

Approved:

650 CROSSLAKE COMMUNITY SCHOOLS (CCS) EQUITABLE START POLICY

I. PURPOSE

Crosslake Community Schools (CCS) is committed to equitable academic support for all students, including those who enroll after the official start of a term. To ensure success and prevent overwhelming late-start students with unrealistic workloads, this policy establishes the requirement for instructional staff to make reasonable and academically sound adjustments to course expectations. This ensures that late-enrolling students can engage meaningfully with essential course standards while maintaining academic integrity.

II. POLICY STATEMENT

All CCS students enrolling at least a month after the initial term start date will have their course expectations adjusted to provide a manageable and academically sound workload.

1. **Teacher Autonomy:** Teachers are responsible for modifying the curriculum and assignments based on their content expertise and professional judgment to ensure the student focuses on the core, essential learning standards for the course.
2. **Focus on Core Standards:** Adjustments must prioritize the demonstration of essential skills and knowledge required for progression to future courses. Workloads should be pared down to prevent requiring a student to complete a full term's worth of work in less than a full term.
3. **Communication:** Teachers must clearly communicate all academic adjustments to the student to promote understanding, engagement, and focus on success.
4. **Exception:** Adjustments are not as extensive if a student's total number of enrolled courses has already been reduced as an accommodation.