ELEMENTARY SCHOOL
CURRICULUM AND INSTRUCTION POLICIES, PROCEDURES, AND GUIDELINES MANUAL

2023-2024

DR. WAYNE VICKERS
SUPERINTENDENT
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Our Mission

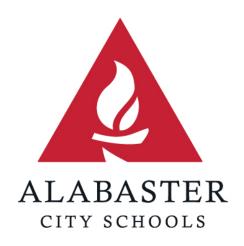Preparing students for their future.

Our Vision

To partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future.

Our Beliefs

These values and beliefs guide teaching, learning, and working in the Alabaster City Schools:

1. Our schools are safe, caring, learning communities engaged in continuous improvement, committed to the pursuit of excellence, and dedicated to the success of each student.
2. Our employees are qualified, dedicated, innovative, and student-centered, engaged in continued learning.
3. Our schools provide quality instructional programs, enriching extracurricular experiences, and a wide variety of opportunities for students to explore their interests, expand their dreams, and develop their talents.
4. Our schools partner with families, business, industry, post-secondary institutions, community agencies, and government to create and sustain outstanding facilities, technology, learning resources, and experiences to maximize student achievement.
5. Our schools embrace diversity, promote respectful relationships, and have high expectations and performance standards for all students and adults.
6. Our schools value integrity, open communication, shared responsibility, innovation, and accountability.

CURRICULUM AND INSTRUCTION

Dr. Amanda Wilbanks
Chief Academic Officer

Mr. Mark Gray
Coordinator of Elementary Education

Mr. Brent Byars
Supervisor of Elementary Education
Supervisor of Federal Programs

Statement of Non-Discrimination

The Alabaster City Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in any of its programs and activities and provides equal access to the Boy Scouts and other designated your groups. The following persons have been designated to handle inquiries regarding nondiscrimination policies.

Dr. Dorann Tanner; *Chief Student Services Officer Title VI & Title IX - student concerns* dorann.tanner@acsboe.org

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Purpose

The purpose of this manual is to assist teachers, counselors, and administrators with the policies, procedures, and guidelines frequently encountered in their daily routines. This user-friendly document provides pertinent information and step by step procedures for completing various activities required of teachers and administrators.

Curriculum and Instruction Policy and Procedures Manual

This Alabaster City Schools' Curriculum & Instruction Policy and Procedures Manual is designed to give guidance to teachers, staff, students, and parents regarding the policies and procedures for all teaching and learning that occurs in the district. This guide is a living document, and any suggestion for improvement should be directed to the Coordinator of Elementary Education. This guide is not exhaustive of all possible policies and procedures regarding curriculum and instruction, but it strives to provide philosophical and practical direction for stakeholders to follow when faced with questions and concerns. Where appropriate, stakeholders should refer to relevant law, codes, and guidelines from governing agencies supervising teaching and learning for circumstances not outlined in the manual (e.g., the Alabama Administrative Code, the State Board of Education or the NCAA Eligibility Clearinghouse.)

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PROMOTION AND RETENTION PROCEDURES

Promotion
Students in third through fifth grades must pass reading and mathematics with a yearly average of 60 D or higher. Students in Kindergarten through second grade will be promoted/retained based on the Promotion/Retention Checklist procedures that are followed during individual retention meetings (*see Appendix 1 – Promotion/Retention Forms*). In determining a student's appropriate placement, teachers and administrators must review the requirements for promotion. Conduct shall be marked each nine weeks on report cards.

Retention
The Alabaster City Schools Elementary Promotion/Retention Checklist (*see Appendix 1*) ensures students will receive additional time and support when they initially encounter academic barriers that may result in an unsuccessful school experience. The schools use a three-tier plan of intervention for students: Tier I – School-wide Strategies, Tier II – Targeted Strategies, and Tier III – Individualized Strategies. Before a student can be retained in grades third through fifth, there must be a review of the intervention provided with supporting documentation that treatments from the intervention plan were implemented. Parents will be notified throughout the school year of their child's academic progress through progress reports, nine week report cards, and parent conferences.

Special Education Promotion
Special education students receiving a **traditional grade** must pass reading and mathematics with a yearly average of 60 D or higher. Special education students receiving a basic/adapted grade will be promoted based on mastery of their Individualized Education Plan (IEP) goals.

Special Education Retention
Special education teachers will adhere to the retention procedures stated above for special education students receiving **traditional grades.** For special education students receiving **basic/adapted grades**, teachers must follow the guidelines written in the student's IEP. When a student begins to be unsuccessful the IEP team will reconvene to determine the appropriateness of the IEP.

English Learners (ELs) Promotion and Retention
Any student receiving ESL services is eligible for appropriate accommodations to instruction. The student's EL status should be considered when determining promotion and retention. When a student begins to be unsuccessful, the ELL Committee should meet to discuss appropriate next steps.

Acceleration Procedure

Alabaster City Schools recognize that:

1. Acceleration options may need to be considered to meet the learning needs of some (advanced) students.
2. Appropriate use of acceleration opportunities supports compliance with requirements in *Alabama Administrative Code 290-8-9-.12*.
   a. Acceleration options include, but are not limited to, differentiation, subject acceleration and grade acceleration. The process of considering a student for acceleration options will follow the procedures for referral, evaluation, and implementation outlined in the Alabama SDE "Help Document – for Considering Student Acceleration."

GRADING THE ELEMENTARY SCHOOL STUDENT

Kindergarten and First Grade

Kindergarten and 1st grade will follow a standards-based reporting system and use summative assessments, checklists, and teacher notes to determine mastery of standards. An S, P, N grading scale will be used. Pacing guides, rubrics, and grading parameters will be used to assign grades. (*See Appendices 2, 3 and 4*). Standards-based grades for kindergarten and first grade will be reported weekly in folders that are sent home rather than being entered in PowerSchool.

The grading scale is as follows (*See Appendix 4*):

- **S: Satisfactorily Proficient**
  - Student demonstrates proficiency with grade level expectations for concepts and skills for end of 9 weeks
- **P: Partially Proficient**
  - Student demonstrates proficiency with some, but not all, grade level expectations for concepts and skills for end of 9 weeks
- **N: Not Proficient**
  - Student does not demonstrate proficiency with grade level expectations for concepts and skills for end of 9 weeks
- **Blank Space: Not Assessed**

The grading scale for behavior/conduct is as follows:

3 Satisfactory
2 Needs Improvement
1 Unsatisfactory

Teachers are expected to use a sufficient amount of formative and summative assessments to properly inform instruction. The following guide should be used as a reference.

Reading	Minimum of 6 grades - first nine weeks only
	Minimum of 8 grades - second through fourth nine weeks
Math	Minimum of 6 grades - first nine weeks only
	Minimum of 9 grades - second through fourth nine weeks
Language Arts	Minimum of 6 grades - first nine weeks only
	Minimum of 8 grades - second through fourth nine weeks
Science	Minimum of 3 grades - first nine weeks only
	Minimum of 5 grades - second through fourth nine weeks
Social Studies	Minimum of 3 grades - first nine weeks only
	Minimum of 5 grades - second through fourth nine weeks

PE, Visual Arts, and Music
Kindergarten and First grade will use the S, P, N scale for Physical Education, Visual Arts, and music. If the number of grades varies from these guidelines, it will be consistent across classrooms relative to district-approved pacing and guides and curriculum maps.

Important Points to Remember (Kindergarten and First Grade)
- Teachers must schedule a parent conference/communication within the first, second, and third nine-week periods to address the needs of students who are working below expectations.
- Conduct cannot be recorded as a content area grade. Any student receiving a '2' requires a comment to be added to the report card. A student receiving a '1' requires a parent conference be set up to discuss behavior.
- Homework assignments (i.e., worksheets, textbook pages, extra practice, reading logs, math calendar - **not** including out of class projects) and parent signatures **cannot** be recorded in PowerSchool Gradebook under any category.
- Students who are absent due to illness will be administered all make-up tests following the Alabaster City Schools Code of Conduct. Make-up tests for all other absences will be administered at the discretion of the principal.

Second Grade
Reading and English/Language Arts
Second grade will follow a standards-based reporting system for Reading and English/Language Arts. Teachers will use formative assessments, checklists, and teacher notes to determine mastery of standards. An S, P, N grading scale will be used. Pacing guides, rubrics, and grading parameters will be used to assign grades. (*See Appendices 2, 3, 4 and 5*).

Standards-based grades for second grade will be reported weekly in folders that are sent home rather than being entered in PowerSchool.

The grading scale is as follows (*See Appendix 4*):

- **S: Satisfactorily Proficient**
    - Student demonstrates proficiency with grade level expectations for concepts and skills for end of 9 weeks.
- **P: Partially Proficient**
    - Student demonstrates proficiency with some, but not all, grade level expectations for concepts and skills for end of 9 weeks.
- **N: Not Proficient**
    - Student does not demonstrate proficiency with grade level expectations for concepts and skills for end of 9 weeks.
- **Blank Space: Not Assessed**

Math, Science and Social Studies

In second grade, math, science and social studies follow a traditional A-F reporting system. Math, science and social studies will be graded using the numerical grading scale listed below. Pacing guides, rubrics, and grading parameters will be used to assign grades for these areas. Parent explanations will be sent home with the first nine weeks report card to further explain the grading procedures.

The grading scale is as follows:

A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% or below

See appendix 5 for specific grading parameters.

Teachers are expected to use a sufficient amount of formative and summative assessments to properly inform instruction. The following minimums are required:

Reading	Minimum of 6 grades –first nine weeks only
	Minimum of 8 grades –second through fourth nine weeks
Math	Minimum of 6 grades –first nine weeks only
	Minimum of 9 grades –second through fourth nine weeks
Language Arts	Minimum of 6 grades –first nine weeks only
	Minimum of 8 grades –second through fourth nine weeks
Science	Minimum of 3 grades – first nine weeks only
	Minimum of 5 grades – second through fourth nine weeks
Social Studies	Minimum of 3 grades – first nine weeks only
	Minimum of 5 grades – second through fourth nine weeks

If the number of grades varies from these guidelines, it will be consistent across classrooms relative to district-approved pacing guides and curriculum maps.

PE, Visual Arts, and Music
Second grade will use the S, P, N scale for Physical Education, Visual Arts, and Music.

Conduct
Second grade will use the following scale for behavior/conduct:
3   Satisfactory
2   Needs Improvement
1   Unsatisfactory

Important Points to Remember (Second Grade)
- Grades should be posted in PowerSchool **no later than 7 days** from the testing date. (Papers/Projects may be given a longer grading window.)
- Teachers must schedule a parent conference within the first, second and third nine-week periods to address the needs of students receiving a 69 (D) or below.
- Conduct cannot be recorded as a content area grade. Any student receiving a '2' requires a comment to be added to the report card. A student receiving a '1' requires a parent conference be set up to discuss behavior.
- Homework assignments (i.e., worksheets, textbook pages, extra practice, reading logs, math calendar – **not** including out of class projects) and parent signatures **cannot** be recorded in PowerSchool Gradebook under any category.
- Students who are absent due to illness will be administered all make-up tests following the Alabaster City Schools Code of Conduct. Make-up tests for all other absences will be administered at the discretion of the principal.

Third through Fifth Grade
Reading, English Language Arts, Math, Social Studies and Science
Third, Fourth, and Fifth Grade will follow pacing guides, rubrics, and grading parameters to assign grades for Reading, English Language Arts, Math and Science.
The following grading scale is used in these grades and subjects:

A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% or below

See appendix 5 for specific grading parameters.

Teachers are expected to use a sufficient amount of formative and summative assessments to properly inform instruction. The following minimums are required:

Reading	Minimum of 10 grades – nine weeks
Math	Minimum of 10 grades – nine weeks
Language Arts	Minimum of 10 grades – nine weeks
Science	Minimum of 5 grades – nine weeks
Social Studies	Minimum of 5 grades – nine weeks

<u>PE, Visual Arts, and Music</u>
Third through Fifth grade will use the S, P, N scale for Physical Education, Visual Arts, and Music.

<u>Conduct</u>
Third through fifth grades will use the following scale for behavior/conduct:
3   Satisfactory
2   Needs Improvement
1   Unsatisfactory

Important Points to Remember (Third through Fifth Grade)
- Grades must be posted in PowerSchool **no later than 7 days** from the testing date. (Papers/Projects may be given a longer grading window.)
- Teachers must schedule a parent conference within the first, second, and third nine-week periods to address the needs of students receiving a 69 (D) or below.
- Students in grades three through five must pass reading and must pass mathematics with a yearly average of a 60 (D) or higher.
- Conduct cannot be recorded as a content area grade. Any student receiving a '2' requires a comment to be added to the report card. A student receiving a '1' requires a parent conference be set up to discuss behavior.
- Homework assignments (i.e., worksheets, textbook pages, extra practice, reading logs, math calendar – **not** including out of class projects) and parent signatures **cannot** be recorded in PowerSchool Gradebook under any category.
- Students who are absent due to illness will be administered all make-up tests following the Alabaster City Schools Code of Conduct. Make-up tests for all other absences will be administered at the discretion of the principal.

Grading in English as a Second Language

ELs who qualify for ESL services (EL-1 or EL-2 students) may not fail solely on the basis of their lack of English proficiency. Teachers may indicate that the student has received ESL accommodations by selecting the comment 'Graded according to LEP Plan' on the computerized grade report. This indicates that the grade reflects the student's mastery of the subject matter at his or her level of English proficiency.

The EL's limited English particularly affects his or her ability to communicate knowledge of content on traditional written assessments. The following suggestions are offered to help teachers develop a grading and assessment plan:
- The teacher should focus on the EL student's meaning, instead of language errors such as grammar mistakes or awkward phrasing.
- Grades should reflect a variety of performances (some less dependent on fluent language skills) such as participation, projects, cooperative activities, portfolios, and oral explanations.
- The teacher should adapt tests and test administration.

If a student's Individualized Education Plan (IEP) specifies modified instruction, teachers must adhere to the IEP. If the plan states that content must be modified, then a student will receive grade(s) based on the modifications in that specific content area(s). Students following the general education course of study will be graded as any other general education student with the exception of specific accommodations that are in the student's IEP.

Grading in Special Education

Traditional Grades

Traditional grades are administered when a student with disabilities is provided the grade level curriculum based on the *Alabama College and Career Ready Standards.* This curriculum is not modified (the standards are not changed). A regular review of grades, in conjunction with the IEP, should be considered in order to ensure appropriate accommodations.

Modifications to Grades

Students will receive a modified grade if the curriculum based on the Alabama Course of Study is modified (standards have been taken out of the requirements for the student). The grades earned are based on identified ALCOS standards or in some cases the Alabama Course of Study Extended Standards to be taught as identified in the IEP. These students will receive a grade based on their mastery of the identified standards. If a student receives an average grade of less than 60%, the grade may be given on the report card. If a student is receiving less than passing scores when standards are assessed, the IEP must be reviewed for appropriateness. It is highly recommended that before a student receives a failing grade, the IEP team convenes to review the IEP. As soon as the classroom teacher notices that a student is struggling, the special education teacher should be notified. At this point, the IEP team should convene to determine if or what additional support is needed.

KINDERGARTEN-FIFTH GRADE GRADING PARAMETERS RATIONALE

Grading parameters are used to ensure students are receiving an adequate number of grades per course and that the recorded grades focus on the standards stated in the *Alabama College and Career Ready Standards*. By mid-way of nine weeks, one-half of the required grades per category must be recorded in the PowerSchool Gradebook for each content area for the 2nd through 4th nine week grading periods. For special education students following the Alabama Extended Standards, the special education teacher in collaboration with the general education teacher will modify assessments, class work, and homework within each content area's grading categories. A student receiving traditional grades **only** gets accommodations. For English Learners (ELs), the teacher will modify assessments within each content area's grading categories as needed. (*See Appendix 5: Grading Parameters*)

PowerSchool Gradebook
Teachers are required to use PowerSchool Gradebook when recording and averaging numeric student grades. Teachers must record grades on a weekly basis.

Setting Up PowerSchool Classroom Gradebook Categories
When setting up the PowerSchool Classroom Grade Book, teachers will select Category Points.

PowerSchool Report Cards
Report cards are printed from PowerSchool. The only valid report card for students in kindergarten through fifth grades is the PowerSchool Report Card.

PowerSchool Student Progress Reports
A **progress report** is a valuable means of teacher-parent communication. Parents are informed and given the opportunity to assist their child toward improvement prior to the end of the nine weeks. These reports will be printed and sent home at the mid-nine week point for the Intermediate Grades.

Posting Grades for Special Education
Based on past and/or current practices, the general education teacher awards the grades for all students on roll. Collaboration between the general educator and the special education case manager must take place to determine grades of students with disabilities. Please use the following scenarios if in doubt as to who should record grades:
- If the student attends the resource room for a subject, the special education teacher will record the grade.
- If the student attends the general education classroom and receives accommodations only, the general education teacher will record the grade along with other students in that class period. The special education teacher(s) may provide input.
- If the grade is modified and the student is in the general education classroom, he/she should be listed on the general education teacher's roll. The general and special education teachers should be working collaboratively to determine a student's grade.

Guidelines for Determining Transferring Student Grades
The local school registrar will contact the student's previous school to request grades. Teachers will manually enter the grades into their PowerSchool Grade Books. The previous school system may not require the same number of grades per grading period as the Alabaster City School System; therefore, the teachers may not have the required number of grades for these students by the end of the period. After manually entering the grades obtained from the previous system, teachers will average the grades to determine the nine-week average. If the previous school's grading system does not include numeric grades, and the school is unsuccessful in obtaining the numeric grades, then the local school principal will make the final grade determination. If a student coming from an out-of-system school has been enrolled for **10 or fewer days**, and the school is unsuccessful in obtaining grades from the previous school system, then the student will not receive a report card for that nine-week period.

Placement of Transferring Students

Out-of-System: Students transferring from another school system must submit all applicable documents in accordance with current Alabaster City School policy. The local school registrar should contact the student's previous school to request all records. Students transferring from an accredited school should not be administered placement tests for reading and math.

Non-Accredited Schools/Home School

After the principal verifies that a student has transferred from a non-accredited school or home school situation, the following procedures must be followed:

1. Administrator or counselor explains the following to parents:
    a. The tests that will be administered (i.e., reading and math)
    b. The ALCOS serves as the study guide for the tests
    c. The tests will only be administered once
2. After explaining the testing process (Reading Benchmarks, Common Formative Math Assessments) to parents, the administrator or counselor administers the placement tests to the student at the local school. Tests will be administered as follows:
    a. Administer second grade tests to incoming second grade students.
    b. Administer third grade tests to incoming third grade students
    c. Administer fourth grade tests to incoming fourth grade students
    d. Administer fifth grade tests to incoming fifth grade students.

Note: These tests will not be administered to incoming Kindergarten and first grade students. Teachers and classified employees cannot administer placement tests.

3. Administrator or counselor scores the assessments to determine placement. A score of 70 or higher on each assessment will indicate that the student is able to be placed in that grade level.
4. Administrator or counselor places appropriate paperwork in the student's folder.

Note: At the end of the school year, the documentation form will be kept in the cumulative folder, but the test documents must be destroyed (shredded).

5. Administrator or counselor notifies the parent/guardian of the results and makes necessary adjustments to the student's transcript and placement.

Placement of Kindergarten Students

Students must be 5 years old on or before September 1 of the upcoming school year to attend kindergarten in the Alabaster City School System.

TEACHER RECORDS AND DOCUMENTATION

Attendance
Teachers are required to post their attendance each morning by 8:10 am using PowerSchool Classroom Module. If a teacher does not have access to the network, he/she must send an attendance list to the office. Registrars are required to correct absences coded X *within three days of the student returning to school.* If an excuse is received, the X should be coded *excused absence (PE=Parent Note, D=Doctor Note)*. If an excuse is not received within three days of the student returning to school, the X should be coded *unexcused absence (U)*.

Lesson Plans
The individual school will establish a procedure for completing weekly lesson plans and substitute folders. Weekly lesson plans are required of all teachers and must accommodate student needs. Lesson Plans are comprised of five components:
> (1) objectives and/or learning targets,
> (2) materials needed to complete the lesson successfully,
> (3) activities/strategies that are aligned to the standards,
> (4) evaluation of the content taught, and
> (5) intervention for students who need additional support.

See local school handbook for specific details.

Assessments
Teachers are required to keep a master copy of the assessments administered to students throughout the school year for each content area. Student assessments that must be kept on file for the entire school year are as follows: reading language arts and math. It is critical for teachers to file these assessments because students can be retained due to failure in these subjects. The individual school will establish a procedure for housing assessments.

Textbooks
Schools must establish a procedure for issuing and collecting student textbooks. Teachers should periodically check students for possession of all textbooks. All textbook requests should be directed to the Coordinator of Elementary Education.

Teacher-Student-Parent Conferences
Prior to the end of the first semester, 100% of teacher-student-parent conferences must be completed. These conferences are required for all students in kindergarten through fifth grades. During the scheduled conferences, relevant data from tests and classwork should be shared. Parents can learn about communicating academic expectations as well as parenting styles that will lead to their child's success. Parents will become aware that their involvement will empower their child and the teacher with co-ownership of progress.

School-Parent Compact

As a component of the local school parental involvement policy, each school served shall jointly develop with parents a school-parent compact. This compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact outlines the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. Such compacts must be located in the teacher's classrooms and must be used as a working document when meeting with parents. Compacts should not be filed in the office area. School-Parent Compacts should be signed at the beginning of each school year. Teachers may attach the compact to the parent conference documentation (log, form, etc.) to make it a working document. A copy is kept on file in the classroom.

INSTRUCTION AND ASSESSMENTS

Writing

Writing samples will be included with the reading portfolio.

Schedule

Teachers must submit and post a daily schedule inside their classroom doors by the third week of each school year. The schedule must reflect the times each period is taught. Also, it should include additional activities such as library media, art, music, etc.

Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama, 1975, § 16-1-1*).

Instructional Time: Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) *Minimum Standards for Organizing Kindergarten Programs in Alabama Schools*, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. The full-day program should be organized utilizing large blocks of time for large groups, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

<u>Instructional Time: First through Sixth Grades</u>
The allocations below are based on considerations of a balanced educational program for Grades 1- 6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

Subject Area	Grades 1-3	Grades 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**

Arts Education, Dance, Music, Theater, Visual Arts: Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45- minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.

Established by the Alabama State Department of Education in accordance with Code of Alabama, 1975, §16-40-1
**Established by the Alabama State Department of Education in accordance with Code of Alabama, 1975, §16-6B-2(h)*

Character Education
For all grades, not less than 10 minutes of instruction per day shall focus upon the students development of the following character traits: Courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Instructional Grouping Patterns
Small group instruction is exactly what the name implies: working with a small group of students on any component of a content area. Grouping should be flexible. This means students are grouped in mixed configurations that **frequently change** depending on the needs of the learner. Students are sensitive to grouping patterns. Flexible grouping will alleviate possible problems in this area.

Intervention
There should be three clearly defined Tiers of Instruction in all elementary classrooms.

- Tier I is the core programming that all students receive. Content should address grade-level standards for the subject being taught. Pedagogy should be based on best practices in the science of learning. A strong Tier 1 program meets the needs of at least 80% of students with the expectation that all students will gain mastery of the standard with additional instruction. Tier I includes both whole group instruction and differentiated small group instruction as needed.

