

6-8

COMMON PRACTICES FOR MIDDLE SCHOOL

Lincoln Public Schools | Lincoln, Nebraska (Rev. 4/2020)

The following are middle and high school common practices that have been extracted from the Lincoln Public Schools Important Information Booklet. This sheet is meant to be a quick-reference guide for common practices that are for middle school families only. A complete LPS Important Information Booklet is available online at lps.org.

Middle School Common Practices

DISTRICT DRESS CODE GUIDELINES

Clothing must be appropriate for school settings in order to provide a safe and orderly environment for all students to learn. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress and Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides. Fabric covering all private parts must not be see through.
- Clothing must cover undergarments and all private parts.
 - All tops must have straps
 - All tops must meet the top of the pants
 - Wearing pants below the waistline is not allowed.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Baseball hats, caps, visors, etc. are not allowed in and cannot be carried around the building. Students may wear hoodies, but must keep the hood off their heads. Considerations will be made for students who wear special clothing as required by religious beliefs, disability, or convey a particular message protected by law.
- Dressing, grooming, or engaging in speech that is lewd or indecent, vulgar, or plainly offensive.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.

- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.
- Clothing with words, pictures, or phrases that depicts violence or intimidation may not be worn (examples include images of guns, knives and any other items generally considered to be a weapon).

Students who are in violation of the school dress code will:

1. Be educated on the reason this clothing is not allowed in a school setting, and when possible be given the opportunity to remove the item(s).
2. Be given the opportunity to change into school issued clothing in order to find items that are appropriate to wear.
3. When the first two are not viable options, the student's parent will be contacted to bring appropriate clothing for the student to change into.
4. Repeated violations could result in school consequences.
5. Students will not be allowed to return to classes until they are in compliance with the school dress code.

NOTE: Schools may communicate additional information on dress code expectations to students and parents/guardians.

MULTI-TIERED SYSTEMS OF SUPPORT FOR BEHAVIOR (MTSS-B) IN THE LINCOLN PUBLIC SCHOOLS

Lincoln Public Schools uses a multi-tiered system of support for behavior (MTSS-B) for teaching procedures and techniques designed to help improve behavior. It involves procedures at the school-wide, classroom, and individual student levels.

The purpose of a district-wide MTSS-B is to establish a climate in which appropriate behavior is the norm. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and then recognizing students for following our expectations is a core component of MTSS-B.

SCHOOL COMMUNITY INTERVENTION PROGRAM (SCIP)

SCIP is a student assistance program that works with families, schools and the community to support student behavioral, mental and emotional health. When schools, parents and the community build a collaborative relationship of support around students, they are more capable of reaching their full potential. SCIP can assist parents in identifying behaviors or concerns that may be interfering in a student's ability to learn, seek solutions, and explore options, which will increase student's opportunities to be successful in school. In addition to in-school supports, SCIP collaborates with community behavioral health agencies to offer another layer of support to students and families. To refer your student to SCIP or to find out more about the program please contact your school's SCIP Team Leader or the Lincoln/Lancaster County SCIP Coordinator at 402-327-6841.

EXTRA/INTRAMURAL ATHLETICS

LPS middle schools offer a full-year of after school extra/intramurals for 7th and 8th grade students.

Fall sports include: Cross Country, Soccer, Girls Volleyball; winter sports include: Girls/Boys Basketball and Wrestling; Track is held in the spring. All students are expected to follow assigned guidelines for conduct and academics for participation. Activity specific guidelines will be shared at the start of each season.

Practices are for athletes only. Friends and/or family members may not observe practices. People waiting to give students rides home from school should wait in their vehicles in the parking lot. Parents waiting to walk home with students after school should wait in the assigned area. Other LPS students cannot wait on campus for students while they are practicing.

Early Dismissal Dates: (August 12-14, 2020) Students will be dismissed at 1:40 p.m.

Professional Learning Communities (PLC) Dates:

2020: August 25, September 29, October 27, November 24, December 15. **2021:** January 26, February 23, March 30, April 27. Students will be dismissed at 1:40 p.m.

LPS Best Practices for Communicating Grades

In LPS, our goal is to effectively and consistently communicate academic progress with students and parents/guardians. In order to meet this goal, LPS developed these guidelines for calculating, entering, and communicating grades. These guidelines are meant to help students and parents/guardians interpret student grades in useful ways.

Lincoln Public Schools will post and notify you about your child's report card in ParentVue after the conclusion of each quarter. The school will continue to print a report card for families without ParentVUE or for those who request it from the school office.

