SPRING HILL

Parent Information Session

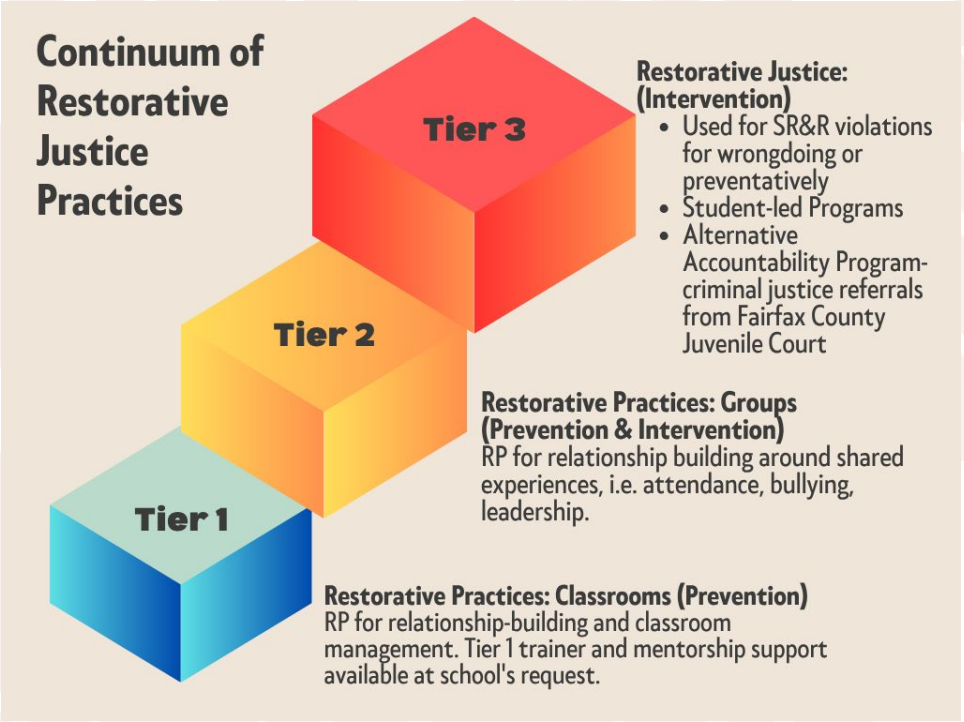
Agenda:

- Share our Responsive Classroom & Restorative Circles
- Explain the new SOL Cut Scores
- Share important SR&R Updates

Let’s Talk About Restorative Justice



The Three Levels of RJ



Let’s Get a Snapshot of an RJ Circle



Morning Meetings vs. RJ Circles

Morning Meetings and Community Building Circles
Similarities and Differences

	Morning Meeting **(Responsive Classroom)**	Community Building Circle **(Restorative Practices)**
Seating	Students and teacher sit in a circle on the rug or in chairs	Students and teacher sit in a circle on the rug or in chairs
Teacher sharing	Sometimes the teacher may first share his/her own response to the share question, to model the verbal and body language of an appropriate response and how to accept questions and comments (if applicable to the format of sharing)	The teacher always shares his/her own response to the questions so that students get to know the teacher as a human being. They also go first to model and demonstrate vulnerability. They also share first to model the type and length of response.
How do students participate in sharing	Sometimes teachers may go around the circle, other times they may call on students who raise their hands to participate, or use a sign-up sheet, or have student share with a partner instead of the whole class	The teacher passes the talking piece around the circle so that every student has a chance to speak
Talking Piece	Some teachers may use a talking piece to signify who is speaking	The teacher always uses a talking piece to signify who is speaking
Centerpiece	Not used	Serves as a neurodiverse affirming practice and focus point for those who aren't comfortable making eye contact; can be a piece of fabric and a plant or candle or items that are significant to the classroom
Required to share or can pass?	Students can pass on any specific question, but should receive support to share at least some of the time (SLP, MLL, trauma-informed, etc)	Students may always pass and continue listening or the teacher can come back to them after the first round of responses
Number of questions	Usually one question as part of the share	Up to 4 questions and each question builds on one another helping students and teachers to get to know one another around a common theme

We do both at Spring Hill!