- Tier II instruction is intended to supplement, not supplant, Tier I. Tier II instruction addresses grade level standards with increased intensity and explicitness. It involves a higher rate of teacher-student interaction with specific, corrective feedback. It should be presented via small group instruction, best administered by the classroom teacher. Groups are fluid and flexible based on continuous monitoring of students' progress.The instruction for these groups should be specifically prescribed based on formative assessment data, and lesson plans should address the identified deficits.

- Tier III is a third layer of instruction that targets below grade level foundational skills. It is administered via a researched based, approved program and must be implemented to fidelity. Students who receive Tier III have been identified as having a consistent deficiency in a subject area.

Each school shall have procedures and guidelines for the implementation of Tier II, lesson plan documentation, and accountability of data collection. As a general rule, Tier II should occur at a minimum of 3 days per week and should be daily for those most in need. The amount of time spent in a Tier II lesson may vary based on the age and developmental level of the student, but should be consistent with the amount of time specified by the Alabama Literacy and Numeracy Acts.

Curriculum Adaptations in Special Education
Curriculum adaptations in special education are as follows:
- **Modifications** are changes in the content and in standards set for a specified curriculum level. **Example:** *The standard is the student will multiply two-digit numbers. The modification could be the student will add two-digit numbers. The modification could be the student will add two-digit numbers with regrouping.*
- **Accommodations** are strategies used to address the needs of students and curriculum content/standards are **not** changed.

Assessments
Teachers are expected to administer common assessments as identified in current curriculum maps, pacing guides, instructional calendars or other Teaching and Learning department documents. Appropriate formative assessment tools should be administered Kindergarten through Fifth Grade. These will measure the students' performance level and may be used to show growth over time.

Technology

Technology is an essential tool for learning and should be integrated into the classroom curriculum. Classroom teachers are to develop meaningful classroom activities that provide students with opportunities to use technology for (1) learning and reflecting, (2) obtaining and communicating information, and (3) applying critical and creative thinking skills for solving problems. Student use of technology is encouraged and supported by Alabaster City Schools. Teachers should determine the appropriate use of school-provided devices during instructional time.

Homework

The time required to complete homework should be reasonable. 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 must reflect practices that have been taught in the classroom and provide reinforcement and/or remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice. Parental support and supervision should be encouraged to reinforce the quality of practice and the products produced by the student.

For students in third through fifth grades, homework should not exceed **60 minutes, maximum per night.** Home resources must be considered when making assignments. Students are not to be penalized for limited home resources. Homework is not to be used as a punishment. Four types of homework are stated below:

- **Independent Practice**: The assignment requires students to practice skills thoroughly taught in the classroom. Students should be successful in completing the assignment without parental assistance or re-teaching.
- **Extension or Enrichment**: The assignment furthers student learning of a topic currently being taught. A minimal amount of parental assistance may be necessary.
- **Student Interest:** The assignment is one selected by the student based on personal interests or preferences.
- **Study:** The assignment involves concentrated thought in an effort to learn. The assignment can be used to preview material and/or prepare for an assessment. This type of homework may not require a written product.

Educational Field Trip/Excursion Procedures

Field trips are defined as educational experiences conducted during school hours and planned by a teacher to correlate with the regular classroom instructional program. Field trips should be an integral part of classroom instruction. Teachers are to plan excursions that correlate with the *Alabama College and Career Ready Standards*. Local schools are responsible for planning field trips, securing transportation, and collecting required fees. (*See Appendix 6: Field Trip Forms)*
Out of state field trips must have cancellation insurance

The Alabaster City School System Field Trip/Excursion Procedures are as follows:

1. For overnight field trips, principals must submit the following documents to the Superintendent for Board approval at least six weeks prior to the date of the trip:
   a. Trip Itinerary (short, precise schedule of daily events)
   b. Content Standards (ACOS objectives covered)
   c. Emergency Contact Numbers (cell numbers of teachers and administrators)
   d. Educational Excursion and Bus Authorization Form
2. All information related to the educational trip, including the permission form, is to be sent home only after the principal and/or Superintendent/Board has approved the trip as well as the date, time, and arrangements.
3. All school system sponsored activities are pre-approved and have blanket approval (local school productions, etc.)
4. At least 30 days prior to an in-state trip, teachers will request approval from the principal through the Activities Permission Request form (found on line) and provide specific information related to date, time, and location. Arrangements for transportation and parental assistance are the responsibility of the teacher organizing the trip. This teacher is also responsible for contacting the CNP manager to arrange for student lunches.
5. Permission/denial for all in-state trips is the responsibility of the principal**.**
6. Students must have a signed parent permission form in order to participate in an off-campus activity. (Verbal permission by telephone will not suffice.)
7. The completed student Emergency and Health Information is located in PowerSchools and may be taken on each field trip. Local nurses must be given a list of all students attending the trip at least 14 days prior to the trip.
8. The following documents will be kept on file at the local school:
   a. Copies of signed permission slips (required for all field trips)
   b. Copies of Emergency and Health Information Forms (required for all field trips).
   c. A copy of the letter from the organization hosting the event outlining the terms and costs of the trip for each student and chaperone (required for all field trips)
   d. A copy of the letter or contract from the bus company transporting the students or chaperones to and from the trip destination – letter must include cost of trip and terms of agreement (if applicable)
   e. A copy of the letter from the vendor estimating the cost of food (if applicable)
   f. Copy of cancellation insurance if applicable
9. Trips that require students to pay entrance fees, fares, or any other money should be kept to a minimum. No child will be denied the opportunity to participate in a field trip experience because of a prohibitive cost. Local schools will provide the fee for students unable to pay for in-state field trips. Costs will not be encumbered by students who can pay.
10. In-state educational trips will be planned and conducted in a manner that would allow students to be back at school for lunch. However, if the distance, length, and purpose of an educational trip necessitate eating away from school, arrangements must be made with the school lunchroom. **The teacher is required to notify the cafeteria personnel at least 30 days prior to the trip in the event lunches are needed.** Picnics **will not** be approved as an educational trip.

11. Primary supervision for students participating in educational excursions is rendered by professional employees of the Alabaster City School System. It is recommended that one adult accompany each group of 10 students to assist in supervision. Chaperones are adults who accompany teachers and students with the understanding that the teacher holds the leadership position and is responsible for all decisions. Principals may determine that a chaperone be excluded from the educational excursion for the following reasons:
    a. Parents exhibiting inappropriate behavior
    b. Parents who are unable to stay for the duration of the excursion
    c. Parents who wish to include other children and babies
    Note: No siblings may attend field trips/excursions.
12. Daily medications will be kept in the custody of the teacher/trained Medical Assistant if students are not expected to return to the school site prior to the scheduled dosage time. Teachers are required to give the local school nurse one week notice of the scheduled field trip. The school nurse will coordinate all health care with teachers prior to the field trip.
13. In the event a teacher is absent on the day of a trip that is prepaid or is a one-time performance, it is recommended that the principal make necessary adjustments in order to avoid cancellation.
14. The actual educational trip will only include those places identified on the request form.
15. **Any educational trip must require transportation by bus only. The Alabaster City School System does not have insurance for vehicles that are not system owned; therefore, the use of private vehicles is PROHIBITED. The cost per mile will be determined by the State Department of Education Pupil Transportation Division.**
16. Supervising teachers are expected to discuss safety with students and parents before the trip and to adhere to the established safety procedures throughout the trip.
17. Supervising teachers will report in writing to the principal any irregularities or accidents that occur during an educational trip.
18. All students are expected to wear name tags (student name, school, and teacher).
19. Codes of Conduct and appropriate rules of safety will be thoroughly discussed prior to each educational trip. All system and local school Codes of Conduct will be enforced.
20. Students will be made aware of the importance of behavior and the image they project on trips from school. Special attention will be given to the dress of students and adults. Educational trips are school functions. As such, students are expected to adhere to dress code guidelines unless exceptions have been made by the principal.
21. Trips scheduled for weekends and holidays (Christmas, spring, summer vacations) will not be considered as school functions and become the complete responsibility of the sponsor(s) and parents of those students participating in the activity.
22. Trips for recreational or holiday celebration purposes are a parental obligation and should not be undertaken by the school.
23. Educational trips are not recommended during the last two weeks of school or during end-of-quarter testing.

