

PRIMARY/K-3 POLICY (ELEMENTARY)



ASSESSMENT OF INDIVIDUAL STUDENT NEEDS

- **Appropriate reading and math assessments** are given at least three times a year to identify students for intervention services and to communicate skill level to parents. Assessments should be chosen/developed to identify student strengths and weaknesses, including but not limited to:
 - accelerating learning,
 - achievement gaps,
 - highly-effective instruction,
 - **readiness to learn**, and
 - student transitions.

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 evidence-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 use a systematic, comprehensive approach for evaluating student need for formal instructional intervention (KSI/RtI). The principal may share the checklist with the council and ask for feedback about the process.
2. **Authentic assessment** — assessment occurs continually and reflects 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 that 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.**

KASC Note: The section below was included in the previous KASC sample policy. The overall meaning of the section did not change, but revisions were made to provide clarity.

- Monitors the Response to Intervention System that includes:
 - Early intervention, including differentiated as well as targeted, intensive academic and behavioral interventions
 - Universal screening and diagnostic assessments to determine individual student need and baseline performance as well as multiple forms of data in intervention decisions
 - Evidence-based interventions that vary in intensity and duration to meet the needs of individual students
 - Interventions are used with fidelity and provided by qualified staff
 - Advancement of individual students with multiple measures at regular intervals
 - The reporting of individual student progress to parents/guardians

POLICY EVALUATION

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

Date Adopted: _____

Date(s) Reviewed or Revised:

