

JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression, Promotion, and Grading

Elementary School

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Jefferson County Public Schools

**Elementary School
Student Progression,
Promotion, and Grading
Handbook
20143-154**



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Introduction

~~The This~~ uniform *Student Progression, Promotion, and Grading (SPP&G) Handbook* ~~is board policy and is not subject to change by SBDM Councils~~ summarizes and clarifies re—lated policies and practices established by the 1990 Kentucky Education Reform Act (KERA) and the Jef— ferson County Board of Education (JCBE). The Jefferson County Public School (JCPS) District establishes uniform procedures for grading, progression, and promotion for elementary, middle, and high schools. ~~These procedures contents of the SPP&G Hhandbook are reviewed and approved annually by the JCBE~~ Jefferson County Board of Education (JCBE). The *Student Progression, Promotion, and Grading SPP-&G Handbook* supports the implementation of Kentucky state laws and the philosophy and vision of ~~JCPS the Jefferson County Public Schools (JCPS) and complies with Kentucky state laws.~~

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Vision (What we intend to create)

- All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life.

Mission (Why the organization exists, what functions it performs, and for whom it performs)

- To provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn

Core Values (Deeply held driving forces for action and conduct)

- Our students are cared for and treated as if they are our own.
- Children learn differently.
- What happens in the classroom matters the most.
- The differences of each are assets of the whole.
- High-quality teaching is the most powerful tool for helping students reach high standards.
- Leadership and innovation are essential to prepare students for their future.
- Talents and resources are used wisely to benefit students.
- Partnerships among schools, families, and community are important for the health and well-being of our students.
- Adults model integrity, respect, creativity, and accountability.

Since formative assessment, evaluation, and a grading system are integral, planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. In addition, schools are encouraged to develop school-based policies that ensure the appropriate implementation of interventions, support systems, and organizational structures to support individual learning goals and continuous progress toward the next instructional level.

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Board of Education Policies

Uniform Student Progression, Promotion, and Grading Retention (Board Policy ~~IKA~~8.22)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures ~~for that level that has have~~ been developed by a broad-based committee and approved by the administrative staff and the ~~Jefferson County Board of Education (JCBE)~~. Written reports shall be sent to parents at established intervals. ~~Parents/Guardians shall be notified annually of the procedures used to evaluate the~~

~~academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.~~

Students may advance through the established program of studies in accordance with the prescribed requirements, P1-12. Students shall not be penalized in grades 9-12 for work completed during an approved summer session.

CERTIFICATE AND TRANSFERS

When a student in any public school completes the prescribed program of studies of the eighth grade, s/he is entitled to a certificate of completion. The certificate shall entitle the student to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school. In case a student transfers to the District from a school of another district, s/he may not be assigned to a lower grade or course until the student has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted.¹ Procedures for evaluation of transfer records shall be contained in the Student Progression, Promotion and Grading Handbook.

A student who has completed the requirements established by the State Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.

DIPLOMAS

Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.

PROMOTION/RETENTION

Student progress through the educational program shall be determined by criteria that reflects mastery of state-required capacities and is aligned with the Kentucky Core Academic Standards and as outlined in the Student Progression, Promotion and Grading Handbook.

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

Student Conferences (Board Policy IKAC)

Teachers shall be available for conferences requested by students. Teachers may initiate such conferences without a student request when the need is evident.

Parent Conferences Hours of Duty (Board Policy IKAD3.1332)(in part)

Teachers-Certified employees shall be available for conferences requested by parents. Reports to

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parents shall include provision for a parent or teacher request for a conference. Such conferences shall be scheduled at a mutually agreeable time to the extent possible. The ~~JCBE Board~~ shall ~~encourage~~ endeavor to provide for that parent-teacher conferences ~~be provided~~ within the school calendar.

Homework (Board Policy IKB)

The JCBE shall approve the assignment of homework as an aid to the program of instruction when such assignments are clear and definite and originate in classroom activities. Homework assignments shall be evaluated by the teacher.

Acceleration (Board Policy IKEB)

Pupils may advance through the established program of studies in accordance with the prescribed requirements, P1 through grade twelve. Students shall not be penalized in grades nine through twelve for work completed during an approved summer session.

