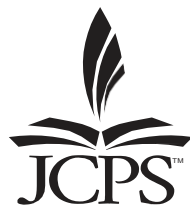


Jefferson County Public Schools

**Elementary School Student
Progression, Promotion, and
Grading Handbook
~~2016-17~~
2017-18**



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

All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

Mission

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

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.
- **Stewardship**—Adults model integrity, respect, and responsibility through mindful stewardship of talents, resources, and time.

Deeper Learning

Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life.

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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 which 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, P1-12. 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. 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, P1-12. Students shall not be penalized in grades 9 through 12 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 Academic Standards (KAS)/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 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 shall include a variety of components/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 is 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/Assignments 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
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

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 (e.g., project or problem-based), performance assessments, demonstrations, authentic assessments, presentations, or other measures of student mastery
<ul style="list-style-type: none"> • Teachers must use all three categories listed above when setting up categories in their gradebook, Infinite Campus, or other electronic gradebook. • No one assignment can count for more than one-third of an entire category (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.

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

Primary Program (Kindergarten–Grade Three)

- OOutstanding—work 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.
- UUnsatisfactory—work does not meet grade-level expectations/standards.
- N/A.....Not Applicable—not taught this nine weeks

Intermediate Program (Grades Four and Five)

- AAbove Standards..... 90–100%
- BMeets Standards 80–89%
- CApproaching Standards..... 70–79%
- D.....Below Standards.....60–69%
- U.....Substantially Below StandardsBelow 60%

Student progress for related arts is reported using the following performance codes:

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

- OOutstanding—work 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.
- UUnsatisfactory—work does not meet grade-level expectations/standards.
- N/ANot Applicable—not taught this nine weeks

Explanation of Process Codes

Primary and Intermediate

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

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	70–79	Approaching Standards
D	1	60–69	Below Standards
U	–	Below 60	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. Explanatory comments shall accompany all below-standard grades on the report card. 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.

If the parent/guardian wants to appeal the principal's decision regarding grade reporting, the principal will inform the parent/guardian of the appeal process (see "Appeals," page 13). The Individual Education Plan (IEP) for Exceptional Child Education (ECE) students and Program Services Plans for English Language Learners (ELs) may be considered in the appeal.

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
- Multi-Tiered System of Supports (MTSS)
- Louisville Linked
- Every 1 Reads
- Read to Achieve
- 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 Expectations

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.....90–100%
B.....80–89%
C.....70–79%
D.....60–69%
U.....(Unsatisfactory) Below 60%

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
S.....Satisfactory
NI.....Needs Improvement
UUnsatisfactory

Students with an NI, D, or U report card grade in any core content area shall receive clarifying comments in Areas for Growth or other report card comment area.

Primary Program

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 MTSS 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.

Early Admission to P1 (Kindergarten)

The first year for Primary school begins with students who turn age 5 on or before August 1. In accordance with KRS 158.031(6), JCPS has established criteria for early entrance to Primary 1 (P1), also known as kindergarten. Students who turn 5 years old between August 2 and October 31 will be eligible for early entrance enrollment ~~to enroll~~ provided that the students meets criteria established by the Jefferson County Board of Education (JCBE). Contact the Parent Assistance Center at (502)485-6250 for more information.

Criteria for Early Entrance (P1)

- Child must be a resident of Jefferson County, Kentucky; and
- Child must turn 5 between August 2 and October 31 of the admission year; and
- Child must meet the established criteria for Early Entrance to P1.

Primary Program—Promotions (Accelerated Placement)

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 promotion of any student in the Primary Program. ~~In addition, the Admissions and Release Committee (ARC) procedure may be used for ECE students and Program Services Plans (PSPs) may be included in the review for ELLs.~~

Following this review, the school-based team (in consultation with the student's parents/guardians) will determine if the student should be promoted within the Primary grades (e.g., from second grade [P3] to third grade [P4]). A district-designated form shall be used to document this process and make a recommendation to the principal. The Early Exit/Accelerated Placement Recommendation to the Principal Form is included in the appendix and available through the JCPS website.