Teachers, school administrators, and district curriculum specialists work together to determine how to grade and communicate students' learning. This document describes grading practices that are common (standardized) across instruction in Lincoln Public Schools. Curriculum specialists and others may provide more specific advice for teachers in other documents (i.e., curriculum specialists provide grading templates for teachers in each curriculum area via Synergy gradebook). Ultimately, teachers design classroom assessment systems to do two things:

- Emphasize the importance of practice and using feedback (formative assessment processes), and
- Provide grades that clearly communicate student achievement on LPS content/skill standards (summative assessment processes). Teachers work to ensure that grades clearly communicate academic achievement and minimize the impact of other factors, such as student behavior/compliance.

The goal of this document is to describe grading practices that are consistent across all classrooms. More detailed information about grading practices can be found on Synergy Class Websites in ParentVue.

SUMMATIVE AND FORMATIVE ASSESSMENTS

- Summative assessments and assignments (calculated as 80% of the overall grade)
 - Summative assessments are used to evaluate student learning (assessments **OF** learning), skill acquisition, and academic achievement at the conclusion of a defined instructional period.
 - Typical examples of summative assessment processes are unit tests/exams, projects, papers, and other examples of student work showing the current level of knowledge/skills.
- Formative assessments and assignments (calculated as 20% of the overall grade)
 - Formative assessments provide ongoing and timely feedback that instructors can use to modify their teaching and students can use to improve their learning (assessments **FOR** learning). Typically, teachers use student responses on these practice opportunities to determine what needs to be clarified or re-taught and/or students use feedback from the practice opportunity to try again (student practice).
 - Typical examples of formative assessment processes are entry/exit tickets, discussions, individual practice, drafts of papers, additional practice items done at home or in class, short quizzes, and other processes that help students show their learning in anticipation of summative assessment events.

Lincoln Public Schools Middle Level Grading Chart

Percentages	Core Academic Grade	Grade Description	ACES Academic Grade	Work Habits	Work Habits Description	Conduct	Conduct Description
100-90	A (Superior)	Exceeds District Standards of Proficiency	CM (Commendable)	CM (Commendable)	Students who <u>always or consistently</u> exhibit the nine indicators: Listens, Follows oral and written directions, Is on task, Participates in class, Strives for quality work, Seeks help as necessary, Complete assignments on time, Is organized, Comes to class prepared.	CM (Commendable)	Students who <u>always or consistently</u> exhibit the six indicators: Accepts consequences for actions taken, Demonstrates self-discipline and control, Follows school and classroom rules, Demonstrates responsible decision-making skills, Demonstrates a positive attitude toward self and others, Interacts with others appropriately.
89-85	B+	Meets District Standards of Proficiency	S (Satisfactory)	S (Satisfactory)	Students who <u>usually</u> exhibit the nine indicators listed above.	S (Satisfactory)	Students who <u>usually</u> exhibit the six indicators listed above.
84-80	B						
79-75	C+						
74-70	C						
69-65	D+ (Comment Included)	Approaches, but Does Not Meet District Standards of Proficiency	N (Needs Improvement) (Comment Included)	N (Needs Improvement) (Comment Included)	Students whose work/study habits interfere with learning. Marks determined on the nine indicators listed above.	N (Needs Improvement) (Comment Included)	Students social/behavioral skills are interfering with the learning environment of themselves or others. Marks determined on above six indicators.
64-60	D (Passing) (Comment Included)						
59-0	F (Failing) (Comment Included)						

SYNERGY CODE	COMMENT TYPE	WHAT IT MEANS
EX	Excused	Excused. Used to indicate an assignment is excused and does not need to be completed. It has no effect on the grade.
M	Missing	Used to indicate an assignment is missing. It calculates as a zero until the assignment is turned in and graded.
INC	Incomplete	Used to indicate an assignment is not complete enough to score. It does not affect the grade unless the teacher enters the INC with a score. The code should be removed once the assignment is revised, and then a new grade should be entered.
Grade [space] L	Late Assignment	Used to communicate timeliness/work habits. The grade is included in the overall average.
R	Retought	Used to indicate that an assignment was regraded after re-teaching or re-assessing.
Blank	Not Yet Graded	Used to indicate that an assignment/assessment still needs to be graded.
AB	Absent	Used to indicate that a student was absent while this work was completed. It calculates as a zero, but it can still be turned in for credit. It is included in missing marks/ reports.
0 (Zero)	No credit	Used to indicate that the student received a grade of zero/no credit. Teachers use this code carefully (and infrequently) because a grade of zero can significantly lower an overall average and misrepresent student achievement. Instead of a zero, teachers more often use the "M" code for work that hasn't been turned in or "INC" for work that isn't ready to be scored yet. Teachers may have to change a grade to a zero if student work is so late that it is no longer practical or useful for students to submit it for credit.