

# 2020 - 2021 Middle School Management of Curriculum Guide

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# 2020-2021 OVERVIEW

QUARTER 1	
Aug. 3-7	Aug. 3-Institute Aug. 4-7-Professional Development/Workdays
Aug. 10-14	Aug. 10-Quarter 1 begins Aug. 10-Universal Screener Window opens for STAR360 Reading/Math
Aug. 17-21	Aug. 21-Universal Screener Window closes for STAR360 Reading/Math
Aug. 24-28	
Aug. 31-Sept 4	
Sept. 7-11	Sept. 7-Labor Day (Holiday) Progress Reports (this week)
Sept. 14-18	
Sept. 21-25	Sept. 23-Professional Development Day
Sept. 28-Oct. 2	
Oct. 5-9	Oct. 9-Quarter 1 ends
<b>Quarter 1</b>	<b>43 Total Instructional Days</b>
QUARTER 2	
Oct. 12-16	Oct. 14-Quarter 2 Begins Oct. 12-13-Fall Break-Students and Staff
Oct. 19-23	Oct. 22-Report Cards
Oct. 26-30	
Nov. 2-6	
Nov. 9-13	Nov. 11-Veterans Day (Holiday) Progress Reports (this week)
Nov. 16-20	Nov. 16-20-Universal Screener Window for STAR360 Reading/Math
Nov. 23-27	Thanksgiving Holidays
Nov. 30-Dec. 4	
Dec. 7-11	
Dec. 14-18	Dec. 15-17-Mid-Term Exams, Dec. 18-Make-up Dec. 18-Quarter 2 ends Dec. 21 – Jan. 1-Christmas Holidays
<b>Quarter 2</b>	<b>42 Total Instructional Days</b>
<b>Semester 1</b>	<b>85 Total Instructional Days</b>

<b>QUARTER 3</b>	
Jan. 4-8	Jan. 4-5-Professional Development Days Jan. 6-Quarter 3 begins Jan. 6- Universal Screener Window opens for STAR360 Reading/Math Jan. 7-Report Cards
Jan. 11-15	
Jan. 18-22	Jan. 18-MLK Birthday (Holiday) Jan. 19-ACCESS for ELLs (online and alternate) window opens (closes Mar. 19)
Jan. 25-29	Jan. 27-Professional Development Day Jan. 29- Universal Screener Window closes for STAR360 Reading/Math
Feb. 1-5	
Feb. 8-12	Progress Reports (this week) Feb. 10-Professional Development Day
Feb. 15-19	
Feb. 22-26	Feb. 24 Quarterly Assessment Window Opens
Mar. 1-5	Mar. 1-ACAP Alternate window opens (closes Apr. 9)
Mar. 8-12	Mar. 12-NAEP for selected schools and grades only Mar. 12-Quarter 3 ends
<b>Quarter 3</b>	<b>45 Total Instructional Days</b>
<b>QUARTER 4</b>	
Mar. 15-19	Mar. 15-Quarter 4 begins Mar. 15-19- Universal Screener Window for STAR360 Reading/Math Mar. 18-Report Cards Go Home Mar. 19-ACCESS for ELLs (online and alternate) window closes (opened Jan. 19)
Mar. 22-26	Spring Break
Mar. 29-Apr. 2	Mar. 29-ACAP Summative window opens (closes Apr. 30) (Grades 5-8-ELA w/Writing, Grades 5-8-Math, Grades 6 & 8-Science) Apr. 2-Professional Development Day
Apr. 5-9	Apr. 9-ACAP Alternate window closes (opened Mar. 1)
Apr. 12-16	
Apr. 19-23	Progress Reports (this week)
Apr. 26-30	Apr. 30-ACAP Summative window closes (opened Mar. 29) (Grades 5-8-ELA w/Writing, Grades 5-8-Math, Grades 6 & 8-Science)
May 3-7	May 3-Universal Screener Window opens for STAR360 Reading/Math
May 10-14	
May 17-21	May 19-21-Final Exams May 21- Universal Screener Window closes for STAR360 Reading/Math
May 24-25	May-24 Last Day for Students, Final Exam Make-up May-24-Quarter 4 ends May-24 Report Cards May 25-Teacher Workday
<b>Quarter 4</b>	<b>45 Total Instructional Days</b>
<b>Semester 2</b>	<b>90 Total Instructional Days</b>
<b>SY 2020-2021</b>	<b>175 Total Instructional Days</b>

# ACADEMIC GUIDELINES

## GRADEBOOKS/GRADING

- Teachers are required to maintain a computer grade book using the county-adopted software, INOW/PowerSchool.
- **Three to five (3-5) TEST grades** and **eight to twelve (8-12) DAILY grades** must be given each quarter.
- Tests must be categorized as 50% of the student's grade. (Alg. I is **60%** for tests)
- Daily grades must be categorized as 50% of the student's grade. (Alg. I is **35%** for daily grades and **5%** for benchmark assessments)
- Teachers must enter grades at least once per week and within 3 days of graded assignments/tests.
- Teachers must have at least 4 daily grades and 1 test grade entered into INOW/PowerSchool when mid-term progress reports are sent home.
- Grade audits may be performed periodically at the discretion of the principal or county office.
- Teachers **MUST** identify the standard assessed and date administered for every assignment. Standard reports will be used for standards recovery and RtI.
- Only board employees, student interns under the supervision of their cooperating teacher, and long-term substitutes may use INOW/PowerSchool.
- Teachers will follow established policy regarding student confidentiality and should provide parents with grades for their child only.
- All grades entered in INOW/PowerSchool should accurately match grades recorded on student papers, rubrics, or spreadsheets.
- Teachers should enter a "0" in INOW/PowerSchool for assignments not completed. Once the assignment has been completed, the teacher will update the grade in the INOW/PowerSchool grading system.
- Grades must be based upon academic mastery. No grades may be given for school supplies, canned goods, signed forms, signed papers, etc. Note: This list is not exhaustive.
- No extra credit may be assigned or given. Therefore, the gradebook should not have any red cells.
- Assessments measuring student mastery of Alabama Course of Study Standards will be given to all students.
- End-of-term exams should assess knowledge of standards taught and assessed on unit and/or chapter tests.
- Open-book tests are not permitted. Students must master course content to be successful on accountability assessments.
- Scores may not be scaled, dropped, combined with any other grades, or artificially inflated with classwork, homework, or extra credit activities.
- Grades obtained from computer programs, Smart Response Systems (or the like), rubrics, or means other than students' papers will be documented by the teacher and kept on file.
- If study guides are necessary, an outline form must be used. No fill-in-the-blank questions may be used that replicates the test.
- Minimum of 10 items or 8-10 multiple-step items are required on all tests and daily assignments, with the exception of Odysseyware and Edgenuity. Grades cannot exceed 100%.
- Long-term projects, research papers, reading activities, journals, and other extended graded activities will not be assigned during dates set as holidays. It is expected and imperative that all students have access to their teacher's guidance and assistance to complete major assignments. This includes Advanced Placement, honors/advanced courses, and standard courses.

- At the beginning of the course, teachers will provide students with a course syllabus, which will contain, at a minimum:
  - course content
  - course requirements
  - grading system being used: points or average
  - test days
- It is expected that teachers will post quarterly requirements on their website to facilitate communication with parents. These items may be pulled from the required syllabus.
- In addition to tests, which measure student mastery of standards, the quarter grade may include the following:
  - homework (1 cumulative grade)
  - daily grades
  - quizzes
  - writing assessments
  - projects
  - presentations
  - group activities, etc.
- **Physical Education Grading**
  - All students in grades 5-8 will receive a numerical grade for PE based on the following:
    - 45%- Dress Dressed/Prepared for active participation i.e.
    - 45%- Participation Actively Participates
    - 10%- Tests Assessments
- The following schedule allows for tests to be given on specified days to prevent students from having excessive tests on one day. ***This schedule may be modified with principal approval.***

## Testing Days

Monday	Tuesday	Wednesday	Thursday	Friday
English	Math	English	Math	English
Science	Social Studies	Science	Social Studies	Math
	Electives		Electives	

- Answer documents, rubrics, and assignments counted as grades may be sent home for parental inspection but must be returned and filed for documentation. At any point, parents may make an appointment to view their child's work upon request.
  - For documentation purposes to validate grades, all student papers should be retained for one academic year, as directed by the State Records Commission/Local Government Records Commission. (Local Boards of Education Functional Analysis & Records Disposition Authority, April 23, 2014, p. 36.) **(For example, the 2018-2019 school year documentation must be retained until the end of the first quarter for the 2020-2021 school year.)**
  - To ensure student privacy, all documentation, including, but not limited to, rubrics, test papers and answer documents, must be filed in individual student folders.
  - Student papers may be taken temporarily from the school to be graded. However, all student work must be retained by Elmore County Public Schools and may not be filed or stored off the premises. At the conclusion of employment or transfer of a teacher or employee, student files must be retained at the school.

- Students, student volunteers, student workers, or parent volunteers may not file and/or return graded papers to students that have been recorded. According to FERPA (Family Educational Rights and Privacy Act), papers that are received and recorded by the instructor become “education records.”
  - Peer-grading used as an instructional method is not included in this regulation. As stated in Owasso Indep. Sch. Dist. No. I-011 v. Falvo, 534 U.S. 426 (2002) even though peer- grading results in students finding out each other’s grades, the U.S. Supreme Court ruled, ...that this practice does not violate FERPA because grades on students’ papers are not “maintained” under the definition of “education records” and, therefore, would not be covered under FERPA at least until the teacher has collected and recorded them in the teacher’s grade book...  
<http://www2.ed.gov/policy/gen/guid/fpco/pdf/ht12-17-08-att.pdf>

## GRADING/ASSIGNMENTS FOR ECAP ASSIGNMENTS

Students assigned to ECAP will complete their course work using the online LMS programs, *Odysseyware* for 5<sup>th</sup> graders and *Edgenuity* for 6<sup>th</sup>-8<sup>th</sup> graders. Assignments will be selected specifically for ECAP so that the program can best meet the instructional needs of the students and adequately align to the coursework in the regular classroom. Teachers will be provided with a handout detailing the classes to use and the process.