For any student who will move from kindergarten (P1) to first grade (P2) before reaching the age of 6 by the enrollment age deadline, the state-required procedures must be followed and occur within the first six weeks of enrollment. See the appendix for ~~details on procedures and forms~~ **the form** to be used for accelerated placement for Primary students under the age of 6 by the enrollment age deadline.

The principal must inform the parents/guardians of his or her decision, in writing, within five instructional days of the school team's recommendation. The principal must also inform the parents/guardians of the appeal process (see "Appeals," page 13). If it is determined that the student merits promotion within

the Primary Program, the written documentation (completed and signed copy of the JCPS District-designated form or the Kentucky Department of Education [KDE] Accelerated Placement in Primary Program (5 year olds) shall become part of the student's permanent record.

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 of any student in the Primary Program. ~~The ARC procedure may be used for ECE students. PSPs may be included in the review for ELLs.~~

Following this review, the school-based team (in consultation with the student's parents/guardians) will determine that the student has made satisfactory progress and may merit early exit from the Primary Program for promotion to the Intermediate Program. A district-designated form shall be used to document this process and make a recommendation to the principal. The Early Exit/Accelerated Placement Recommendation to the Principal Form is included in the appendix and available through the JCPS website.

The principal must inform the parents/guardians of his or her decision, in writing, within five instructional days of the school team's recommendation. The principal must also inform the parents/guardians of the appeal process (see "Appeals," page 13). If it is determined that the student will 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.

Primary Program—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 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 ARC procedure may be used for ECE students. PSPs may be included in the review for ELLs.~~

Following this review, the school-based team (in consultation with the student's parents/guardians) will determine if the student needs to spend an additional year in the Primary Program. 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 Recommendation to the Principal Form is included in the appendix and available through the JCPS website. The principal must inform the parents/guardians of his or her decision, in writing, within five instructional days of the school team's recommendation. The principal must also inform the parents/guardians of the appeal process (see "Appeals," page 13). If it is determined that the student will spend an additional year in the Primary Program, the written documentation (completed and signed copy of JCPS District-designated form) shall become part of the student's permanent record.

Progression for Intermediate Students

All students will have access to the curriculum mandated by the KAS/Program of Studies. All students struggling to meet performance expectations will be provided interventions based on the MTSS 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 IEP, and MTSS data.

The state accountability model will be under revision in the 2017-18 school year. The information included herein is accurate at the time of publication.

Retention in Intermediate Grades

A conference that includes the principal/counselor, teacher(s), and parents/guardians is required when considering retention in the Intermediate grades. Documentation of student progress; implementation of interventions (MTSS); a review of student work samples in reading, writing, and mathematics; and anecdotal records, logs, and evidence of frequent teacher/parent communications will be reviewed during this conference. ~~The ARC procedure will be used for ECE students. PSPs will be included in the review for ELLs.~~

Following the staff/family conference, the parents/guardians are sent a written notification of the retention decision via U.S. Mail no later than the thirtieth week of the school year. If retention is recommended, documentation shall become part of the student's permanent record. The parents/guardians must also be informed of the appeal process (see "Appeals," page 13).

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 ARC procedure will be used for ECE students. PSPs will be included in the review for ELLs.~~ The principal must inform the parents/guardians of his or her decision, in writing, within five instructional days of the school team's recommendation. The principal must also inform the parents/guardians of the appeal process (see "Appeals," page 13). If it is determined that the student will exit elementary school early, the written documentation (completed and signed copy of the JCPS District-designated form) shall become part of the student's permanent record.

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. Within ten days of receipt of the written decision from the principal, the parent/guardian submits a letter 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.

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 the documentation and rationale used to make the initial retention decision.
3. The principal will then notify the parent/guardian in writing of the decision concerning the appeal, scheduling a conference if needed.
4. If the parent/guardian wants to appeal the principal's decision, a letter shall be sent within ten days to the achievement area assistant superintendent requesting 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.