Morning Meetings and Community Building Circles
Similarities and Differences

Guidelines	Everyone joins, sit in a circle, one person speaks at a time (unless directed), come empty-handed	The four guidelines are always shared at the beginning of the circle (confidentiality, voluntary - you can pass, use of talking piece, speak your truth)
Structure	Includes a greeting, sharing time, a group energizer/activity, and a morning message.	There is an opening ceremony, 1-2 guided questions and a closing ceremony.
Purpose	Build community, practice explicit SEL skills, develop oral language, and make connections to the rest of the school day; (problem-solving circles are a separate format and held at a separate time)	focuses more deeply on building relationships and fostering open communication
Time of day implemented	Done at the beginning of the day	Can be done at the beginning of the day, but can be done at anytime of the day that is best for the class

Change in SOL Cut Scores



- Cut scores define the minimum score a student must achieve to reach each performance level on an assessment.
- The Virginia Standards of Learning (SOL) assessments are scored on a 0–600-point scale.
- Cut scores define the ranges of SOL scores, between 0 and 600, that place students into performance levels, such as fail/below basic, fail/basic, pass/proficient, and pass/advanced. Earning a score within the proficient or advanced levels means that the student has demonstrated a strong understanding of core subject matter content and skills.

Why are Cut scores Changing?



Since new, more rigorous content standards were approved in those subjects in 2023 and 2024, SOL tests in mathematics and reading have been updated to fully align to the new standards.

The new assessment cut scores reflect current standards and current expectations for proficiency and beyond.

What does this mean for my student?



Four Year Phase-In plan
In subject areas of reading and mathematics for the SOLs in grades 3-8 there will temporarily have five performance levels, instead of four, during the phase-in period.

Students performing at the proficient and advanced performance levels, as well as the approaching level, will be considered to have “passed” the SOL test for meeting graduation requirements and for school accountability.

Only students scoring at the proficient and advanced levels will have demonstrated grade-level mastery of Virginia’s more rigorous academic standards.

Score Comparison for Reading & Math

View All Cut Scores from VDOE

Reading Assessment Cut Scores: School Year 2025 – 2026 and 2026 – 2027 Comparison

School Year 2025 – 2026

Grade Level	SY 25-26 Fail/Below Basic	SY 25-26 Fail/ Basic	SY 25-26 Pass/ Approaching	SY 25-26 Pass/ Proficient	SY 25-26 Pass/ Advanced
Grade 3	0-333	334-399	—	**400***-499	500-600
Grade 4	0-337	338-399	—	**400***-499	500-600
Grade 5	0-324	325-399	—	**400***-499	500-600
Grade 6	0-316	317-399	—	**400***-499	500-600
Grade 7	0-329	330-399	—	**400***-499	500-600
Grade 8	0-322	323-399	—	**400***-499	500-600

School Year 2026 – 2027

Grade Level	SY 26-27 Fail/Below Basic	SY 26-27 Fail/ Basic	SY 26-27 Pass/ Approaching	SY 26-27 Pass/ Proficient	SY 26-27 Pass/ Advanced
Grade 3	0-408	409-417	**418***-443	444-501	502-600
Grade 4	0-414	415-425	**426***-450	451-513	514-600
Grade 5	0-401	402-413	**414***-445	446-509	510-600
Grade 6	0-389	390-412	**413***-448	449-514	515-600
Grade 7	0-375	376-412	**413***-448	449-510	511-600
Grade 8	0-385	386-412	**413***-448	449-515	516-600

Math Assessment Cut Scores: School Year 2025 – 2026 and 2026 – 2027 Comparison

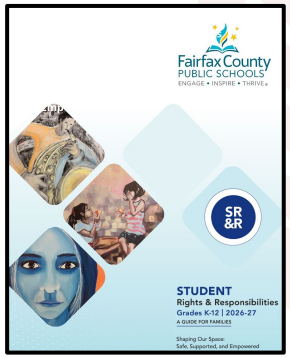
School Year 2025 – 2026

Grade Level	SY 25-26 Fail/Below Basic	SY 25-26 Fail/ Basic	SY 25-26 Pass/ Approaching	SY 25-26 Pass/ Proficient	SY 25-26 Pass/ Advanced
Grade 3	0-341	342-399	—	**400***-499	500-600
Grade 4	0-344	345-399	—	**400***-499	500-600
Grade 5	0-333	334-399	—	**400***-499	500-600
Grade 6	0-337	338-399	—	**400***-499	500-600
Grade 7	0-339	340-399	—	**400***-499	500-600
Grade 8	0-338	339-399	—	**400***-499	500-600

