

JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression, Promotion, and Grading High School 2014- 15

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Jefferson County Public Schools

**High School
Student Progression,
Promotion, and Grading
Handbook**

20143-154



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities
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Introduction

~~This uniform *Student Progression, Promotion, and Grading (SPP&G) Handbook* is board policy and is not subject to change by SBDM Councils. The contents of the *SPP&G Handbook* are reviewed and approved annually by the Jefferson County Board of Education (JCBE.) The *SPP&G Handbook* supports the philosophy and vision of the Jefferson County Public Schools (JCPS) and complies with Kentucky state laws.~~

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~~The uniform *Student Progression, Promotion, and Grading Handbook* summarizes and clarifies related policies and practices established by the 1990 Kentucky Education Reform Act (KERA) and the Jefferson County Board of Education (JCBE). The Jefferson County Public School (JCPS) District establishes uniform procedures for grading, progression, and promotion for elementary, middle, and high schools. These procedures are reviewed annually by the JCBE. The *Student Progression, Promotion, and Grading Handbook* supports the implementation of Kentucky state laws and the philosophy and vision of JCPS.~~

Vision (What we intend to create)

- All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life.

Mission (Why the organization exists, what functions it performs, and for whom it performs)

- To provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn

Core Values (Deeply held driving forces for action and conduct)

- Our students are cared for and treated as if they are our own.
- Children learn differently.
- What happens in the classroom matters the most.
- The differences of each are assets of the whole.
- High-quality teaching is the most powerful tool for helping students reach high standards.
- Leadership and innovation are essential to prepare students for their future.
- Talents and resources are used wisely to benefit students.
- Partnerships among schools, families, and community are important for the health and well-being of our students.
- Adults model integrity, respect, creativity, and accountability.

Since formative assessment, evaluation, and a grading system are integral, planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. In addition, schools are encouraged to develop school-based policies that ensure the appropriate implementation of interventions, support systems, and organizational structures to support individual learning goals and continuous progress toward the next instructional level.

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Board of Education Policies

Uniform Student Progression, Promotion, and Grading Retention (Board Policy ~~IKA08.22~~)

All schools shall implement the uniform ~~Student~~~~student~~ ~~Progression~~~~progression~~, ~~Promotion~~~~promotion~~, and ~~Grading~~~~grading~~ ~~Propro~~~~cedures~~ for that level that has which have been developed by a broad-based committee and approved by the administrative staff and the ~~JCBF~~~~Board~~. Written reports shall be sent to parents at established intervals. ~~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 distri bution of the progress report or report card.

Students may advance through the established program of studies in accordance with the prescribed requirements, PI-12. Students shall not be penalized in grades 9-12 for work completed during an approved summer session.

CERTIFICATE AND TRANSFERS

When a student in any public school completes the prescribed program of studies of the eighth grade, s/he is entitled to a certificate of completion. The certificate shall entitle the student to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school. In case a student transfers to the District from a school of another district, s/he may not be assigned to a lower grade or course until the student has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted. Procedures for evaluation of transfer records shall be contained in the Student Progression, Promotion and Grading Handbook.

A student who has completed the requirements established by the State Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.

DIPLOMAS

Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.

PROMOTION/RETENTION

Student progress through the educational program shall be determined by criteria that reflects mastery of state-required capacities and is aligned with the Kentucky Core Academic Standards and as outlined in the Student Progression, Promotion and Grading Handbook.

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

Student Conferences (Board Policy ~~IKAC~~)

Teachers shall be available for conferences requested by students. Teachers may initiate such conferences without a student request when the need is evident.

Parent ConferencesHours of Duty (Board Policy ~~IKAD03.1332~~)(in part:)

~~Teachers~~~~Certified employees~~ shall be available for conferences requested by parents. Reports to parents shall in clude provision for a parent or teacher request for a conference. Such conferences shall be sched uled at a mutually agreeable time. The Board of Education shall eneourage endeavor to provide for that parent-teacher conferences be provided within the school

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Homework (Board Policy IKB)

The Board of Education shall approve the assignment of homework as an aid to the program of instruction when such assignments are clear and definite and originate in classroom activities. Homework assignments shall be evaluated by the teacher.

Acceleration (Board Policy IKEB)

Pupils may advance through the established program of studies in accordance with the prescribed requirements, P1 through grade twelve. Students shall not be penalized in grades nine through twelve for work completed during an approved summer session.

Graduation Requirements (Board Policy 08.113)

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Graduation requirements specified by state regulations and by the Board shall be completed before a student is awarded a high school diploma or certificate of achievement for qualifying students with disabilities. The Superintendent/designee shall develop procedures to give reasonable prior notification of graduation requirements to all students.