Transfer of Students' Grade Reporting

When an elementary student transfers, the sending school shall include the JCPS Withdrawal and Release Form (form is available through the JCPS website) and the elementary transcript indicating the student's academic progress for the current grading period. One copy of each shall be placed in the student's VISI.

Evaluation of Non-JCPS Transcripts

Parents/Guardians of non-JCPS or homeschooled 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 homeschooled student is accepted into a Jefferson County public school, the parent/guardian must notify the Data Control Office in writing to terminate the homeschool status. The letter should include the student's name, date of birth, and grade.

Evaluation of Non-JCPS 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), 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/guardian or district designee considers helpful in determining Advance Program placement

Additional Considerations and Requirements for ~~ECE~~ Students Students in Exceptional Child Education Programs

Both federal law and the KAS/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.

Upon implementation of the IEP and collection of ongoing progress data, if any member of the ARC or any implementer of the IEP believes that the IEP is not appropriate to meet the individual needs of the child or youth, then that individual submits a request to the ARC chairperson district representative to convene the ARC meeting to review the IEP.

Data should be collected and analyzed on an ongoing basis and should be used to change instruction if necessary. There must be evidence or documentation to support the data, and progress must be reported to parents and the ARC.

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 Considerations and Requirements for ~~ELLs~~ English Learners

~~Both federal law and state law require that students identified as ELLs have access to the KAS 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 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 ELLs are assigned by the classroom teacher. For students enrolled in an ESL 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 ELLs.~~

Classroom teachers design and modify instruction, assignments, and tests based on students' English language proficiency levels in reading, writing, listening and speaking as determined by the English Language Proficiency Screener or ACCESS assessment.

ELs receive instructional and assessment accommodations in the classroom, while being instructed with Kentucky Academic Standards on grade level. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that should be implemented..

The WIDA English Language Development Standards should be used as a tool to access Kentucky Academic Standards. The WIDA Can Do Descriptors highlight examples of what English Learners can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with ELs.

Federal guidance states that ELs are to be provided standards-aligned instruction that is "rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds" including assessment and instructional accommodations. Report card grades should reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students should not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.

Additional Time in the Primary Program Recommendation to the Principal Form

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 school *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 the decision and appeal process as defined in the elementary school *SPP&G* 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 Student's Parent(s)/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.
(##-##)

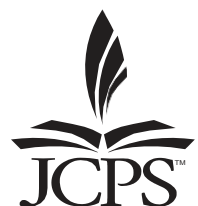
School Team Members' Signatures:

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

<input type="checkbox"/> Recommendation Approved	<input type="checkbox"/> Recommendation Not Approved
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_____ (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/Accelerated Placement Recommendation to the Principal Form

The determination of 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 school *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 or accelerated placement.

This form is used to document this process. The principal makes the final decision and notifies the parent/guardian of the decision and appeal process as defined in the elementary school *SPP&G* 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 Student's Parent(s)/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		

Based on review of all data recorded herein, it is recommended that

(Student Full Name)

be enrolled in grade ____ for the _____ school year.
(##-##)

School Team Members' Signatures:

(Team Member Signature)

(Team Member Signature)

(Team Member Signature)

(Team Member Signature)

☐ Recommendation Approved

☐ Recommendation Not Approved

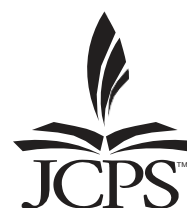
(Principal Signature)

(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.



FAQ for Accelerated Placement in Primary Program (5 year olds)

Senate Bill 35 (SB 35), enacted during the 2006 Regular Session, permits a child who is at least 5 years of age (on or before October 1) but less than 6 years of age to be advanced through the primary program if the student is determined to have acquired the academic and social skills taught in first level primary (kindergarten). Senate Bill 35 also provides that the student may be classified as other than a first level primary (kindergarten) student for purposes of funding. It's important to note the kindergarten age requirement of turning 5 years of age changes to August 1 in the 2017-18 school year.

Where is the statute located?

