

BUCKNER ELEMENTARY SCHOOL COUNCIL POLICY

PRIMARY SCHOOL PROGRAM

4006

TOPICS

STATEMENT

a. Primary Program

The Primary School Program encompasses the part of the elementary school program in which children are enrolled from the time they begin elementary school in kindergarten until they are ready to enter the fourth grade.

b. Organization

The Primary School Program shall be configured with students in grades K through 3 assigned to classrooms by grade level. Instructional grouping by the teacher will be determined by the learning needs of the student, not the student's chronological age.

The Buckner Elementary School Council will determine the organization of the Primary Program. Changes in the organization or grade level configuration of the Primary Program will be reflected in this policy.

c. Critical Attributes

The following instructional attributes will be present in the Buckner Elementary School Primary Program:

1. Developmentally Appropriate Practices – Instructional practices that address the physical, aesthetic, cognitive, emotional and social domains of children and that permit them to progress through an integrated curriculum according to their unique learning needs.
2. Multi-age, Multi-ability Grouping – Flexible grouping and regrouping of children of different age, gender, and ability.
3. Continuous Progress – A student's unique progression through the Primary School Program at his/her own rate without comparison to the rate of others or consideration of the number of years in school.
4. Authentic Assessment – Assessment that occurs continually in the context of the learning environment and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences, and other methods.
5. Qualitative Reporting Methods – Progress is communicated through a variety of home-school communiqués, which address the growth and development of the whole child as he/she progresses through the Primary School Program.

6. Professional Teamwork – All professional staff in the Primary School Program communicate and plan on a regular basis and use a variety of instructional delivery systems.
7. Positive Parent Involvement – The establishment of productive relationships between the school and the home, individuals, or groups that enhance communication, promote understanding, and increase opportunities for children to experience success in the Primary School Program.

d. Completion of Primary School

Students enrolled in the Primary School Program shall progress through the curriculum at their individual learning rate. Children who attend the Primary Program shall not be considered as enrolled in a specific grade level.

The Primary School staff and administration shall design the instructional program to address the learning needs of all children who meet the entry age for the Primary School and additionally for those students who are not yet ready to enter the fourth grade. The determination of successful completion of the Primary School will be made on an individual student basis. Individual placement decisions for children who are eligible for special education and related services shall be determined by the appropriate admissions and release committee.

e. Progress Reports

Parents and legal guardians of children enrolled in the Primary Program shall receive regular reports three to four times per year regarding the child's individual progress in meeting learning goals and successful completion of the Primary School.

The Buckner Elementary School Council will approve the format and design of the progress report.

Adopted - Buckner Elementary School Council – June 18, 2002
Revised – Buckner Elementary School Council – October 14, 2010
Revised – Buckner Elementary School Council – March 15, 2012
Revised – Buckner Elementary School Council – February 21, 2013