Middle 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. **Progression Within Middle School** - <mark>pg. 9</mark> of the handbook.   Key Changes:
    a.   Identification of the school being responsible for determining competency of the student per conditional promotion requirements
    b.   Clarifies when a student has met requirements for promotion to the next grade level, the student cannot be demoted to the previous grade level

Progression Within Middle School

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of standards-based learning.

A middle school student must pass a minimum of two-thirds of courses taken. In addition, students must pass the courses in the content areas listed below as aligned with state assessments.

Grade Level	State-Assessed Content Area
Sixth Grade	Language Arts and Math
Seventh Grade	Language Arts, Math, and Science
Eighth Grade	Language Arts, Math, and Social Studies
Students must pass state-assessed content area courses for their grade level.	

If a student passes two-thirds of the classes taken but has not passed one or more of the courses listed above, the student may be conditionally promoted to the next grade. In order to be conditionally promoted, the student must show competency by successfully completing school- or district-designed competency modules (such as JCPS*eSchool*) prior to the beginning of the next school year. The work may be part of coursework, ESS, or tier two and three interventions from the Response to Intervention (RtI) process provided to the student. Ultimately, the student must demonstrate competency in the content areas listed above prior to transitioning from eighth to ninth grade.

The school will notify the parents/guardians of the student's progress toward achieving the standards for promotion throughout the school year. If a student is exhibiting unsatisfactory progress toward meeting the standards at the end of the third grading period, the school will send home the **Midyear Status Notification Form** (page 16) during the fourth grading period.

Special student populations who already use established, documented accommodations will continue to use them to demonstrate competency and to meet the Assessment Benchmarks and Transition to High School Standards. Limited English Proficient (LEP) students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), which is the state-mandated annual English language proficiency assessment.

9

Progression Within Middle School

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of standards-based learning.

A middle school student must pass a minimum of two-thirds of courses taken. In addition, stu- dents must pass the courses in the content areas listed below as aligned with state assessments.

Grade Level	State-Assessed Content Area
Sixth Grade	Language Arts and Math
Seventh Grade	Language Arts, Math, and Science
Eighth Grade	Language Arts, Math, and Social Studies
Students must pass state-assessed content area courses for their grade level.	

If a student passes two-thirds of the classes taken but has not passed one or more of the courses listed above, the student may be conditionally promoted to the next grade. In order to be conditionally promoted, the student must show competency by successfully completing school- or district-designed competency modules (such as JCPS*eSchool*) prior to ~~the beginning~~ July 15 of the next school year. The work may be part of coursework, ESS, or tier two and three interventions from the Response to Intervention (RtI) pro- cess provided to the student. The school who assigns the competency modules/coursework for conditional promotion determines if the student has demonstrated competency, and is to be promoted.

Ultimately, the student must demonstrate competency in the content areas listed above prior to transi- tioning from eighth to ninth grade. Once a student has met all of the requirements for promotion, students are not to be retained in that grade, or demoted to a previous grade level.

The school will notify the parents/guardians of the student's progress toward achieving the standards for promotion throughout the school year. If a student is exhibiting unsatisfactory progress toward meeting the standards at the end of the third grading period, the school will send home the **Midyear Status Notifi- cation Form** (page 16) during the fourth grading period.

Special student populations who already use established, documented accommodations will continue to use them to demonstrate competency and to meet the Assessment Benchmarks and Transition to High School Standards. English Learners (EL) students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the ACCESS for EL~~L~~s (Assessing Comprehension and Com- munication in English State-to-State for English ~~Language~~ Learners), which is the state-mandated annual English language proficiency assessment.

3. **Addition of a new section** Traditional School Retentions and Exits to Non-Traditional Schools **on** pg. 10 **to distinguish between promotion and retention in Traditional Schools vs. promotion and retention in Non-Traditional Schools.**

Traditional School Retentions and Exits to Non-Traditional Schools

There are differences between the Student Progression, Promotion, and Grading Policies (SPP&G) and the Traditional School Guidelines. The current **Traditional School Guidelines** indicate the following regarding promotion:

"Students will be expected to pass all of the basic subjects-language arts, mathematics, social studies, and science-in order to be promoted to the next grade. Students must pass five of six classes, four of which must be basic subjects. Students who do not maintain passing grades will need to successfully complete District-approved course recovery work within the guidelines and timelines established by the local school ***in order to be promoted to the next grade in the Traditional Program****."*

The guidelines for Traditional Middle Schools in the paragraph above are different from the SPP&G policy that applies to non-traditional middle schools. The last line above is bolded here for emphasis. When a student faces possible retention in a Traditional School, the Traditional School Counselor must advise the student and parent regarding the differences in the SPP&G Policy and the traditional school's retention guidelines. If a student moves from a traditional program to a non-traditional school, the receiving school's Counselor uses *the SPP&G policy and their grades from the former school* to determine whether they are retained, conditionally promoted, or promoted, and must contact parents regarding grade placement and/or course recovery that may be needed.

