

Elementary School SPP&G – Board Mock Up

SPP&G Key Changes for 2016-17

1. **Introduction** - pg. 2 of the handbook. Key Addition: Update Mission, Vision and Core Values to match new Vision 2020.

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.

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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—empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

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

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

- 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.

Core Values

- **Caring** - All JCPS children are nurtured as if they are our own.
- **Equity** - All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.
- **Excellence** – Empowering people to lead, create, and innovate is essential to creating a culture of excellence.
- **Respect** – All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.
- **Individuality** – Children learn differently and require personalized approaches to learning.
- **Diversity** – Our diversity is a strength—differences of each are assets of the whole.
- **Opportunity** – Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.
- **Creativity** – The abilities to create, innovate, and solve challenging problems are critical skills for educators and children to develop and employ in teaching and learning.
- **Collaboration** – Relationships, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of our students.

2. **Components of Academic Grades** - pg. 7 and 8 of the handbook. Key Changes:
- Use the wording Component/Assignment to clarify meaning of “Components.”
 - Adjusted language on **Components/Assignments** for Student Mastery of Standards to include project based learning, authentic assessments and language more conducive to the Deeper Learning philosophy per Vision 2020.
 - Eliminated “**must include two or more**” components/assignment per category.
 - Clarified expectations for Elementary **Special Area Teachers**.

Categories and 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)	Components 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 	Homework, problem solving, class assignments, quizzes, anecdotal records, projects, 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, projects, performance assessments, demonstrations, 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). 	

Components of Academic Grades

Teachers will use a balanced approach by using three grading categories (Engagement, Progression, and Mastery) to determine grades for each subject. 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~~ shall include at least two a variety of components/assignments. ~~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. Special area teachers shall ensure that each of the three categories are represented; however, special area teachers' grades may not always include a variety of components/assignments in each category.

Categories of Academic Grades (must include all three)	Component/ <u>Assignments</u> 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 	Homework, problem solving, class assignments, quizzes, anecdotal records, projects, 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, projects <u>(i.e. Project or Problem Based)</u> , performance assessments, presentations, or other measures of student mastery (must include two or more) <u>demonstrations, authentic assessments,</u>
<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. Efforts are made to supply the procedure to parents/guardians via the student, at Open Houses, and during parent-teacher conferences.

3. **Explanation of Academic Grades** – pg. 10 of the handbook. Key Changes:
 - a. Convert the current grading scale to a 10 point grade scale per the stakeholder survey and committee consensus.
 - b. Update the grading scale to a 10 point grading scale throughout the document.

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/ANot 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%

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.

Student progress for core subjects is reported using the following performance codes:

Primary Program (Kindergarten – Grade Three)

- O.....Outstanding—work ~~is~~ consistently **exceeds** 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 70–79%
- D.....Below Standards 60–69%
- U.....Substantially Below Standards Below 60%

4. **Primary Program Promotions – Accelerated Placement**- pg. 12 of the handbook. Key Addition:

Created 3 separate sections regarding 1) Promotions of students within the Primary Program, 2) Additional time in the Primary Program, and 3) Early Exit from the Primary Program as well as from elementary to middle school.

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.

Primary Program Promotions— (Accelerated Placement) 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~~ the promotion of for any student in the Primary Program. In addition, the Admissions and Release Committee procedure may ~~will~~ be utilized for ECE students and ~~s~~ Program Services Plans may ~~will~~ be included in the review for English Language Learners. ~~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 1) if that the student has made satisfactory progress and may merit early exit from the Primary Program (move to the 4th grade) or 2) that if the student should be promoted within the primary grades (example: from P3 to P4) 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 F from the Primary Program Form are~~ is included in the appendix and available through JCPS online.)

For any student who will move from P1 to P2 before reaching the age of six (6) by the enrollment age deadline, the state-required procedures must be followed and occur within the first six weeks of enrollment. (NOTE Margie Kim will add.) Also add form to appendix. See appendix for details on procedures and forms that need to be used for accelerated placement for primary students under the age of 6 by the enrollment age deadline.

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 (see Appeals). ~~If a parent/guardian wants to appeal the principal's decision, a letter is to be sent with in 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 merits promotion within the Primary Program will exit the Primary Program early, the written documentation (completed and signed copy of JCPS district-designated form or the KDE Accelerated Placement Form P1 to P2) shall become part of the student's permanent record.~~

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

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. ~~The Admissions and Release Committee procedure may will be utilized for ECE students. Program Services Plans may will be included in the review for English Language Learners.~~

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 if~~ 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 F~~rom the Primary Program Form ~~are is~~ included in the appendix and available through JCPS eOnline.)

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 (*see Appeals*). ~~If a parent/guardian wants to appeal the principal's decision, a letter is to be sent with in 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.~~

Primary Program – Early Exit

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 exit for any student in the Primary Program. The Admissions and Release Committee procedure ~~may will~~ be utilized for ECE students. Program Services Plans ~~may will~~ be included in the review for English Language Learners. ~~This review 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 that the student has made satisfactory progress and may merit early exit from the Primary Program for promotion to the intermediate program. ~~or (2) that if 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 F~~rom the Primary Program Form is included in the appendix and available through JCPS eOnline.)

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 (*see Appeals*). ~~If a parent/guardian wants to appeal the principal's decision, a letter is to be sent with in 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.

5. **Early Exit from Elementary to Middle School** - pg. 15 of the handbook. Key Addition:
Added new section to provide procedures for early exit from Elementary to Middle School.

