JEFFERSON COUNTY PUBLIC SCHOOLS

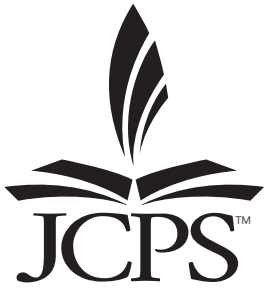
Student Progression, Promotion, and Grading

Elementary School 2020-21



Jefferson County Public Schools

Elementary School Student Progression, Promotion, and Grading Handbook 2020-21



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. Those capacities and dispositions are exemplified through the Backpack of Success Skills as students provide evidence to demonstrate that they are Prepared and Resilient Learners, Globally and Culturally Competent Citizens, Emerging Innovators, Productive Collaborators, and Effective Communicators. All students will build a Digital Backpack, which will include evidence of their transition readiness. Each student will demonstrate progress toward standards and success skills through a defense of learning in grade five.

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Board of Education Policies

Promotion and Retention (Board Policy 08.22)

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, kindergarten–twelve.

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

Certificate and Transfers (Board Policy 08.22)

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 Kentucky Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.

Diplomas (Board Policy 08.22)

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

Students With Disabilities (Board Policy 08.22)

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

Notification of Student Performance (Board Policy 08.221)

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

Student Conferences (Board Policy 08.221)

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

Parent Conferences (Board Policy 03.1332 and 0.8221)

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.

Parents shall be encouraged to attend two (2) parent-teacher conferences annually.

Homework (Board Policy 08.211)

The Board of Education 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.

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
- Core values and qualities of good character to make moral and ethical decisions throughout his or her life
- 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

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, the sciences, the arts, the humanities, social studies, and practical living to situations they will encounter throughout their lives,
  - Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline,
  - Become responsible members of a family, work group, or community including demonstrating effectiveness 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 they have previously learned and build on past learning experiences to acquire new information through various media sources, and
  - Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
- Increase students' rate of attendance.
- Increase students' graduation rates and reduce students' 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 Jefferson County Board of Education (JCBE) has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress guides JCPS 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. Evidence of student learning progression is maintained for each student.

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 or Advisory 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 or Advisory 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.

Elements 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 evidence/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 evidence/assignments in each category. Teachers must ensure that all students have equitable access and opportunities to complete class and homework and provide support for students to overcome barriers. A copy of the teacher's grading procedures must be provided to students, parents/guardians, and the principal/designee.

Categories of Academic Grades (must include all three)	**Evidence/Assignments for Each Category** (Examples include, but are not limited to, the following.)
Student Engagement With Standards and Success Skills • 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 evidence of student interaction
Student Progression Toward Standards and Success Skills • 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 evidence of student progress
Student Mastery of Standards • 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 evidence of student mastery
• 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).	

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 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 and 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%

Student progress for special areas is reported using the following performance codes:

Health and Physical Education, Visual and Performing Arts, and Other Special Areas (Primary–Grade Five)

O .....Outstanding—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.
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	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, parents/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.

If the parent/guardian wishes to appeal a grade, the principal will inform the parent/guardian of the appeal process (see “Appeals,” page 14). The Individual Education Program (IEP) for Exceptional Child Education (ECE) students and Program Services Plans (PSPs) for English Learners (ELs) may be considered in the appeal.

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. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

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 Systems of Support (MTSS)
- Mental Health Counseling
- Restorative Practices
- Read to Achieve (RtA)
- 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 (health and physical education, visual and performing arts, and other special area classes in grades four and five) are designated as follows:

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

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.

Exceptional Child Education Program

Nothing in this handbook replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Education Act (IDEA) or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law.

For information regarding students with disabilities, including students in the referral process, please refer to the *Jefferson County Public Schools Exceptional Child Education Procedures Manual* available on the JCPS website, 707 KAR 1:002 to 707 KAR 1:380, and Federal Regulation 34 F.R. Part 300.

707 KAR 1:290 Free Appropriate Public Education (FAPE)

Free Appropriate Public Education. (1) AN LEA shall make a free appropriate public education (FAPE) available to all children with disabilities aged three (3) to twenty-one (21) residing within its district's boundaries who have not received a high school diploma, including children with disabilities who have been suspended or expelled for more than ten (10) school days in a school year. FAPE shall be provided to each child with a disability even though the child has not failed or been retained in a course and is advancing from grade to grade based on the child's unique needs and not on the child's disability. An LEA shall not be required to provide FAPE to a student eighteen (18) years old or older, who is placed in an adult correctional facility if, in the educational placement prior to placement in the correctional facility, the student was not identified as a child with a disability and did not have an IEP.

