to teachers, students, and families.	At the beginning of the academic year, guidelines will be formally distributed via introductory correspondence and maintained through ongoing digital transparency in ASPEN and Talking Points. The grade-level team will present the grading policy during the initial parent meeting in September, while instructional staff will ensure clear communication of these standards to all students during the first week of school.
Ownership	Encourage student reflection and active roles in their academic growth.	Students will be given time to check their grades during MTSS. On Fridays, off-track students will email themselves, their parents, and their teacher with any

Principle	CPS Guideline Definition	Grade-Level Team Commitment
		assignments that they are missing. Students will be able to complete makeup work per our makeup work policy and retake quizzes and tests on which they scored a D or lower.
Success Alignment	Accurately reflect learning to support promotion and postsecondary goals.	Student assignment and participation grades will remain at or above 50% to support promotion and postsecondary goals. If an assignment remains unsubmitted or a student declines the opportunity for a makeup, a score of 50% will be recorded or maintained. Summative assessments will be graded based on mastery. Opportunities for retakes will be given to students who received a D or an F. If a student takes the opportunity for

Principle	CPS Guideline Definition	Grade-Level Team Commitment
		a retake, the average score of the two assessments will be inputted into Aspen. Per our makeup work policy students will be given the opportunity to complete missed assignments. Homework and practice activities will carry minimal weight and serve as low-stakes formative feedback. Quizzes and tests will be more heavily weighted.

2. Gradebook Setup & Entry Frequency Requirements

ASPEN System Configuration Rules

- **Average Mode:** All ASPEN gradebooks must set average mode to *Category Total Points* .
    - **No Percentages Conversion:** Individual assignments are NOT converted to percentages prior to calculation .
    - **Points Calculation:** Within each category, earned points are summed and divided by total possible points to generate the category average .
    - **Term Average:** Category averages are multiplied by assigned category weights and summed to compute the term average .

Frequency & Volume Standards

- **Weekly Grade Entry:** Grades must be entered into ASPEN weekly to ensure parents and students can review progress in time for academic recovery before grading periods close .
- **Short-Week Exception:** In the event of short weeks (3 or fewer instructional days), teachers may enter grades during the following week .
- **Minimum Grade Volume:** Every category must contain a sufficient number of grades—a minimum of **5 grades per category** per grading period .
- **Special Subjects / K-5 Schedule:** Non-departmentalized K-5 Science and Social Studies, as well as Elementary Non-Core subjects (Art, Music, PE, Health, STEAM Lab, Library, Computer), enter grades every two weeks due to instructional minute structures .

Team Workspace: Gradebook Structure Agreement

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
ELA	Weekly (Every Friday)	15 grades by end of quarter (5 per/cat x 3 categories)
Math	Weekly (Every Friday)	15 grades by end of quarter (5 per/cat x 3 categories)
Science	Bi-weekly / Weekly	8-10 grades by the end of the quarter
Social Studies	Bi-weekly / Weekly	8-10 grades by the end of the quarter

3. Balanced Assessment System, Categories, & Weighting

A balanced assessment system measures the depth and breadth of student learning to produce actionable instructional data . Gradebook categories must separately capture formative and summative assessment types .

Assessment Types Framework

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Formative Assessments	Frequent checks used to inform instructional decisions, monitor ongoing progress, and adjust pacing .	• Exit Tickets (quick end-of-lesson checks) • Do Nows (prior knowledge checks) • Structured Discussions & Questioning • Low-Stakes Quizzes • Work Samples, Journals & Problem Solving • Small Group Performance Observations
Summative Assessments	Evaluations that demonstrate cumulative mastery of final unit knowledge, concepts, and skills .	• Unit & Module Tests • Final Comprehensive Exams • Research Projects & Performance Tasks • Student Portfolios • Periodic Benchmark Assessments

Weight Distribution Rules

- **Task Complexity:** Category weights must logically reflect the complexity, significance, and cognitive demand of tasks .
- **Homework & Participation Constraint:** Homework and participation must *NOT*

individually account for the majority of a summative grade .

- **IEP Accommodations:** For students with significant cognitive disabilities, grades may derive directly from specific IEP objectives .
- **Recovery Mandate:** To encourage continuous success, policies must provide students opportunities to recover and improve grades .