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In support of student development goals set out in KRS 158.6451 and the Kentucky Academic Expectations, students must complete a minimum of twenty-two (22) credits, including demonstrated performance-based competency in technology, and all other state and local requirements in order to graduate from high school in the District.— Students that do not meet the college readiness benchmarks for English and language arts and/or mathematics shall take a transitional course or intervention before exiting high school.

In addition to the credits required by the Kentucky's Core Academic Standards, the Board may impose other credit requirements for graduation from high school. Students shall complete an individual learning plan that focuses on career exploration and related postsecondary education training needs.

Performance-Based Credits

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In addition to Carnegie units, students may earn credit toward high school graduation through the District's standards-based, performance-based credit system that complies with requirements of Kentucky Administrative Regulation. Procedures for developing and amending the system shall address the following:

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning;

Performance-based credit may be earned while the student is still "in school," but the instructional setting will look different from a traditional "seat time" environment.

2. Performance descriptors and their linkages to State content standards and academic expectations:
At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.
3. Assessments and the extent to which state-mandated assessments will be used;
4. An objective grading and reporting process; and
5. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student's individual learning plan. Such experiences

shall be supervised by qualified instructors and aligned with State and District content and performance standards.

The high school student progression, promotion, and grading handbook shall include complete details concerning specific graduation requirements.

In keeping with statutory requirements, the District shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of "3"

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PERFORMANCE-BASED CREDITS (CONTINUED)

or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.³

Graduation Exercises

Students shall complete all requirements for graduation before taking part in graduation exercises. Summer graduation exercises may be provided for pupils completing requirements in summer school. Students are not required to participate in graduation exercises. Schools shall comply with state regulations regarding participation of students with disabilities in graduation exercises.

Other Provisions

The Board may grant different diplomas to those students who complete credits above the minimum number as established by the Kentucky Board of Education. In addition, the Board may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.

The Board, Superintendent, Principal, or teacher may award special recognition to students.

Consistent with the District's graduation practices for all students, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements.— In addition, former students may submit to the Superintendent a request that the District provide them with an alternative high school diploma to replace the certificate of attainment they received at the time of graduation from the District.³

Beginning with the 2014-2015 school year, students who complete an early high school graduation program and meet all applicable legal requirements shall be awarded an Early Graduation Scholarship Certificate.— Students planning to complete an early graduation program shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known.⁴

Diplomas for Veterans

In keeping with statute and regulation, upon request, the Board shall award an authentic high school diploma to an honorably discharged veteran who did not complete high school prior to being inducted into the United States Armed Forces during World War II, the Korean conflict, or the Vietnam War.⁴

Early Graduation (Board Policy **IKFA08.1132)**

Beginning with the 2014-2015 school year, students who complete an early high school graduation program and meet all applicable legal requirements shall be awarded an Early Graduation Scholarship Certificate. Students planning to complete an early graduation program shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known.

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Otherwise, the Board shall encourage students to obtain a diploma/certificate through a four (4) year program. However, students wishing to complete all state and local graduation requirements prior to the four (4) year program, may declare their intent before the end of the tenth (10th) grade.

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The local requirement for the fourth (4th) year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university provided prior approval of the Principal/designee is obtained.

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~~The Board of Education shall encourage students to obtain a diploma/certificate through a four-year program. Students wishing to complete all state and local graduation requirements prior to the four-year program may declare their intent before the end of the tenth year. The local requirement for the fourth year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university, provided prior approval is obtained.~~

Education Goals

These capacity and goal statements of KERA, as found in Kentucky Revised Statute (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
- 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 and other parts of the world

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, science, arts and humanities, social studies, English/language arts, health, mathematics, and practical living (including physical education) to situations they will encounter throughout their lives.
 - Become self-sufficient individuals.
 - Become responsible members of a family, work group, or community as well as an effective participant 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 students have previously learned and build on past learning experiences to acquire new information through various media sources.
- Increase student attendance rates.
- Reduce 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 High School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress is the direction for JCPS 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 Core Academic Standards (KCAS)/Program of Studies/ACT Quality Core Standards.

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, 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, in collaboration with all stakeholders, develop a school culture and instructional program that will ensure the success of each student.

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High School Promotion and Progression

The JCBE has approved the following high school guidelines for assessing and reporting to parents/guardians the achievement of high school students.

