High 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. **Grade Level Promotion** – <mark>pg. 8</mark> of the handbook. Clarifies that once a student has met requirements for promotion to the next grade level, the student cannot be demoted to the previous grade level.

A. Grade-Level Promotion

Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year and how those credits align with high school graduation requirements. Once promoted by credits earned, a student cannot be moved back a grade- level.

Freshman .... 0–4.99 credits
Sophomore .... 5–10.99 credits
Junior .... 11–15.99 credits
Senior .... 16+ credits

3. **Technology Competency Requirement has been revised as the Technology Graduation Requirement Option – pg. 9 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 Graduation Requirement Options

Each student must demonstrate minimum performance-based competency in technology. Options in the chart below are intended for students who did not demonstrate technology proficiency by the end of eighth grade. Students are not limited to the suggestions in the chart below. Students/Parents should check with the guidance counselor on any additional options.

Credit Option	Content Option
• Any general computer course that includes the following: hardware, software, and digital literacy • JCPS*eSchool* Technology Graduation Requirement course (formerly Computer Apps) • IC³ course • MOS course	• Test-out, skill-based unit in JCPS Online • GCFLearnfree.org—Complete and submit certificate. • Edgenuity • Everfi certification • Student Technology Leadership Program (STLP) (successfully completing a qualifying event) • Successfully completing a qualifying technology-based performance event

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Technology Graduation Requirement Options

Each student must demonstrate ~~minimum performance-based competency~~ technology proficiency ~~in technology~~ by earning a passing score on the 21st Century Skills Assessment.
Students who do not demonstrate proficiency by the end of the seventh grade will:

• 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

4. **Grade Reporting** – pg. 15   Revisions were made to the entire section on grade reporting to be clearer to students and families when credit is awarded in the different scheduling models. Revisions were also made to denote that Traditional Schools may follow different grading patterns (i.e. yearlong credit or other)

D. Grade Reporting

- A 6-Week Progress Report and a 12-Week Progress Report are distributed during each semester or trimester. For **semester** schools, the 12-Week Progress Report is not a separate grade from the 6-Week Progress Report; it is a cumulative report of all work completed during the 12-week period. A final semester grade is a cumulative report of student progress for the half-credit earned during the 18-week period and is recorded on the student's high school Permanent Record. For **trimester** schools, a 12-week period represents a half-credit earned and a final grade on the Permanent Record.
- Courses at traditional high schools are one full school year in length. A credit is earned at the end of the year for each traditional high school course that the student has passed. Grades in traditional high school courses will be composite grades.
- Six-week grade reports are distributed districtwide.
- **If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified by the teacher at least on week prior to the end of the six-week grading cycle.** After notification, a verbal or written plan for improvement must be developed in cooperation with the teacher, the student, and the parent/ guardian.
- Attendance records or reports should include documentation of tardies to school and class.
- Local schools may use additional reporting material to fit the needs of the community.
- Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor is scheduled. If it is still not resolved, a conference with the principal is scheduled. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days of the principal's decision to the achievement area assistant superintendent for a review. A written response stating the achievement area assistant superintendent's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. Admissions and Release Committee (ARC) procedures should be followed for students in the Exceptional Child Education (ECE) Program.

D. Grade Reporting

- The chart below describes what type of grades students earn by schedule type or course length for each of the six grade reports distributed district-wide. Progress grades are cumulative from the start of the term to the grading period reported. A final grade is a cumulative report of students' progress from the start of the term and represents credit earned and a final grade appears on the Permanent Record (transcript).

Grading Period	Schedule or Course Type		
	Trimester	Semester	Year-Long
1st 6 Weeks	Progress Grade	Progress Grade	Progress Grade
2nd 6 weeks	Final Grade (0.5 Credit)	Progress Grade	Progress Grade
3rd 6 Weeks	Progress Grade	Final Grade (0.5 Credit)	Progress Grade
4th 6 Weeks	Final Grade (0.5 Credit)	Progress Grade	Progress Grade
5th 6 Weeks	Progress Grade	Progress Grade	Progress Grade
6th 6 Weeks	Final Grade (0.5 Credit)	Final Grade (0.5 Credit)	Final Grade (1 Credit)

- Courses at traditional high schools may follow different grading patterns. Please check the school handbook for details. are one full school year in length. A credit is earned at the end of the year for each traditional high school course that the student has passed. Grades in traditional high school courses will be composite grades.
- Pursuant with the joint CPE and KDE Dual Credit Policy, the postsecondary institution's grade reporting timeline will apply to dual credit/enrollment courses and be used by the secondary school awarding credit. The instructor must detail the grade reporting timeline on the course syllabus.
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5. **Evaluation of Incoming Transfer Records** – <mark>pg. 16</mark> of the handbook. Key Changes: Added additional language and provided appropriate regulations concerning students enrolling without official transcripts or academic records.

- If a student transfers from a nonaccredited secondary school, recognition of credits shall follow 704 KAR 3:307

- If a student transfers from a nonaccredited secondary school, recognition of credits shall follow 704 KAR 3:307 http://www.lrc.ky.gov/kar/704/003/307.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. 20</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 Students in ECE Programs

Both federal law and state law require that students in ECE Programs have access to 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 class- room 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.

For students enrolled in the Alternative Diploma track, the Admissions and Release (ARC) determines if the ECE Progress Report and Report Card should be used instead of the regular high school report card for reporting student grades.

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

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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.

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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 English Language Learners

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.

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Classroom teachers design and modify instruction, assignments, and tests based on students' English lan- guage 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 instruc- tional and assessment accommodations that should be implemented.

The WIDA English Language Development Standards should be used as a tool to access Kentucky Aca- demic 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 activi- ties with ELs.

Federal guidance states that ELs are to be provided standards-aligned instruction that is "rigorous, grade-lev- el appropriate, and provides deliberate and appropriate scaffolds" including assessment and instructional accom- modations . Report card grades should reflect these instructional and assessment accommodations without limit- ing 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.