Team Workspace: Category & Weight Agreement

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment
Summative Assessments	Summative	45%	Lesson quizzes, Unit tests, projects, performance tasks, presentations, and essays.
[e.g., Formative Checks & Quizzes]	Formative	35%	Exit tickets, quizzes, in-class assignments, and journal entries.
[e.g., Classwork & Practice]	Participation	20%	iReady my path lessons in Math and Reading and Do Now's. Weekly rubric assessment of on-task behavior, class preparation, and accountable talk including vocabulary usage in Science and Social Studies.

4. Standards Alignment & Evaluation Criteria

Standards-Based Alignment Principles

- **CCSS & Objective Direct Link:** Grades must directly align with Common Core State Standards (CCSS) and explicit classroom objectives, seamlessly linking daily instruction, assessments, and final grades .
- **Communicated Criteria:** All assignment expectations and evaluation criteria must be communicated to students in advance to measure actual learning goals rather than behavioral compliance .
- **Varying Cognitive Complexity:** Tasks and assessments must incorporate varying levels of text and task complexity (Depth of Knowledge) so grades evaluate conceptual understanding over rote memorization .
- **Participation Standards:** Participation grades must be tied to explicit rubrics based on CCSS Speaking & Listening Standards (or subject performance standards for non-core disciplines) .

Team Workspace: Rubric & Criteria Planning

Instructional Area	Target Standard / Benchmark	Assessment Criteria / Rubric Outline
Academic Discussions / Participation	CCSS Speaking & Listening (SL.1)	The team is committed to using rubrics to grade listening and speaking across all 4 core classes based on preparedness, evidence-based dialogue, active listening, and overall participation in the activity.
Written Response / Problem Solving	Grade Level CCSS Standard	Rubrics will vary based on subject area and language standards.

5. Attendance, Make-Up Work, & Student Recovery Policy

Attendance & Support Guidelines

As required by CPS Attendance Policy, each school and grade-level team must establish and publish a clear make-up work policy at the beginning of the school year . The policy must be fair, equitable, and considerate of circumstances faced by students and families, including academic and SEL support for extended absences (such as those due to the presence of federal agents) .

Make-Up Work Rules

- **Accessibility System:** Maintain an accessible distribution system for missed assignments (e.g., "While You Were Out" binder, class website, or Google Classroom) .
- **Major Task Prioritization:** Prioritize major tests and projects for make-up with clearly defined timelines .
- **Standard Timeframe Rule:** Students are granted **two (2) days** to make up missed work for each class day absent .
- **Pre-Existing Deadlines:** Assignments assigned prior to an absence and due during an excused absence must be submitted on the student's first day back .
- **Performance / Event Absences:** Students with excused absences during performance or event days must be provided alternative assessments of equal rigor (e.g., research paper, recorded solo, or written critique) with *no academic penalties* .
- **Timely Gradebook Updates:** Teachers must grade and enter submitted make-up work into ASPEN in a timely manner .

Team Workspace: Student Recovery & Re-Assessment Policy

Policy Area	Grade-Level Team Agreement Details
Make-Up Work Access System	See school policy

Policy Area	Grade-Level Team Agreement Details
Re-Assessment / Retake Criteria	Assessments will be graded based on mastery. Opportunities for retakes will be given to students who received a D or an F on a quiz or test. If a student takes the opportunity for a retake, the average score of the two assessments will be inputted into Aspen. Teachers will be responsible for having students retake assessments within a week.
Alternative Assessment Options for Performances	Accommodations and modifications will be made based on the child's learning plan i.e. 504/IEP or as needed.

6. Stakeholder Communication & Final Review

Once finalized, this grade-level policy must be published to students, families, and school administration prior to the start of instruction .

Action Item	Responsible Person(s)	Target Completion Date	Status
Complete Grade-Level Agreements in Template	Yesenia Carapia Manuel Cruz Mia Mendez Andrea Parkins Mary Cate Sauerwein	8/20	Complete
Configure ASPEN Gradebooks to Category Total Points	Yesenia Carapia Manuel Cruz Mia Mendez Andrea Parkins Mary Cate Sauerwein	8/20	Complete
Schedule time with	Yesenia Carapia Manuel Cruz	8/20	Complete

Action Item	Responsible Person(s)	Target Completion Date	Status
school administration to review grading policy	Mia Mendez Andrea Parkins Mary Cate Sauerwein		
Publish Syllabus & Grading Policy to Families	Hernandez	8/28	Complete

6th-8th Grade Grading Policy

Target Audience: Grade-Level Teacher Teams, Department Chairs, & Instructional Leadership
Purpose: To establish a shared, equitable, transparent, and standards-aligned grade-level grading policy in accordance with Chicago Public Schools (CPS) guidelines and the CTU/CPS collective bargaining agreement.