A. Grade-Level Promotion

Placement of students in grades nine through twelve is determined by the number of credits earned and how those credits align to High School graduation requirements. ~~(Adjustments to the following are not in the purview of a School-Based Decision Making [SBDM] Council.)~~

Freshman	0–4.99 credits
Sophomore	5–10.99 credits
Junior	11–15.99 credits
Senior	16+ credits

B. High School Graduation Requirements

English/Language Arts..... 4 credits required
English I, English II, English III, English IV--
Language arts must be taken each year of high school.

Mathematics.....3 credits and including the successful completion of a grade-twelve math course required-completion
~~of a grade-twelve math course required-~~

Each JCPS graduate will take a math course every year of high school and successfully complete a math course taken in the twelfth grade. It must meet the content standards in the state's Kentucky Core Academic Standards and prepare a student for a career path based on the student's Individual Learning Plan (ILP). Algebra I, Geometry, and Algebra II will continue to be requirements for all graduates.

Science.....3 credits required
Each required course shall incorporate lab-based, scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts.

Social Studies.....3 credits required
To include content strands of U.S. history, economics, government, world geography, and world civilizations

Health Education.....1/2 credit required
To include the content strands of ~~individual well-being, consumer decision,~~ personal well-
ness, health literacy, health-enhancing behaviors, personal injury and disease prevention,
and the skills to remain physically, mentally, socially, and emotionally healthy; ~~mental-~~
~~wellness, and community services~~

Physical Education.....1/2 credit required
To include the content strands of ~~personal lifetime physical~~ wellness, ~~psychomotor skills~~ physical
literacy, and psychomotor and cognitive skills for lifetime physical ~~lifetime~~ activity.

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History and Appreciation of Visual and Performing Arts1 credit required
History and Appreciation of Visual and Performing Arts or another arts course that incor—
porates such content; or a standards-based specialized arts course based on the student's ILP

Electives.....7 credits required

Electives shall include the following:

- Academic or Career: A four-course sequence of electives connected to his or her academic or career interest goals as listed on the ILP
- World Language: Two world language credits are recommended for college-bound students.
- Technology Competency: Students must demonstrate performance-based competency in technology.

Each student must demonstrate minimum performance-based competency in technology in **one** of the following ways:

1. Before entering high school: demonstrate proficiency on the JCPS grade-eight technology assessment
2. During high school: either earn IC³ certification, MOS certification, or successfully complete a high school Computer and Technology applications course

TOTAL Total 22
credits

C. Additional ~~Diploma Standards~~ Graduation Requirements

i. Transition Courses

If a student does not meet the college readiness benchmarks for English, reading, and/or mathematics as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take the corresponding transitional course or intervention, which is monitored to address remediation needs before exiting high school (704 KAR 3:305). Monitoring involves an exit exam (COMPASS or KYOTE).

ii. Individual Learning Plan

Each student shall complete an ILP that emphasizes the following:

- Career exploration and plans
- Related postsecondary education options, including information about financial planning for postsecondary education
- Educational needs, including courses that the student intends to take

The ILP shall be readily available to students and parents. The student, parent, and school officials shall review and approve it at least annually.

D. Early Graduation

Beginning with the 2014/2015 school year students have the option of two early graduation pathways, one is performance based and the other is credit based.

The new alternative pathway to early graduation (performance based) provides students an opportunity to graduate early by meeting the State benchmarks on the end of course assessments in English II, Biology, US History and Algebra II. In addition the student must meet the State benchmarks on the ACT (Reading, English, Math), rather than completing the traditional required 22 credits. A student who meets the Early Graduation requirements in 704 KAR 3:305 shall earn an early Graduation Certificate and be eligible for a one-time scholarship Award to be used at a SACS accredited Kentucky college or university the academic year immediately following early high school graduation. The amount of the award is determined by the state biennial budget, and is equal to ½ of the average state portion of per pupil expenditure paid to local school

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districts. This is in addition to eligible KEES money. A "letter of intent" is required within the first 30 days of the school year in the year a decision is made to pursue this pathway. Planning can start in middle school and some high school courses may be taken while in middle school and may count as high school credit. Details, requirements, letter of intent are available from your middle or high school counselor.

The (second) standard pathway to early graduation is to complete the state and local requirements of 22 credits for graduation, but completing those requirements prior to completing 4 calendar years in high school. The intent to use this pathway needs to be made known to the school counselor prior to the end of the tenth grade. Plans need to be made with the counselor to make sure the courses needed can be scheduled and completed prior to the early graduation date requested. Unlike the performance based early graduation described above (704 KAR 3:305), students using the credit based early graduation will not receive an Early Graduation Certificate and WILL NOT be eligible for the state associated paid scholarship award. Graduates who follow this pathway and who are eligible may receive KEES money. Details, requirements, and early graduation request information is available from the counselor.