## GRADING REQUIREMENTS/CATEGORIES

Grading Requirements/Categories for Grades 5-8		
Algebra I	Career Prep A	All other Middle School Courses
60% Test (3-5 grades) 35% Daily (8-12) 5% Benchmark Assessment	60% Test (3-5 grades) 40% Daily (8-12 grades)	50% Test (3-5 grades) 50% Daily (8-12 grades)

## GRADING SCALE

A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 & below

## PROGRESS REPORTS/REPORT CARDS

- All students will receive a progress report generated by the school office four times per school year. The dates for progress reports for the 2020-2021 school year are as follows:

<b>Progress Reports*</b>
Week of September 8, 2020 Week of November 9, 2020 Week of February 8, 2021 Week of April 19, 2021

\* Dates are subject to change.

- Parents are encouraged to utilize the INOW/PowerSchool Parent Portal to monitor their child's progress with greater frequency.
- Parents may request in writing or by telephone a detailed weekly progress report showing all graded assignments. The school office will notify the teacher that such a report has been requested and then provide weekly a Comprehensive Progress Report for the student. The requested progress report should be signed by the parent or guardian and returned to the teacher. REMINDER: A signed, returned progress report may not be used as a grade.
- The INOW/PowerSchool Parent Portal is a program that allows parents to review information related to grades, attendance, homework assignments, discipline records and other student data from the current year. Any information recorded in INOW/PowerSchool is immediately available for parent viewing through parent portal.
- Student report cards will be generated by each school using INOW/PowerSchool software and issued to all students after the end of each grading period. The dates for report cards for the 2020-2021 school year are:

<b>Report Cards*</b>
October 22, 2020 January 7, 2021 March 18, 2021 May 24, 2021

\*Dates are subject to change.

# PROMOTION/PLACEMENT/RETENTION/LEXILE BANDS

Each school principal and staff have the responsibility for determining the quality of student progress and eligibility for promotion, placement, or retention herein defined. Student placement or promotion will be based upon academic achievement.

Students not meeting county promotion requirements in grades K – 8 shall have been active in Tier Level Activity as defined by the Alabama Department of Education. The principal will consider the recommendation of the appropriate personnel (teacher, assistant principal, designated support staff) if a placement to the next grade is more appropriate.

1. **General.** It is the policy of Elmore County Board of Education that decisions on promotion, retention, and placement of students shall be made in the best interest of the student after consideration of known factors.

A. Legal custodial parent(s) and students shall be made aware of the instructional objectives, performance standards, and promotion criteria at the beginning of each school year by written communication. Periodically during the year and as approved by the Board, teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parents and students during teacher-parent conferences.

B. The Superintendent shall assure that the grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the District.

2. **Promotion.** Promotion of a student from one grade to the next shall be based solely on that individual student's having met applicable promotion criteria.

A. The decision to promote a student shall rest solely with that student's Principal with appropriate input from the student's teacher(s), the professional staff, and legal custodial parent(s).

B. Refer to attendance section of the EC Student Handbook/Code of Conduct about excessive absences.

3. **Placement.** The assignment of a student to a specific (higher) grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next level of academic achievement. Additionally, and in accordance with the Alabama Literacy Act, any K – 3<sup>rd</sup> grade student who exhibits a reading deficiency and/or characteristic of dyslexia, must be evaluated after each grading period, and provided additional tutorial support and dyslexia-specific intervention.

Take into consideration the following factors:

A. The decision to place a student may take into consideration yearly averages in reading and math.

B. The decision to place a student is based upon a student who does not achieve proficiency on the state-adopted assessment, and other diagnostic assessments.

C. The decision to place a student must go through a placement committee. Such committees are comprised of the school Principal or designee, the student's parent/guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state adopted assessment.

D. Any K – 8 student who is placed into the next grade level must have a personalized learning plan with specific, tiered intervention strategies in place with the next teacher(s). These interventions must be monitored accordingly. The personalized learning plan, along with the applied classroom interventions must be communicated to the legal parent/guardian, and any teacher meetings about student progress in the tiered interventions must include the legal parent/guardian.

E. Any K – 3 student who meets Good Cause Exemptions (GCE's) as specified in the Alabama Literacy Act will be placed accordingly.

F. Refer to attendance section of the EC Student Handbook/Code of Conduct about excessive absences.

4. **Retention.** The reassignment of a student to the current grade level during the next school year occurs when a student fails to meet established standards for a grade or course level. Additionally, and in accordance with

the Alabama Literacy Act, any K – 3<sup>rd</sup> grade student who exhibits a reading deficiency and/or characteristic of dyslexia, must be evaluated after each grading period, and provided additional tutorial support and dyslexia-specific intervention.

**A.** Retention of students shall be made in the best interest of the student after careful considerations of known factors. Retention decisions will be made only after Principals notify and confer with legal custodial parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and Principals identify that a student's promotion could be in jeopardy.

**B.** The decision to retain must go through a committee comprised of the school Principal, the student's parent/guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level proficiency on the state adopted assessment, as well as other diagnostic assessments within the course of the year. Retention also takes into consideration yearly grade averages.

**C.** Any K – 8 student who is retained within the current grade level must have a personalized learning plan with specific, tiered intervention strategies in place with the next teacher(s). These interventions must be monitored accordingly. The personalized learning plan, along with the applied classroom interventions must be communicated to the legal parent/guardian, and any teacher meetings about student progress in the tiered interventions must include the legal parent/guardian. All retained students must be provided intensive acceleration and such documentation shall be retained at the school and communicated to the LEA and to the parent/guardian.

**Factors to be Considered:** Promotion, retention, or placement of students shall be made in the best interest of the student after consideration of known factors. Teachers and Principals will consider at least the following factors in arriving at decisions on promotion, retention, or placement in grades 1 – 8. ***Students in grades K – 8 shall not be retained more than once.***

**A. Academic Aptitude and Achievement.** Compare the student's academic aptitude and achievement. The expected levels of achievement for each subject and grade are provided in separate standards. Achievement will also be reflected through assessments to include, but not limited to: BAS Running Records, ACAP Summative scores which reflect reading and math proficiency levels, STAR360 Early Literacy, STAR360 Reading, STAR360 Math.

**B. Lexile levels.** Identify and track appropriate reading comprehension levels that reflect College and Career Readiness stretch bands in grades 3 – 8. Careful consideration should be taken to analyze the mid-point of the stretch bands as the minimum score to be considered as meeting the literacy indicator. (See charts on following page.)

**C. Attendance Pattern.** Assess the student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and history to determine their effect on the student's progress.

**D. Other Factors.** The Principal, teacher, and professional staff should consider any other factors thought to be appropriate.

**E. Disabled Students.** Promotion, retention, and placement of previously identified disabled students shall be subject to the factors and policy above but shall also consider contents of the individual's education plan.

# LEXILE BANDS

These grades and Lexile bands are the basis for determining at what text complexity level students should be reading, and at which grades, to make sure they are ultimately prepared for the reading demands of college and careers:

Grade	College & Career Ready “Stretch” Lexile Bands
1	190L to 530L
2	420L TO 650L
3	520L TO 820L
4	740L TO 940L
5	830L TO 1010L
6	925L TO 1070L
7	970L TO 1120L
8	1010L TO 1185L
9	1050L TO 1260L
10	1080L TO 1335L
11 and 12	1185L TO 1385L

Minimum Lexile scores uses the mid-point of the stretch bands listed above as the minimum score to be considered. Minimum Lexile scores to meet the Literacy Readiness Indicator on the ACAP and STAR 360 are in the chart below:

GRADE	MINIMUM LEXILE
2	535L
3	670L
4	840L
5	920L
6	997L
7	1045L
8	1097L
9	1155L
10-12	1285L

note: *the minimum levels for 3<sup>rd</sup>-8<sup>th</sup> may be slightly adjusted once ACAP scores are tabulated in 2021.*

# RENAISSANCE LEARNING

## **STAR360 Grades 5 - 8**

STAR360 Reading and Mathematics will be given as a Universal Screener at the designated time. STAR360 Reading and Mathematics should be used outside the Universal Screener window for progress monitoring. STAR360 reports should be used as a part of Data Meetings. Teachers will be required to review, monitor, and use STAR360 data to help drive instruction.

## **Accelerated Reader (AR)**

- Teachers will be required to set goals in the computer for each student every quarter. Students taking AR quizzes will maintain a reading log.
- **Point goals** will be set for students according to the results of STAR360 and at the discretion of the teacher based upon the reading needs of the students.

## **AR Practice Procedures 5-6**

- AR Goals – Not a “One Size Fits All”, rather, individual goals should be set each quarter.
- Percent goals will be set between 85% - 90%. Averages will be rounded; i.e. 85.5% = 86%
- Individual quarterly goals should be set at 30 minutes daily practice for 7 weeks each quarter.
- Students will not receive AR grades.
- Awards for AR Participation should be established at the beginning of the school year and communicated to students and parents/guardians. (SITE-BASED DECISION)
- **Students’ Record Reports** may be sent home with the report card each quarter. Parents may access this information through Home Connect. Teachers will provide parents with access to this information. See librarian for forms and if you have any questions.
- Teachers may be required to submit a **Diagnostic Report** to the principal as needed.