The statute is found at <http://www.lrc.ky.gov/KRS/158-00/031.PDF>. The specific citation is KRS 158.031 (6).

Where is the regulation located?

The regulation is found at <http://www.lrc.ky.gov/kar/702/007/125.htm>. The specific citation is 702 KAR 7:125 section 7 (2) a-d.

What is required for a district to place a child who is age-eligible for first level primary (kindergarten; cut-off date for eligibility is 5 on or before October 1) in the second level of primary (first grade)?

The district must determine if the student is eligible for accelerated placement. Eligibility is based upon a team review of multiple sources of information about the child. The sources of information must include:

- Anecdotal records;
- Student work samples, including evidence of self-reflection; and,
- Standardized test results.

Do the provisions of KRS 158.03 (6) apply to children who are not age-eligible for first level primary (e.g., four-year-olds)?

No, the provisions of KRS 158.031 (6) apply only to those children who are at least 5 years of age on or before October 1 but less than 6 years of age. Children whose fifth birthday is after October 1 are not eligible for accelerated placement as defined by SB 35. It's important to note the kindergarten age requirement of turning 5 years of age changes to August 1 in the 2017-18 school year.

Where will districts find information about appropriate standardized tests to use?

KDE provides guidance to help districts make informed decisions about appropriate K-3 assessments in reading and math at: <http://education.ky.gov/curriculum/conpro/prim-pre/Pages/Primary-Diagnostic-Assessment.aspx>

In addition, The Building a Strong Foundation for School Success Kentucky Early Childhood Continuous Assessment Guide provides information on appropriate assessments for children birth to five. The guide can be downloaded from the KDE website at:

<http://education.ky.gov/curriculum/conpro/prim-pre/Pages/Early-Childhood-Resources.aspx>

Who determines the eligibility for accelerated placement in primary?

A team reviews the information and makes the eligibility decision. The team is required to have a minimum of three members who have knowledge of the student's developmental skills and abilities. Team membership may be chosen from the following: Teachers, Parents; Psychologists; and District Specialists.

At least one member of the team must represent the district office and have an understanding of early childhood development and knowledge of developmentally appropriate practices.

What should the review team note about the student's social, academic, and developmental progress?

Standardized test scores should indicate that the student is functioning at or above average or above his age level. Anecdotal records, including observations, should reveal that the student follows group instruction, regulates his attention and focus for extended periods, and interacts appropriately with peers and adults.

A student may be a candidate for accelerated placement if the student demonstrates high achievement of social, academic, and developmental skills. The Kentucky Program of Studies (POS) describes what primary students should know and be able to do in all core content areas. The team can use this information as a point of reference in looking at whether the child has attained the entry-level standards. It is expected that a potential candidate for accelerated placement would meet or exceed these standards.

How do districts get approval for funding accelerated placements?

Once the local board of education has recommended a student for accelerated placement, the district must forward the board recommendation along with the supporting documentation listed below to the KDE for approval. The four supporting documents are:

1. A list of data sources used in making the decision;
2. A list of all individuals who submitted the data sources;
3. A list of team members indicating the role of the individual on the team and the individual who has an understanding of early childhood development and knowledge of developmentally appropriate practices; and,
4. The data needed to create a pupil attendance record.

Once approved by the KDE, the School Finance Division shall be notified to release full-day funding for this student.

For more information contact:
Rebecca Atkins
Kentucky Department of Education
Rebecca.Atkins-Stumbo@education.ky.gov
(502) 564-7056

KDE Accelerated Placement in Primary Program (5 year olds)

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 enrolled:	Attendance Course (student roster):	

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:

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
KAS	.....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
MTSS	.....Multi-Tiered System of Supports—A multi-tiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences
PSP	.....Program Services Plan
Primary Program	.....The part of elementary school in which students are enrolled from the time they begin Primary (formerly kindergarten) until they are ready to enter grade four
SBDM	.....School-Based Decision Making
Summative Assessment	....An accountability measure that is generally used as part of the grading process