707 KAR 1:002–707 KAR 1:380

- 707 KAR 1:002 Definitions
- 707 KAR 1:270 Kentucky special education mentor program
- 707 KAR 1:290 Free Appropriate Public Education
- 707 KAR 1:300 Child find, evaluation, and reevaluation
- 707 KAR 1:310 Determination of eligibility
- 707 KAR 1:320 Individual Education Program
- 707 KAR 1:340 Procedural safeguards/complaints
- 707 KAR 1:350 Placement decisions
- 707 KAR 1:360 Confidentiality of information
- 707 KAR 1:370 Children with disabilities in private schools
- 707 KAR 1:380 Monitoring and recovery of funds
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Parents/Guardians may also request a copy of the above information by contacting their school's administration or the chief of ECE at: VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218.

([502] 485-3890)

Additional Considerations and Requirements for English Learners

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 Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment.

ELs receive instructional and assessment accommodations in the classroom while being instructed with KAS on grade level. A student's PSP outlines the instructional and assessment accommodations that should be implemented.

The World-class Instructional Design and Assessment (WIDA) English Language Development Standards are to be used as a tool to provide greater access to KAS. The WIDA Can Do Descriptors highlight examples of what ELs can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with ELs, including Newcomer ELs (ELs who are in their first or second calendar year of enrollment in a U.S. school and who score below a 2.5 overall ACCESS score).

Federal guidance states that ELs, including Newcomers, 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 are to reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students shall 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.

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, multi-age and multi-ability 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.

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 provided that the students meet criteria established by the district. 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 benchmark on the screening assessment identified for use by the district.

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.

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 is available on the JCPS website.

For any student who will move from 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 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 14). 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.

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 is available on 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 14). 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 student may require additional time in the Primary Program in order to demonstrate readiness for progression. The decision of whether the additional year in the Primary Program occurs in early Primary or late Primary is to be based on multiple sources of data. 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 in which a decision is considered.

Based on this review, the team will determine if the student needs to spend an additional year in the Primary Program. Individual placement decisions for children who are eligible for special education and related services shall be determined by the appropriate Admissions and Release Committee (ARC), pursuant to 707 KAR 1:350. 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 is included in the appendix and available on the JCPS website. The principal must inform the parents/guardians of his or her decision, in writing, within five instructional days of the team's recommendation. The principal must also inform the parents/guardians of the appeal process (see "Appeals," page 14). If it is determined that the student will spend an additional year in the Primary Program, school personnel will consult the Department of Pupil Personnel to inform correct Infinite Campus coding and completion of the required paperwork, which is to be included in the student's permanent record.

Progression for Intermediate Students

All students will have access to the standards and curriculum aligned with the KAS/Program of Studies. All students struggling to meet performance expectations will be provided academic supports and interventions based on the JCPS MTSS framework.

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, formative and summative assessments, other standardized assessments, teacher observations and logs, anecdotal records, and related MTSS data.

Retention and Promotion 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 academic supports or 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.

Following the staff/family conference, the parents/guardians are sent a written notification of the retention decision via US 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 14).

If the school makes a decision to promote an Intermediate student and the parent/guardian disagrees with that decision, the steps outlined for appeal of retention of an Intermediate student shall apply (see "Appeals," page 14).

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 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 14). 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

Note: It is the responsibility of the school administrators to provide parents/guardians with instructions for completing appeals and to ensure equitable access for an appeal (i.e., translated documents, names and addresses, email access).

Grade Reporting

Concerns regarding a grade are to be directed to the teacher first. If the concern is not resolved, the parent/guardian shall request a meeting with the teacher and a counselor/assistant principal to discuss the concern. If the concern is not resolved at the meeting, a meeting with the principal is scheduled. The principal will review documentation and inform the parent/guardian of the decision regarding the appeal. This is the final step in the grade reporting appeal process. In cases that involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

Primary Program Promotion (Accelerated Placement), Early Exit From the 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 appropriate assistant superintendent for review and consideration.
2. The appropriate 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/Promotion 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/promotion, the parent/guardian informs the school principal in writing that 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 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 appropriate assistant superintendent requesting review and reconsideration.
5. The appropriate 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 on 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 Cumulative Record Folder.