## **Incorporating AR in the Classroom**

- AR will not be a separate part of the reading program.
- AR may be incorporated in small group instruction as a center. Status of the class may be completed at the small group table in reading prior to small group instruction.
- AR can also be utilized as students finish assignments.
- Minimize restrictions on students reading based on ZPD levels only.
- ZPD levels should include a wide range without limiting students. ZPD ranges can be increased prior to STAR360 testing if students have shown success.
- Do not allow students to read lower level books for points only or to increase averages for incentives.
- Encourage students to read for interest thus developing a true love for reading.

# SEMESTER AND FINAL EXAM SCHEDULE

## First Semester Exams

- Midterms
  - December 15-17, 2020
    - Make-up – December 18, 2020

## Second Semester Exams

- Finals
  - May 19-21, 2021
    - Make-up – May 24, 2021

A copy of each semester exam and an answer key must be submitted to the principal at least one week prior to the scheduled date of administration.

Dates are subject to change.

# SEMESTER EXAMINATIONS, EXEMPTION POLICY AND FINAL AVERAGES

- Students may be exempt for semester and non-state mandated end of course examinations if they meet the following criteria:
  - An “A” average with no more than two (2) excused absences
  - A “B” average with no more than one (1) excused absence
  - A “C” average with no absences
  - Assignments completed fulfilling the blended attendance policy will not affect exemption status. See information on Blended Attendance on page 12-13 of the Elmore County Student Handbook & Code of Conduct.
- Each quarter grading period counts 40% and the exam counts 20% of the semester average. The first semester and the second semester averages will be averaged to arrive at a final average for the course.
  - **Example:**
    - 45% - 1st quarter average
    - 45% - 2nd quarter average
    - 10% - semester exam
    - **(1st semester avg + 2nd semester avg / 2 = final avg for the course.)**
- For half-credit high school courses, such as Career Prep A.
  - 40% - 1st quarter average
  - 40% - 2nd quarter average
  - 20% - final exam
- For Algebra I each quarter grading period counts 40% and the exam counts 20% of the semester average.

The first semester and the second semester averages will be averaged to arrive at a final average for the course.

  - 40% - 1st quarter average
  - 40% - 2nd quarter average
  - 20% - final exam
  - **(1st semester avg + 2nd semester avg / 2 = final avg for the course.)**
- Students who have skipped either a class period or a school day, been assigned to ISS/detention for five (5) or more days, been suspended, or been assigned to the Elmore County Alternative Program (ECAP) will forfeit the opportunity to exempt any semester examination regardless of grade average. Three unexcused tardies to a class will forfeit exemption status in that class.
- Please note: School authorized field trips, a college day (with proper documentation), and military absences (with proper documentation) do not count as absences towards exemptions.

# STANDARDS RECOVERY

The Elmore County Public School Standards Recovery Policy is based on the philosophy that grades should reflect student mastery of content standards and that individual students learn at different rates and in different ways. Teachers provide multiple opportunities to practice and to demonstrate learning with the belief that all students will meet or exceed standards. Below are our guidelines:

- Students will be given multiple opportunities to demonstrate standards mastery in each class.
- Multiple opportunities may be in the form of additional assessments given or retakes of specific assessments. Retesting standards must be in a different but equally challenging form. The teacher working with the student will determine which is most appropriate for a given situation.
- When a large percentage of students are unable to successfully demonstrate mastery of content standards, the teacher will need to provide opportunities for reteaching and retesting for all those students.
- For individual students and/or small groups of students who did not demonstrate mastery of content standards, teachers may use Edgenuity with those students to provide reteaching and retesting of non-mastered standards.

## TEACHING/LEARNING PLATFORMS

Elmore County Public Schools offer multiple platforms for optimal student learning for the 2020-2021 school year. Online learning programs include *Odysseyware* for 5<sup>th</sup> and *Edgenuity* for 6<sup>th</sup>-8<sup>th</sup> grades.

- Traditional Learning
  - Students physically attend school and are instructed face-to-face by a certified teacher. In addition, students will periodically utilize online learning in the classroom.
- Virtual Learning
  - Students remain enrolled at the base school and utilize online learning from home.
- EDGE Virtual Learning
  - Students enroll in EDGE in Elmore County. Students are not attached to a school.

In the event students are unable to attend school, all learning will be completed through *Odysseyware* and *Edgenuity*.

## TESTING PROCEDURES

- All students will be taught on grade level and tested on his/her grade level.
- Formative and summative assessments measuring student mastery of standards, will be given to all students.
  - Teachers are expected to actively monitor student engagement during tests, but not to coach, answer, or directly impact a response.

# ACADEMIC HONESTY

## CHEATING

It is expected that all academic work completed by any student in the Elmore County School System will be his/her own work. Elmore County Schools will not tolerate cheating in any form. Students will not engage in any act of deception or falsification of work product. This includes, but is not limited to:

- Cheating by receiving unauthorized aid or assistance
- Giving or receiving an unfair advantage on any form of academic work to include use of electronic devices(s) to text/take pictures of/convey exams and/or answer sheets
- Possessing materials that invalidate any academic course work either during or prior to the work being assigned (test or course work).

Any student completing any academic work dishonestly will receive a zero for that assignment with no opportunity to make it up.

Students who provide information and/or commit cheating will be disciplined in accordance with Class 1 Offense AK (See Student Code of Conduct). The teacher will also contact the parents/guardians of the student and inform them of the student's actions. According to the EC Student Handbook, the policies regulating students enrolled in RAMP may differ from those stated here. Students who enter that program are subject to the rules and regulations agreed on upon entry.

## PLAGIARISM

Teachers in all subject areas must inform and instruct students regarding plagiarism and the seriousness of the offense. Plagiarism of any assignment is considered a form of academic dishonesty and will result in the student receiving a zero with no opportunity to make up or redo work.

According to the *Merriam-Webster Online Dictionary*, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

All of the following are considered plagiarism:

- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying words or ideas from a source that makes up the majority of your work, whether you give credit or not.

## ALABAMA CONTINUOUS IMPROVEMENT PLAN (ACIP)

All schools in Elmore County must complete an Alabama Continuous Improvement Plan (ACIP). The ACIP follows specific guidelines as outlined by the Alabama State Department of Education and will be composed using *Cognia*, a computer software program. All information included in the ACIPs will be aligned with the Elmore County Strategic Plan. However, schools may include additional goals addressing individual needs identified through a variety of data sources.

# ALABAMA COURSE OF STUDY (ALCOS): COLLEGE AND CAREER READINESS STANDARDS (CCRS)

- Teachers are mandated by the Alabama State Department of Education to teach the Alabama Courses of Study (ALCOS): College- and Career-Ready Standards (CCRS).
- It is the responsibility of all teachers in all subject areas and grade levels to teach their subject/grade level specific ALCOS: CCRS to mastery.
- It is understood that these skills are critical and must be taught, assessed, and re-taught if not mastered. Different instructional strategies and materials should be used if re-teaching is necessary.
- Teachers will employ instructional **best practice strategies** to accommodate various learning styles as well as students' needs and interests.

## CORE COURSES OF STUDY AND CONTENT FRAMEWORKS

Elmore County teachers worked collaboratively to determine the Power Standards and Underlying Standards to be addressed each quarter. Frameworks and Pacing Guides were developed to specifically identify the knowledge, skills, and understandings students must have to demonstrate mastery of the academic standards. Learning targets were also created to ensure that the quality of instruction and assessment aligns with the expectations of the content standards.

The following course descriptions are derived from the Alabama Courses of Study for the core content areas and provide a summary of the arrangement of the courses and some basic expectations for instruction and learning.

Grading Requirements/Categories for Grades 5-8		
Algebra I	Career Prep A	All other Middle School Courses
<b>60% Test (3-5 grades)</b> <b>35% Daily (8-12)</b> <b>5% Benchmark Assessment</b>	<b>60% Test (3-5 grades)</b> <b>40% Daily (8-12 grades)</b>	<b>50% Test (3-5 grades)</b> <b>50% Daily (8-12 grades)</b>

# ENGLISH LANGUAGE ARTS

The goal of the Alabama English language arts curriculum is for all students to achieve English language literacy in order to be college and career ready. This is accomplished through a sequential, comprehensive curriculum that develops lifelong, critical thinkers who approach problem solving with confidence. The foundation of skills and knowledge in the English language arts curriculum should prepare all students to function as highly skilled communicators for personal and academic needs in middle and high school as well as at the college and career level.

The English language arts curriculum for the twenty-first century includes the following strands that prepare students for their roles as citizens in a diverse society:

- reading literature
- reading informational text
- writing
- speaking and listening
- language

Addressing the individual learning needs of students can be accomplished by including a variety of instructional strategies such as

- developing student-centered lessons and activities
- projects, demonstrations, and collaborative learning groups
- conducting formal and informal assessments to provide continual feedback regarding student progress
- utilizing all available technology for both teacher and student use

Writing and editing skills are necessary in college and careers and must be refined as students develop.

- A command of formal English is demonstrated in both students' writing and speaking.
- They must come to appreciate that language is as much a matter of craft as of rules, and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects.
- Students must integrate multiple sources of information to make informed decisions and solve problems. This requires that they evaluate the credibility and accuracy of each source and note discrepancies among data.
- They must have the flexibility, concentration, and fluency to produce high-quality, first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

## **Curriculum**

Teachers will follow the district Curriculum Framework/Pacing Guides designed to include multiple resources, including, but not limited to E3 Curriculum, Novel-Based Teaching Guides, online resources, and county-adopted textbooks to teach standards to mastery. Curriculum materials can be accessed in the Middle School Google Classroom. Use this link: <https://classroom.google.com/c/ODIwMjI3NjY5Nzha>

## **Universal Screener**

STAR360 will be utilized for diagnostic purposes. Screener dates will be announced and will be common among all schools in the District. The data results will be used during data meetings.

