PRIMARY/K-3 POLICY
(ELEMENTARY)

ASSESSMENT OF INDIVIDUAL STUDENT NEEDS

Appropriate reading and math assessments are given at least three times a year to all students to identify student strengths and weaknesses including but not limited to *accelerating learning, achievement gaps, highly-effective instruction, readiness to learn, and student transitions.* This data is also used to identify students for intervention services.

IMPLEMENTATION OF CRITICAL ATTRIBUTES

The K-3 learning environment will be organized around the critical attributes in order to help all students succeed and be prepared for the future:

1. ***Developmentally appropriate practices*** — instructional practices address the physical, aesthetic, cognitive, emotional and social domains of young children and permit them to progress according to their unique learning needs.

    - Highly effective instruction is research-based, aligned to state standards, accessible to all students, and supplemented with intervention in order to close achievement gaps and increase achievement for all students.

    - *The principal (or designee), in collaboration with parents, teachers, and district staff, will establish a process for evaluating student need for formal instructional intervention (KSI/RtI).* The principal may share the checklist with the council and ask for feedback before finalizing the process.

2. ***Authentic assessment*** — assessment occurs continually and reflect actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences and other methods.

    - Progress monitoring data provides information about individual student learning needs and instruction is adjusted based on that data.

3. ***Multiage and multi-ability classroom*** — flexible grouping and regrouping of children of different age and ability in order to meet their learning needs.

    - Students will be placed with instructional groups, based on learning needs, and will not be limited to working with students in their own grade level. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.

4. ***Continuous progress*** — students progress through the primary school program at their own rate.

5. ***Qualitative reporting methods*** — growth and development of the child is communicated through a variety of home-school communications which share student progress through the years in the primary program.

6. ***Professional teamwork*** — the professional staff communicates and plans together and uses a variety of instructional approaches.

   - *Intervention team members meet to discuss academic and behavioral needs of students, make sure services are available to all students*, and work together to adequately address those needs.

7. ***Positive parent involvement*** —productive relationships between the school and home that enhance communication, promote understanding, and increase opportunities for children to be successful.

PRINCIPAL ROLE

The principal will:

   - Monitor the use of the critical attributes in primary classrooms and provide feedback.

   - *Provide K-3 teachers access to job-embedded professional development that supports research-based K-3 practices.*

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date Reviewed or Revised: _____
Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

STATE LAW ON THE ROLE OF THE COUNCIL: Kentucky's law on the primary program is KRS 158.031, and section (4) says: "Each school council or, if none exists, the school shall determine the organization of its ungraded primary program including the extent to which multiage groups are necessary to implement the critical attributes based on the critical attributes and meeting individual student needs."

Program Review: This policy is consistent with the Primary/K-3 Program Review proficient characteristics and includes support language. This language and these sections are identified in *italics.*