4. **Technology Competency Requirement has been revised to the Technology Graduation Requirement Option – pg. 12 of the handbook. The revisions clarify the various ways a student can demonstrate technology proficiency if they do not demonstrate proficiency by the end of the 7th grade.**

Technology Competency Requirement

All seventh-grade students will participate in the 21st Century Skills Assessment. Any seventh-grade student who does not demonstrate technology proficiency will have further opportunities to demonstrate competency as an eighth-grade student. The options provided to eighth-grade students include, but are not limited to, the following:

- EverFi certification
- Test-out, skill-based unit in JCPS Online
- GCFLearnfree.org—complete and submit certificate.
- Edgenuity
- Student Technology Leadership Program (STLP) (successfully completing a qualified event per STLP adviser)
- Successfully completing a qualifying technology-based performance event
- JCPS*eSchool* Technology Graduation Requirement course (formerly Computer Apps)

Technology Graduation Requirement Option

Each student must demonstrate technology proficiency by earning a passing score on the 21st Century Skills Assessment.

Students who do not demonstrate proficiency on the 7th grade 21st Century Skills Assessment will do **one** of the following, in grade 8 or during high school, in order to graduate:

- successfully complete any credit bearing computer course that includes digital literacy curriculum
- earn an EverFi Ignition certificate, which is placed in the student's permanent record
- successfully complete a qualifying technology-based performance event since technology is ever-changing
    —the performance event may include, but not be limited to:
  - *competing in VEX World Robotics*
  - presenting at State STLP competition
  - completing a qualifying Student Technology Ambassador event

5. **Evaluation of Non-JCPS Transcripts - pg. 14 of the handbook. Key Addition: Added additional language and provided appropriate regulations concerning students enrolling without official transcripts or academic records.**

Evaluation of Non-JCPS Transcripts

Parents/Guardians of non-JCPS or homeschooled students who wish to enroll their child in JCPS should schedule an appointment with the school administrator. Students who miss the state assessments will be expected to demonstrate competency in reading, on-demand writing, and mathematics. The principal/designee will determine the appropriate grade placement based on a review of the following:
- Transcript—record of grades earned by the student
- The name, author, and publisher of textbook(s) used
- Attendance manual—record of days and times taught
- An outline of materials covered in each subject
- Selection of student's best works from each subject
- Additional assessments considered helpful in determining grade placement

After a homeschooled student is accepted into a Jefferson County public school, the parent must notify the Pupil Personnel Office in writing to terminate the homeschool status. The letter should include the student's name, date of birth, and grade.

13

Evaluation of Non-JCPS Transcripts

Parents/Guardians of non-JCPS or homeschooled students who wish to enroll their child in JCPS should schedule an appointment with the school administrator. Students who miss the state assessments will be expected to demonstrate competency in reading, on-demand writing, and mathematics. The principal/designee will determine the appropriate grade placement based on a review of the following:
- Transcript—record of grades earned by the student
- The name, author, and publisher of textbook(s) used
- Attendance manual—record of days and times taught
- An outline of materials covered in each subject
- Selection of student's best works from each subject
- Additional assessments considered helpful in determining grade placement

After a homeschooled student is accepted into a Jefferson County public school, the parent must notify the Pupil Personnel Office in writing to terminate the homeschool status. The letter should include the student's name, date of birth, and grade. If a student transfers from a non-accredited secondary school recognition of credits shall follow 704 KAR 3:307 https://www..lrc.ky.gov/kar/704/003/3-7.htm This regulation also includes students entering a public school without a properly certified transcript, and from whom a properly certified transcript cannot reasonably be obtained.

6. **Additional Considerations and Requirements for ECE Students** - <mark>pg. 15</mark> of the handbook. Key Changes: Added new section to provide guidance to members of the ARC and implementers of the IEP regarding what to do if the IEP is not appropriate.

Additional Considerations and Requirements for ECE Students

Both federal law and state law require that students in ECE Programs have access to the core content and the general education curriculum. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the KAS/Program of Studies. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine both the instructional program and grading procedures.

Depending on the service-delivery model, academic progress, and social development, grades are assigned by the ECE teacher, the CP teacher, or both according to the following:

- Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE classroom.
- Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE collaboration.
- The ECE and CP teachers collaborate to assign grades when classroom instruction is delivered in a CP classroom with co-teaching models taught jointly by CP and ECE teachers.

In addition to completing report cards, teachers collect, maintain, and analyze data to determine if a student with disabilities is making expected progress toward IEP goals on the Progress Report Form found on Infinite Campus. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

Additional Considerations and Requirements for Students in ECE Programs

Both federal law and state law require that students in ECE Programs have access to the core content and the general education curriculum. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the KAS/Program of Studies. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine both the instructional program and grading procedures.

Depending on the service-delivery model, academic progress, and social development, grades are as- signed by the ECE teacher, the CP teacher, or both according to the following:

- Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE class- room.
- Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE collaboration.
- The ECE and CP teachers collaborate to assign grades when classroom instruction is delivered in a CP classroom with co-teaching models taught jointly by CP and ECE teachers.

In addition to completing report cards, teachers collect, maintain, and analyze data to determine if a student with disabilities is making expected progress toward IEP goals on the Progress Report Form found on Infinite Campus. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

Upon implementation of the IEP and collection of ongoing progress data, if any member of the ARC or any implementer of the IEP believes that the IEP is not appropriate to meet the individual needs of the child or youth, then that individual submits a request to the ARC chairperson district representative to convene the ARC meeting to review the IEP.

Data should be collected and analyzed on an ongoing basis and should be used to change instruction if necessary. There must be evidence or documentation to support the data, and progress must be reported to parents and the ARC.

7. **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 English Language Learners (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 Program Services Plan (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.

Additional Considerations and Requirements for ELs

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 in- structional accommodations. Report card grades should reflect these instructional and assessment accom- modations 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 accom- modated work warrants such a grade.