

Jefferson County Public Schools

**Elementary School
Student Progression,
Promotion, and Grading
Handbook
2015-16**

DRAFT



Introduction

This uniform *Student Progression, Promotion, and Grading (SPP&G) Handbook* is reviewed and approved annually by the Jefferson County Board of Education (JCBE). The *SPP&G Handbook* supports the philosophy and vision of the Jefferson County Public Schools (JCPS) and complies with Kentucky law.

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

Promotion and Retention (Board Policy 8.22)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures that have been developed by a broad-based committee and approved by the administrative staff and the Board. Written reports shall be sent to parents at established intervals.

Students may advance through the established program of studies in accordance with the prescribed requirements, P1-12th Grade. 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. 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.

Hours of Duty (Board Policy 3.1332) (in part)

Certified employees shall be available for conferences requested by parents. Reports to 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 Board shall endeavor to provide for parent-teacher conferences 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 12th Grade. Students shall not be penalized in grades nine through twelve for work completed during an approved summer session.

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (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.

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 the 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.

Components of Academic Grades

Teachers will use a **balanced approach** by using three grading categories (Engagement, Progression, and Mastery) to determine grades. Academic grades are based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category must include at least two components. Each component used must include multiple (two or more) grades/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.

Categories of Academic Grades (must include all three)	Component for Each Category (Examples include, but are not limited to, the following.)
Student Engagement With Standards <ul style="list-style-type: none">• Shall count for no more than 20% of the total academic grade	Participation, group work, class discussion, journals/logs/notebooks, projects, teacher observation, student reflection, or other measures of student interaction (must include two or more)
Student Progression Toward Standards <ul style="list-style-type: none">• Shall count for no more than 30% of the total academic grade	Problem solving, class assignments, quizzes, anecdotal records, student self-assessment, or other measures of student progress (must include two or more)

Student Mastery of Standards <ul style="list-style-type: none"> • Shall count for no more than 70% of the total academic grade 	Tests/Proficiency assessments, performance assessments, presentations, or other measures of student mastery (must include two or more)
<ul style="list-style-type: none"> • Teachers must use all three categories listed above when setting up categories in their gradebook in Infinite Campus or other electronic gradebook. • No one assignment can count for more than one-third of an entire category (i.e. Engagement, Progression, and Mastery). 	

A copy of the teacher's grading procedure must be supplied to the students, parents/guardians, and the principal.

Explanation of Academic Grades

This handbook is reviewed and approved annually by the JCBE and shall be used by schools for the assessment of individual student progress.

Primary Program

Student progress is reported using the following performance codes:

- O Outstanding—work is consistently above grade-level expectations/standards.
- S Satisfactory—work meets grade-level expectations/standards.
- NI Needs Improvement—improvement is needed to meet grade-level expectations/standards.
- U Unsatisfactory—work does not meet grade-level expectations/standards.
- N/A Not Applicable—not taught this nine weeks

Intermediate Program (Grades Four–Five)

- A Above Standards 90–100%
- B Meets Standards 80–89%
- C Approaching Standards 75–79%
- D Below Standards 70–74%
- U Substantially Below Standards Below 70%

Practical Living, Arts and Humanities, Art, Music, and Other Related Arts (Primary–Grade Five)

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

Explanation of Process Codes

Primary and Intermediate

- 4 Consistently and independently
- 3 Frequently
- 2 Sometimes
- 1 Rarely

Standards-Based Grading

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the JCPS grading scale:

Letter Grade	Standards-Based Grading Marks	Grading Scale	Performance Description
A	4	90–100	Above Standards
B	3	80–89	Meets Standards
C	2	75–79	Approaching Standards
D	1	70–74	Below Standards
U	—	Below 70	Substantially Below Standards

Reporting Student Performance and Grade Reporting

Communication with students and parents concerning student progress is critical. Report card grades are determined and recorded at the end of weeks 9, 18, 27, and 36 of the school year. The JCPS District-approved report card is distributed to students following every nine-week grading period. If a student is not making satisfactory progress, parent/guardians must be notified, by phone or in writing, by the teacher at least two weeks prior to the end of the grading period. Parent contact must be documented by the teacher. An intervention plan must also be developed and implemented to assist struggling students.