Instructional Media

Instructional media must focus on the curriculum standard(s) being taught. Media must be approved by an administrator and previewed by the teacher. A media request form (*See Appendix 7: Instructional Media Request Form)* must be completed by the teacher and signed by an administrator before any media can be shown to students.

Library Media

The Library Media Program furnishes materials that enhance the school curriculum. The program enables students to access, analyze, and use information effectively. The goal of the program is for students to become information literate, lifelong readers. Library media specialists should collaborate with teachers to develop information literacy lesson plans that correlate to appropriate content standards.

Standardized Tests and State Mandated Assessments

Alabaster City Schools will disseminate specific testing timelines and procedures to the school's test coordinator each school year. Teachers are expected to participate in testing as directed by the system or building test coordinator. Any teacher who does not participate as directed may be subject to disciplinary action by the principal, system test coordinator, or superintendent. All students are expected to participate in testing as directed by the system or building test coordinator. Parents concerned about any testing issues should direct their questions to the building principal and the system test coordinator.

Counseling and Guidance

The Comprehensive School Counseling and Guidance Program is an integral part of the total educational process in the school and must be made available to all students. The program must consist of activities that address and meet students' various educational and developmental needs. Counselor provides: *School Guidance Curriculum, Individual Student Planning, and Responsive Services System Support*

<center>**SPECIAL POPULATIONS**</center>

Special Education

The Special Education Program promotes opportunities for gifted or disabled students to participate in educational activities designed to help each student achieve maximum potential. A full range of services, meeting the individual needs of all special education students (Pre-K – 12), is offered in schools throughout the Alabaster City School System. Students suspected of having a disability are screened by the IEP Team for possible psycho-educational testing. For additional information, contact Alabaster City Schools at 205-663-8400. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Gifted Education

The Gifted Education Program serves students who have been identified as gifted at the elementary level. The Alabaster City School System recognizes that intellectually gifted children and youth are those who perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. Students identified as gifted may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with documented disabilities may be gifted. The system recognizes the unique needs of these students and the mandate from the State of Alabama to identify and serve them. Through the Gifted Education Program, the system provides these students the resources necessary for equality of opportunity, options for high end learning, and the environment for significant accomplishment.

Section 504 Services

Section 504 of the Rehabilitation Act of 1973 provides services for students who, although they may not qualify for special education services, require special assistance to meet the goals established for all students in the Alabaster City School System. To qualify under Section 504, the student must have a physical or mental impairment, which substantially limits one or more of the following major life activities:

• Reading
• Learning
• Walking
• Seeing
• Hearing
• Speaking
• Thinking
• Concentrating
• Communicating
• Breathing
• Working

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• Caring for oneself
• Performing manual tasks

Homebound/Hospital Services
Homebound Services provide educational services to students who are medically unable to attend school.

Migrant Education Program
To qualify for the Migrant Education Program, a child (age 3 – 21) must have moved within the last 36 months to accompany or join a parent, spouse or guardian who is seeking temporary or seasonal work in agriculture or the seafood industry. Services funded under Migrant Education Part C fall into two areas: instructional and supportive/advocacy. The program services begin with recruitment and identification of the migrant student. Instructional and support services are then planned to meet the identified needs of the students at each school. Instructional services to migrant students are provided through extended day and summer activities and meet the needs not addressed by services available from other programs. Migrant services help students overcome the educational disruption caused by frequent moves and prepare migrant students to meet the same challenging standards expected of all students.

English as a Second Language (ESL) Program
The English as a Second Language Program has aligned Alabama ESL Standards with the Alabama College and Career Ready Standards. Strategies for instruction and assessment of English Learners (ELs) are available to teachers in the *State Department of Education EL Policy and Procedures* manual. A copy of this manual is available at the Central Office.

Program Goals:
- To develop students' Cognitive Academic Language Proficiency skills (CALPS) as well as Basic Interpersonal Communication Skills (BICS) in English so that students can effectively participate in the educational program conducted exclusively in English and meet promotion and graduation standards
- To assist students in acquiring the English proficiency and cultural awareness needed to become full and productive members of American society
- To develop and maintain the students' self-esteem and foster respect for both the home and American cultures

APPENDICES

APPENDIX 1:

Promotion/Retention Forms

Elementary Promotion/Retention Checklist

I. Make data-informed decisions:
- Administer developmental assessments and universal screeners.
- Identify the <u>lowest-deficit skill</u> and begin immediate <u>Tier II</u> intervention in the classroom.
- If the student makes progress, continue or fade Tier II as data indicates.
- If the student does not make adequate progress, adjust the focus or explicitness of Tier II.
- Invite the parent for a conference as part of the learning team. Continue progress monitoring and inform the parent monthly.
- Consult the Warrior Support Team (WST) to implement a classroom plan (SRIP - Student Reading Improvement Plan) or formal Warrior Support plan.

II. When beginning a SRIP or WST plan, complete a developmental history with the parent or guardian and consider a vision/hearing screener.

III. Monitor the on-going progress of the plan. Continue or change interventions as needed.

IV. Early December: *If there is a remote possibility* that a retention recommendation *could* be made at the end of the year, follow these procedures:
- Teacher and principal confer to discuss concerns.
- Parent and teacher confer to discuss concerns.
- Teacher sends the Semester Deficiency Report home with the semester report card.

VI. Third Nine Weeks:
- The teacher completes the Light's Retention Scale. Evaluate other on-going data/progress.
- Teacher and principal confer to discuss concerns.
- Parent and teacher confer to discuss concerns.
- Teacher sends the Notice of Possible Retention with the third nine-week report card.

VII. May:
- Principal/Assistant Principal attends WST meeting for any child still considered for retention; the issue of retention is discussed by the committee.
- If a parent is not in attendance at WST, a parent-teacher conference is scheduled.
- Last week of May: Letter sent home recommending retention. File a copy in the cumulative folder.

VIII. If a child is retained in grades K-5:
- Before the first day of school, the previous instructional intervention plan is reviewed by current teachers.
- WST will review baseline assessments and determine next appropriate interventions and/or accommodation.

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Semester Deficiency Report

Student: _____

School: _____ Teacher: _____ Grade: _____

Date: _____

Dear Parent/Guardian,

It is important to notify you that your child has not demonstrated proficiency with grade level expectations for concepts and skills during this semester. Significant improvement will be required in order for your child to be promoted to the next grade level.

Please note the areas of concern:

_____Attendance poor, interferes with work   _____Limited class participation

_____Chronic tardiness, interferes with work   _____Behavior interferes with work

_____Classwork incomplete or not up to grade level expectation

_____Ability is greater than performance

_____Other_____

Recommendations:

_____Parent-Teacher conference

_____Provide study time at home

_____Other_____

Parent signature: _____
(Please sign and return to the homeroom teacher)

Teacher:
1. Send home in 2nd nine-week report card
2. File a copy in permanent record

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Informe Semestral de Deficiencias

Estudiante: _____

Escuela: _____ Maestro: _____ Grado: _____

Fecha: _____

Estimado Padre/Guardián,
Es importante notificarle que su hijo no ha demostrado competencia con las expectativas de nivel de grado para conceptos y habilidades este semestre. Se requerirá una mejora significativa para que su hijo sea promovido al siguiente nivel de grado.