School Year 2026 – 2027

Grade Level	SY 26-27 Fail/Below Basic	SY 26-27 Fail/ Basic	SY 26-27 Pass/ Approaching	SY 26-27 Pass/ Proficient	SY 26-27 Pass/ Advanced
Grade 3	0-375	376-409	**410***-442	443-520	521-600
Grade 4	0-383	384-410	**411***-444	445-517	518-600
Grade 5	0-378	379-410	**411***-444	445-510	511-600
Grade 6	0-379	380-407	**408***-432	433-506	507-600
Grade 7	0-387	388-407	**408***-429	430-507	508-600
Grade 8	0-387	388-407	**408***-429	430-502	503-600

Understanding School Discipline: SY26-27 SR&R Changes



Three Pillars of the SY 2026–2027 Updates

Standardization
Universal Grade Matrices ensure equal, objective responses across all schools.

Student Rights
Expanded language protections for ML students and IEP safeguards for SWD.

Digital Safety
Bell-to-bell device restrictions and proactive intimate image protections.

Adoption of Universal Grade Matrices (UGM)

Standardized Grid

Severity & Impact

Discipline levels set by behavior severity and community impact.

Phase 1 Rollout

Category C & D

Required adherence for Category C and D violations in SY26–27.

Support Approach

Restorative Focus

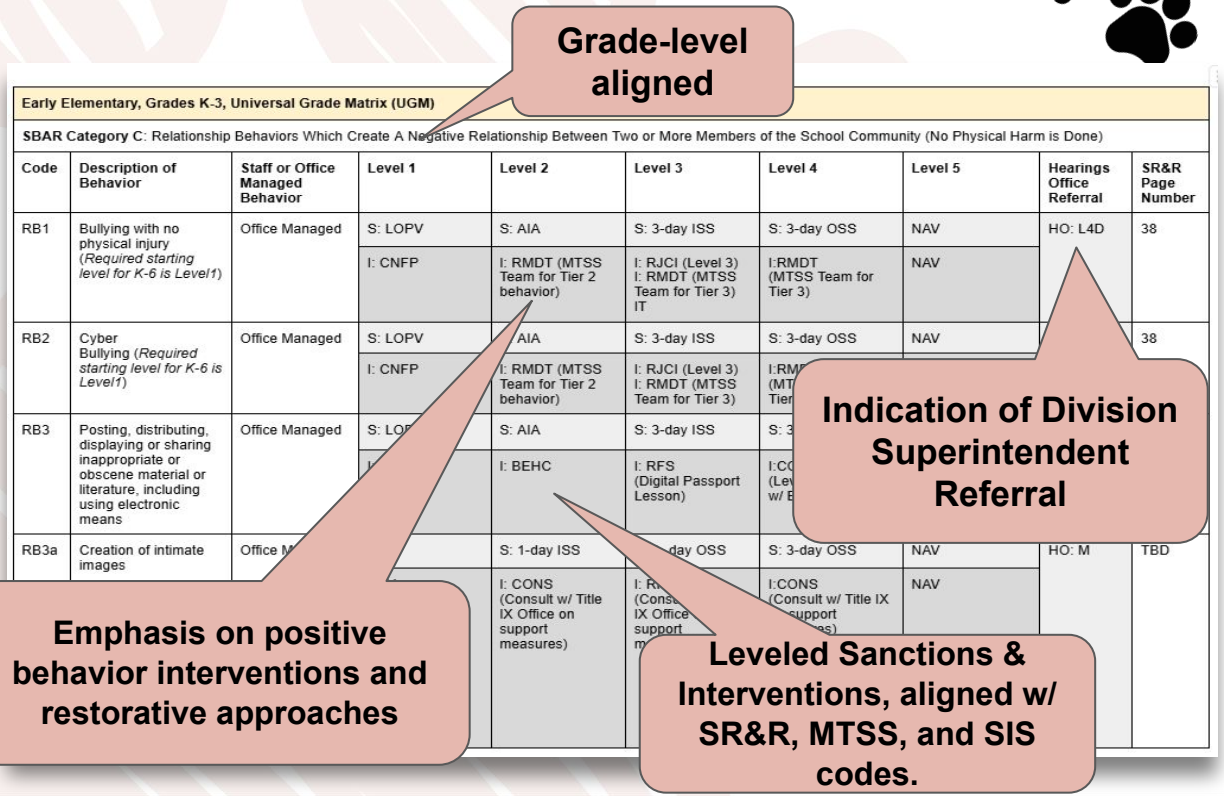
Mandatory behavioral interventions and skill learning at all levels.