Evaluation of Non-JCPS Transcripts

Parents/Guardians of non-JCPS or homeschooled students who wish to enroll their child in JCPS 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:

- 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
- Students who are identified under IDEA should be evaluated by the ARC and assigned to the class or grade to which the students are best suited.

After a homeschooled student is accepted into JCPS, the parent/guardian must notify the Pupil Personnel Office in writing to terminate the homeschool status. The letter should include the student's name, date of birth, and grade.

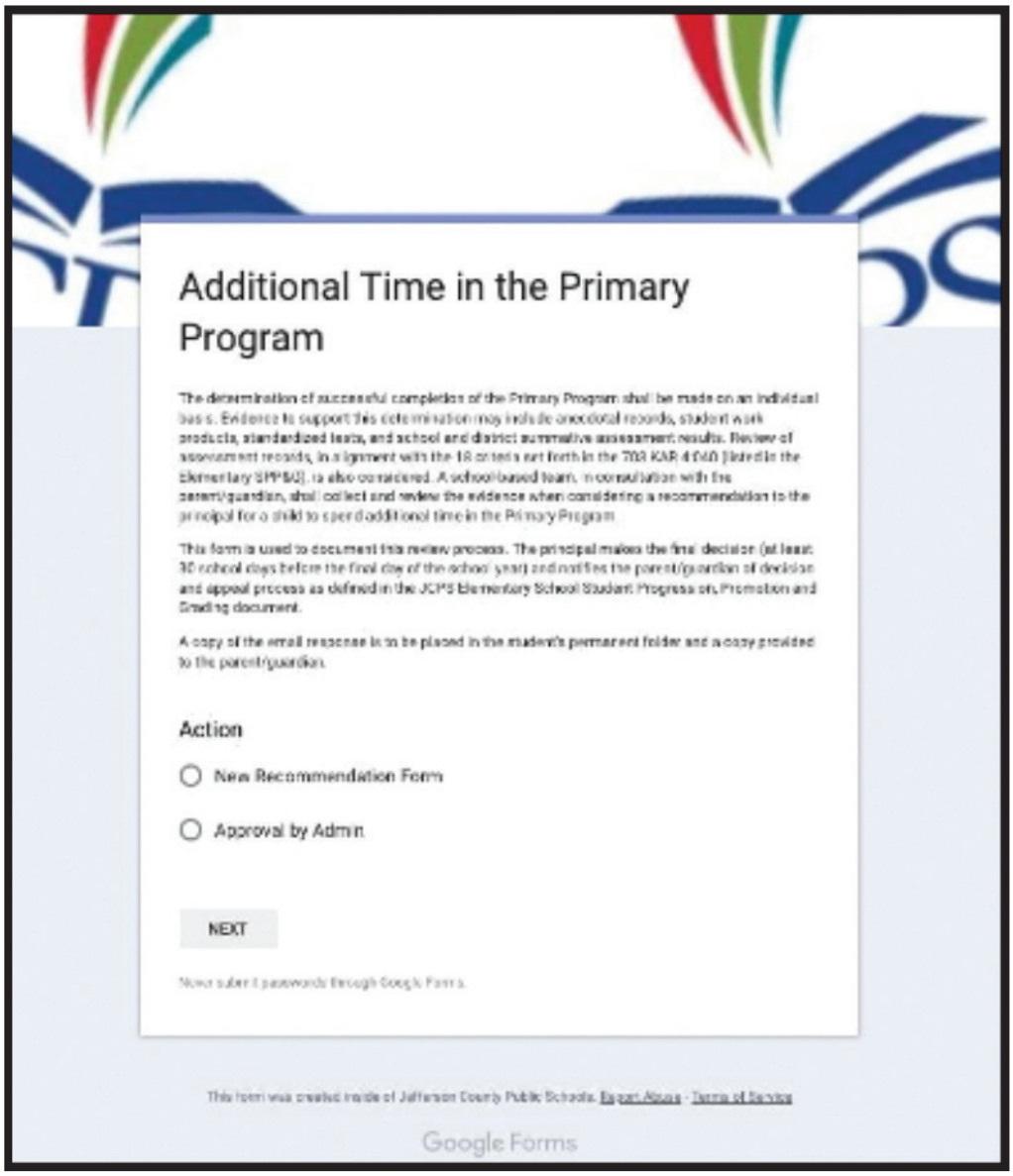
Evaluation of Non-JCPS Transcripts for Advance Program Placement