Early Graduation (Board Policy ~~IKFA~~ 08.1132)

~~The Board of Education shall encourage students to obtain a diploma/certificate through a four-year program. Students wishing to complete all state and local graduation requirements prior to the four-year program may declare their intent before the end of the tenth year. The local requirement for the fourth year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university, provided prior approval is obtained.~~

Beginning with the 2014-2015 school year, students who complete an early high school graduation program and meet all applicable legal requirements shall be awarded an Early Graduation Scholarship Certificate. Students planning to complete an early graduation program shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known.

Otherwise, the Board shall encourage students to obtain a diploma/certificate through a four (4) year program. However, students wishing to complete all state and local graduation requirements prior to the four (4) year program, may declare their intent before the end of the tenth (10th) grade.

The local requirement for the fourth (4th) year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university provided prior approval of the Principal/designee is obtained.

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EducationGoals

These capacity and goal statements of KERA, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization
- Knowledge to make economic, social, and political choices
- Understanding of governmental processes as they affect the community, the state, and the nation
- Sufficient self-knowledge and knowledge of their mental health and physical wellness
- Sufficient grounding in the arts to enable students to appreciate their cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' abilities to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
 - Apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, and practical living (including physical education) to situations they will encounter throughout their lives.
 - Become self-sufficient individuals.
 - Become responsible members of a family, work group, or community as well as an effective participant in community service.
 - Think and solve problems in school situations and in a variety of situations they will encounter in life.
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources.
 - Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
- Increase student attendance rates.
- Reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education, and the military.

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Procedures for Elementary School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress is the direction for elementary schools. This means students are allowed to move through the curriculum with instructional design and placement being adjusted as needed. Progress is documented by teachers, and progression is determined by the students' application of skills, concepts, and understandings listed in the Kentucky Core Academic Standards (KCAS)/Program of Studies.

Philosophy

JCPS provides every student, without exception, both the opportunity and the necessary support to benefit from a high-quality educational experience. We believe that student retention is not an effective practice. Therefore, students who are struggling or who are at risk of failure will be identified early and provided the necessary support to meet state standards and to be prepared for the next instructional level. Formative assessment and evaluation are planned parts of the curriculum. Educators are expected to be actively involved with parents/guardians and students in assessing, evaluating, intervening, enriching, and communicating the progress of each student.

Practices

School-Based Decision Making (SBDM) Councils, in collaboration with all stakeholders, are encouraged to explore various organizational structures and instructional practices that support achievement of individualized learning goals through continuous progress for all students. By analyzing assessment results and differentiating instructional strategies, SBDM Councils, in collaboration with all stakeholders, develop a school culture and instructional program that will ensure the success of each student.

Primary Program

The Primary Program is that part of the elementary school in which students are enrolled from the time they begin Primary (formerly kindergarten) until they are ready to enter grade four.

Intermediate Program

Grades four and five constitute the Intermediate Program.

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Components of Academic Grades

Components of Academic Grades

Teachers will use a balanced approach in evaluating student mastery of standards and in determining grades. Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and must include at least two components from each of the following categories. No one component can be more than 20 percent and no one category more than 40 percent of a student's grade.

Categories	Student Engagement	Student Progress	Student Mastery
Components	Participation	Homework	Tests
	Group Work	Problem Solving	Proficiency Assessments
	Discussion	Class Assignments	Projects
	Journals/Logs/Notebooks	Quizzes	Performance Assessments
	Teacher Observation	Anecdotal Records	Presentations
	Student Reflection	Student Self-Assessment	

Teachers will use a balanced approach in evaluating student mastery of standards and in determining grades. Academic Grades reflect what the student knows and is able to do. Academic Grades are based on standards and must include at least two of the suggested/other components from each of the following categories. No one component may count for more than 40 percent of the total academic grade, and no one category may count for more than 60 percent of the total academic grade.