Grade Level / Department	Team Lead	Participating Teachers	Academic School Year
6th Grade	Sandra Cruz (6th)	Cruz, Garvey, Murphy, Mougette	2026–2027

1. Foundational Context & Core Principles

In accordance with the collective bargaining agreement between the CTU and CPS, joint professional standards and guidelines dictate that teachers' grading practices must be published at the beginning of each course and remain clear to all stakeholders . Grading serves as critical feedback on student academic achievement and provides a fair, honest indication of student mastery at a given point in time .

Shared Grading Principles

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Equity	Promote fairness and ensure all students have equitable opportunities to demonstrate progress .	[Collaborative response: How will our team ensure equitable grading?] We will utilize rubrics and commit to using the same categories and weights while following EL/ DL accommodations and modifications.
Consistency	Apply expectations consistently across classrooms to ensure clarity and fairness .	[Collaborative response: What common expectations will we maintain?] We will commit to all submitting one grade minimum per week for core subjects of ELA, Math, Science, and SS.
Transparency	Clearly communicate grading guidelines to teachers, students, and families .	[Collaborative response: How and when will guidelines be published?] It will be presented on the deck during our parent meetings.

Principle	CPS Guideline Definition	Grade-Level Team Commitment
Ownership	Encourage student reflection and active roles in their academic growth .	[Collaborative response: How will students track their progress?] During MTSS, students are required to check their grades and list any missing work in their planners. We are thinking of implementing a policy this year where OFF TRACK students have to email us, themselves, and their parents that they have a D or F and what they are missing.
Success Alignment	Accurately reflect learning to support promotion and postsecondary goals .	[Collaborative response: How do our grades reflect standard mastery?] We all teach to the standards, so the assignments and assessments are aligned to grade level standards.

2. Gradebook Setup & Entry Frequency Requirements

ASPEN System Configuration Rules

- **Average Mode:** All ASPEN gradebooks must set average mode to *Category Total Points* .
    - **No Percentages Conversion:** Individual assignments are NOT converted to percentages prior to calculation .
    - **Points Calculation:** Within each category, earned points are summed and divided by total possible points to generate the category average .
    - **Term Average:** Category averages are multiplied by assigned category weights and summed to compute the term average .

Frequency & Volume Standards

- **Weekly Grade Entry:** Grades must be entered into ASPEN weekly to ensure parents and students can review progress in time for academic recovery before grading periods close .
- **Short-Week Exception:** In the event of short weeks (3 or fewer instructional days), teachers may enter grades during the following week .
- **Minimum Grade Volume:** Every category must contain a sufficient number of grades—a minimum of **5 grades per category** per grading period .
- **Special Subjects / K-5 Schedule:** Non-departmentalized K-5 Science and Social Studies, as well as Elementary Non-Core subjects (Art, Music, PE, Health, STEAM Lab, Library, Computer), enter grades every two weeks due to instructional minute structures .

Team Workspace: Gradebook Structure Agreement

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
[ELA / Reading]	Weekly	Minimum: 1 grade per week
[Mathematics]	Weekly	Minimum: 1 grade per week
[Science / Social	Weekly	Minimum: 1 grade

Subject / Course	Grade Entry Schedule	Target # of Grades / Term (Min. 5/cat)
Studies]		per week

3. Balanced Assessment System, Categories, & Weighting

A balanced assessment system measures the depth and breadth of student learning to produce actionable instructional data . Gradebook categories must separately capture formative and summative assessment types .