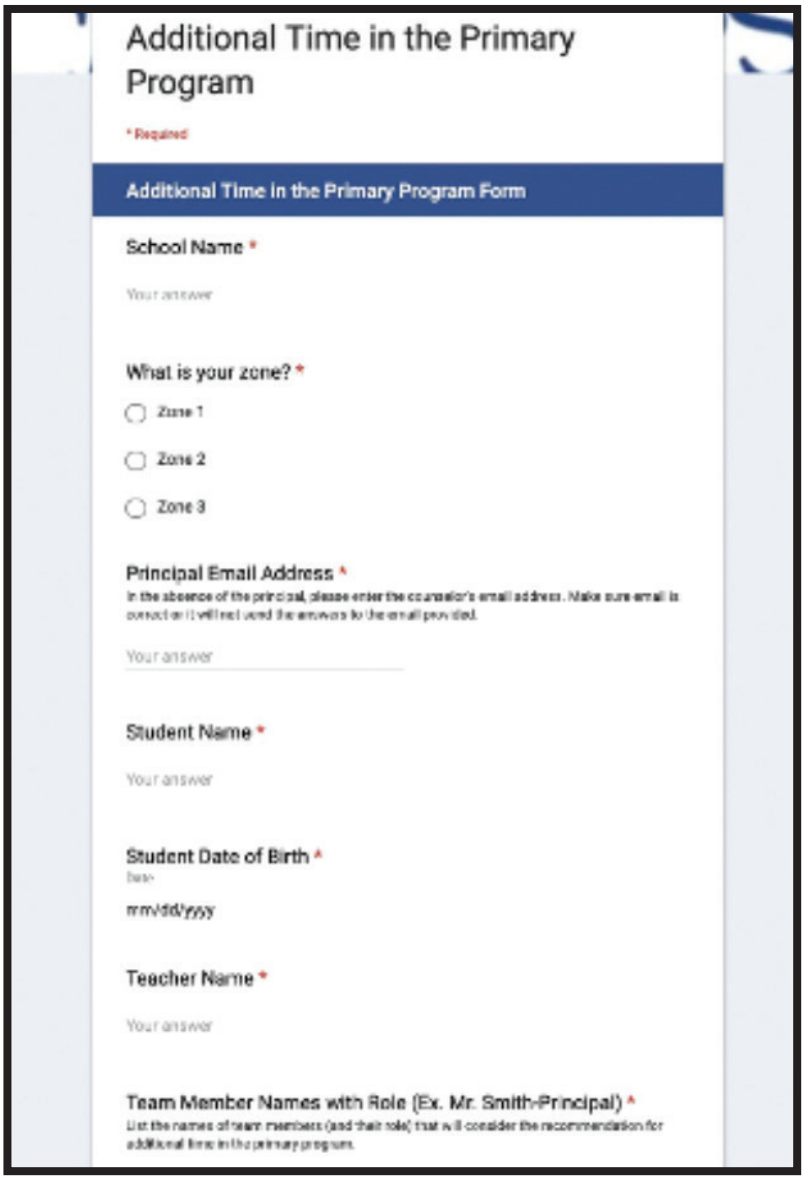
The JCPS Advance Program provides challenging schoolwork for academically gifted students. Parents/Guardians need to submit the following information to the district's Gifted and Talented Advance Program supervisor to determine if placement in the JCPS Advance Program is appropriate for their child:

- 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

APPENDIX A: Additional Time in the Primary Program Form

The live Additional Time in the Primary Program Form can be found at jcps.me/P5Form.





Additional Time in the Primary Program

* Required

Additional Time in the Primary Program Form

School Name *

Your answer

What is your zone? *

- ◯ Zone 1
- ◯ Zone 2
- ◯ Zone 3

Principal Email Address *

In the absence of the principal, please enter the counselor's email address. Make sure email is correct or it will not send the answers to the email provided.