D.E. Course Enrollment: Points of Emphasis

- Only one English class is taken during the regular school year unless approved by the principal/designee.
- A student or parent request for a ~~student's~~ schedule change must occur within the first ~~ten~~ five school days of the ~~semester~~ course. ~~Any changes requested after the first ten days of the semester, other than programmatic changes, result in a grade of Unsatisfactory.~~
- ~~Students who elect to work as teacher assistants in lieu of taking a class must obtain approval from a parent/guardian and the counselor.~~

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High School Grading and Transcripts

A. Explanation of Academic Grades*

The following is approved by the Board and shall be used by schools for the assessment of individual student progress:)

Adjustments to the following are not in the purview of an SBDM Council.)

A (Above Standards With Exceptional Performance).....	93–100%
B (Above Standards).....	86–92%
C (Meets Standards)	79–85%
D (Marginally Meets Standards).....	70–78%
U (Below Standards).....	Below 70%

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ES—(Extended School) Final grade is given at completion of Extended School.

I—(Incomplete) Incomplete work due to absence must be completed and the grade recorded within the following timeline:

- Fifteen school days following the end of the first-semester grade distribution (ten school days for trimester schools) unless enrolled in Extended School Services (ESS)
- Before the first student day of the next school year following the second-semester grade distribution unless enrolled in ESS (If work is not completed in that time, the grade is recorded as a U.)

W—(Withdrawal) Students who withdraw from school and do not complete a course are assigned either a WP (withdrawn passing) or a WU (withdrawn unsatisfactory performance). No credit and no grade are given.

*College-credit courses (e.g., dual credit, Advanced Placement [AP], Cambridge [AICE] or International Baccalaureate [IB]) may follow the standard college grading scale as listed below if approved by the superintendent/designee. The principal must complete the Request for Exemption Form, notify all parents/guardians in writing, and receive approval prior to the first report card distribution.

College Credit Grading Scale:

A.....	90–100%
B.....	80–89%
C.....	70–79%
D.....	60–69%
U.....	Below 60%

B. Components of Academic Grades

Teachers should use a balanced approach in evaluating student mastery of the standards and in determining student grades. Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and must include at least two components from each of the following categories:

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Categories	Student Engagement	Student Progress	Student Mastery
	Participation	Homework	Tests
	Group Work	Problem Solving	Proficiency Assessments

Components	Discussion	Class Assignments	Projects
	Journals/Logs/Notebooks	Quizzes	Performance Assessments
	Teacher Observation	Anecdotal Records	Presentations
	Student Reflection	Student Self-Assessment	

Teachers will use a **balanced approach** in evaluating student mastery of standards and in determining grades. Academic Grades reflect what the student knows and is able to do.— Academic Grades are based on standards and must include at least two of the suggested/other components from each of the following categories. No one component may count for more than 40 percent of the total academic grade, and no one category may count for more than 60 percent of the total academic grade.

<u>Categories of Academic Grades</u>	<u>Suggested Components for Each Category</u>
<u>Student Engagement w/With the Standards</u>	<u>Participation, group work,</u> <u>Class discussion,</u> <u>Journals/logs/notebooks, teacher observation,</u> <u>student reflection, or other measures of</u> <u>student interaction</u>
<u>Student Progression Toward Standards</u>	<u>Homework, problem solving,</u> <u>Class assignments, quizzes,</u> <u>Anecdotal records,</u> <u>Student self-assessment, or other measures</u> <u>of student progress</u>
<u>Student Mastery of Standards</u>	<u>Tests, proficiency assessments,</u> <u>Projects, performance assessments,</u> <u>presentations, or other measures of student</u> <u>mastery</u>

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~~Documentation is required.~~ A copy of the teacher's grading procedure/syllabi must be supplied to the students and the principal. Efforts are made to supply the procedure to parents/guardians via the student, at Open Houses, and during parent/guardian-teacher conferences. ~~One component may not count for more than 20 percent of the total academic grade, and no one category may count for more than 40 percent of the total academic grade. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.~~

The state assessment system includes end-of-course exams. Provided the scores arrive at our schools during the district's established grade-reporting window, for courses ending with the state assessment, 20 percent of the final term grade will come from the end-of-course exam. These subjects include English 2, Algebra 2, U.S. History, and Biology.

