Lowe Elementary School SBDM Council Policy
Primary Program

Policy Statement:

From the time the students enter Lowe Elementary School until they begin the fourth grade, they participate in the Primary Program. Students at each grade level in the Primary Program (Kindergarten First, Second, and Third) will be grouped and regrouped within their grade level (when necessary) to best meet their individual needs of our students in the Seven Critical Attributes of the Primary Program. It is the responsibility of the teachers to determine and evaluate grouping and regrouping patterns. Lowe Elementary School will adhere to the JCPS Student Progression, Promotion, and Grading Handbook.

The Seven Critical Attributes of the Primary Program are as follows:

1. **Continuous Progress:** Each student is expected to progress through the primary school program. Students are allowed sufficient time to practice and to have specific skills re-taught, and are not pushed ahead so quickly that they miss important skills and information. Students are not held back in any area if they are ready to move ahead with deeper learning experiences.

2. **Developmentally Appropriate Practices:** Students are taught based upon their individual readiness for the content, skill or instructional approach. They are both challenged and given enough time to practice what they learn as they learn it. The needs of the whole student (physical, social, intellectual, emotional, and aesthetic/artistic) are addressed.

3. **Multiage/Multi-ability Grouping:** Students are grouped for learning in much the same way as children participate in groups within their family or community. In some instances, the groups are based on grade level common interests, talents or individual learning needs. Students also may be grouped so they have the opportunity to observe, learn from and model the skills of other students. Groupings are flexible and may change during the school day. Individualized instruction is a priority for all students.

4. **Authentic Assessment:** The ongoing documentation of what students learn and do in their day-to-day classroom activities. Authentic Assessment includes teacher’s notes on what he/she observes a student doing in class, work samples, logs of books read, projects completed, experiments conducted, information obtained from conferences with parents, and other methods. Detailed evidence is provided about what children are learning and what they can do with what they
learn. Teachers use this information to adjust current individual learning experiences for students, and to plan instruction appropriate for each student.

5. **Qualitative Reporting:** A student’s progress is communicated to the child and to his or her family in a manner that focuses on the growth and development of the whole student. The strengths and needs of individual students are emphasized.

6. **Professional Teamwork:** All school staff (teachers, administrators, specialty teachers, teacher assistants, etc.) talk and plan together on a regular basis. By problem-solving together and sharing their professional talents and skills, schools’ staff are able to provide a better learning environment for students.

7. **Positive Parent Involvement:** Schools actively seek to increase parent participation as partners supporting their child’s learning. A trusting partnership is built between the parents and teachers at the school. Communication, understanding, and exchange of information between the school and home are established for the benefit of the child.

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SBDM Council Chairperson: Austin Allain