

Elementary School SPP&G – Board Mock Up

SPP&G Key Changes for 2017-18

1. A new section was added to the **Introduction on pg. 2 of the handbook** to include the specific language from Vision 2020 regarding Deeper Learning.

Core Values

- **Caring**—All JCPS children are nurtured as if they are our own.
- **Equity**—All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.
- **Excellence**—Empowering people to lead, create, and innovate is essential to creating a culture of excellence.
- **Respect**—All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.
- **Individuality**—Children learn differently and require personalized approaches to learning.
- **Diversity**—Our diversity is a strength—differences of each are assets of the whole.
- **Opportunity**—Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.
- **Creativity**—The abilities to create, innovate, and solve challenging problems are critical skills for educators and children to develop and employ in teaching and learning.
- **Collaboration**—Relationships, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of our students.
- **Stewardship**—Adults model integrity, respect, and responsibility through mindful stewardship of talents, resources, and time.

Deeper Learning

Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life.

2. A new section titled **Early Admittance to P1 (Kindergarten)** has been added to pg. 12 of the handbook. The new section reflects the change of the entrance admission date changing from October 1 to August 1 for the 2017-2018 school year. This new section provides the new KRS addressing Early Admittance to Kindergarten and also provides the criteria established by the district for Early Entrance to Kindergarten.

Early Admission to P1 (Kindergarten)

The first year for Primary school begins with students who turn age 5 on or before August 1. In accordance with KRS 158.031(6), JCPS has established criteria for early entrance to Primary 1 (P1), also known as kindergarten. Students who turn 5 years old between August 2 and October 31 will be eligible to enroll provided that the students meets criteria established by the Jefferson County Board of Education (JCBE). Contact the Parent Assistance Center at (502)485-6250 for more information.

Criteria for Early Entrance (P1)

- Child must be a resident of Jefferson County, Kentucky; and
- Child must turn 5 between August 2 and October 31 of the admission year; and
- Child must meet the established criteria for Early Entrance to P1.

3. 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.

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.

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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.