C. Grade Point Average

A grade point average (GPA) includes grades earned in all courses completed in high school. GPAs are derived from quality points that are assigned to letter grades as listed below. A student's GPA is equal to the sum of the total quality points earned, divided by the number of courses completed during high school.*

A.....	4 points
B.....	3 points
C.....	2 points
D.....	1 point
U.....	0 points

*Weighted Grades: Since Advanced Placement (AP), International Baccalaureate (IB) courses, and Cambridge (AICE) are nationally recognized and monitored, grades will be weighted on a sliding 5.0 scale as follows:

Grade	Quality Points
A.....	5.00
B.....	3.75
C.....	2.50
D.....	1.25
U.....	0

Both the weighted and the unweighted GPAs will appear on the official transcript. ~~In addition,~~
~~while~~ JCPS does not individually rank senior students in each school. ~~S~~ Schools are encouraged to
identify ranking by percentile for colleges and universities (e.g., top 10 percent). Any student earn-
ing a weighted cumulative high school GPA of 4.0 or greater qualifies for valedictorian.

D. Frequency of Grade Reporting

- A 6-Week Progress Report and a 12-Week Progress Report are distributed during each semester or trimester. For **semester** schools, the 12-Week Progress Report is not a separate grade from the 6-Week Progress Report; it is a cumulative report of all work completed during the 12-week period. A final semester grade is a cumulative report of student progress for the half credit earned during the 18-week period and is recorded on the student's high school Permanent Record. For **trimester** schools, a 12-week period represents a half credit earned and a final grade on the Permanent Record.
- Six-week grade reports are distributed district-wide.
- **If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified by the teacher in a timely manner prior to distribution of the progress report or report card.** The Notice of Significant Change in Student Performance Form on page 17 may be used for parent

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- notification. After notification, a verbal or written plan for improvement must be developed in cooperation with the teacher, the student, and the parent/guardian.
- Attendance records or reports should include documentation of tardies to school and class.
 - Local schools may use additional reporting material to fit the needs of the community.
 - Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor is scheduled. If it is still not resolved, a conference with the principal is scheduled. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the ~~achievement area assistant superintendent achievement area assistant superintendent superin-~~ achievement area assistant superintendent ~~tendent/designee~~ for a review. A written response stating the achievement area assistant superintendent's achievement area assistant superintendent superintendent's/designee's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. This is the last step in the appeal process. Admissions and Release Committee (ARC) procedures should be followed for students in the ECE Program.

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E. Evaluation of Incoming Transfer Records

- The local school counselor interprets and evaluates data from out-of-district transcripts for conversion to a JCPS transcript. If questions concerning interpretation arise, they are resolved by the principal. Appeals may be submitted in writing to the assistant superintendent/designee.
- In case a student transfers to the District from a school of another district, s/he may not be assigned to a lower grade or course until the student has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted.
- Transcripts of students from foreign countries should be evaluated by a designated systemwide committee. Any diploma-bound foreign student must follow the same guidelines for academic coursework, state assessments, and accountability that are required of all students. Any foreign student who has a diploma from his or her own country shall not be a candidate for a diploma from a Jefferson County public school.
- Students who enter a high school from home schooling will provide the following information to the local school:
 - A transcript—a record of grades as earned by the student
 - An outline of material covered in each course
 - A portfolio consisting of six pieces of work, one from each course for which credit is sought
 - The name, author, and publisher of textbook(s) and instructional materials used
 - An attendance manual—a record of days and times
 - All additional materials considered helpful in determining grade placement
- If a student transfers from a non-accredited secondary school, recognition of credits should all follow 704 KAR 3:307.
- Seniors who seek a diploma from a specific school must attend that school at least one full semester/trimester during their senior year. The principal may consider exceptions due to extenuating circumstances.
- Seniors who enter JCPS and seek a diploma and who have less than one semester/trimester remaining ~~will may~~ be assigned to Jefferson County High School.
- Any student who has a General Educational Development (GED) certificate may complete the requirements for a diploma only through Jefferson County High School.
- Foreign exchange students are not eligible for a diploma from JCPS.

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After evaluating all data, the school is required to complete a transcript for the student and add it to the student's permanent record.

