

**704 KAR 3:440. Primary school program guidelines.**

RELATES TO: KRS 156.160(1)(a)

STATUTORY AUTHORITY: KRS 156.070, 156.160(1)(a), 158.030(1)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.160(1)(a) requires the State Board for Elementary and Secondary Education to establish by administrative regulation the standards that school districts shall meet in student, program service, and operational performance. KRS 158.030 establishes the primary school program and requires the promulgation of administrative regulations to address methods for verifying successful completion of the primary school program.

Section 1. Definitions. The following definitions shall apply to this administrative regulation:

(1) "Developmentally appropriate practices" means instructional practices that address the physical, aesthetic, cognitive, emotional and social domains of children and that permit them to progress through an integrated curriculum according to their unique learning needs.

(2) "Multiage and multiability classrooms" means flexible grouping and regrouping of children of different age, sex and ability who may be assigned to the same teacher(s) for more than one (1) year.

(3) "Continuous progress" means a student's unique progression through the primary school program at his own rate without comparison to the rate of others or consideration of the number of years in school. Retention and promotion with the primary school program are not compatible with continuous progress.

(4) "Authentic assessment" means assessment that occurs continually in the context of the learning environment and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences and other methods.

(5) "Qualitative reporting methods" means progress is communicated through a variety of home-school communiques, which address the growth and development of the whole child as he progresses through the primary school program.

(6) "Professional teamwork" means all professional staff in the primary school program communicate and plan on a regular basis and use a variety of instructional delivery systems such as team teaching and collaborative teaching.

(7) "Positive parent involvement" means the establishment of productive relationships between the school and the home, individuals, or groups than enhance communication, promote understanding and increase opportunities for children to experience success in the primary school program.

Section 2. Primary School Program Attributes. Each primary school program shall include all the following attributes:

(1) Developmentally appropriate educational practices;

(2) Multiage and multiability classrooms;

(3) Continuous progress;

(4) Authentic assessment;

(5) Qualitative reporting methods;

(6) Professional teamwork; and

(7) Positive parent involvement.

Section 3. Students in the Primary School Program. (1) Children who attend the primary school program shall not be described as enrolled in a specific grade level. Students who transfer from a school system that uses grade levels of kindergarten through third grade shall be enrolled in the primary school program and placed according to their developmental needs.

(2) Each elementary school shall design the primary school program to address the learning needs of all children who meet the entry age for the primary school program and who are not ready to enter the fourth grade. Individual placement decisions for children who are eligible for special education and related services shall be determined by the appropriate admissions and release committee, pursuant to 707 KAR 1:051.

Section 4. Curriculum. (1) The curriculum of the primary school program shall address the goals of education and the model curriculum framework set forth in KRS 158.6451.

(2) Instructional practices in the primary school program shall motivate and nurture children of diverse cultures; shall address the social, emotional, physical, aesthetic and cognitive needs of children; and shall be based upon the following principles of how young children learn:

(a) Young children learn at different rates and through different styles.

(b) Young children learn as they develop a sense of self-confidence in a positive learning environment.

(c) Young children learn best with "hands on" experiences where they are encouraged to question, explore and discover.

(d) Young children learn best through an integrated curriculum by engaging in real-life activities and learning centers.

(e) Young children learn best in a social environment where they can converse with others to expand their language and their thinking.

(3) Students enrolled in the primary school program shall progress through the curriculum at their individual learning rates.

(4) Parents and legal guardians of children enrolled in the primary school program shall receive regular reports at a minimum of four (4) times per year regarding the children's individual progress in meeting the goals of education set forth in KRS 158.6451(1) and successful completion of the primary school program.

Section 5. Implementation. (1) By June 15, 1992, each elementary school shall submit an action plan to the Department of Education describing the steps to be taken for beginning implementation in 1992-93 and full implementation by 1993-94 in order to implement the primary school program as described in this administrative regulation. The procedures and instructions for the plan are contained in "Procedures for Developing the Primary Program Action Plan," effective date of April 1992, which is hereby incorporated by reference. This document may be inspected, copied, and obtained at the Kentucky Department of Education, Division of Early Childhood, 21st Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky 40601, Monday - Friday, 8 a.m. - 4:30 p.m.

(2) Beginning June 1, 1993, each elementary school shall submit an annual evaluation report to the Department of Education describing the steps to be taken to improve the quality of the primary school program. The evaluation report shall follow the format contained in "Procedures for Developing the Primary Program Action Plan" document cited in subsection (1) of this section.

(3) The action plan and subsequent evaluation reports shall include input from parents, teachers and support staff of children enrolled in the primary school program. The action plan and subsequent evaluation reports shall be adopted by the school-based decision making council if one exists, or by the local district superintendent if the school does not have a council.

(4) Each elementary school shall make the action plan and subsequent evaluation reports available for public inspection. A copy of the action plan and subsequent evaluation reports shall be kept on file by the local school district superintendent. (18 Ky.R. 3559; Am. 19 Ky.R. 397; eff. 8-1-92.)