Universal Grade Matrices

- Standardize discipline responses for behavior incidents
- Provide sanctions
- Provide Interventions
- **Grade levels:**
  - K-3
  - 4-8
  - 9-12

Phased Roll-Out:

- **SY26-27:** Category C & D
- **SY27-28:** Category A & B
- **SY28-29:** Category E & F



Early Elementary, Grades K-3, Universal Grade Matrix (UGM)

SBAR Category C: Relationship Behaviors Which Create A Negative Relationship Between Two or More Members of the School Community (No Physical Harm is Done)

Code	Description of Behavior	Staff or Office Managed Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Hearings Office Referral	SR&R Page Number
RB1	Bullying with no physical injury (*Required starting level for K-6 is Level1*)	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	38
			I: CNFP	I: RMDT (MTSS Team for Tier 2 behavior)	I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3) IT	I:RMDT (MTSS Team for Tier 3)	NAV		
RB2	Cyber Bullying (*Required starting level for K-6 is Level1*)	Office Managed	S: LOPV	AIA	S: 3-day ISS	S: 3-day OSS	NAV		38
			I: CNFP	I: RMDT (MTSS Team for Tier 2 behavior)	I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3)	I:RM (MT Tier			
RB3	Posting, distributing, displaying or sharing inappropriate or obscene material or literature, including using electronic means	Office Managed	S: LOP	S: AIA	S: 3-day ISS	S: 3			
			I	I: BEHC	I: RFS (Digital Passport Lesson)	I:C (Le w/ B			
RB3a	Creation of intimate images	Office M		S: 1-day ISS	day OSS	S: 3-day OSS	NAV	HO: M	TBD
				I: CONS (Consult w/ Title IX Office on support measures)	I: R (Cons IX Office support m	I:CONS (Consult w/ Title IX support as)	NAV		

Grade-level aligned

Indication of Division Superintendent Referral

Emphasis on positive behavior interventions and restorative approaches

Leveled Sanctions & Interventions, aligned w/ SR&R, MTSS, and SIS codes.

Universal Grade Matrices
Sanctions & Interventions



Sanctions:

ADET = After School Detention
AIA = Alternative Instructional Arrangement
ISS = In-School Suspension
LOPV = Loss of Privilege
OSS = Out-of-School Suspension
REST = Restitution
CPCF= Cell Phone Confiscation
CPCW = Cell Phone Policy Corrective Warning
CPD1 = Cell Phone Detention 1 Hour
CPD2 = Cell Phone Detention 2 Hour
CPD3 = Cell Phone Detention 3 hour
CPD4 = Cell Phone Detention 4 hour

Interventions:

PARN = Parental Notification - REQUIRED
BEHC = Behavior Contract
CNFP = Administrator/Parent-Guardian
Conference CNFS = Admin/Student Conference
CONS = Consult With Other Professional
CSRV = School or Community-Based Service
RFS = Referral to FCPS Support
RJCI = Restorative Justice – Circle
RMDT = Referral to MTSS
ROSS = Referral to Out-of-School Support
RSS = Referral to Support Services
THRA = Threat Assessment

Multilingual Learner (ML) Statement Protections

1

Written Notice

Formal notification issued to ELP Level 1–4 students prior to statement requests.

2

Live Propio Interpretation

Mandatory live interpretation for all verbal statement collection.

3

Formal Translation

Full written statement translations completed via Language Services.

4

Document Archiving

Strict maintenance of translation records and notifications.

Protections for Students with Disabilities



In-School Suspension (ISS) Tracking

ISS counts toward the 10-day removal threshold if a student is denied:

- Access to general education curriculum.
- IEP special education and related services.
- Participation with general education peers.

Digital Safety
Cell Phone Policy Changes

Cell phone and cell phone accessories, **including smart watches**, smart glasses, airpods, earbuds, headsets, other items connected to the phone are prohibited from bell to bell, and must be off and personally stored.

Exceptions:

- Medical Necessity or Emergency
- IEP, 504, Health Plan, Limited English Proficiency Plan Accommodation


THANK
YOU