JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression and Promotion Handbook

Elementary School 2023-24



Jefferson County Public Schools

Elementary School Student Progression and Promotion Handbook 2023-24

Introduction

This uniform *Elementary Student Progression and Promotion Handbook* is reviewed and approved annually by the Jefferson County Board of Education (JCBE). The *Progression and Promotion 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, pre-kindergarten to grade 12.

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 *Elementary Student Progression and Promotion Handbook*.

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)

Each school shall establish guidelines for out-of-school assignments. These guidelines shall encompass amounts and types of reasonable homework assignments by grade level.

Homework shall be assigned for the improvement of learning. Curriculum-related assignments shall not be used for disciplinary purposes. Assignments should have meaning for the student, should be clear and specific, and should be of an amount and type that may be accomplished in a reasonable period of time.

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (KERA), as found in Kentucky Revised Statutes, 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 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.

Student Support and Assistance

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

- Exceptional Child Education (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

Exceptional Child Education Program

The Individuals with Disabilities Education Act (IDEA) does not address standards of promotion or retention for students with disabilities. Generally, IDEA does not require the Admissions and Release Committee (ARC) to make the decision on promotion or retention. If the student is on track for a regular diploma, the ARC does not determine if the student will be retained. For students who are on Alternate Assessment or those who plan on staying enrolled until 21 years of age, please contact the school's Exceptional Child Education Implementation Coach for further information. Determining if a student with disabilities will be promoted or retained shall be a collaborative process with the parent/guardian, school administrator, special education teacher, and others who are knowledgeable about the student's educational needs and disability. A retention or promotion decision is not the same as placement decisions for IDEA purposes. Students with Individual Education Programs (IEPs) are to receive the specially designed instruction and supplementary aids and services as described within the IEP. If a student with a disability is not making progress, the ARC may need to reconvene to determine if additional instruction or supports are needed. Students with disabilities are to be provided a Free Appropriate Public Education (FAPE).

Nothing in this handbook replaces or substitutes any student rights as guaranteed by 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.

Parents/Guardians may also request a copy of the above information by contacting their school's administration or the Chief of Exceptional Child Education at (**502) 485-3890**, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218.

Additional Considerations and Requirements for Multilingual 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.

JCPS believes in an asset-based approach to education. "As part of its asset-based belief system, WIDA uses the term 'multilingual learners' to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis….in an effort to encourage the field to use terminology that is asset-based and inclusive." (WIDA, 2020, p. 11). JCPS believes this shift in terminology is important as well. The term *Multilingual Learner (ML)* will be used throughout this document; however, in some instances in this document, the term *English Learners (ELs)* is used for policy purposes.

MLs receive instructional and assessment accommodations in the classroom while being instructed with KAS on grade level. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that must 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 MLs can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with MLs, including Newcomer MLs (MLs 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 MLs, 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 family 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 #). 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 #). 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

Philosophy

In general, JCPS does not recommend retention in elementary grades. There is a wealth of research showing that retention is not effective in improving learning outcomes and can be detrimental to a student's long-term goals and learning outcomes, with the potential to negatively affect a student's graduation timeline and social development.

Practices and Procedures

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 and social emotional learning data, as well as review current research regarding retention during the Primary Program, 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 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 #). 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

Philosophy

In general, JCPS does not recommend retention in elementary grades. There is a wealth of research showing that retention is not effective in improving learning outcomes and can be detrimental to a student's long-term goals and learning outcomes, with the potential to negatively affect a student's graduation timeline and social development.

Practices and Procedures

A conference that includes the principal/counselor, teacher(s), and parents/guardians is required when considering retention in the Intermediate grades. The following information shall be reviewed in the conference: documentation of student progress; evidence of implementation of academic supports or interventions (MTSS); assessment records; social emotional learning data; work samples in reading, writing, and mathematics; anecdotal records, logs, and evidence of frequent teacher/parent communications; and current research regarding retention during the elementary grades when considering delayed exit.

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 #).

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 #).

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 #). 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

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. Grades shall be posted to the student's transcript so the receiving school can access data regarding the student who enrolls in a new school. In some instances, when a transfer occurs before a student has completed the required number of assignments in a grading period to demonstrate student learning, the grade will be assigned based on the available meaningful evidence of progression and mastery.

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.