F. Evaluation of Out-of-District Transcripts for the Advance Program

Parents need to submit the following information to the school counselor and/or the district's Advance Program resource teacher to determine if placement in the JCPS Advance Program is appropriate for their child:

- Test results from the Cognitive Abilities Test (CogAT/CAT), 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.
- Copies of the 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 this student in its gifted/talented program
- Any additional materials that the parent or district designee considers helpful in determining Advance Program placement

High School Student Support

A planned transitional program and a strong remediation program are provided for students who need extra support in advancing through high school. JCPS support and assistance programs include the following:

- Exceptional Child Education (ECE) Services
- English as a Second Language (ESL) Program
- Extended Learning Opportunities
- Extended School Services (ESS)
- Guidance Services
- Independent Study
- JCPS*SeSchool*
- Content Recovery Programs
- Reading Recovery Programs
- Summer School Program
- Title I Funded Programs
- School-Based Tutoring Centers
- Youth Services Centers (YSCs)
- Response to Intervention (RtI)
- Louisville Linked
- Mentoring Programs
- Advisory Programs

A. Extended School Services

High school students are given the opportunity to receive ESS:

- As an intervention strategy throughout the year.
- If students have attempted and failed a course that is needed for graduation.
- If students received an Incomplete at the end of the semester.

~~Students who need to make up or retake an entire semester of a course must participate in a minimum of 60 hours to receive a half credit. Students who need to make up or retake an entire course must participate in a minimum of 120 hours to receive a full credit. Some subjects may require more than 120 hours to completely cover the coursework.~~

Students who receive an Incomplete at the end of the school term are not required to complete a specified number of hours. Instead, they must successfully finish specific coursework from their regular teacher. The students must receive a passing grade on any final tests that are required of all students taking the course in the regular classroom.

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B. Jefferson County High School (JCHS) CPS Independent Study

The Independent Study Program provides opportunities for high school students to meet their educational needs through independent study conducted via correspondence. Students may enroll in independent study courses in order to eliminate deficiencies on high school transcripts, to earn additional credits toward graduation, and/or for enrichment purposes.

The principal/designee must approve each student's application by noting the subject that the student is to take and determining that the student meets the qualifications for eligibility. The principal/designee is responsible for seeing that the student does not exceed the maximum number of correspondence credits allowed toward graduation. A student may earn a maximum of five correspondence credits toward the required credits for graduation.

Homework assignments—which include short-answer, objective questions and possible writing/mathematics portfolio entries—count for three-fourths of the final grade, and the final examination counts for one-fourth of the final grade. Students must receive a passing score (at least 70 percent) on the final examination in order to receive credit for the course.

The final examination cannot be scheduled until five days after the Independent Study Office has received the last completed assignment in the course. The maximum time a student has to complete each half credit is one year.

C. JCPSeSchool

JCPSeSchool is a virtual high school. Through JCPSeSchool, students are able to participate in educational opportunities anywhere, anytime, and at any pace. JCPSeSchool is designed to address the academic needs of students in the twenty-first century. Students are able to meet their educational needs through a teacher-facilitated, online classroom that allows for the completion of coursework.

Students may participate in two types of online classrooms:

- Course Credit Recovery—virtual classrooms designed for students who either desire to make up or accelerate through high school credits
- Content Recovery—virtual classrooms designed to recover specific content standards within a particular course that could allow students to recover credit

Students Eligible for JCPSeSchool

- Home-school or private school students
- JCPS homebound students or JCPS students who are physically unable to attend a regular Jefferson County public school
- JCPS students who need to repeat a course, who need a course that is **not** offered by their school, or who cannot take a course due to scheduling conflicts
- JCPS students who desire noncredit enrichment

The principal/counselor must approve the student application for each credit or content recovery course a student takes. This approval serves as verification of the student's need to take the course and assurance that the school will accept the transfer of credits for and the grade earned in the course. There is a course fee and a cost for the textbook and/or other offline supplies.

D. D. Certificate of Initial Mastery

High School Career and Technical Education (CTE) Programs are encouraged to offer the Certificate of Initial Mastery (CIM) Program. The CIM—developed by the school's CTE advisory group consisting of business, labor, industry, and postsecondary partners—affirms the quality of a graduate's preparation in specified workplace competencies and academic skills that are aligned to the school's Professional Career Theme or a career major. The CIM Program guarantees the graduate has obtained certain prescribed knowledge and competencies. The training and award of the CIM are conducted at no expense to the employer or to the graduate. A CIM may be awarded with a diploma when the student has:

- Attained certain prescribed occupational knowledge and competencies (skill standards).
- Demonstrated the necessary skills.
- Met academic criteria, such as maintaining a minimum GPA.
- Completed an exit exhibition.
- Completed other requirements as determined by the school or program advisory group.