## **Literacy Standards**

Literacy skills are essential in the development of global learners and the development of critical historical thinkers. To ensure this, **teachers are required to incorporate Standards for** Literacy in History/Social Studies, Science, and Technical Subjects. This must be documented in lesson plans and included in the overall quarterly grade.

[5-8 ELA SS SC Literacy Standards Correlation.docx](#)

## **Grading/Assessments**

### **5<sup>th</sup> and 6<sup>th</sup> Grade**

- 3-5 Test Grades (categorized as 50%)
  - 1 district, required Literature test (Edulastic)
  - 1 district, required Informational Text test (Edulastic)
- 8-12 Daily Grades\*(categorized as 50%)
  - 1 required Language test
  - 1 required Writing assignment
  - 1 required vocabulary test

\*Daily Grades should be named according to the name of the activity. Daily Grades should be COMMON throughout the school and are school based.

### **7<sup>th</sup> and 8<sup>th</sup> Grades**

- 3-5 Test Grades (categorized as 50%)
- 8-12 Daily Grades (categorized as 50%)

<b>ELA Grading Requirements/Categories for Grades 5-8</b>
<b>50% Test (3-5 grades)</b> <b>50% Daily (8-12 grades)</b>

# MATHEMATICS

Mathematics content is rigorous and aligned throughout the grades, thus providing students with the necessary steps to acquire the knowledge and skills for developing a strong foundation in mathematics.

## **CCSS Standards for Mathematical Practice**

These standards describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

## **NCTM principles**

These principles reflect basic tenets fundamental to the design of a quality mathematics program that allows all students the opportunity to reach their mathematical potential.

- Equity
- Curriculum
- Teaching
- Learning
- Assessment
- Technology

**7-8 Domains of Study:** Content describing what students should know and be able to do for each grade or course.

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry
- Number and Operations: Fractions, Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Statistics and Probability
- Functions

## **Curriculum**

### **5<sup>th</sup> and 6<sup>th</sup> Grades**

AMSTI

Teachers will follow the district Curriculum Guide that includes pacing for use with AMSTI teaching resources and strategies. Go Math will be used as a resource to teach standards to mastery. The Curriculum Guides and all Math resources can be found using this link:

<https://classroom.google.com/c/ODIwMjI3NjY5Nzha>

### **7<sup>th</sup> and 8<sup>th</sup> Grades**

E3-(Formerly referred to as Laying the Foundation)-Math

Teachers will follow the district Curriculum Guide that includes pacing for the Laying the Foundation Curriculum. Student success begins with the teacher. E3 provides instructional resources specifically designed to raise the level of instructional rigor. The goal is to increase the number of students equipped to succeed in rigorous coursework, and ultimately, college, and the workforce. E3 instructional resources are effective in changing the teaching paradigm and instructional practice of all teachers and opening the door for more students to engage successfully in instruction across the content areas. AMSTI resources and strategies and the math textbook will be used as a resource to teach standards to mastery.

## **Universal Screener**

STAR360 will be utilized for diagnostic purposes. Screener dates will be announced and will be common among all schools in the District. The data results will be used during data meetings.

## **Progress Monitoring**

Teachers may also use STAR360 Mathematics as a progress monitoring tool as needed.

## **Grading/Assessments**

Common District Quarterly Assessments

Teachers will use Edulastic common quarterly assessment. Other teacher made assessments can also be used as test grades, not to exceed a total of 5 test grades.

<b>Math Grading Requirements/Categories for Grades 5-8</b>	
<b>Algebra I</b>	<b>All other Middle School Courses</b>
<b>60% Test (3-5 grades) 35% Daily (8-12) 5% Benchmark Assessment</b>	<b>50% Test (3-5 grades) 50% Daily (8-12 grades)</b>

# SCIENCE

The goal of Alabama's K-12 science standards is the achievement of scientific and engineering literacy by all students. A scientifically literate person possesses the following:

- A foundation in scientific knowledge
- A technological understanding of problem solving
- The ability to design scientific solutions.

Alabama's curriculum is accomplished through a study of the three dimensions of science:

- Scientific and engineering practices - a set of skills and tools used by students to investigate, construct models, design and build systems, and develop theories about the world in which they live. The Scientific Method will be taught during the first week of school and science experiments and projects are to be used to extend and enrich concepts taught.
- Crosscutting concepts - are unifying themes that link scientific and engineering ideas across all domains of science.
- Disciplinary, core ideas - ideas in the four domains of Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering Technology, and Applications of Science are broad concepts that provide students with foundational knowledge.

These three dimensions can be supported utilizing the Five E+IA Instructional Model which includes the following:

- **Engage** Student interest is stimulated and connections are made to prior knowledge and between past and present experiences. Student thinking is focused on learning outcomes as they become mentally engaged in the practices, crosscutting concepts, and core ideas of the unit or lesson.
- **Explore** Students investigate initial ideas and solutions in a context within which they can identify. Using investigation, research, discourse, text, and media, students actively explore situations and build common experiences that serve as a basis for developing an understanding of the concept within context.
- **Explain** Students are provided the opportunity to collaborate, communicate, and construct meaning from their experiences based on an analysis of the exploration. This phase emphasizes the importance of students developing evidence-based explanations founded upon their observations and experiences obtained through investigations. Teachers clarify understanding through definitions, labels, and explanations for abilities, concepts, practices, and skills.
- **Elaborate** Students reflect upon, expand, and apply conceptual understanding of scientific concepts to new and unfamiliar situations in order to cultivate a broader and deeper understanding of concepts through new experiences within new contexts and situations.
- **Evaluate** Students are assessed on understanding of scientific concepts. Assessment provides opportunities for teachers to evaluate understanding of concepts and practices identified in the standards. This phase helps teachers know if students are learning for appropriate next steps to occur.
- **Intervene or Accelerate** When some students do not learn the first time, intervention strategies may be implemented to further explain and elaborate upon concepts to a greater extent to clarify understanding. Students who have demonstrated proficiency may be able to enrich or accelerate learning through more challenging, engaging, and exploratory experiences.

## **Curriculum**

Teachers will follow the district Curriculum Framework/Pacing Guides designed to include multiple resources, including, but not limited to, teaching guides, online resources, and county-adopted textbooks to teach standards to mastery. These resources can be accessed in the Middle School Google Classroom. Use this link: <https://classroom.google.com/c/ODIwMjl3NjY5Nzha>

The Scientific Method and Safety should be taught the first week of school. It is expected that each Science classroom engages in labs, projects, and Note booking or Interactive Journals. These can be completed using various formats and must be notated in weekly lesson plans.

All graded activities entered the gradebook should include an abbreviated reference to the standard of focus. Any virtual assignment grade should have the name of the activity as it is listed in the virtual platform.

## **AMSTI**

Teachers will follow the district Curriculum Guide that includes pacing for use with AMSTI teaching resources and strategies.

## **Literacy Standards**

Literacy skills are essential in the development of global learners and the development of critical historical thinkers. To ensure this, **teachers are required to incorporate Standards for** Literacy in History/Social Studies, Science, and Technical Subjects. This must be documented in lesson plans and included in the overall quarterly grade.

[5-8 ELA SS SC Literacy Standards Correlation.docx](#)

## **Grading/Assessments**

### **5<sup>th</sup> – 8<sup>th</sup> Grade**

- 3-5 Test Grades (categorized as 50%)
  - 1 district, required common Assessment per quarter
- 8-12 Daily Grades (categorized as 50%)
  - 1 district, required Common Writing Prompt per quarter

## **Science Grading Requirements/Categories for Grades 5-8**

**50% Test (3-5 grades)  
50% Daily (8-12 grades)**

# SOCIAL SCIENCE

To be responsible citizens in today's world, students need to be knowledgeable about the economic, geographic, historical, and political perspectives of the world and its people. Responsible citizens are informed and active citizens. They are aware of and participate in various levels of civic responsibility. Mastering standards included in the ALCOS provides all students with essential knowledge regarding economics, geography, history, and civics and government. With this mastery, students develop an international perspective necessary for living wisely in a world that possesses limited resources and that is characterized by cultural diversity.

The course of study presents the academic content, concepts, and skills using the following strands:

- economics
- geography
- history
- civics
- government
- current events

Seventh and eighth grade course content incorporates the strands of economics, geography, history, and civics and government with an emphasis on the history and geography strands. These courses emphasize the knowledge and skills necessary for developing a geographic perspective of the world and its people and events. Geography is a strong component of the content for these grades, as students are required to become knowledgeable about the spatial aspects of human existence.

Students use geographic knowledge, tools, and technologies to pose and answer questions about spatial processes and to compare human and physical patterns on Earth. Real maps and mental maps are also utilized by students to answer geographic questions.

Effective teachers incorporate a variety of instructional techniques and assessment strategies into plans for student learning. The classroom environment, activities, assignments, and assessments should foster the following:

- skills for acquiring information and manipulating data
- developing and presenting policies, arguments, and stories
- constructing new knowledge
- participating in groups
- technology integration to explore historical and geographic concepts and to enable students to compete, connect, and collaborate globally
- opportunities for authentic learning through analyzing and debating complex issues
- conducting social studies research
- participating in civic affairs
- developing historical-thinking skills
- differentiated instruction that includes student presentations, use of primary sources, written analyses of information, collaborative group activities, simulations, and interactions with electronic and print media.