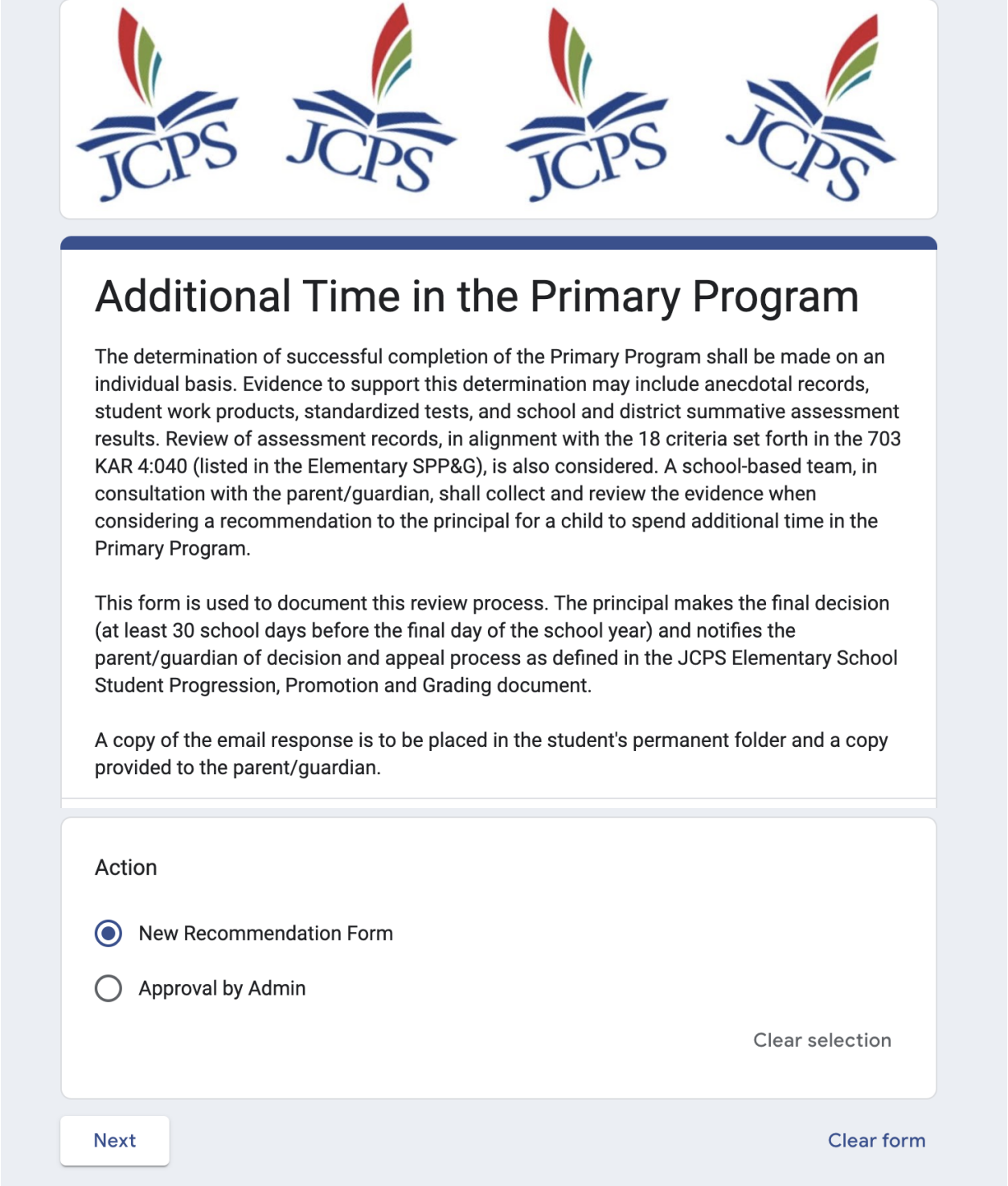
Evaluation of Non-JCPS Transcripts for Advance Program Placement

The JCPS Advance Program provides challenging schoolwork for academic high achievers. 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

The determination of successful completion of the Primary Program shall be made on an individual basis. Evidence to support this determination may include anecdotal records, student work products, standardized tests, and school and district summative assessment results. Review of assessment records, in alignment with the 18 criteria set forth in the 703 KAR 4:040 (listed in the Elementary SPP&G), is also considered. A school-based team, in consultation with the parent/guardian, shall collect and review the evidence when considering a recommendation to the principal for a child to spend additional time in the Primary Program.

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

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

Clear selection

Next

Clear form

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.

Your answer

A. Conversations Concerning Student Progress *

Record of Conversations between student's 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

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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 Clear form

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Early Exit/Accelerated Placement Recommendation 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.

Your answer

A. Conversations Concerning Student Progress *

Record of Conversations between student's 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: *

Based on review of all data recorded herein, it is recommended that _____ be enrolled in grade ____ for the _____ school year. Please copy and paste the statement below with the correct student information.

Your answer

Back Submit Clear form

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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:

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’”		
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—A program to provide English language development for Multilingual Learners

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

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.

ML..... Multilingual Learner

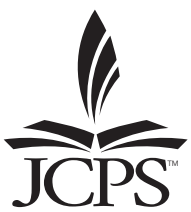
MTSS.....Multi-Tiered Systems of Support—A multi-tiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences

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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