Parents/Guardians who have concerns about their child's academic progress should first contact his or her teacher and schedule a conference, if needed. Then, if necessary, the parent may contact the principal, assistant principal, and/or counselor.

Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, the parent may contact the principal, assistant principal and/or counselor. 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.

Student Support and Assistance

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

- 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:

EPExcellent Progress
GPGood Progress
SPSatisfactory Progress
LPLittle 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.

A90–100%
B80–89%
C75–79%
D70–74%
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:

OOutstanding
SSatisfactory
NINeeds Improvement
UUnsatisfactory

Progression for Primary Students

Kentucky's Primary Program is the 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, 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.

Students struggling to meet academic and/or age-appropriate behavior expectations will be provided interventions based on the RtI framework. The school shall communicate with the parent/guardian about the provided interventions.

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.

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:

- Expresses himself or herself clearly and effectively in oral and written forms.
- Processes oral and written information as evidenced through listening and reading.
- Demonstrates confidence in his or her ability to communicate.
- Applies mathematical procedures to problem solving.
- Applies mathematical concepts, including computation, measurement, estimation, and geometry.
- Collects, displays, and interprets data.

- Demonstrates use of monetary values in an economic system.
- Demonstrates appropriate and relevant investigation skills to solve specific problems in real-life situations.
- Creatively expresses ideas and feelings.
- Applies democratic principles in relationships with peers.
- Identifies contributions of diverse individuals, groups, and cultures.
- Demonstrates responsibility for personal belongings.
- Shows respect for the property and rights of others.
- Displays self-control and self-discipline.
- Accesses appropriate resources for learning in school, at home, and in the community.
- Participates in group activities cooperatively.
- Chooses appropriate processes and strategies to solve given problems.
- Applies previously learned knowledge and concepts to new situations.

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

- Collect a variety of student work samples.
- 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.

Primary Program—Early Exit or Additional Time

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 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 determine 1) that the student has made satisfactory progress and may merit early exit from the Primary Program **or** (2) that the student needs to spend an additional year in Primary school. A district-designated form shall be used to document this process and make a recommendation to the principal. (The Additional Time in the Primary Program Form and the Early Exit From the Primary Program Form are included in appendix and available through JCPS online.)

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 for review and consideration. The achievement area assistant superintendent shall send a written response to the parent/guardian and the principal stating the final decision. This is the final step in the appeal process. 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 copy of JCPS district-designated form) shall become part of the student's permanent record.

The procedure for the ARC is to be followed for students in the ECE Program.

Progression for Intermediate Students

All students will have access to the curriculum mandated by the KCAS/Program of Studies. Students struggling to meet performance expectations will be provided interventions based on the 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.

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 RtI data.

Retention in Intermediate Grades

A conference that includes the principal/counselor, teacher(s), and parent/guardian is required when considering retention in the Intermediate grades. Documentation of student progress; implementation of interventions (RtI); a review of student work samples in reading, writing, and mathematics; anecdotal records, logs, and evidence of frequent teacher/parent communications will be reviewed during this conference.

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 parent/guardian must also be informed 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 for review and consideration. The achievement area assistant superintendent shall send a written response to the parent/guardian and the principal stating the final decision. This is the last step in the appeal process.

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

1. Within ten days of receiving notice of retention, the parent/guardian informs the school principal in writing that a retention reconsideration is requested; giving reasons for initiating the appeal process.
2. Within five days of receiving a parent's/guardian's letter, the principal will review documentation and rationale used to make the initial retention decision.
3. The principal will then notify the parent/guardian in writing of his/her decision concerning the appeal; scheduling a conference if needed.
4. 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 and reconsideration.
5. The achievement area assistant superintendent will send a written response to the parent/guardian and the principal stating the final decision. This will be the last step in the appeal process.

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.

Transfer of Students (Intra-District)—Grade Reporting

When an elementary student transfers from one JCPS location to another, the sending school shall complete the JCPS Withdrawal and Release Form (form is available through JCPS online) indicating the student's academic progress for the current grading period. One copy of this form shall be placed in the student's folder, one shall be sent to the receiving school, and one shall be given to the student/parent at the time of withdrawal. Attendance and other pertinent demographic information shall be recorded as well.