Categories of Academic Grades	Suggested Components for Each Category
<u>Student Engagement with the Standards</u>	<u>Participation, group work, class discussion, journals/logs/notebooks, teacher observation, student reflection, or other measures of student interaction</u>
<u>Student Progression Toward Standards</u>	<u>Homework, problem solving, class assignments, quizzes, Anecdotal records, Student self-assessment, or other measures of student progress</u>
<u>Student Mastery of Standards</u>	<u>Tests, proficiency assessments, Projects, performance assessments, presentations, or other measures of student mastery</u>

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Explanation of Academic Grades

This uniform Student Progression, Promotion, and Grading (SPP&G) Handbook is reviewed and approved annually by the JCBE and shall be used by schools for the assessment of individual student progress. board policy and is not subject to change by SBDM Council. (Adjustments to the following are not in the purview of an SBDM Council.)

Primary Program

As per According to the identified critical attributes of the primary program: (704- KAR 3:440), student progress is reported using qualitative methods. The following grades are used for all subjects in the Primary Program and for practical living, arts and humanities, ~~library, computer,~~ and other related arts classes in grades four and five.

- O Outstanding: work is consistently above grade-level expectations.
- S Satisfactory: work meets grade-level expectations.
- NI Needs Improvement: work needs improvement to meet grade-level expectations.
- U Unsatisfactory: work is not meeting grade-level expectations.
- N/A Not Applicable: not taught this six weeks

Intermediate Program (Grades 4–5)

A	Above Standards With Exceptional Performance	93–100%
B	Above Standards	86–92%
C	Meets Standards	79–85%
D	Marginally Meets Standards	70–78%
U	Below Standards	Below 70%

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Explanation of Progress Codes

Primary and Intermediate

- 4 Excellent: making consistent progress that meets or exceeds individual learning goals
- 3 Good: making progress that meets the majority of individual learning goals
- 2 Satisfactory: making some progress toward individual learning goals

1 Poor: making little progress and meeting few individual learning goals
N/A Not taught this six weeks

Explanation of Process Codes

Primary and Intermediate

4 Consistently and independently
3 Frequently
2 Sometimes
1 Rarely

Reporting Student Performance, Progress, and Process

Communication with students and parents is critical. The reporting process needs to be clear, consistent, and ongoing. Through conferences, the teachers and parents can evaluate the growth and achievement of the student and the progress to be expected. Parents/Guardians who have concerns about their child's progress should first contact his or her teacher. Then, if necessary, schedule a conference with the principal and/or counselor. If a student is not making satisfactory progress in meeting assessment benchmarks, interventions must be implemented. Communication among the designated administrator, teacher(s), and the parent/guardian is essential.

Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor is scheduled. If it is still not resolved, a conference with the principal is scheduled. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the achievement area assistant superintendent for a review. A written response stating the achievement area assistant superintendent's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. -Admissions and Release Committee (ARC) -procedures should be followed for students in the Exceptional Child Education (ECE) Program.

The JCPS District-approved report card is distributed to students every six weeks during the school year. Report card grades are recorded on the student's permanent record at the conclusion of each six-week grading period. Report cards are issued at the end of weeks 6, 12, 18, 24, 30, and 36 of school. ~~Schools may choose to use the Kentucky Elementary Learning Profile (KELP) Progress Report (pages 13-18).~~

~~Note: Regardless of the reporting method used, the school must meet the requirements of 704 KAR 3:440 in determining and reporting progress of students in the Primary Program.~~

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Student Support and Assistance

Support and assistance are provided for students who need extra help. JCPS support and assistance may include the following:

- Exceptional Child Education (ECE) Services
- English as a Second Language (ESL) Program
- Extended School Services (ESS)
- Family Resource Centers (FRCs)
- Guidance Services
- Response to Intervention (RtI)
- Louisville Linked
- Every 1 Reads
- Read to Achieve
- Student Recovery Program
- Reading Recovery (Primary level only)
- Title I Funded Programs
- Extended Learning Opportunities
- District- or School-Designed Intervention Programs

Explanation of Academic Grades—Traditional Program Option

Reporting of student progress for students enrolled in the district's Traditional School Program may be based on the following key:

- EP Excellent Progress
- GP Good Progress
- SP Satisfactory Progress
- LP Little Progress
- PB Progress Below Age-Appropriate

For **grades four and five**, academic grades are based on a percentage score. An explanatory message to parents/guardians accompanies any grade below C.

