



# SPP&G Review Process

JEFFERSON COUNTY BOARD OF EDUCATION

JUNE 13, 2017

# Review Process for 2017-18



- ▶ **Sub-committee Chairs met to develop timeline for SPP&G revisions**
- ▶ **Organized broad based committee**
  - ▶ ETCs, Directors, Curriculum Specialists, Counselors, Computer Education/Trainers
  - ▶ JCTA Members
    - ▶ Tammy Berlin
    - ▶ Alan Young
    - ▶ Carol Ann Walker



# SPP&G Committee



Met to review and revise all SPP&G Handbooks for 2016-17

Feb. 28, 2017

March 9, 2017

March 23, 2017

April 13, 2017

# SPP&G Committee Structure

Elementary Sub-  
Committee  
(Chair – Chris  
Deely)

Middle Grade  
Sub-Committee  
(Chair – Jan  
McDowell)

High School Sub-  
Committee  
(Chair – Pam  
Royster)

District-level  
Sub-committee  
addressing issues  
spanning all three  
Handbooks (Chair –  
Karen Branham)

# Overview of Key Changes



- ▶ All three subcommittees worked to review and revise each Handbook
  - ▶ Elementary
  - ▶ Middle
  - ▶ High
- ▶ Changes were tracked in each handbook
- ▶ Key changes were highlighted on Board Mock Up Documents

# SPP&G Feedback Sessions



- ▶ Feedback Sessions were provided for Principals, APs, Counselors, Teachers and District Staff
  - ▶ April 26, 2017
  - ▶ May 3, 2017
- ▶ Additional revisions were made based on stakeholder feedback

# Board Mock Up

Brief overview  
of each key  
change



1. Revisions to **Additional Considerations and Requirements for ELLs** pg. 14 of the handbook. Key changes: Updated the language in this section and changed the terminology of English Language Learners (ELL) to English Learners (EL) throughout the document. In addition, the revisions provide further guidance from the federal level as well as the state level to support teachers in grading practices for English Learners.



# Board Mock Up

2016-17  
Language

## **Additional Considerations and Requirements for ELLs**

Both federal law and state law require that students identified as ELLs have access to the KAS as a key component of ensuring that ELL students acquire the tools to succeed in general education classrooms within a reasonable length of time. An ELL student's PSP outlines the ELL service type the student is receiving as well as the instructional and assessment accommodations that are implemented in the classroom in order to ensure that ELLs are receiving the support necessary so that they have the opportunity to succeed.

Grades for ELLs are assigned by the classroom teacher. For students enrolled in an ESL Program, consultation between the classroom teacher and the ESL teacher may be necessary when making decisions about grading. If appropriate ELL services and accommodation supports are in place and the appropriate level of work is assessed, based on the student's current level of language proficiency, then the same range of grades available to all students is applicable to ELLs.



# Board Mock Up



2017-18  
Language

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Classroom teachers design and modify instruction, assignments, and tests based on students' English language proficiency levels in reading, writing, listening and speaking as determined by the English Language Proficiency Screener or ACCESS assessment.

ELs receive instructional and assessment accommodations in the classroom, while being instructed with Kentucky Academic Standards on grade level. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that should be implemented..

The WIDA English Language Development Standards should be used as a tool to access Kentucky Academic Standards. The WIDA Can Do Descriptors highlight examples of what English Learners can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with ELs.

Federal guidance states that ELs are to be provided standards-aligned instruction that is "rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds" including assessment and instructional accommodations. Report card grades should reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students should not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.