**Teachers will incorporate Standards for Literacy in History/Social Studies, Science, and Technical Subjects in the classroom instruction to include writing. This must be documented in lesson plans and writing assignments must be included as part of the overall quarterly average.**

[5-8 ELA SS SC Literacy Standards Correlation.docx](#)

## **Curriculum**

Teachers will follow the district Curriculum Pacing Guides and other resources located in Middle School Google Classroom. Use this link: <https://classroom.google.com/c/ODIwMjl3NjY5Nzha>

Additional resources may be found in Alabama Insight at [alex.state.al.us](http://alex.state.al.us).

- Teachers will incorporate Literacy Standards in classroom instruction. This must be documented in lesson plans.
- Components of the Strategic Teaching Format should be in lessons throughout the course. For example, TWIRL (Talking, Writing, Investigating, Reading, and Listening).
- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.
- Students will keep notes in a notebook for Social Studies which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the assessment.

## **Grading/Assessments**

### **5<sup>th</sup>-8<sup>th</sup> Grades**

- 3-5 Test Grades (categorized as 50%)
  - 1 County Assessment
- 8-12 Daily Grades (categorized as 50%)
  - 1 County Writing Assignment

## **Social Science Grading Requirements/Categories for Grades 5-8**

**50% Test (3-5 grades)  
50% Daily (8-12 grades)**

# ASSESSMENT SCHEDULE

## 2020-2021

### MIDDLE SCHOOLS

\*Refer, too, to the Middle School Management of Curriculum Guides\*

Refer, too, to the Middle School Management of Curriculum Guides

TESTS	GRADES/SUBJECTS	TESTING WINDOW	
STAR360	5 - 8 READING & MATH	AUG 10 - 21, 2020	
STAR360	5 - 8 READING & MATH	NOV 16 - 20, 2020	
STAR360	5 - 8 READING & MATH	MAR 15 - 19, 2021	
ACCESS for ELLs (Online)		JAN 19 - MAR 19, 2021	
Alternate ACCESS for ELLs		JAN 19-MAR 19, 2021	
NAEP (Selected schools & grades only)		JAN 25 – MAR 12, 2021	
ACAP SUMMATIVE (refer to the Alabama Student Assessment Decision Chart)			MAR 29 - APR 30, 2021
	GRADES	SUBJECTS	
	5TH - 8TH	ELA & MATH	
	6TH & 8TH	SCIENCE	
	*ELA includes Language, Reading, and <u>Writing</u> for grades 5 - 8		
ACAP ALTERNATE (refer to the Alabama Student Assessment Decision Chart)			MAR 1 - APR 9, 2021
	GRADES	SUBJECTS	
	5TH-8TH	ELA & MATH	
	6TH, 8TH	SCIENCE	
	*ELA includes Language, Reading, and <u>Writing</u> for grades 5 - 8		

# ATTENDANCE

For our students who attend the Elmore County Virtual School, the EDGE virtual attendance policy will apply. EDGE virtual attendance is measured in the following manner:

- Each student in the Elmore County Virtual School (EDGE) will be assigned an advisor.
- Advisors will monitor student progress in Edgenuity and Odysseyware daily via software dashboards, reports, assignments, and assessments.
- Advisors will monitor student usage weekly to monitor attendance (each Monday) in Edgenuity and Odysseyware via dashboard and reports.
- Students are not allowed to fall below 15% progress or have a grade below 60%.

In cases in which students are off-pace, the principal and/or administrative staff, as well as attendance officer will intervene consistent with the schedule presented in Table 1.

Table 1: Elmore County Virtual School (EDGE) Intervention Schedule

Percentage off-pace in the course	Student Intervention
15%	When the student is fifteen (15%) percent behind in the course or have a grade below 60%, advisors will make contact with the student and/or guardian(s).
	If progress is not corrected, student is required to report to tutoring via Zoom or directly at the center with a certified teacher.
	If student fails to report to tutoring, progress has not improved, or contact cannot be made by the advisor, a supervisor will attempt contact with student and guardian(s) and possibly report the student to the Elmore County Truancy Officer.
	If the student continues to not meet the required criteria, students will be released from the Elmore County Virtual Program to the base school and will no longer be considered for the Edge Virtual Program.

## BLENDED ATTENDANCE

Our blended attendance is a combination of both, traditional attendance and virtual attendance. Blended attendance is measured through the completion of lessons/assignments consistent with the student's customized learning plan and developed for students in every course that includes the target dates for each assignment.

- Prior permission must be granted for trips, special events, non-school related extracurricular activities, etc.
- Doctor's notes are required for illnesses upon return to school.
- Attendance clerk will be responsible for properly documenting attendance.
- Teacher will assign lessons through the virtual platform (Edgenuity and/or Odysseyware).
- Students are required to complete all assignments for the assigned day with a minimum score of 60% to be considered present and in attendance.
- Simply logging into the virtual platforms, Edgenuity and/or Odysseyware is not considered attending for purposes of Alabama's Compulsory School Attendance Law.
- Progress will be monitored weekly for students out more than 5 school days.

- All assignments must be completed within 3 days after returning back to school.

### Blended Engagement Requirements

For purposes of compulsory attendance, lack of engagement occurs when the student is more than twenty (20) percent off-pace in one (1) or more blended or virtual course(s). Please note that missed, incomplete, and failing assignments may be used in the calculation to determine whether or not a student is on-pace in the course as outlined via the pacing guide. Once a student is twenty (20%) percent off-pace and appropriate interventions have been initiated, the student will continue to be considered off-pace until such time that all assignments have been completed and the student is back on-pace.

When lack of engagement occurs, the principal and/or administrative staff, as well as attendance officer will intervene consistent with the schedule presented in Table 2.

Table 2: Blended Engagement Intervention Schedule

<b>Percentage off-pace in the course</b>	<b>Student Intervention</b>
10%	When the student is ten (10%) percent behind in the course, the teacher will communicate directly with the student and parent(s)/guardian(s) that the student is off-pace.
15%	When the student is fifteen (15%) percent behind in the course, the attendance clerk will send an official notification to the student and parent(s)/guardian(s) that the student is off-pace. Such notification will include the ECPS truancy policy and early-warning requirements for violating Alabama's school attendance law.
20%	When the student is twenty (20) percent off-pace, the school will send an official notification to the student and parent(s)/guardian(s) notifying all parties that the student is off-pace and in violation of Alabama's Compulsory School Attendance Law. Additionally, the principal will notify the system's Attendance Officer who may initiate the issuance of legal notifications and juvenile court intervention.

# AUDIO-VISUAL MATERIALS

## Review of audio-visual materials

In an effort to ensure that audio-visual materials used in the schools of the school system are best suited to the educational needs, age, and maturity of students, the following guidelines govern the use and review of all audio-visual materials to be shown in any classroom or school setting:

- The principal or designee will work closely with members of the certified teaching staff in selecting appropriate instructional materials for the various grade levels and content areas. All books, magazines, tapes, audio-visual materials, and other teaching aids located in individual school libraries /media centers that are to be used by students will be examined and approved by the principal or designee before such materials are made available to students and teachers.
- The local school principal or designee (librarians/media specialist) will be responsible for library/media center acquisitions at each school.
- Videos/DVDs will not be shown in their entirety. Teachers should extract only the material relevant to the ALCOS standards being taught.
- All audio-visual materials must relate directly to the ALCOS and school system curriculum and serve as a means of teaching a specific objective(s). All videos must be documented in lesson plans and aligned to the ALCOS.
- All audio-visual materials must be previewed in their entirety by the teacher.
- Audio-visual materials not housed in the media center must be approved by the librarian and receive written approval by the school principal prior to using the material in a classroom setting.

Written request for approval must be submitted to the principal ONE WEEK PRIOR to viewing. The attached Approval of Audio-Visual Materials Form (see next page) should be used to grant permission. The teacher and principal should retain a copy of the written approval documentation.

- Viewing of entire movies as incentives must be pre-approved by the administration and follow the same guidelines previously described.

**Elmore County Board of Education  
Wetumpka, Alabama**

**Request for Approval of Audio-Visual Materials Form**

Note: This review process is to be completed only when the audio visual is obtained from sources external to the school library or school system and is designed to protect the students, teachers, and the school system. This form must be submitted ONE WEEK prior to viewing.

School: \_\_\_\_\_

Name of Audio-Visual: \_\_\_\_\_  
\_\_\_\_\_

Commercial Rating, if applicable: \_\_\_\_\_

Obtained from (Source): \_\_\_\_\_

Curriculum Objective and Standard (Explain): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date to be shown: \_\_\_\_\_

Grade Level/Age: \_\_\_\_\_

I certify that I have previewed the above listed audio-visual material in its entirety and request that it be approved for showing in my class(es).

Signed: \_\_\_\_\_

Teacher

Date: \_\_\_\_\_

Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_

Signed: \_\_\_\_\_

Principal

Date: \_\_\_\_\_

# CLASSROOM – REQUIRED POSTED ITEMS

- Class schedule – time and subject – posted inside and outside classroom
- Learning targets aligned to CCRS
- Daily class assignments
- Odysseyware/Edgenuity assignments
- Homework assignments, if applicable
- Rules/consequences/rewards
- Age appropriate, content specific, and relevant word walls that are adjusted according to content standards being taught should be posted. The word wall should play an active role in classroom instruction throughout the school year. Once words are taught, they may be placed in an interactive folder, journal, or binder for student reference.
- Projects posted in the hallways should include a posting of the ALCOS: CCRS number and description. Work posted in the hallway communicates to all stakeholders that students have achieved the goals set by the teacher or that work is on-going.