- A 93–100%
- B 86–92%
- C 79–85%
- D 70–78%
- U (Unsatisfactory) Below 70%

Grades for conduct, work and study habits, and participation in special area classes (practical living, arts and humanities, and other related arts classes in grades four and five) are designated as follows: e.g., art, physical education (PE), library, music) are designated as follows:

- O Outstanding
- S Satisfactory
- NI Needs Improvement
- U Unsatisfactory

Progression for Primary Students

Kentucky's Primary Program is that part of the elementary school program in which students are enrolled from the time they begin school until they are ready to enter the Intermediate Program (fourth grade). The Primary Program includes the following critical attributes: continuous progress, developmentally appropriate educational practices, authentic assessment, multiage and multiability classrooms,

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qualitative reporting methods, professional teamwork, and positive parent involvement.

The Primary Program is based on continuous progress (704 KAR 3:440). In a continuous progress educational model, students never start over; they move forward in individual or flexible group instruction to achieve expectations, meet benchmarks, and master standards. To accomplish these goals, students may require an additional year in the Primary Program. Students may also exit the Primary Program early.

There are district-identified benchmarks for Primary students in reading and mathematics. Students struggling to meet these academic and/or age-appropriate behavior expectations will be provided interventions based on the Response to Intervention (RtI) framework. The school shall communicate with the parent/guardian about the provided interventions.

Based on the Interim Methods for Verifying Successful Completion of the Primary Program (703 KAR 4:040), a student will advance from the Primary Program to the Intermediate grades when he or she:

- (a) expresses himself or herself clearly and effectively in oral and written forms;
- (b) processes oral and written information as evidenced through listening and reading;
- (c) demonstrates confidence in his or her ability to communicate;
- (d) applies mathematical procedures to problem solving;
- (e) applies mathematical concepts, including computation, measurement, estimation, and geometry;
- (f) collects, displays, and interprets data;
- (g) demonstrates use of monetary values in an economic system;
- (h) demonstrates appropriate and relevant investigation skills to solve specific problems in real-life situations;
- (i) creatively expresses ideas and feelings;
- (j) applies democratic principles in relationships with peers;
- (k) identifies contributions of diverse individuals, groups, and cultures;
- (l) demonstrates responsibility for personal belongings;
- (m) shows respect for the property and rights of others;
- (n) displays self-control and self-discipline;
- (o) accesses appropriate resources for learning in school, at home, and in the community;
- (p) participates in group activities cooperatively;
- (q) chooses appropriate processes and strategies to solve given problems; and
- (r) applies previously learned knowledge and concepts to new situations.

To determine if students demonstrate the above, the child's teachers shall:

- (a) collect a variety of student work samples;
- (b) complete observational checklists of academic, social, and developmental progress; and
- (c) maintain anecdotal records and other assessments as needed.

The determination of successful completion of the Primary Program shall be made on an individual basis. Evidence to support this determination may include anecdotal records, student work products, standardized tests, and school and district summative assessment results. Review of assessment records, in alignment with the 18 criteria set forth in the 703 KAR 4:040 (listed above), is also considered.

A school team, which must include the parents/guardians, teachers, and a school administrator, will collect and review a student's assessment records when considering the early or delayed exit for any ~~student-student~~ in the Primary Program. This conference shall take place at least 30 school days before the final day of the school year.

Following this review, the school-based team (in consultation with the student's parent/guardian) will 1) determine that the student is making satisfactory progress through the Primary Program or 2) prepare and document a **recommendation to the principal** that the student spend an additional year in Primary school or exit the Primary Program early. ~~(The additional year may take place at the end of any year in the Primary Program.)~~ The Kentucky Elementary Learning Profile (KELP) form, ~~Sections A, B, C, and D (in appendix),~~ is used to document this process. ~~(See appendix.)~~

The Local Education Agency (LEA) makes the final decision. The principal must inform the parent/guardian of his or her decision, in writing, within five instructional days of the school team's recommendation. The principal must also inform the parent/guardian of the appeal process. If a parent/guardian wants to appeal the principal's decision, a letter is to be sent within ten days to the achievement area assistant superintendent superintendent/designee for review and consideration. The achievement area assistant superintendent superintendent/designee shall send a written response to the parent/guard-

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10 _____ian and the principal stating the final decision: This is the final step in the appeal process.

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If it is determined that the student spend an additional year in Primary school or exit the Primary Program early, the written documentation (completed and signed KERP document) shall become part of the student's permanent record.