Your answer

Student Name *

Your answer

Student Date of Birth *

Date

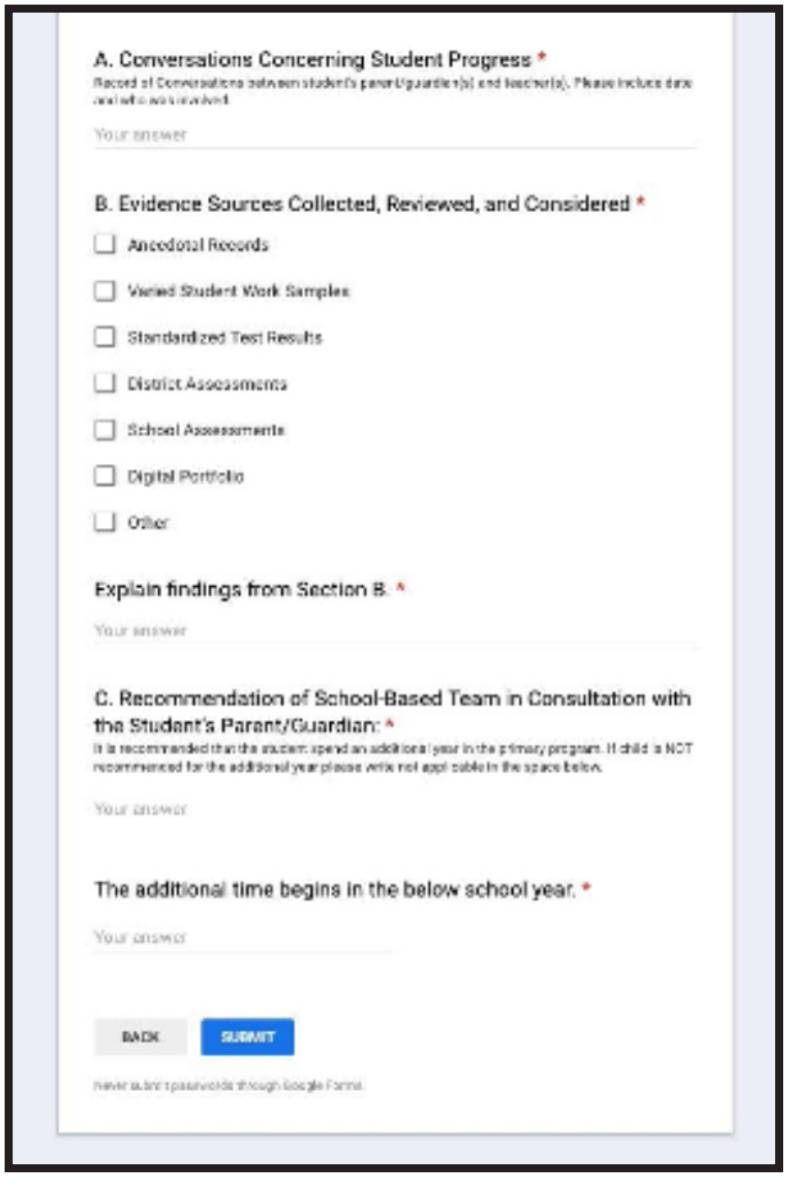
mm/dd/yyyy

Teacher Name *

Your answer

Team Member Names with Role (Ex. Mr. Smith-Principal) *

List the names of team members (and their role) that will consider the recommendation for additional time in the primary program.



A. Conversations Concerning Student Progress *

Record of Conversations between student's parent/guardian(s) and teacher(s). Please include date and what was involved.

Your answer

B. Evidence Sources Collected, Reviewed, and Considered *

- [ ] Anecdotal Records
- [ ] Varied Student Work Samples
- [ ] Standardized Test Results
- [ ] District Assessments
- [ ] School Assessments
- [ ] Digital Portfolio
- [ ] Other

Explain findings from Section B. *

Your answer

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

It is recommended that the student spend an additional year in the primary program. If child is NOT recommended for the additional year please write not applicable in the space below.