## CONFERENCES

- It is the responsibility of each teacher to develop a positive rapport with parents and to communicate with parents on a regular basis.
- If a student is not making satisfactory progress, it is the responsibility of the teacher to make contact with parent/guardian of the student in order to develop a plan for academic improvement.
- Teachers are to keep documentation of parental notes, telephone calls, and conferences.

## CURRICULUM FOCUS

### Focus 1: Student-centered Teaching and Learning

#### **What is Student-centered Teaching and Learning?**

1. Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students.
2. *Student-centered teaching methods* shift the focus of activity from the teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term

retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

#### **Focus 2: College- & Career Ready Standards**

An unwrapping of the ELA and Mathematics standards should be done quarterly by each grade level to assist in lesson planning and instruction.

#### **Focus 3: Webb's Depth of Knowledge (DOK)**

At the heart of College and Career Readiness is the need to increase the level of rigor in the classrooms for all students. The College- and Career- Ready Standards are a step in the right direction. However, the standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. *The Common Core Institute*

#### **Focus 4: Implementation of Science Course of Study**

*Site-based implementation of AMSTI or Carolina Biological: Hands on Science Programs.*

The science standards reflect the correlation of the nature of science as experienced in the real world. Science concepts build coherently in depth and rigor across Grades K-12 as students focus on deeper understanding and application of content.

#### **Focus 6: Mathematics Practice Standards**

The Mathematics Practice Standards are best implemented with Student-Centered Learning. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.

#### **Mathematics K-6 Non-Negotiables**

*The 2019 Alabama Mathematics Course of Study: College- and Career- Ready Standards* will guide the instruction for the 2019-2020 school year for all grades K-6.

#### **Mathematics Practice Standards**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## **DYSLEXIA INFORMATION**

Dyslexia is a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence. Elmore County utilizes PST for students who are struggling academically. Based on the Problem Solving Team Manual, students who experience difficulty in the area of reading may be given a Dyslexia screener. Elmore County does NOT diagnose Dyslexia but does look for traditional dyslexic characteristics. Students who are determined to have dyslexic tendencies will be taught using multi-sensory strategies. Visit the Dyslexia Resource Guide at [www.alsde.edu](http://www.alsde.edu) for more information on dyslexia.

Students who provide documentation of outside the system testing with a Dyslexia diagnosis will be brought before the school level Problem Solving Team. If the student is experiencing academic difficulties, then the PST will determine whether the student should undergo further testing for Special Education services or seek to qualify for a 504 Evaluation. Forms needed for any of the above actions are available in the Elmore County Problem Solving Manual.

# ENGLISH LEARNERS (EL) FOR GRADES 5-8

## EL ACCOMMODATIONS

Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that English Learners (ELs) can progress. Daily assignments and tests will be administered with accommodations as needed and are documented in the Individualized English Language Plan (I-ELP).

All students are to be taught on grade level. For ELs in grades 5-8, the WIDA English Language Development (ELD) Standards should be referenced when determining appropriate accommodations according to the English Language Proficiency (ELP) level attained on the *ACCESS for ELLs* assessment or WIDA Screener along with classroom performance. EL supplemental resources are available for grades 5-8 and should be used by both the classroom teacher and intervention teacher as appropriate. Grading is based on accommodated work.

## GRADING PROCEDURES FOR EL STUDENTS

Traditional procedures for assigning grades to students may not be appropriate for ELs. Teachers MUST follow these guidelines:

- **Grading Methods** – The method of grading is determined by the EL Committee and is a part of the student's I-ELP. The grading method cannot be changed during the school year. Following are the two grading methods used for ELs in Elmore County Public Schools:
  - **S, U, & P (Satisfactory, Unsatisfactory, Improving)** *Letter I cannot be used to represent Improving, because I already represents Incomplete in INOW/Powerschool; therefore, letter P will be used to represent Improving.* At the 5-8 grade levels, ELs scoring 1.9 or below on the overall composite score on *ACCESS for ELLs* or WIDA Screener may receive S, U, & P until the student has acquired a level of English proficiency necessary for a basic understanding of the subjects being taught. S, U, & P are not to be used at the high school level.
  - **Regular grading method**  
The regular grading method should be used if only accommodations in the regular classroom are made. Grades placed in a student's cumulative folder MUST reflect the student's academic achievement on grade level academic content.

## GUIDELINES FOR GRADING ELs/LEP Students

Teachers must follow these guidelines:

- ELs must receive accommodations of content work when needed.
- Grading is based on work accommodated.
- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- **WIDA ELD Standards** – The WIDA ELD Standards for ELs in Kindergarten through Grade 12 are to be used as a guide for providing accommodations for academic standards and skills that must be developed for ELs to integrate successfully into mainstream classrooms. (Resources available at [www.wida.us](http://www.wida.us).)
- **Accelerated Reader Goals** – Teachers of ELs must use their professional judgment to determine Accelerated Reader goals. It is recommended that the Minimum Average Percent Correct be held at 85% and accommodations be made for Points and Minimum

Average Book Level. These accommodations should be stated in the I-ELP.

- **Failure/Retention** – Language minority students may not receive failing grades when English language deficiencies may have contributed to the failure. Retaining or placing LEP/EL students in a lower grade is ill advised in that it does not help the student to learn English quicker, according to the ALSDE. **Consultation with the Director of Federal Programs and District ESL Liaison is required before retaining an EL student.** Retention of ELs shall not be based solely upon level of English language proficiency. (Section 1, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL student, the following points should be addressed by the EL Committee:
  - What is the student's level of English language proficiency?
  - Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
  - To ensure meaningful participation, are classroom accommodations being made in the areas of
    - teacher lesson delivery?
    - activities and assignments?
    - homework?
    - formal and informal assessments (e.g. quizzes and tests)?
  - How much individual English language development instruction is the student receiving during the school day?
  - Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
  - Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
  - Does the report card indicate that the student was graded according to the I-ELP?

# ENROLLMENT GUIDELINES

## Homeschool Students and Students Arriving from a Non-accredited Institution

### Placement Guidelines:

1. Attempt to acquire any academic records from the student's previous school.
2. Inform parents that student(s) will be given the following assessments to ensure proper placement.

### 5<sup>th</sup>-8<sup>th</sup> Grade

*Renaissance Learning* STAR360 Reading and STAR360 Math will be used as diagnostic tools to determine student placement.

Grade	STAR EL Minimum Scaled Scores – Reading/Mathematics		
	Fall	Winter	Spring
	STAR Reading		
5 <sup>th</sup>	560	592	630
6 <sup>th</sup>	671	716	779
7 <sup>th</sup>	795	843	884
8 <sup>th</sup>	908	942	979
	STAR Mathematics		
5 <sup>th</sup>	650	680	710
6 <sup>th</sup>	718	741	763
7 <sup>th</sup>	757	773	790
8 <sup>th</sup>	790	803	816

3. Print and keep testing results and any other documentation in the student's cumulative folder.
4. Report previous truancies from other academic institutions to Andre' Jackson to determine next steps.

For situations that cannot be accommodated using these middle school guidelines, contact Mrs. Ayena Jackson, Middle School Curriculum Director (26006).

# FIELD TRIPS

The process of procuring transportation for field trips and other off-campus activities is as follows:

- Teachers will fax the Field Trip Activity Form, **to include nurse and principal signature** to the Department of Secondary Education at 334-514-2804.
- This must be submitted at least **two weeks** prior to the planned activity.
- The Field Trip Activity Form can be found in the Forms and/or Documents Downloads section under Curriculum and Instruction on the Elmore County Schools website and in the Field Trip section of the Secondary Management of Curriculum Guide.
- Once submitted and approved, subsequent information will be sent by Lee Arant, Shop Foreman/Assistant Supervisor in the Transportation Department, to the teacher responsible for organizing the trip.
- For transportation questions, please contact Lee Arant.
- Teachers must remain in proximity of all students to monitor student behavior and directing planned field trip activities.
- Teachers will complete a Field Trip Activity Form (found on the next page and online) listing activities that will occur before, during, and after ALL field trips and explain how the planned trip is aligned to the Alabama Course of Study standards.
- Any off-campus field trips deemed as a safety issue such as skating, inflatables, etc. will not be approved.
- On-campus activities are allowed; however, students may not be charged a fee to attend on-campus activities during school hours. Any on-campus inflatable or other similar activities must have an insurance quote and the insurance must be in effect on the event date.
- All out-of-state field trips must be approved by the principal and Superintendent. All field trips after May 1 must be approved by the principal and Superintendent.
- Biscuits Ballgame incentive field trip is reserved for middle school.
- It is recommended that teachers plan for no more than 2 field trips per class per year.

Elmore County Board of Education Policy Manual states the following regarding field trips:

## 6.6 Off-Campus Events

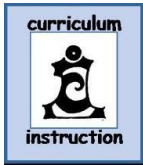
Student participation in and travel to off-campus events, concerts, functions, and activities, and the use of school buses or other transportation for such purposes may be authorized under and subject to the following terms and conditions:

- a. The destination is an activity, event, or function that services a bona fide educational or related extracurricular purpose, or is an athletic event or function sponsored or sanctioned by the school or the school system and the state athletic association;
- b. Adequate information regarding the trip (e.g., destination, duration, purpose, educational purpose, mode of transportation, nature and extent of student participation) has been provided to the principal, program director, and Superintendent;
- c. Adequate arrangements are made for supervision and other risk management considerations (e.g., parental permission, medical treatment authorization, special insurance requirements);
- d. Properly certified and qualified drivers have been selected and arrangements for the costs of the trip (e.g., salary, fuels, maintenance, lodging) have been made; and
- e. Principal approval of the trip is obtained. In addition, Superintendent's approval is required for out-of-state trips.