Áreas de Preocupación:
_____ Baja Asistencia, interfiere con trabajo ____ Participación en clase limitada
_____ Llegadas tardías que interfiere con trabajo _____ Comportamiento interfiere con el trabajo
_____ Tarea de Clase incompleto o no a la expectativa del nivel del grado
_____ La habilidad es mejor que el rendimiento
_____Otro_____

Recomendaciones:
_____ Conferencia de Padre/Maestro
_____ Proporciona tiempo de estudio en casa
_____Otro_____

Firma del Padre: _____ :

Notice of Possible Retention

Student: _____

School: _____ Teacher: _____ Grade: _____

Date: _____

Dear Parent/Guardian,

This letter is to inform you that your child has not made the necessary progress required of a student at this grade level. You have received report cards, classwork, and progress reports that indicate serious consideration of retention is necessary.

If you have not already had a conference with your child's teacher, please schedule one as soon as possible.

Feel free to contact the school office for an appointment to discuss this matter.

Sincerely,

Phone: _____

Parent signature: _____
(Please sign and return to the homeroom teacher)

Teacher:
1. Send home in 3rd nine weeks report card
2. File copy in permanent record

Aviso de posible retención

Estudiante: _____

Escuela: _____ Maestro: _____ Grado: _____

Fecha: _____

Estimado Padre/Guardián,

Su niño no ha tenido el progreso necesario de un estudiante al nivel de su grado. Usted ha recibido reportes de calificaciones, muestras de trabajo realizado en clase y reportes del progreso que nos indican que debemos considerar seriamente la necesidad de retener al estudiante el mismo grado.

Si no ha tenido una cita con el maestro de su niño, hágalo tan pronto como sea posible.

No dude en contactar la oficina para una cita y discutir la situación.

Sinceramente,

Teléfono: _____

Firma del Padre: _____
(Por favor, firme y devuelva al maestro)

Teacher:
1. Send home in 3rd nine weeks report card
2. File copy in permanent record

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Notice of Retention

Student: _____

School: _____ Teacher: _____ Grade: _____

Date: _____

Dear Parent/Guardian,
This letter is to inform you that your child has not made the necessary progress required of a student at this grade level. You have received report cards, classwork, and progress reports that indicated serious concern.

After careful evaluation, the decision has been made to retain your child in the current grade for another school year.

Feel free to contact the school office for an appointment to discuss this matter.

Sincerely,

Phone: _____

Parent signature: _____
(Please sign and return to the homeroom teacher)

Teacher:
1. Send home prior to the end of school
2. File a copy in permanent record

Aviso de Retención

*Estudiante:*_____ *Fecha:* _____

Maestra: _____ *Grado:* _____

Escuela: _____

Estimado Padre/Tutor:

Esta carta es para informarle que su hijo/a no ha hecho el progreso necesario requerido de un estudiante en este grado. Usted ha recibido reportes de calificaciones, muestras de trabajo realizado en clase y exámenes que nos indican que es una preocupación seria.

Después de una evaluación cuidadosa, la decisión ha sido retener a su hijo/a en el grado actual por otro año escolar.

No dude en ponerse en contacto con la oficina de la escuela para hacer una cita y discutir la situación.

Atentamente,

Número de teléfono:

Firma de los padres: _____

Teacher:
1.   Send home prior to the end of school
2.   File copy in permanent record

APPENDIX 2:

K-1 Grading Explanations

Parent Guide to Standards-Based Reporting

Kindergarten

This guide compliments our Alabaster City Schools standards-based report card. Each subject area (English Language Arts and Math) is divided into a list of component *standards* that students are responsible for learning. Students will receive a separate mark for each standard as it is taught over the course of the school year.

Standards are meant to be mastered by the end of the school year. Your student's proficiency toward mastering the **year-long standards** will be reported with an S, P, or N for the subskills of that standard which have been taught that nine weeks period.

- **S: Satisfactorily Proficient** - Student demonstrates proficiency with grade level expectations for concepts and skills for end of 9 weeks (i.e., proficiency in all subskills taught in that standard)
- **P: Partially Proficient** - Student demonstrates proficiency with some, but not all, grade level expectations for concepts and skills for end of 9 weeks
- **N: Not Proficient** - Student does not demonstrate proficiency with grade level expectations for concepts and skills for end of 9 weeks (i.e., proficiency in less than half of the subskills taught)
- **Blank Space: Not Assessed**

If your student is making Ns or Ps on standards you will want to communicate with your child's teacher and form a plan to help your child succeed. For instance, in the standard heading titled "*Phonics*," your child may move from an **S** for knowing letters and sounds to a **P** later in the year if he is not able to continue to grow in application of that knowledge when reading simple words. As another example, in math, your child may be able to orally count beyond 20, yet still have difficulty counting objects with one-to-one correspondence. Becoming aware of these deficits will enable us to create clearly defined goals and work together to enable our students to succeed!

Kindergarten English Language Arts Standards

*Examples of **End-of-Year** Reading Standards*	*Examples of **End-of-Year** Language Arts Standards*
Develops Oral Language: Actively listens and speaks using agreed-upon rules for discussion	**Oral Presentation:** Speaks clearly to express ideas, including detailed descriptions, using complete sentences with correct word order.
Uses Phonological Awareness: Rhymes; Blend and segment phonemes (individual sounds) in spoken words made of 3-4 phonemes	**Uses Conventions:** Understands capitalization and basic punctuation in a sentence; In writing and in speaking - Follows the rules of standard English grammar, punctuation, capitalization and appropriate spelling
Applies Phonics: Applies knowledge of phoneme-grapheme correspondences and word analysis to read and spell accurately	**Handwriting:** Forms letters with proper size and spacing
Reads with Accuracy and Fluency to Comprehend: Reads decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension	**Writing:** Composes writing for varied purposes and audiences across different genres. Participates in the writing process to improve presentations by planning, revising, editing, and using suggestions
Grows Vocabulary: Acquires and uses new and more precise language	
Comprehends Text: Asks and answers questions about key details in a text or read-aloud; Retells stories including main characters, setting, and important events in logical order	

Learning at Home

Reading **with** and **to** your child every day is crucial! Children have ***listening comprehension*** that is several years above their grade level. Reading to your child grows their background knowledge of how "stories" flow, as well as builds their ***background knowledge*** of the world. The knowledge that your child brings to class is like Velcro - it provides connections for new learning to stick.

As you are reading and rereading texts, don't forget to retell. ***Retell familiar stories*** – books or family stories - in order to practice sequencing events in a logical order. This is a foundation skill for understanding plot in stories, as well as the main idea or cause-effect relationships.

Talk about your child's day at school to encourage ***oral language***. This builds an emotional bond with your child, but also lays the foundation for give-and-take in conversation. Encourage your child to speak in complete sentences because oral language is the foundation for written language.

To encourage your child's ***expressive language***, write lists, send letters, or email family. Kindergarten students will begin applying the phonics that they are learning in fledgling ways. At the beginning, many write with letter strings. But by the end of kindergarten, you can expect phonetic spelling that should have an onset (beginning), vowel, and close with another consonant. Ex: cat, dog, flag, pond

Kindergarten Mathematics Standards

*Examples of **End-of-Year** math standards:*

Foundations of Counting:
- Counts orally to 100
- Reads, writes, and represents numbers from 0 to 20
- Compares numbers 0 to 10

Operations and Algebraic Thinking:
- Represents addition and subtraction up to 10 with objects and solves addition and subtraction word problems within 10
- Fluently adds & subtracts within 5

Number and Operations in Base Ten:
- Composes and decomposes numbers from 11 to 19 to demonstrate an understanding that these numbers are composed of a group of ten and some more ones

Data:
- Classify objects into categories
- Analyze and compare data results

Measurement:
- Identify and describe measurable attributes (length, height, weight)
- Compare two objects to tell which object has more of, less of, the identified attribute

Geometry:
- Describe the relative position of objects using terms such as *above, below, beside, in front of, behind,* and *next to*
- Identify and describe attributes of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

Learning at Home

Count a variety of objects (up to 20). Examples: cereal pieces, books on a shelf, buttons, candy, grocery items, etc.… *How many hot wheel cars do you have?*

Add and subtract small numbers. *We always put out 4 plates for dinner. Grandma is coming tonight and we need one more. How many plates do we need?*

Sort and group toys by attributes such as size, color, and shape. Compare numbers and quantities. *Who has more? Who has less?*

Talk about shapes you see in your environment. *What shape is the door?*

Play games with numbers, colors, shapes, number paths, and/or dice. *Connect 4, Twister, Candy Land, Trouble, Perfection, Chutes & Ladders*

Parent Guide to Standards-Based Reporting

First Grade

This guide compliments our Alabaster City Schools standards-based report card. Each subject area (English Language Arts and Math) is divided into a list of component *standards* that students are responsible for learning. Students will receive a separate mark for each standard as it is taught over the course of the school year.