The procedure for the Admissions and Release Committee (ARC) is to be followed for students in the ECE Program.

Decisions to spend additional time in or exit the Primary Program early take effect upon completion of the 36-week report card.

Progression for Intermediate Students

- All students will have access to the curriculum mandated by the Kentucky Core Academic Standards (KCAS)/Program of Studies. Students struggling to meet performance expectations will be provided inter—ventions based on the Response to Intervention (RtI) framework. KRS 158.6453 requires writing portfolios/folders, consisting of samples of student work showing growth over time, to be maintained for each student. These folders will follow each student from grade to grade and to any school in which the student may enroll.

~~Writing portfolios, consisting of samples of student work, shall be maintained for each student and follow each student from grade to grade and~~

~~to any school in which the student may enroll.~~ The decision to promote a student is made by local school administrators based on observations and the student's demonstrated performance of the curriculum and academic expectations. Documentation of student performance may include report card grades, school- or district-created summative assessments, other standardized assessments, teacher observations and logs, anecdotal records, progress recorded on an Individual Education Program (IEP), and Response to Inter—vention (RtI) data.

Retention in Intermediate Grades

A conference that includes the principal/counselor, teacher(s), and the parent/guardian is required be—fore considering retention in the Intermediate grades. ~~A current summary of research on retention must be reviewed and considered during the staff/family conference. Current retention research is available by contact—ing the superintendent/designee.~~

Documentation of student progress; implementation of interventions (RtI); a review of student work samples in reading, writing, and mathematics; and anecdotal records, logs, and evidence of frequent teach—er/parent communications will be reviewed during this conference. The principal must inform the parent/—guardian of the appeal process. Following the staff/family conference, the parent/guardian is sent a written notification of the retention decision via U.S. Mail no later than the thirtieth week of the school year.

The appeal process is initiated by the parent/guardian and proceeds according to the following:

- Within ten days of receiving notice of retention, the parent/guardian informs the school princi—pal in writing that retention reconsideration is requested and shall give reasons for initiating the process.
- Within five days of receiving a parent's/guardian's letter, the principal will direct the teacher(s) and counselor/principal designee to review the request and examine appropriate records and classroom work. The teacher(s) and counselor then give the principal a written recommenda—tion, including a rationale that supports or rejects the request.
- Within five days of receiving the report, the principal will schedule a conference with the teacher(s) and the parent/guardian. The decision will be given to the parent/guardian in writ—ing within five days after the conference.
- If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the achievement area assistant superintendent superintendent/designee for a review and reconsideration.
- The achievement area assistant superintendent superintendent/designee will send a written response to the parent/guardian and the prin—cipal stating the final decision. This will be the last step in the appeal process.

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| The procedures for the ARC should be followed for students in the ECE Program. If retention is recommended, all documentation shall become part of the student's permanent record.

Evaluation of Out-of-District Transcripts

Parents/Guardians of non-JCPS or home-schooled students who wish to enroll their child in a Jefferson County public school should schedule an appointment with the school administrator. Students who miss the state assessments will be expected to demonstrate competency in reading, on-demand writing, and mathematics. The principal/designee will determine the appropriate grade placement based on a review of the following materials:

- Transcript—record of grades earned by the student
- The name, author, and publisher of textbook(s) used
- Attendance manual—record of days and times taught
- An outline of materials covered in each subject
- Selection of student's best works from each subject
- Additional assessments considered helpful in determining grade placement

After a home-schooled student is accepted into a Jefferson County public school, the parent must notify the Pupil Personnel Office in writing to terminate the home-school status. The letter should include the student's name, date of birth, and grade.

Evaluation of Out-of-District Transcripts for Advance Program Placement

Parents/Guardians need to submit the following information to the school counselor and/or the district's Advance Program resource teacher to determine if placement in the JCPS Advance Program is appropriate for their child:

- Test results from the Cognitive Abilities Test (CogAT/CAT), which JCPS uses in placing students in the Advance Program; a comparable test used by psychologists is the Wechsler Intelligence Scale for Children-Revised (WISC-R). Any test that has a Cognitive Skills Index will be reviewed and considered.
- Copies of the student's last two years' report cards
- Copies of the student's latest standardized achievement test scores
- Gifted/Talented screening information used by the out-of-district school to determine placement of the student in its gifted/talented program
- Any additional materials that the parent or district designee considers helpful in determining Advance Program placement

Transitional Promotion

Under exceptional circumstances, students in elementary school may advance to the next grade level through a planned transitional program. Criteria for promotion will be determined by a committee that includes the student, parent/guardian, teacher, and counselor/principal and will be based on the individual needs of the student. If the promotion is to middle school, professional staff and the principal/designee of both the elementary and the middle school must be involved in preparing the transitional program plan.