The Superintendent is authorized to develop additional specific requirements for participation in and travel to and from official events and activities that are consistent with the terms of this policy.

<b>Fifth-Eighth Grade Field Trip Criteria</b> Principal Approved Field Trips OR Choices from the suggestions below. List is not exhaustive. <b>Total of Two Field Trips</b>	
<b>Fifth Grade</b>	<b>Sixth Grade</b>
<ul style="list-style-type: none"> <li>• American Village at Montevallo</li> <li>• Davis Theater</li> <li>• Montgomery Museum of Fine Arts</li> <li>• Shakespeare Festival</li> <li>• Freedom Forum (Grade 5 ONLY)</li> <li>• STAR360BASE (Grade 5 Selected School)</li> <li>• Alabama Archives</li> <li>• Alabama Nature Center (Lanark)</li> <li>• Freedom Riders Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Davis Theater</li> <li>• McWane Science Center (B'ham)</li> <li>• Museum of Fine Arts</li> <li>• Rocks and Mineral Show</li> <li>• Rosa Parks Museum</li> <li>• Shakespeare Festival</li> <li>• U.S. Space and Rocket Center</li> <li>• W.A. Gayle Planetarium</li> <li>• Ropes Course (Grade 6 ONLY)</li> <li>• Alabama Nature Center (Lanark)</li> <li>• Elmore County Black History Museum</li> </ul>
<b>Seventh and Eighth Grades</b>	
<ul style="list-style-type: none"> <li>• Alabama Artists Gallery, Montgomery</li> <li>• Alabama Department of Archives and History</li> <li>• Alabama Nature Center</li> <li>• Armory Learning Arts Center</li> <li>• Davis Theater</li> <li>• Elmore County Black History Museum</li> <li>• Field Trips required for course credit</li> <li>• George Lindsey UNA Film Festival</li> <li>• Huntingdon College Art Department</li> <li>• Montgomery Advertiser Press Room</li> <li>• Montgomery Museum of Fine Arts</li> <li>• Other professional productions in the area of study</li> <li>• Service projects</li> <li>• Wetumpka Depot</li> </ul>	

# FIELD TRIP ACTIVITY FORM



Planning for a field trip is essential to enhance and connect learning that is being conducted in the classroom to real events. Prior to any reservations made for a field trip, this form must be completed, submitted and approved by the principal and appropriate central office personnel.

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

Field Trip Destination \_\_\_\_\_

Date of Proposed Field Trip \_\_\_\_\_ Number of field trips your students have taken this year \_\_\_\_\_

**Please check one of the following:**

- ☐ This field trip is on the approved field trip list at the appropriate  
☐ grade level. This is an out-of-state field trip.

**Mode of transportation:** ☐ School bus ☐ Charter bus

Explain how this field trip is **aligned** to the Alabama Course of Study Standards:

List planned activities **prior to** the proposed field trip:

List planned activities **during** the proposed field trip:

List **closure** activities planned once students have returned to school:

**Nurse required?** ☐ Yes ☐ No Nurse's Signature \_\_\_\_\_

☐ Approved ☐ Not Approved Principal's Signature \_\_\_\_\_

**Field trips MUST have the approval of principal and Elementary or Secondary Education Director.**

☐ N/A ☐ Approved ☐ Not Approved Director's Signature: \_\_\_\_\_

**All out-of-state field trips must be approved by the principal and Superintendent.**

☐ N/A ☐ Approved ☐ Not Approved Superintendent's Signature: \_\_\_\_\_

***Elmore County Board of Education***  
**RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION**

School \_\_\_\_\_ Child's Name \_\_\_\_\_

Teacher in Charge \_\_\_\_\_ Cost to Your Child \_\_\_\_\_

Trip Date \_\_\_\_\_ Destination \_\_\_\_\_

Departure Time \_\_\_\_\_ Expected Return Time \_\_\_\_\_ Method of Transportation School Bus

I understand that my child's participation in the activity is a privilege, and not a right. I acknowledge that I have spoken with my child about my child's need to comply with the specific rules and requirements established for this activity, all Elmore County Board of Education policies and procedures, rules of conduct set forth in the Student Code of Conduct, and state and federal regulations and laws. I understand that all Elmore County Board of Education rules and policies apply to my child and the other students during the course of the field trip.

I also understand that this field trip may expose my child to some risks. On behalf of my child, I assume any such risk that may arise therefrom. I accept full responsibility for all medical expenses for any injuries that might occur to my child by reason of his/her participation.

By signing this form, I hereby release the Elmore County Board of Education, its members, employees, assigns, agents and volunteers ("released parties") from and against any and all claims, demands, actions, complaints, suits or other forms of liability that any of them may sustain: (a) arising out of my child's failure to comply with local, state and federal laws and Elmore County Board of Education policies, procedures, and the Student Code of Conduct; or, (b) arising out of any damage or injury caused by or to my child arising out of my child's participation in the field trip. This release of liability includes accident, injury, loss, or damages to my child, as well as to the other individuals or property which may result from my child's travel to and from, and participation in the field trip. I also agree to indemnify and hold harmless the released parties from the released claims, including any and all related costs, attorney fees, liabilities, settlements and/or judgments.

I confirm that I have carefully read this RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am a student 19 years or older.

Emergency Contact Name & Phone \_\_\_\_\_

Hospital Insurance Company \_\_\_\_\_ Policy No. \_\_\_\_\_

Students will not be permitted to go on field trips without a signed Field Trip Parental Permission Form on file.

Date \_\_\_\_\_

\_\_\_\_\_  
Student's Signature (as appropriate)

Date \_\_\_\_\_

\_\_\_\_\_  
Parent's Signature (as appropriate)

# HOMework

- Homework is an important component of every student's instructional program.
- Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements.
- Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students.
- It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.
- At every grade level, homework should mirror classroom activities and experiences.
- Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate.
- Parental support and supervision reinforce the quality of practice or product as well as skill development.
- Under no circumstances will homework be used to punish students.
- Homework is a FORMATIVE assessment used to evaluate student understanding.
- If graded, homework may be counted as 1 cumulative grade per quarter.
- Homework documentation must be kept outside of INOW/PowerSchool.

# HONOR ROLL

Honor Roll for grades 5-8 will be calculated using grades from core curriculum, physical education, and all electives except for those with an "aide" descriptor.

# INFORMATIONOW/POWERSCHOOL PARENT PORTAL

**INOW/PowerSchool** is a program that allows parents to review information related to grades, attendance, homework assignments, discipline records and other student data from the current year. In order to access records, a student must be enrolled in Elmore County Schools. The information viewed is live data.

Each parent/guardian will have one login to view each child's information and data. Information for logging in is prepared annually through the school office and this information is sent home with the students.

## LESSON PLANS

- Teachers are required to write weekly lesson plans. These plans must be submitted to the principal and/or posted to INOW/PowerSchool by 8:00 a.m. each Monday.
- The 5-8 lesson plan format must be approved by each principal. The format may be unique to each school.
- Odysseyware/Edgenuity assignments **must** be included in lesson plans.
- Lesson planning with grade-level peers is encouraged; however, each teacher should customize lesson plans to meet the needs of the diverse population of each individual classroom.
- Information must include, at a minimum, learning targets, College and Career Ready Standards, activities/strategies/ resources (including technology), and method of assessment/evaluation.
- Components of the Strategic Teaching Format should be in lessons throughout the course (for example, TWIRL: Talking, Writing, Investigating, Reading, and Listening).
- A Substitute Folder with an emergency lesson plan must be available. Teachers must ensure that the information left for substitute teachers is general in nature and does not violate student privacy. It should be noted that student medical information as well as special education information is highly confidential.

*An emergency lesson plan should include all relevant information, such as:*

• Class schedule	• Lunch schedule	• Duty schedule
• Bus lineup	• List of students	• Materials to be used
• Fire and tornado drill directions	• Activity schedule	• Special admonitions (student illness, behavior)
• Library and computer schedule	• Hall passes	

# LIBRARY PROGRAM

Books and reference materials are located in the library/media center. Students are encouraged to check out and read books. Students visit the library/media center either as a group or as an individual on an unlimited, as-needed basis during times specified by the classroom teacher. In an effort to remind students of the importance of returning books in a timely manner, a library fine may be charged to students. Each library/media center follows the board approved criteria. Grades K-4-no fines charged; Middle Schools-\$ .10 per day; High School-\$.25 per day with a cap of \$5.00. You may contact the school principal or librarian for more information.

Librarians are partners in education with community stakeholders, administrators, teachers, and students. They provide access to information for students and staff that is appropriate to student development and features diversity in perspective, format, and interest. They collaborate with teachers so every student learns to access, evaluate, and use information through activities that are planned and assessed in ways that help them achieve classroom instructional objectives. They join others in the learning community to encourage every student to read, view, and listen for information and enjoyment, realizing these practices are necessary for literacy and form the basis for a successful and productive life. They administer a planned program that provides a welcoming environment conducive to learning and promotes students' intellectual and personal growth. (Literacy Partner: A Principal's Guide to an Effective Library Media Program for the 21st Century)

- The librarian, with the assistance of the administration, sets the schedule for the library media center; the schedule is posted and available at all times.
- The library should not be closed for non-library purposes.
- Forty percent of the librarian's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the librarian, although students and teachers may still use the library.