E. E. College and Career Readiness Certification/ Assessment

As defined by the Kentucky Department of Education (KDE), Students may demonstrate college/career readiness in several ways. First, students are ~~considered consid—ered~~ college-ready by meeting CPE benchmarks on the ACT Reading (20), English (18), and Math (19) subtests. Students not meeting these benchmarks shall take a transition course or intervention that ends with a college placement test. The ~~Kentucky Department of Education (KDE)~~ supports COMPASS/KYOTE testing for students not meeting benchmarks. Students may also demonstrate readiness by earning an industry-recognized career certificate or KOSSA certificate and a qualifying ASVAB score. As KDE expands its definition of *college/career readiness*, measures will be added.

F. F. Work-Based Learning

~~Eligible students may enroll in work-based learning opportunities that are connected to the students' career goals in their ILP. Experiences vary between schools based on their programming and Professional Career Theme. Work-based learning opportunities can include cooperative education, internships, UPS School-to-Career, volunteering, and job shadowing. Eligibility is determined at the local school level and depends on the learning opportunity. Pursuant to the revised KAR 15:090, students participating in work-based learning must take four courses (credits) in addition to the work-based learning course to be eligible to earn Kentucky Educational Excellence Scholarship (KEES) funds that school year.~~

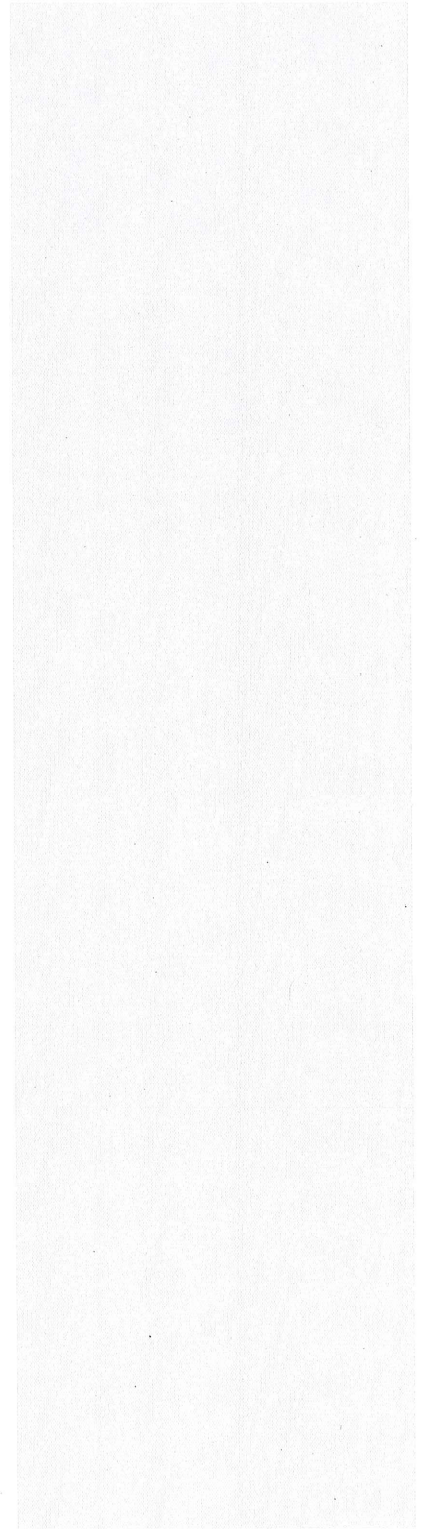
Eligible students may enroll in standards-based, supervised, work-based learning experiences in the school or the community that are connected to the students' career goals in their ILP. Experiences vary between schools based on their programming and Professional Career Theme. Work-based learning opportunities can include such learning experiences such as cooperative education, entrepreneurial program, internships, mentoring, school-based enterprises, service learning, UPS School-to-Work, and job shadowing. Eligibility is determined at the local school level and depends on the learning opportunity. Only one cooperative education course per academic year will count for the purposes of satisfying yearly Kentucky Educational Excellence Scholarship (KEES) curriculum requirements. Students taking cooperative or work experience courses must have 4four courses not listed as cooperative or work experience to be eligible to earn KEES Kentucky Educational Excellence Scholarship (KEES) funds that school year. Course academic codes will be included in the KEES eligibility

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| determination.



Additional Considerations and Requirements for Students in Exceptional Child Education Programs

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Both federal law and the Kentucky Core Academic Standards (KCAS)/Program of Studies require that students in ~~ECE-Exceptional Child Education (ECE)~~ Programs have access to core content and the general education curriculum. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the Program of Studies/KCAS. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine both the instructional program and grading procedures.