Your answer

The additional time begins in the below school year. *

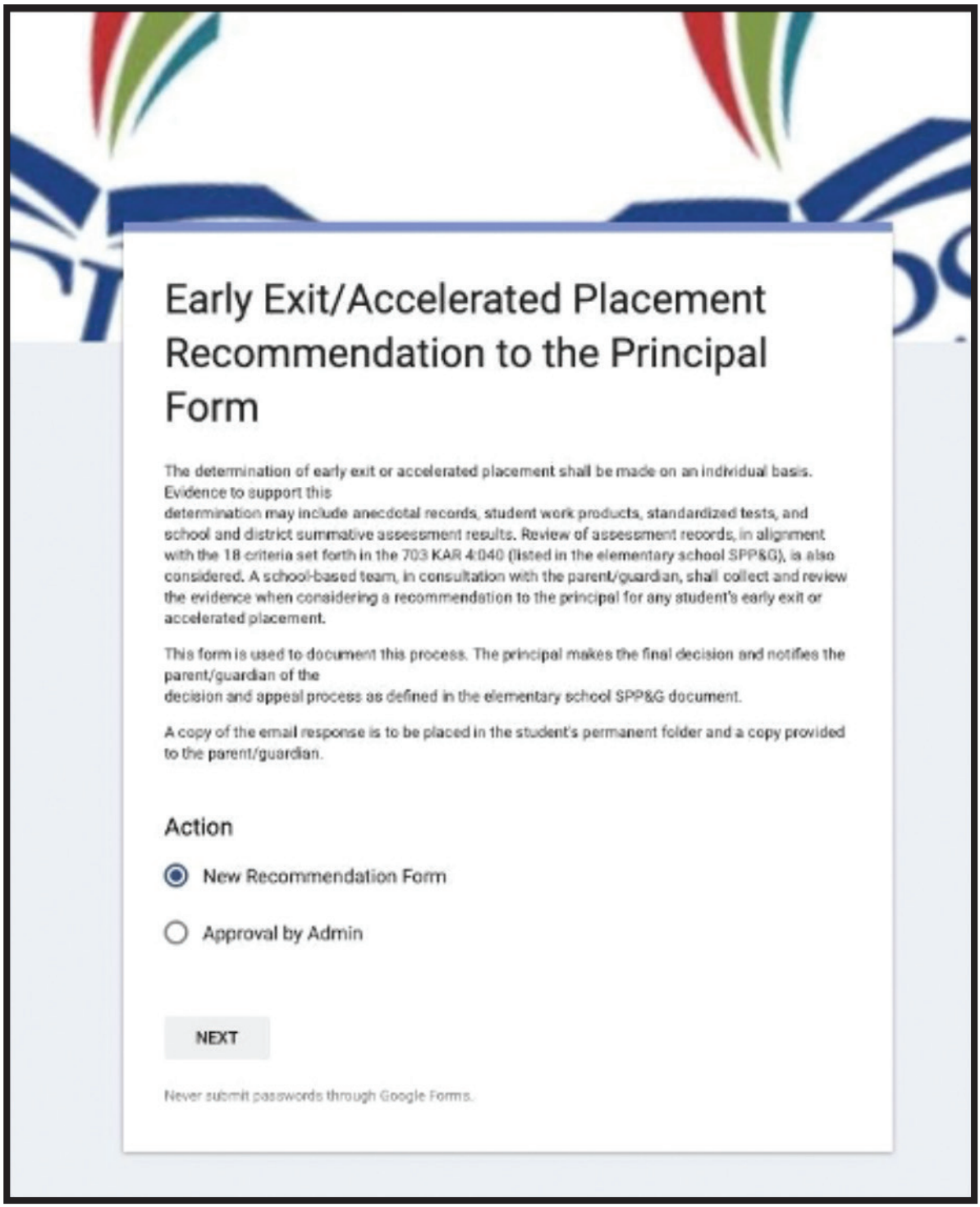
Your answer

BACK SUBMIT

Never submit passwords through Google Forms.

APPENDIX B: Early Exit/Accelerated Placement Form

The live Early Exit/Accelerated Placement Form can be found at jcps.me/earlyexitform.



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.

A copy of the email response is to be placed in the student's permanent folder and a copy provided to the parent/guardian.