Assessment Types Framework

Category Type	CPS Purpose & Definition	Approved Assessment Examples
Formative Assessments	Frequent checks used to inform instructional decisions, monitor ongoing progress, and adjust pacing .	• Exit Tickets (quick end-of-lesson checks) • Do Nows (prior knowledge checks) • Structured Discussions & Questioning • Low-Stakes Quizzes • Work Samples, Journals & Problem Solving • Small Group Performance Observations
Summative Assessments	Evaluations that demonstrate cumulative mastery of final unit knowledge, concepts, and skills .	• Unit & Module Tests • Final Comprehensive Exams • Research Projects & Performance Tasks • Student Portfolios • Periodic Benchmark Assessments

Weight Distribution Rules

- **Task Complexity:** Category weights must logically reflect the complexity, significance, and cognitive demand of tasks .
- **Homework & Participation Constraint:** Homework and participation must *NOT* individually account for the majority of a summative grade .
- **IEP Accommodations:** For students with significant cognitive disabilities, grades may derive directly from specific IEP objectives .
- **Recovery Mandate:** To encourage continuous success, policies must provide students opportunities to recover and improve grades .

Team Workspace: Category & Weight Agreement

Category Name	Type (Formative / Summative)	Proposed Weight (%)	Rationale & Task Alignment
Assignments	Summative/ Formative	50%	Daily practice, stations, group work, exit tickets, instructional tasks and assignments
Assessments	Formative/ Summative	40%	Unit tests, major projects, performance tasks, exit tickets, quizzes, journal entries.
Participation/ Homework	Formative	10%	Weekly homework (I-Ready), collaborative discussions.

4. Standards Alignment & Evaluation Criteria

Standards-Based Alignment Principles

- **CCSS & Objective Direct Link:** Grades must directly align with Common Core State Standards (CCSS) and explicit classroom objectives, seamlessly linking daily instruction, assessments, and final grades .
- **Communicated Criteria:** All assignment expectations and evaluation criteria must be communicated to students in advance to measure actual learning goals rather than behavioral compliance .
- **Varying Cognitive Complexity:** Tasks and assessments must incorporate varying levels of text and task complexity (Depth of Knowledge) so grades evaluate conceptual understanding over rote memorization .
- **Participation Standards:** Participation grades must be tied to explicit rubrics based on CCSS Speaking & Listening Standards (or subject performance standards for non-core disciplines) .

Team Workspace: Rubric & Criteria Planning

Instructional Area	Target Standard / Benchmark	Assessment Criteria / Rubric Outline
Academic Discussions / Participation	CCSS Speaking & Listening (SL.1)	The team is committed to using rubrics to grade listening and speaking across all 4 core classes based on preparedness, evidence-based dialogue, active listening, and overall participation in the activity.
Written Response / Problem Solving	[Insert Grade Level CCSS Standard]	Rubrics will vary based on subject area and language standards.

5. Attendance, Make-Up Work, & Student Recovery Policy

Attendance & Support Guidelines

As required by CPS Attendance Policy, each school and grade-level team must establish and publish a clear make-up work policy at the beginning of the school year . The policy must be fair, equitable, and considerate of circumstances faced by students and families, including academic and SEL support for extended absences (such as those due to the presence of federal agents) .

Make-Up Work Rules

- **Accessibility System:** Maintain an accessible distribution system for missed assignments (e.g., "While You Were Out" binder, class website, or Google Classroom) .
- **Major Task Prioritization:** Prioritize major tests and projects for make-up with clearly defined timelines .
- **Standard Timeframe Rule:** Students are granted **two (2) days** to make up missed work for each class day absent .
- **Pre-Existing Deadlines:** Assignments assigned prior to an absence and due during an excused absence must be submitted on the student's first day back .
- **Performance / Event Absences:** Students with excused absences during performance or event days must be provided alternative assessments of equal rigor (e.g., research paper, recorded solo, or written critique) with *no academic penalties* .
- **Timely Gradebook Updates:** Teachers must grade and enter submitted make-up work into ASPEN in a timely manner .

Team Workspace: Student Recovery & Re-Assessment Policy

Policy Area	Grade-Level Team Agreement Details
Make-Up Work Access System	See School Policy

Policy Area	Grade-Level Team Agreement Details
Re-Assessment / Retake Criteria	Assessments will count for 40% of students' grades in all subject areas. Teachers may have discretion on self-corrections to increase assessment scores. Re-assessment opportunities may also be allowed at teacher discretion but are not generally used as students are made aware of assessments and are well-prepared.
Alternative Assessment Options for Performances	Missed presentations and performances can be completed independently and presented to the teacher during MTSS.