Additional Considerations and Requirements for ECE Students

Both federal law and the Kentucky Core Academic Standards (KCAS)/Program of Studies require that students in ECE Programs have access to mandated curriculum. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the Program of Studies. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine both the instructional program and grading procedures.

Depending on the service-delivery model, student performance, progress, and process grades are assigned by the ECE teacher, the CP teacher, or both. In addition to completing report cards, teachers collect, maintain, and analyze data to determine if a student with disabilities is making expected progress toward IEP goals using the IEP progress report found on Infinite Campus. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

KENTUCKY ELEMENTARY LEARNING PROFILE

A Part of Kentucky's Model Primary Assessment System

Student Name _____
Last First Middle Name used

Teacher(s) Name _____

School _____ District/County _____

As part of the Kentucky Education Reform Act of 1990, a Primary Program was designed for students from the time they enter school until they enter fourth grade. The attributes of this Primary Program are: developmentally appropriate practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent/guardian involvement. The Kentucky Elementary Learning Profile (KELP) is the model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student's real learning, growth, and development during the primary years. The KELP instrument, along with the progress report and Learning Descriptions, is designed to be a comprehensive primary assessment system.

The KELP allows for documentation of:

- conversations with parents/guardians and students (to understand and record the learning that takes place at home),
- observations of children while they are involved in school-based learning experiences recorded by using concise notes showing specific information and developmental milestones,
- varied work samples which show growth throughout the year(s),
- a student's reflections of his/her own learning,
- a student's best performances:
- posing a question and researching to get an answer;
- communicating through oral and written language;
- communicating through an aesthetic project, performance, or reflection of appreciation;
- reading for literary experience, to gain information, to perform a task, and to discriminate among messages;
- solving a real-life problem using computation and problem solving skills;
- completing and presenting a long-term project which integrates subject matter;
- participating in performing and reporting a group project;
- developing a Lifeline representing and reflecting the personal growth and learning;
- developing a personal well-being plan or project,
- a student's growth in specific subject skills as evidenced in his/her performance(s).

For more information concerning Kentucky's primary program and/or the Kentucky Elementary Learning Profile, please contact the Early Learning Branch in the Kentucky Department of Education, 500 Mero Street, Frankfort, Kentucky 40601 or visit the Primary Web Page at: <http://www.kde.state.ky.us/osle/extend/primary/default.asp>

A handbook is available to provide explanations and support in the use of this instrument.

Permission is granted to copy any part of the Kentucky Elementary Learning Profile for educational use in Kentucky schools.

PART A: CONVERSATIONS

A1 Record of conversation between student's parent(s)/guardian(s) and teacher(s)
(dates only)

Signatures: Parent(s)/Guardian(s)

Date / /

Date / /

Teacher(s)

Date / /

Date / /

Date / /

Principal/Designee

Date / /

Date / /

A2 Record of learning conversation between student and teacher(s)
(dates only)

Signatures: Student

Date / /

Date / /

Teacher(s)

Date / /

Date / /

Date / /

PART B: DIARY OF OBSERVATIONS

Student's Name _____

SOCIAL CONTEXT:	Independent (I)	Student with Adult (S/A)	Pair (P)	Small Group (G)	Group Led by Adult (G/A)
Date	Observations	Anecdotal Notes	Next Steps		

This page may be reproduced as often as needed. Alternate pages, located in the Teacher Handbook, may be substituted for this part. You may write on this page or attach labels, index cards, sticky notes, etc.

Anecdotal notes should include samples from various learning contexts including: literacy, mathematics, science, social studies, arts and humanities, design and construction, physical development, and dramatic and investigative play. The notes should also span the learning domains: social, emotional, physical, aesthetic, as well as cognitive.