Early Exit from Elementary School to Middle School

A school team, which must include the parents/guardians, teachers, the elementary school administrator, and a middle school administrator, will collect and review a student's assessment records when considering the early exit for any student from elementary school. The Admissions and Release Committee procedure will be utilized for ECE students. Program Services Plans will be included in the review for English Language Learners.

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 (see *Appeals*). ~~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 will exit Elementary School early, the written documentation (completed and signed copy of JCPS district-designated form) shall become part of the student's permanent record.

6. **Appeals – Grade reporting, Primary Promotion (Accelerated Placement), Early Exit from Primary Program, Additional Time in the Primary Program, Early Exit from Elementary to Middle** - pg. 15 of the handbook. Key Change: New section was added to provide guidance for teachers and schools regarding Appeals from 1) Grade reporting, 2) Primary Promotion (Accelerated Placement), 3) Early Exit from Primary Program, 4) Additional Time in the Primary Program, and 5) Early Exit from Elementary to Middle

Appeals – Grade Reporting, Primary Program Promotion (Accelerated Placement), Early Exit from Primary Program, Additional Time in the Primary Program, Early Exit from Elementary to Middle School

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

1. A letter is to be sent within ten days to the achievement area assistant superintendent for review and consideration.
2. 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.

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7. **Appeals – Retention in Intermediate Grades** - pg. 15-16 of the handbook. Key Change: New section was added to provide guidance for teachers and schools regarding Appeals regarding Retention in Intermediate Grades.

Appeals – Retention in Intermediate Grades

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

8. **Transitional Program** - pg. 17 of the handbook. Key Change: Removed Transitional Promotion section as it is addressed in other sections.

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.~~

9. **Additional Considerations and Requirements for ESL Students** - pg. 17 of the handbook. Key Change: New section was added to provide guidance from teachers and schools regarding English Language Learners.

Additional Considerations and Requirements for English Language Learners

Both federal law and state law require that students identified as English Language Learners (ELL) have access to the Kentucky Academic Standards as a key component of ensuring that ELL students acquire the tools to succeed in general education classrooms within a reasonable length of time. An ELL student's Program Services Plan (PSP) outlines the ELL service type the student is receiving as well as the instructional and assessment accommodations that are implemented in the classroom in order to ensure that ELLs are receiving the support necessary so that they have the opportunity to succeed.

Grades for English Language Learners are assigned by the classroom teacher. For students enrolled in an English as a Second Language Program, consultation between the classroom teacher and the ESL teacher may be necessary when making decisions about grading. If appropriate ELL Services and accommodation supports are in place and the appropriate level of work is assessed, based on the student's current level of language proficiency, then the same range of grades available to all students is applicable to English Language Learners.

10. **Early Exit/Accelerated Placement Form** - pg. 20 of the handbook. Key Change: Adjusted the form to be used for Early Exit/Accelerated Placement of Students as found in the Appendix Section to ensure easy completion at the school level.

Early Exit / Accelerated Placement

Promotion within the Primary Program P2-P4 or Elementary School to Middle School ~~From the Primary Program~~

~~Possibly Accelerated placement~~ Recommendation to the Principal

Form

Form

The determination of ~~successful completion of the Primary Program~~ early exit or accelerated placement 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~~.

Form

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.

Form

Form

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		



11. **Kentucky Department of Education Form – Promotion of 5 year olds to P2.** - pg. 26 of the handbook. Key Change: Included the form that must be used per KDE when a school is promoting a 5 year old to P2.

Kentucky Department of Education Accelerated Placement Request Form

Under KRS 158.031, school districts may advance a student through the primary program when it is in the best educational interest of the student. **A student who is at least five years of age, but less than six years of age,** may be classified as other than a kindergarten student for the purpose of funding if the student is determined to have acquired the academic and social skills taught in kindergarten. Eligibility for accelerated placement is based upon a school team review of multiple sources of information about the child, and the review must include anecdotal records, student work samples, including evidence of self-reflection, and standardized test results ([702 KAR 7:125](#)). Local board approval is also required. Districts must complete and submit this form to KDE for approval in order to receive full funding. Please be advised that all data required for determination of accelerated placement of this student is subject to an audit by the Kentucky Department of Education.

District:	Date:
Student Name:	Date of Birth:
District Contact:	District Contact Role:
Email:	Phone:

Accelerated Placement Requirements

1. Team Membership

Name	Role Teacher, Parent, Psychologist, Principal, District Specialist	Early Childhood Expertise (Must identify at least one member with knowledge of early childhood)

2. List of Data Sources

Source (Must include All Three Sources)	Used?	Summary (Identify and explain data sources reviewed)
Anecdotal Records	Yes / No	
Student Work Samples, including evidence of self-reflection	Yes / No	
Standardized Test Results	Yes / No	

3. List of All Individuals Who Submitted Data Sources

Name	Role	What Data Submitted?

4. Data Needed To Create a Pupil Attendance Record

SSID:	Birthdate:	Hispanic (yes or no):
Student Name:	Gender:	Race:
School where student is	Attendance Course (student	

enrolled:	roster):	
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5. Approval by Local Board of Education

Attach copy of local board minutes showing approval of accelerated placement for child identified on this form.

Email to:

Rebecca Atkins-Stumbo

Rebecca.Atkins-Stumbo@education.ky.gov

Email Subject Line:

“Accelerated Placement Request by ‘District Name’”

KDE Internally Only	
Review Date:	
School Readiness Branch Approval:	
Division of District Support Notified of Approval:	