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 district's Advance Program coordinator 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 KCAS/Program of Studies require that students in ECE Programs have access to a mandated curriculum. A student's 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.

Additional Time in the Primary Program Recommendation to the Principal

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 in the Elementary SPP&G), is also considered. A school-based team, in consultation with the parent/guardian, shall collect and review the evidence when considering a recommendation to the principal for a child to spend additional time in the Primary Program.

This form is used to document this review process. The principal makes the final decision (at least 30 school days before the final day of the school year) and notifies the parent/guardian of decision and appeal process as defined in the JCPS Elementary School Student Progression, Promotion, and Grading document.

Student Name: _____ Student Date of Birth: _____

Teacher Name: _____ School Name: _____

Team Membership		
Name	Role (teacher, parent, principal, assistant principal, etc.)	Signature

A. Conversations Concerning Student Progress

Record of Conversations Between Students Parent/Guardian(s) and Teacher(s)		
Date	Who was involved? Role?	Signature

B. Evidence Sources Collected, Reviewed, and Considered

Type of Evidence	Present? Yes/No	Identify and Explain Summarize Findings
Anecdotal Records		
Varied Student Work Samples		
Standardized Test Results		
District Assessments		
School Assessments		
Writing Folder Complete		
Other		

C. Recommendation of School-Based Team in Consultation With the Student's Parent/Guardian:

It is recommended that _____ spend an additional year in the primary program.
(Student Full Name)

The additional time begins in the _____ school year.
(##-##)

School Team Members' Signatures:

(Team Member Signature)

(Team Member Signature)

(Team Member Signature)

(Team Member Signature)

☐ Recommendation Approved

☐ Recommendation Not Approved

(Principal Signature)

(Date)

(Principal Signature)

(Date)

The original copy of this form is to be placed and kept in the student's folder. A copy shall be given to the parent/guardian.

Early Exit From the Primary Program Recommendation to the Principal

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 in the Elementary SPP&G), is also considered. A school-based team, in consultation with the parent/guardian, shall collect and review the evidence when considering a recommendation to the principal for any student's early exit from the Primary Program.

This form is used to document this process. The principal makes the final decision (at least 30 school days before the final day of the school year) and notifies the parent/guardian of decision and appeal process as defined in the JCPS Elementary School Student Progression, Promotion, and Grading document.

Student Name: _____ Student Date of Birth: _____

Teacher Name: _____ School Name: _____

Team Membership		
Name	Role (teacher, parent, principal, assistant principal, etc.)	Signature

A. Conversations Concerning Student Progress

Record of Conversations Between Students Parent/Guardian(s) and Teacher(s)		
Date	Who was involved? Role?	Signature

B. Evidence Sources Collected, Reviewed, and Considered

Type of Evidence	Present? Yes/No	Identify and Explain Summarize Findings
Anecdotal Records		
Varied Student Work Samples		
Standardized Test Results		
District Assessments		
School Assessments		
Writing Folder Complete		
Other		

C. Recommendation of School-Based Team in Consultation With the Student's Parent/Guardian:

Based on review of all data recorded herein, it is recommended that _____
(Student Full Name)
exit the Primary Program early and be enrolled in the fourth grade for the _____
(##-##)
school year.

School Team Members' Signatures:

_____ (Team Member Signature)	_____ (Team Member Signature)
_____ (Team Member Signature)	_____ (Team Member Signature)

<input type="checkbox"/> Recommendation Approved	<input type="checkbox"/> Recommendation Not Approved
--------------------------------------------------	------------------------------------------------------

_____ (Principal Signature)	_____ (Date)
_____ (Principal Signature)	_____ (Date)

The original copy of this form is to be placed and kept in the student's folder. A copy shall be given to the parent/guardian.

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 students 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 point average
IB	International Baccalaureate—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
KERA	Kentucky Education Reform Act—The 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
K-PREP	Kentucky Performance Rating for Educational Progress
Primary Program	The 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