Standards are meant to be mastered by the end of the school year. Your student's proficiency toward mastering the **year-long standards** will be reported with an S, P, or N for the subskills of that standard which have been taught that nine weeks period.

- **S: Satisfactorily Proficient** - Student demonstrates proficiency with grade level expectations for concepts and skills for end of 9 weeks (i.e., proficiency in all subskills taught in that standard)
- **P: Partially Proficient** - Student demonstrates proficiency with some, but not all, grade level expectations for concepts and skills for end of 9 weeks
- **N: Not Proficient** - Student does not demonstrate proficiency with grade level expectations for concepts and skills for end of 9 weeks (i.e. proficiency in less than half of the subskills taught)
- **Blank Space: Not Assessed**

If your student is making Ns or Ps on standards you will want to communicate with your child's teacher and form a plan to help your child succeed. For instance, in the standard heading titled "*Reading with Accuracy and Fluency to Comprehend,*" your child may have strong phonics skills and fluency with sight words, but his reading is not progressing due to a lack of comprehension. In math, your child may have excellent problem-solving skills, but is hindered by not having fluency with fact families or basic addition and subtraction. Becoming aware of these deficits will enable us to create clearly defined goals and work together to enable our students to succeed!

First Grade English Language Arts Standards

*Examples of **End-of-Year** Reading Standards*

Develops Oral Language: Actively listens and speaks using agreed-upon rules for discussion

Uses Phonemic Awareness: Add, delete, and substitute phonemes at the beginning (or end) of spoken words of 3-5 phonemes, and produce the resulting word

Applies Phonics: Applies knowledge of phoneme-grapheme correspondences and word analysis to read and spell accurately - both in isolation and in decodable grade appropriate texts

Reads with Accuracy and Fluency to Comprehend: Reads decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension

Grows Vocabulary: Acquires and uses new and more precise language

Comprehends Text: Asks and answers questions about key details in a text or read-aloud; Retells the plot or sequence of a story in chronological order

*Examples of **End-of-Year** Language Arts Standards*

Oral Presentation: Speaks clearly to express ideas, including detailed descriptions, using complete sentences with correct word order.

Uses Conventions: Follows the rules of standard English grammar, punctuation, capitalization and appropriate spelling

Handwriting: Forms letters with proper size and spacing

Writing: Composes writing for varied purposes and audiences across different genres. Participates in the writing process to improve presentations by planning, revising, editing, and using suggestions

Learning at Home

Reading *with* and *to* your child every day is crucial! Children have listening comprehension that is several years above their grade level. Reading to your child grows his background knowledge of how "stories" flow, as well as builds their background knowledge of the world. The knowledge that your child brings to class is like Velcro - it provides connections for new learning to stick.

As you are reading and rereading texts, don't forget to retell. **Retell familiar stories** – books or family stories - in order to practice sequencing events in a logical order. This is a foundation skill for understanding plot in stories, as well as the main idea or cause-effect relationships in texts.

Talk about your child's day at school to encourage **oral language**. This builds an emotional bond with your child, but also lays the foundation for give-and-take in conversation. Encourage your child to speak in complete sentences because oral language is the foundation for written language.

Encourage your child to **write** lists, send letters, or email family. First graders usually begin with phonetic spelling that should have an onset (beginning), vowel, and close with another consonant (Ex: cat, dog, flag, pond). However, they develop the ability to apply long vowels (silent E, vowel teams) and variant vowels (oi/oy, ou/ow…) over the course of the year. Additionally, your child will develop a large corpus of high frequency words that he can both read and spell.

First Grade Mathematics Standards

*Examples of **End-of-Year** math standards:*

Operations and Algebraic Thinking:
- Solves addition and subtraction word problems within 20 in situations of adding to, taking from, putting together, taking apart, and comparing (*Take From ex: Five apples were on the table. I ate some apples. There were 3 apples left. How many did I eat?*)
- Fluently adds & subtracts within 10

Number and Operations in Base Ten:
- Counts, reads, writes, and represents numbers from 0 to 120
- Uses place value understanding to add and subtract within 100 *(ex. 52+15)*
- Given a two-digit number, mentally find 10 more or 10 less *(ex. 34-10)*

Data:
- Organizes, represents, and interprets data with up to three categories

Measurement:
- Describes and compares measurable attributes
- Tells and writes time to the hour and half hour using analog and digital clocks
- Identifies pennies and dimes by name and value

Geometry:
- Builds and draws shapes which have defining attributes
- Makes composite shapes by joining 2D or 3D shapes together
- Partitions circles and rectangles into halves and fourths

Learning at Home

Count a variety of objects (up to 120). Examples: cereal pieces, books on a shelf, buttons, candy, grocery items, etc.… *How many hot wheel cars do you have?*

Add and subtract within 20 using everyday life situations. *We made 12 cookies for dessert. There are 6 cookies left. How many cookies did we eat?*

Compare numbers and quantities. *Who has more? Who has less?*

Sort a group of coins. Identify and name the value of a penny and dime.

Talk about shapes you see in your environment. *What two 3D shapes do you see in an ice cream cone?*

Play games with numbers, colors, shapes, number paths, and/or dice. *Connect 4, Twister, Candy Land, Trouble, Perfection, Chutes & Ladders*

APPENDIX 3:

2nd - 5th Grade Grading Parameters

Social Studies Grading Parameters: Second through Fifth Grades

2nd Grade (1st nine weeks)			2nd Grade (2nd-4th nine weeks)			3rd - 5th Grade		
Grade Categories	Grade Book Entries	% of Total Grade	Grade Categories	Grade Book Entries	% of Total Grade	Grade Categories	Grade Book Entries	% of Total Grade
Objective Tests	1 or more entries	40%	Objective Tests	2 or more entries	40%	Objective Tests	2 or more entries	40%
Projects/ Quizzes/ Classwork	1 or more entries	40%	Projects/ Quizzes/ Classwork	2 or more entries	40%	Projects/ Quizzes/ Classwork	2 or more entries	40%
Teacher Choice *	1 or more entries	20%	Teacher Choice *	1 or more entries	20%	Teacher Choice *	1 or more entries	20%
Total	3 or more	100%	**Total**	5 or more	100%	**Total**	5 or more	100%

*Teacher Choice Assessments: These assessments include projects, integrated social studies activities (reading/writing), journals, and technology (Google slides/Google docs/graphics).

Homework assignments (i.e., worksheets, textbook pages, extra practice - **<u>not</u>** including out of class projects) and **parent signatures** <u>cannot</u> be recorded in PowerSchool Gradebook under <u>any category</u>.

Science Grading Parameters: Second through Fifth Grades

2nd Grade (1st nine weeks)			2nd Grade (2nd-4th nine weeks)			3rd - 5th Grade		
Objective Tests	1 or more entries	40%	Objective Tests	2 or more entries	40%	Objective Tests	2 or more entries	40%
Projects/ Quizzes/ Classwork	1 or more entries	40%	Projects/ Quizzes/ Classwork	2 or more entries	40%	Projects/ Quizzes/ Classwork	2 or more entries	40%
Teacher Choice *	1 or more entries	20%	Teacher Choice *	1 or more entries	20%	Teacher Choice *	1 or more entries	20%
Total	3 or more	100%	**Total**	5 or more	100%	**Total**	5 or more	100%

*Teacher Choice Assessments: These assessments include projects, integrated science activities (reading/writing), journals, and technology (Google slides/Google docs/graphics).