6. Stakeholder Communication & Final Review

Once finalized, this grade-level policy must be published to students, families, and school administration prior to the start of instruction .

Action Item	Responsible Person(s)	Target Completion Date	Status
Complete Grade-Level Agreements in Template	Cruz Garvey Murphy Mougette	8/21/26	Complete
Configure ASPEN Gradebooks to Category Total Points	Cruz Garvey Murphy Mougette	8/21/26	Complete
Schedule time with	Beavers	8/21/26	Complete

Action Item	Responsible Person(s)	Target Completion Date	Status
school administration to review grading policy	Cruz Garvey Murphy Mougette		
Publish Syllabus & Grading Policy to Families	Beavers	8/30/26	Complete

CPS Make-Up Work Guidance

School Name:	Durkin Park Elementary School
School Year:	2026-2027
Date Published:	August 28, 2026

1. Purpose & Values Statement

Per the CPS Comprehensive Guidance on Attendance: Each school must develop a make-up work policy, and share that plan with all students and parents/guardians at the start of every school year. Make-up work policies must be fair, equitable, and take into account the challenges students and families face.

- Students who are experiencing hardship (i.e,. homelessness, pregnancy, chronic illness, trauma) that results in absence must have make-up work provided.
- Any time limits as to when make-up work can be offered and/or submitted must be clearly defined in the school make-up work policy.

Schools must articulate the purpose of make-up work within CPS's broader commitments to equity, mastery learning, and whole-child support.

Purpose and Value Statement (schools may adapt the following template language below)

As Durkin Park Elementary works to fulfill its vision of being a supportive learning community responsive needs of the whole child, our school's make-up work policy ensures that all students, including students with disabilities receiving individualized support, especially those experiencing hardship, have equitable opportunities to learn, demonstrate mastery, and recover missed learning.

This policy aligns with the CPS Comprehensive Attendance Policy and reflects our commitment to relational trust, family partnership, and tiered supports.

2. Definitions (schools may add additional definitions)

Make-Up Work:	Opportunities for students to complete missed learning activities, assessments, or demonstrations of mastery. Refers to the opportunities provided to students to complete assignments, assessments, or projects they missed due to an absence, hardship,

	or, in some cases, to improve a grade on work that was previously submitted.
Hardship:	Circumstances that significantly impact a student's ability to attend school or complete work (e.g., homelessness, chronic illness, trauma, pregnancy, family emergency, etc.).
Excused Absence:	As defined by CPS Policy Section 703.1
Unexcused Absence:	As defined by CPS Policy Section 703.1
Mastery:	Demonstrated understanding of essential standards or skills, not the completion of a specific number of assignments.

3. Minimum Requirements for Make-Up Work (schools may add additional supports)

3.1 Access to Make-Up Work

- All work should be accessible to the student, i.e. posted on Google Classroom, along with the quarter/semester syllabi in both English and any language that our students speak.
- Make-up work opportunities must be available for all students, regardless of the type of absence.
- Parents/guardians do not need to request make-up work; it must be proactively offered. They should also know what is expected of them and their students, and have clarity on when students should submit make-up work.

3.2 Timeframes

Schools must clearly define timelines for:

- When teachers will offer and provide make-up work after an absence.
- The amount of time students have to complete and submit make-up work to teachers.
- Any extensions that are available for hardship, or lack of language resources. Additionally, the initial timelines should be generous enough to accommodate any recovery period from this hardship or trauma.

Please include your school-specific timeline below. You may also insert a link.

Teachers provide make-up work within:	Two school days of a student's return
Students have _____ days to complete	Three School Days

make-up work after returning:	
Extensions are available for:	Extenuating circumstances including: extended illness requiring ongoing care, death, transitional living situations, catastrophe (fire, flooding,etc). School administration may determine the need for an extension exists on a case by case basis.

3.3 Transparency of Due Dates

- All due dates must be clearly communicated to students and families.
- Schools must ensure consistency across grade levels and departments (e.g., quarter-based deadlines rather than class-by-class systems).