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PART C: TYPES OF PERFORMANCES

Student's Name _____

Type of Performance*	Entries Included (T here)	Reflections Included (T here)	Optional: Name of Project/Notes/Ideas
Pose a question and research to get an answer.			
Communicate through oral and written language (or an alternative form of language, i.e., Braille, sign language, etc. when applicable).			
Communicate through an aesthetic project, performance, or reflection of appreciation.			
Read for literary experience, to gain information, to perform a task, and to discriminate among messages.			
Solve a real-life problem using computation and problem solving skills.			
Complete and present a long-term project, which integrates subject matter.			
Participate in performing and reporting a group project.			
Develop a Lifeline representing and reflecting the personal growth and learning. (may extend over several years)			
Develop a personal well-being plan or project. (may extend over several years)			

* Each performance entry must be accompanied with a reflection.

PART D: LEARNING DESCRIPTION SUMMARY

Student's Name _____

Arts and Humanities	Beginning		Developing		Competent		Expanding
Production							
Analysis and Appreciation							
Independent Learning and Citizenship	Beginning		Developing		Competent		Expanding
Intrapersonal Development (self)							
Interpersonal Development (with others)							
Productive Thinking							
Self-Directed Learning							
Mathematics	Beginning		Developing		Competent		Expanding
Reasoning/Problem Solving							
Communications/Connections							
Number Concepts							
Spatial Concepts							
Procedures							
Motor Development	Beginning		Developing		Competent		Expanding
Body Stability/Balance							
Fundamental Locomotor							
Object Manipulation/Fundamental Skills							
Fine Motor							
Physical Fitness/Development of Body Fitness							

This page is to be used during all the years a student is in the primary program. Documentation over several years often appears slow and/or uneven. This is normal and represents the time needed between growth spurts.
Options available in handbook.

PART D: LEARNING DESCRIPTION SUMMARY

Student's Name _____

Reading	Beginning		Developing		Competent		Expanding
Experience							
Story/Text Awareness							
Making Sense Out of Print							
Science	Beginning		Developing		Competent		Expanding
Patterns and Nature of Scientific Activity							
Systems, Interactions, and Nature of Scientific Activity							
Models, Scale, and Nature of Scientific Activity							
Change over Time, Constancy, and Nature of Scientific Activity							
Social Studies	Beginning		Developing		Competent		Expanding
Governance							
Social Systems and Diversity							
Economics							
Past and Present							
Geography							
Writing	Beginning		Developing		Competent		Expanding
Purpose/Audience/Idea Development							
Organization							
Sentences/Language Choice							
Correctness							

This page is to be used during all the years a student is in the primary program. Documentation over several years often appears slow and/or uneven. This is normal and represents the time needed between growth spurts.

Options available in handbook.

Glossary

Advance Program	A program designed to provide instruction for academically talented students
ARC	Admissions and Release Committee
Assessment	The evaluation of progress and/or achievement made by an individual or group
Developmentally appropriate	Instructional practices that address the physical, aesthetic, cognitive, emotional, and social domains of students and that permit them to progress through an integrated curriculum according to their unique learning needs
Differentiated instruction	Individualized or customized instruction. The teacher offers different learning experiences within a lesson to meet students' varied needs or learning styles.
ECE	Exceptional Child Education (special education)
ELL	English Language Learner
ESL	English as a Second Language
ESS	Extended School Services
GPA	grade -Grade point average
International Baccalaureate	The International Baccalaureate (IB) is a nonprofit educational foundation that supports and monitors curricula and philosophies that help students develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.
IEP	Individual Education Program
Intermediate Program	Grades four and five constitute the Intermediate Program.
Intervention	Implementation of strategies and services to students not performing at grade level
KCAS	Kentucky Core Academic Standards
KELP	Kentucky Elementary Learning Profile
KERA	Kentucky Education Reform Act—The 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
KPREP	Kentucky Performance Rating for Educational Progress
Primary Program	That part of the elementary school in which students are enrolled from the time they begin Primary (formerly kindergarten) until they are ready to enter grade four
RtI	Response to Intervention—A multitiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences
SBDM	School-Based Decision Making
Summative Assessment	An accountability measure that is generally used as part of the grading process



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