Depending on the service-delivery model, academic and social development grades are assigned by the ECE teacher, the CP teacher, or both, according to the following:

- Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE classroom.
- Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE collaboration.
- The ECE and CP teachers collaborate to assign grades when classroom instruction is delivered in a CP classroom with co-teaching models taught jointly by comprehensive and ECE teachers. ~~ECE collaboration.~~

For students enrolled in ~~a Certificate of Attainment Program~~ the Alternate Diploma track, the Admissions and Release ~~Committee~~ Committee (ARC) determines if the ECE Progress Report and Report Card should be used instead of the regular high school report card for reporting student grades.

In addition to completing report cards, teachers collect, maintain, and analyze data to determine if the student with disabilities is making expected progress toward IEP goals on ~~IEP Form B-Progress the Progress Report form~~. This progress report is sent to parents on the same report card schedule as the one specified by the district for all students.

Transition

An ILP must be completed annually. This is a major component of transition planning for all students, including those with disabilities. The ILP should be developed in collaboration with the student, parents, teachers, and administrators and with community agency involvement as appropriate. Additionally, in alignment with the ILP, the student's IEP shall include a statement of the transition service needs that focus on the student's course of study. This statement shall be updated annually.

By the student's sixteenth birthday (or younger if appropriate), the focus expands to include needs as they relate to progress toward postsecondary goals. At the age of 16, the student's IEP shall include the following:

- Appropriate, measurable postsecondary goals that are based on age-appropriate transition assessments and that are related to training, education, employment, and, where appropriate, independent living skills
- The transition services (including the course of study) needed to assist the student in reaching these goals

Jefferson County Public Schools

NOTICE OF SIGNIFICANT CHANGE IN STUDENT PERFORMANCE

Name: _____ Date: _____

Grade: _____ Homeroom: _____

Teacher: _____ Subject: _____

Reason for Notification:

Your child has shown (Circle one.) an improvement
a decline in the areas checked below:
a deficiency

Student Engagement

- ☐ Participation
- ☐ Group Work
- ☐ Discussion
- ☐ Journals/Log/Notebooks
- ☐ Teacher Observation
- ☐ Student Reflection
- ☐ _____

Student Progress

- ☐ Homework
- ☐ Problem Solving
- ☐ Class Assignments
- ☐ Quizzes
- ☐ Anecdotal Records
- ☐ Student Self-Assessment
- ☐ _____

Student Mastery

- ☐ Tests
- ☐ Proficiency Assessments
- ☐ Projects
- ☐ Performance Assessments
- ☐ Presentations
- ☐ _____

Teacher Comments:

Student Comments:

Next Report Card Distribution Date: _____

Please contact teacher for conference at _____
Phone No. _____

Distribution: Original — Parent
Copy 1 — Teacher

Copy 2 — Counselor



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Commodity Code: 5690404-1717672 F-483-4

Notice of Change 483-4 rj13

JCPS Department Responsible for This Form—Districtwide Instructional Services, High School
Availability—This form is available from the JCPS Warehouse and is ordered through JCPS Forms Online using
MUNIS.

Glossary

Advanced Placement.....	A nationally recognized, college-level curriculum developed and monitored by the College Board
Advance Program	A program designed to provide instruction for academically gifted/talented students
ARC.....	Admissions and Release Committee
Assessment.....	The evaluation of progress and/or achievement made by an individual or group
ASVAB	The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. Students may opt out of being contacted by the military when taking this exam.
CIM	Certificate of Initial Mastery
COMPASS	A computer-adaptive college placement test used to determine college readiness in English, reading, and math
ECE	Exceptional Child Education (special education)
ESL	English as a Second Language
ESS	Extended School Services
GPA	Grade point average
IEP	Individual Education Program
ILP	Individual Learning Plan
Industry Certification ...	A designation earned by a person, typically by examination or performance, to assure qualification to perform a job or task
IB	International Baccalaureate (IB) is a nonprofit educational foundation that supports and monitors curricula and philosophies that help students develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.
JCBE	Jefferson County Board of Education
JCPS	Jefferson County Public Schools
KCAS	Kentucky Core Academic Standards
KDE.....	Kentucky Department of Education
KEES.....	Kentucky Educational Excellence Scholarship
KERA	The Kentucky Education Reform Act (KERA) is the 1990 legislation enacted to restructure schools in the commonwealth of Kentucky.
KOSSA	The Kentucky's Skill Standards, Assessment, and Certification System (KOSSA) is a summative, project-based assessment for students in Career and Technical Education Programs to demonstrate career readiness.
K-PREP.....	Kentucky Performance Rating for Educational Progress
SBDM	School-Based Decision Making
Transition Course.....	A course or a part of a course designed to help students make

| the academic transition to college coursework



www.jcpsky.net

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

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