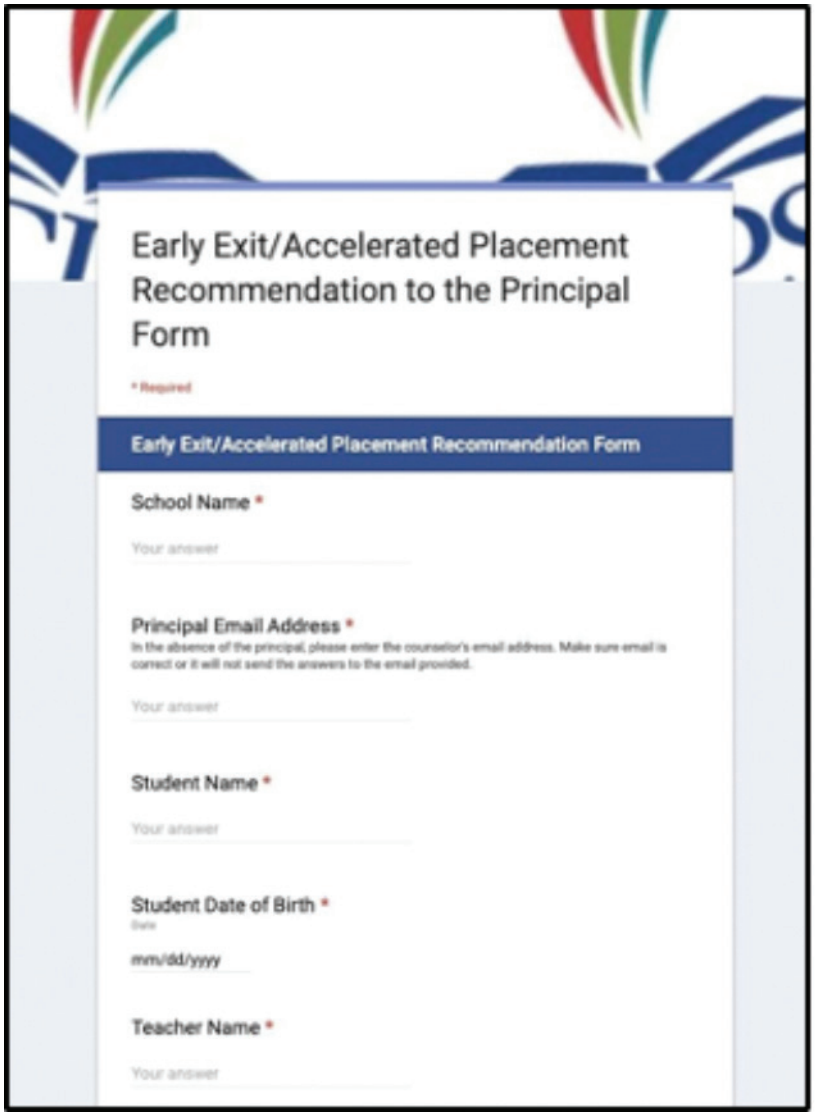
Action

New Recommendation Form

Approval by Admin

NEXT

Never submit passwords through Google Forms.



Early Exit/Accelerated Placement Recommendation to the Principal Form

* Required

Early Exit/Accelerated Placement Recommendation Form

School Name *

Your answer

Principal Email Address *

In the absence of the principal, please enter the counselor's email address. Make sure email is correct or it will not send the answers to the email provided.