3.4 Mastery-Based Grading Considerations

- Students' overall grades should reflect mastery of essential skills, not the number of assignments completed.
- When a student has already demonstrated mastery, additional make-up assignments may not be required.
- Demonstrations of mastery may include varied modalities (e.g., oral explanation, visual representation, supported response structures) when aligned to the same learning targets and grading criteria.
- Aspen's "exclude assignment" tool may be used when appropriate.
- Demonstrations of mastery may include accommodations and/or modifications as outlined in a student's Individualized Education Program (IEP) or Section 504 Plan when applicable.

3.5 Make-Up Learning After Prolonged Absences

Schools must outline how students will be supported after extended absences stemming from hardship. When prolonged absences involve students with IEPs or Section 504 Plans, coordination with the IEP team should be considered as appropriate.

Please type your school-specific plan below. You may also insert a link:

Process for planning recovery of learning:	K-3: Teachers will provide make-up work via printed or electronic means. Make-up work may also be complete in class during small group instruction. Teachers will ensure that students' assignments are balanced between the four core subject areas, and take no more than 30 minutes a day in addition to the students' homework. 4-8: Teachers in departmentalized grades will provide make-up work via printed or electronic means. Make-up work may also be complete in class during small group instruction. Teacher teams will collaborate to

	ensure students' assignments are balanced across the four core subject areas, and take no more than 30 minutes a day in addition to the student's current homework. Exploratory Teachers: Teachers may provide one assignment per class period missed. They will collaborate with teachers teams to ensure a balance between subject areas. IEP & Section 504 Plans: When a prolonged absence involves a student with an IEP or Section 504 Plan, the school will coordinate directly with the IEP or 504 team to adjust accommodations and support as appropriate. The student's homeroom teacher will notify parents of the make-up assignments via email and/or the school-wide communication platform in both English and the language of record.
Staff responsible for coordinating supports:	Homeroom Teacher

4. Hardship & Trauma Considerations

Schools must identify any hardship as defined in Section 2: Circumstances that significantly impact a student's ability to attend school or complete work (e.g., homelessness, chronic illness, trauma, pregnancy, family emergency, etc.). . Schools are not required to identify hardship in an exhaustive manner.

- Student hardship includes, but is not limited to:
    - Homelessness or housing instability
    - Chronic illness (physical, mental, or behavioral health)
    - Pregnancy or parenting responsibilities
    - Trauma or crisis
    - Family emergencies
    - Circumstances beyond the student's control

Teachers are not required to label or verify trauma; the school will handle documentation and support.

5. School-Wide Consistency Requirements

Schools must ensure:

- A school-wide policy (not classroom-by-classroom).

- Consistent expectations across grade bands (early childhood, elementary school, high school) or departments.
- Clear communication to all staff, students, and families at the start of the year.

How will your school ensure consistency?:	Staff will be provided current policy for review in grade-level team meetings. Policy will be published in parent and staff handbooks.

6. Communication to Students & Families

Schools must describe how the policy will be shared annually. When applicable, communication should be available in multiple languages appropriate for the school's wider community.

Please insert your school's communication plan here:	The make-up work policy will be included in the parent email once approved by the PPC. Make-up policy will be integrated into the parent and staff handbook.

7. Roles & Responsibilities

Teachers	• Provide make-up work within the school's defined timeframe. • Use mastery-based grading practices. • Communicate due dates clearly. • Use Aspen tools appropriately (including assignment exclusion when warranted).
Students	• Complete make-up work within the established timeframe. • Communicate needs for additional support when able.
Administrators	• Ensure policy implementation and consistency. • Support teachers in providing equitable access to make-up work. • Monitor for punitive or inequitable practices. • Ensure staff understand Aspen functionality.

- Ensure implementation remains aligned to the student's IEP or Section 504 Plan, where applicable.

8. Equity & Non-Punitive Practices

Schools must affirm:

- Make-up work policies cannot be used punitively.
- Make-up work should be provided in the student's home language to the extent possible.
- Students cannot be denied instruction or sent home due to tardiness or missing work.
- Students must be able to access work given the circumstances they are facing (e.g. Google Classroom, providing digital devices, having a designated pick-up, etc.)
- Grades must not be disproportionately impacted by missed assignments when mastery can be demonstrated.
- For students with disabilities, implementation of this policy must align with and not replace supports or services required under an IEP or Section 504 Plan.

9. Policy Approval & Submission

Schools must submit their make-up work policy to CPS annually.

Principal Signature	_____
Date	_____