Sixty percent of the librarian's time spent with students may include, but are not limited to the following activities:

- Assisting students to locate books within the library media center.
- Providing a lesson with the classroom teacher (collaborative approach) to support classroom lessons
- Conducting lessons with the aid of classroom teachers or volunteers
- Selecting books and other educational resources for teachers to use with students in the classroom
- Promoting the love of literature through creating library displays and delivering morning announcements to highlight books across a variety of genre
- The librarian is scheduled a lunch time and a planning time. These times should be scheduled during a time in the day when the library is not heavily attended by students to access information.
- Teachers and the librarian should collaborate to develop enhanced curriculum units.
- Librarians will open libraries as soon as possible, but no later than the second week of school for orientation to the library and will begin book circulation as soon as possible, but no later than the third week of school.
- Librarians will close the library to take inventory of their collection the last two weeks of school.
- Library lessons (fixed scheduling) will not be made up for the following reasons: field trips, holidays, or failure of teacher to bring students at the scheduled time.

Schools Earning Units for Library Media Paraprofessionals

- Library paraprofessionals will only work in the library during their designated library assignment and may not be pulled for additional school duties during this time.

## MAKE-UP WORK

- Students have three days to provide a written note documenting an excused absence.
- Students will have the opportunity to complete make-up work through Odysseyware/Edgenuity. Please refer to Attendance section in the Elmore County Student Handbook & Code of Conduct for further information regarding Blended Attendance.
- No make-up work can be given for unexcused absences.
- In the case of excused absences, the teacher and student should agree on a time for the work to be made up and teachers should document due date. Students may be required to sign acknowledgment of the agreed upon time.
- Teachers may construct make-up tests in a different format from the original assignment.
- Students not completing make-up work will be given a “0” until work is made up.

## OBSERVATIONS AND CLASSROOM EVALUATIONS

- Walkthroughs, instructional rounds, *eleot* observations and formal classroom evaluations will be conducted at all schools.
- Administrators are expected to provide appropriate feedback to teachers following any classroom visit.

## PHYSICAL EDUCATION

- The State Department of Education requires students to receive P.E. instruction daily for thirty minutes.
- As part of a comprehensive, quality Physical Education Program, every student enrolled in Physical Education in Grades 2 - 6 will participate in the Alabama Physical Fitness Assessment (APFA).
- Students who have an approved PE waiver are responsible for completing the APFA.
- The data for students in grades 2 – 6 will be recorded and may be accessed in *INOW/PowerSchool*.
- Sixth grade students will participate in the Marshall Anderson Challenge Course (MACC) which is contingent upon financial resources and personnel.

### **Physical Education Grading**

This grade should be based on standards outlined in the 2009 ALCOS: Physical Education. For easy access to the Instructional Guide, use the following link.

<https://www.alsde.edu/sec/sct/COS/2019%20Alabama%20Course%20of%20Study%20Physical%20Education.pdf#search=2019%20COS>

Conduct should not affect the P.E. grade; however, a conduct grade for P.E. can be noted in the comment section of the *INOW/PowerSchool* Report Card.

All students in grades 5-8 will receive a numerical grade. Nine-week grades will be categorized as follows:

45%- Dress Dressed/Prepared for active participation i.e.

45%- Participation Actively Participates

10%- Tests Assessments

### **Grades K-8 Requirement**

Daily physical education instruction is required for a minimum of 30 minutes for Grades K-5 and a minimum of 50 minutes for Grades 6-8 with no exceptions or substitutions and may not be combined with lunch time. Recess time may not be substituted for physical education and should not take place immediately before or after physical education class time. (Code of Alabama 1975, §16-40-1).

### **Options for Middle School Physical Education Programs**

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may follow the time requirement listed for Grades 4-6 or the time requirement listed for Grades 7-12. Grades 7 and 8 may have a minimum of 30 minutes of physical education daily when these grades are housed with Grades 4-6. It is recommended, however, that students in Grades 7-8 receive a minimum of 50 minutes of physical education daily.

## **RESPONSE TO INSTRUCTION (RtI)/PROBLEM-SOLVING TEAM (PST)**

- RtI is based on data and documentation of appropriate instruction. The team will conference to determine how to best meet student needs.
- Tier I instruction is basic instruction provided for all students daily.
- Tier II instruction is additional instruction provided for at-risk and/or identified students. This instruction is provided during small group time or differentiated instruction by the classroom teacher.
- Tier III instruction should be an intensive, individual research-based intervention program.
- RtI/PST is used for regular education students with academic and/or behavior challenges in general education classes, career technical and alternative education classes.
- PST is NOT used with students who already have a Plans for Programs, 504 Plan or I-ELP.
- See the Problem-Solving Team Manual for additional information.
- Problem solving teams will use standards mastery reports from INOW/PowerSchool to determine areas of non-mastery and focus intervention strategies and content.
- See the 2020-2021 Elmore County Problem Solving Team Manual for step-by-step directions, resources, and forms for PST.

## **SCIENCE FAIR**

- Science experiments and projects are used to extend and enrich concepts taught.
- Students in grades 4-12 will be given the opportunity to compete in school Science Fairs.
- Each school will have a Science Fair Coordinator to ensure that students receive information to participate in this event.
- Science Fair projects will first be judged at the school level.
- School winners in each category will compete in the Elmore County Science Fair during the third quarter.

## **SPECIAL EDUCATION/GRADING PROCEDURES**

- Elmore County tests are written on grade level and all teacher-designed assessments are to be on grade level.
- Semester exams and quarterly benchmark assessments will be administered to Special Education students. These exams can be accommodated as specified in the student's Individualized Educational Program (IEP). Please follow the IEP as it is written.
- No test can be read to a student unless a reading accommodation has been explicitly defined in a student's IEP Section 504 Plan. An accommodation cannot supplant the skill the test is designed to measure.
- Ongoing assessment is vital to the improvement of instruction and learning. Immediate and corrective feedback is important to learning and will be shared with students, parents and/or guardians in a timely manner. General education teachers should receive graded accommodated assignments within a week for them to post as required.

## **SPECIAL EDUCATION SERVICES AND SECTION 504 REQUIREMENTS**

- All teachers have the responsibility to recognize the needs of individual students, particularly those who meet Special Education and Section 504 criteria.
- Teachers will participate in the development of IEPs (Individualized Education Programs) or Section 504 Plans to ensure that the guidelines are implemented for IDEA.
- Students must be given the opportunity to be actively engaged in learning the content and standards that define the general education curriculum.
- Accommodations will be provided for students eligible for Section 504 Services. Accommodations and/or modifications will be provided for students eligible for Special Education Services.

# **SPECIAL EDUCATION**

## **RECORDING OF IEP and SECTION 504 MEETINGS**

February 2018

The recording of an individualized education program ("IEP") or Section 504 meeting is prohibited unless a parent/guardian, authorized representative of a parent/guardian is unable to understand or meaningfully participate in the IEP or Section 504 process, or the planning of the relevant student's educational program, due to a disability, language barrier, or some other impairment.

If a parent/guardian believes that recording an IEP or Section 504 meeting is necessary, the parent/guardian should notify the principal or designee in writing at least five (5) school days before the IEP or Section 504 Team meeting, of the request to record the meeting and the reason the recording is required. The principal or designee will notify the parent/guardian at least two (2) school days before the meeting of the grant or denial of the parent's/guardian's request to record the meeting.

If the principal or designee denies the request to record the IEP or Section 504 meeting, the reasons will be stated in writing for the denial. Authorized exceptions to the general prohibition against the recording of IEP or Section 504 meetings involve situations when a parent/guardian, or authorized representative of a parent/guardian, is unable to understand or meaningfully participate in the IEP or Section 504 process or the planning of the relevant student's educational program due to a disability, language barrier, or some other impairment.

If a parent/guardian is permitted to record the meeting, the parent/guardian must use his or her own audio recording device. If the school district records an IEP or Section 504 meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with state and federal law.

For purposes of this policy, a recording is defined as the capture of moving visual images, voices, and other ambient sound electronically, digitally, or by any other means for the purpose of retrieval and review.

Video recording, including recording of visual images, at an IEP or Section 504 meeting is strictly prohibited.

The use of court reporter services at an IEP or Section 504 meeting is strictly prohibited.

## SPELLING BEE

The spelling bee tradition improves students' spelling skills and increases their vocabularies. Bee participation also provides valuable experience in developing poise - a necessary skill for public speaking, performing arts, and athletics.

- Each middle school will have a coordinator to plan and implement a school spelling bee for students in grades 5-8. Each middle school will send **one** school winner to compete in the Elmore County Spelling Bee, generally held in early February.
- School coordinators will attend a meeting at the beginning of the school year and will be provided with a schedule of events to be prepared to participate in the Elmore County Spelling Bee.
- Each middle school will be responsible for paying a fee to participate in this Spelling Bee. The one winner of the Elmore County Middle School Spelling Bee participates in the Alabama Spelling Bee. The one winner of the Alabama Spelling Bee participates in the Scripps National Spelling Bee in the Washington, D.C. area.
- School coordinators will receive information when it is released from Adventure Travel regarding the Spelling Bee fees and schedule of events. Scripts, rules, and guidelines will be utilized at the county level and are designed to assist spelling bee officials and spellers.

## STATE ASSESSMENTS

ACAP (Alabama Comprehensive Assessment Program) will be administered in the spring. Students in grades 5-8 in ELA Writing, Mathematics and Science in grades 6 and 8.

## SUPERVISION OF STUDENTS

Students must always be supervised. At no time should students be left unattended.

## VIRTUAL SCHOOL: EDGE

Students in grades 3 – 12 can enroll in EDGE, the Elmore County Schools Virtual School. Students will complete required coursework for grades 3-5 using *Odysseyware*, and students in grades 6-12 will use *Edgenuity*. For more information contact Cindy Hines at 334-514-3931 or ext. 27001.

## WEEKLY PAPERS

- Weekly papers will not be sent home.
- Progress reports will be sent home each quarter.
- Parents may view grades in the InformationNOW/PowerSchool Parent Portal.
- Parents may view student papers upon request.