Your answer

Student Name *

Your answer

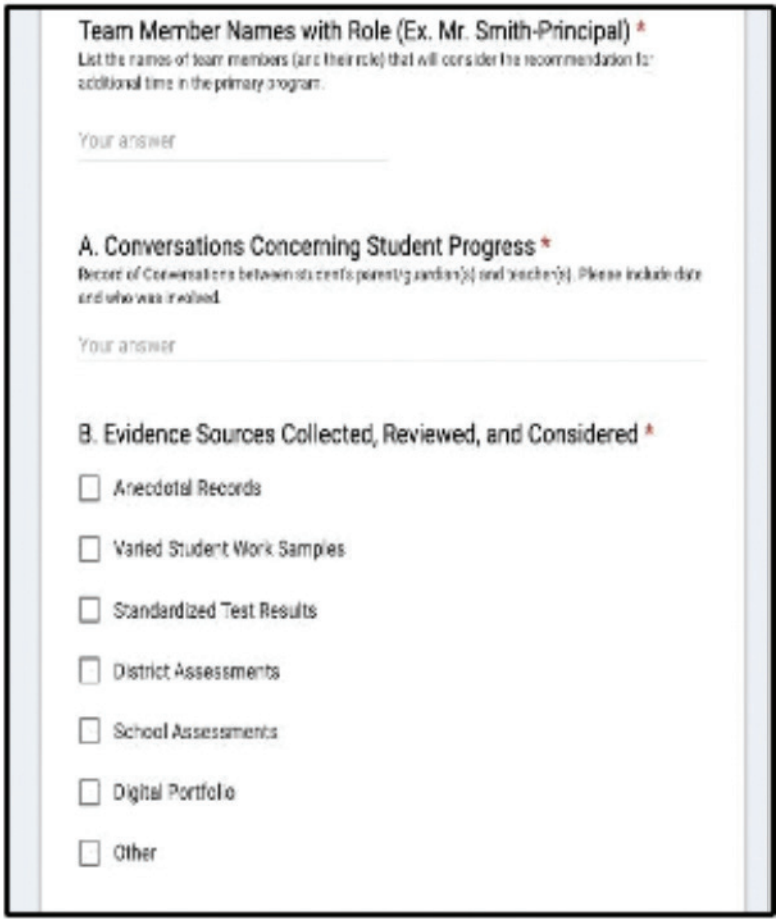
Student Date of Birth *

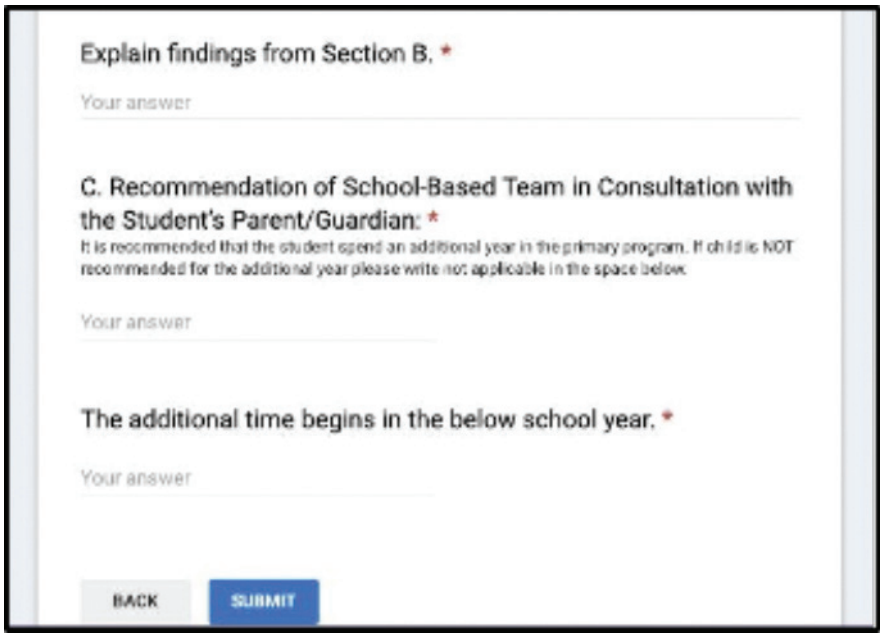
Date

mm/dd/yyyy

Teacher Name *

Your answer


Team Member Names with Role (Ex. Mr. Smith-Principal) *
List the names of team members (and their role) that will consider the recommendation for additional time in the primary program.
Your answer
A. Conversations Concerning Student Progress *
Record of Conversations between students parent/guardian(s) and teacher(s). Please include date and who was involved.
Your answer
B. Evidence Sources Collected, Reviewed, and Considered *
Anecdotal Records
Varied Student Work Samples
Standardized Test Results
District Assessments
School Assessments
Digital Portfolio
Other


Explain findings from Section B. *
Your answer
C. Recommendation of School-Based Team in Consultation with the Student's Parent/Guardian: *
It is recommended that the student spend an additional year in the primary program. If child is NOT recommended for the additional year please write not applicable in the space below.
Your answer
The additional time begins in the below school year. *
Your answer
BACK
SUBMIT

APPENDIX C: KDE Accelerated Placement in Primary Program (5-Year olds) Form

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 KDE.

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):
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 gifted 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

EL.....English Learner

ESL.....English as a Second Language

ESS..... Extended School Services

Formative Assessment.... A way to assess student learning and to provide feedback for adjustments in learning used by teachers to improve their teaching and by students to improve their learning

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 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

LEA.....Local Education Agency—The term for a school district in federal law and regulation. JCPS is an LEA.

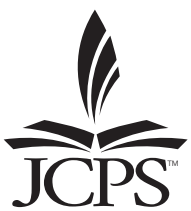
MTSS..... Multi-Tiered Systems of Support—A multi-tiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences

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



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