Homework assignments (i.e., worksheets, textbook pages, extra practice - **not** including out of class projects) and **parent signatures** cannot be recorded in PowerSchool Gradebook under any category.

Math Grading Parameters: Second through Fifth Grades

2nd Grade (1st nine weeks)			2nd Grade (2nd-4th nine weeks)			3rd - 5th Grade		
Grade Categories	**Grade Book Entries**	**% Of Total Grade**	**Grade Categories**	**Grade Book Entries**	**% of Total Grade**	**Grade Categories**	**Grade Book Entries**	**% of Total Grade**
Objective Tests (Summative)	2 or more entries	50%	Objective Tests (Summative)	3 or more entries	50%	Objective Tests (Summative)	3 or more entries	50%
Quizzes/ Formative Assessments (including fact drills)	2 or more entries	20%	Quizzes/ Formative Assessments (including fact drills)	2 or more entries	20%	Quizzes/ Formative Assessments (including fact drills)	2 or more entries	20%
Class Work/ Teacher's Choice*	2 or more entries	30%	Class Work/ Teacher's Choice*	4 or more entries	30%	Class Work/ Teacher's Choice*	5 or more entries	30%
Total	6 or more	100%	**Total**	9 or more	100%	**Total**	10 or more	100%

*Teacher Choice Assessments: These assessments should focus on the deficiencies found after analyzing student assessment data.

Homework assignments (i.e., worksheets, textbook pages, extra practice - **not** including out of class projects) and **parent signatures** cannot be recorded in PowerSchool Gradebook under any category.

English Language Arts Grading Parameters: Third through Fifth Grades

3rd-5th Grade		
Grade Categories	**Grade Book Entries**	**% of Total Grade**
Spelling	1 or more entries	30%
Writing*	2 or more entries	30%
Grammar/ Mechanics	5 or more entries	30%
Teacher Choice **	2 or more entries	10%
Total	10 or more	100%

*Writing: Writing assignments should focus on the A*labama Course of Study Standards for ELA.* Third grade will use standards-based rubrics for published and/or non-published pieces.

**Teacher Choice Assessments: These assessments should include vocabulary, proofreading/spelling combination assessments, oral presentations, integrated writing projects, and technology (PowerPoint/Word processing).

Homework assignments (i.e., worksheets, textbook pages, extra practice - **not** including out of class projects) and **parent signatures** cannot be recorded in PowerSchool Gradebook under any category.

Reading Grading Parameters: Third through Fifth Grades

3rd-5th Grade		
Grade Categories	**Grade Book Entries**	**% of Total Grade**
Comprehension	4 or more entries	50%
Vocabulary	3 or more entries	20%
Accuracy & Fluency**	2 or more entries	20%
Teacher Choice*	1 or more entries	10%
Total	10 or more	100%

*Teacher Choice Assessments: These assessments should focus on the deficiencies found after analyzing assessment data.

Homework assignments (i.e., worksheets, textbook pages, extra practice - **not** including out of class projects) and **parent signatures** cannot be recorded in PowerSchool Gradebook under any category.

Each passage will yield two scores; one score for **accuracy and one score for **fluency**.

APPENDIX 4:

Field Trip Forms

Field Trip Procedures & Forms
FIELD TRIP PROCEDURES CHECKLIST

The following are procedures that must be followed for all field trips:
- All students must have parental permission in writing.
- No student shall be excluded from a trip due to lack of funds.
- Discipline problems will be addressed on an individual basis.
- Accommodations must be made for all special needs students and provision made for students with medical conditions (i.e., diabetics, etc.)
- You must complete an **Activities Permission Request Form**. **THIS FORM IS FILLED OUT ONLINE ONLY.** Fill in the required blanks and add any information that pertains to your specific trip. Print off and return to the bookkeeper. Out of state field trips must have cancellation insurance.

Use the following checklist to ensure all procedures are completed.
- Make sure the school nurse knows about the trip and has a list of students attending **two weeks prior** to the trip so medicines are ready and/or other medical information.
- Make sure that you have a certified medication assistant going on the trip if any student requires medication. If one is not available, the nurse will be required to attend the trip.
- Print a detailed class roster from your classroom module. Write in any allergies, medical or health problems for students as needed.
- Email the registrar a list of **all** students attending field trips **at least** 24 hours prior to trip. Notify registrar day of field trip if a student **IS NOT** going.
- Field trip lists, chaperone lists with emergency numbers, and permission forms must be left in the office before departure.
- At least one adult should have a cell phone per bus.
- Complete Field Trip Itinerary Form. Include departure time, place and time you will eat lunch, and arrival time back to school. This is due 24 hours before the trip.
    - Be sure to provide the following information in the space provided.
        - bus number you class will be riding on
        - pertinent medical information and parental permission for treatment

POST YOUR ATTENDANCE BEFORE YOU LEAVE ON YOUR TRIP.

Field Trip Itinerary & Chaperones Form

Field Trip to: _____ Date: _____

Teacher: _____ # of students attending field trip: _____

Teacher Cell Phone Number: _____

We will eat lunch at (location/time): _____

Arrival time back to school: _____

1. Each teacher must have a set of class roster and chaperone list with him/her on the trip.
2. Fill in additional phone numbers on class lists if you have them.
3. Cross out the name of all absent students.
4. Indicate any student who is remaining at school.

<u>CHAPERONES</u>

List your chaperones and their emergency phone numbers in the space provided below. Also, indicate if they are going on the bus or in cars by filling in either the bus number they will be riding or their car license number.

Chaperone Name	Person to Notify in case of an emergency	Emergency Phone Number	Bus #/Car License #

A copy of this completed Field Trip Itinerary Form, a Class List. <u>ALL</u> student permission notes must be turned in to the registrar <u>24 hours BEFORE LEAVING ON THE TRIP.</u>

REMEMBER TO POST YOUR ATTENDANCE BEFORE LEAVING ON YOUR TRIP.

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FIELD TRIP PARENT PERMISSION FORM

Student's Name (Print): _____ Grade: _____

Activity Information:

Name of Trip: _____

Date: _____ Time of Activity: _____

Place: _____

Contribution amount **(non-refundable)**: $ _____

Purpose of Trip: _____

Transportation: _____

Teacher(s) in charge: _____

Return permission form and money to: _____

No student will be allowed to participate if the permission slip is not **completed** and **returned**; **no phone call permissions will be accepted**. Students must by bus travel to and from the trip with their class. Students with a pattern of behavior concerns may be withheld from participation in field trips. Parents of students who have a pattern of school misbehavior may be required to accompany the student on the field trip.

Thank you,

_____

Teacher's Name

Parent/Guardian and Student Consent Information

● My child, _____, has permission to attend the above field trip.

● My child and I understand that "*field trip*" behavior is the same as at *school*.

_____

Parent/Guardian's Signature

Student Lunch Information

____ My student will eat lunch provided by TIS CNP for this trip.   **Lunch #** _____

____ My student will bring a lunch from home for this trip.

REMINDER: No siblings, regardless of age, will be allowed to accompany classes on field trips.

APPENDIX 5:

Instructional Media Request Form

Instructional Media Request F

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Instructional media should be appropriate to the content of the curriculum being taught. Media that shows images or addresses content that requires maturity should be carefully considered, and parents should be given appropriate notification and information about the content prior to viewing. Full-length films that require multiple days of instructional time to be shown should be limited and possibly avoided. Media shown for purely entertainment purposes should be avoided.

Teacher _____ Grade: _____

Name of Media _____

Length of Media _____ Viewing Date (s) _____

Content Area _____

Objective (s) _____

_____

Does this media contain images or address content that requires maturity of the audience? *(Circle one)*

YES   NO

If yes, when will parents be notified of the media content? _____

Administrator's Signature _____