Jefferson County Public Schools

Middle School Student Progression, Promotion, and Grading Handbook 2015-16

DRAFT

Jefferson County
Public Schools ®
Shaping the Future

Introduction

This uniform *Student Progression, Promotion, and Grading (SPP&G) Handbook* is 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 law.

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

Promotion and Retention (Board Policy 08.22)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures which have been developed by a broad-based committee and approved by the administrative staff and the Board. Written reports shall be sent to parents at established intervals.

Students may advance through the established program of studies in accordance with the prescribed requirements, P1-12. 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.

Hours of Duty (Board Policy 03.1332) (in part:)

Certified employees shall be available for conferences requested by parents. Reports to parents shall include provision for a parent or teacher request for a conference. Such conferences shall be scheduled at a mutually agreeable time to the extent possible. The Board shall endeavor to provide for parent-teacher conferences within the school calendar.

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 Kentucky Core Academic Standards/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)

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

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

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

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.

Early Graduation Certificate

Students who meet all applicable legal requirements shall be eligible for early graduation in relation to receipt of an Early Graduation Certificate. Students wishing to follow an early graduation pathway shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) schools days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan.

Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

Diplomas for Veterans

In keeping with statute and regulation, 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.

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (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 Middle School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress is the direction for middle 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.

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 the 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.

Categories and Components of Academic Grades

Teachers will use a **balanced approach** by using three grading categories (Engagement, Progression, and Mastery) to determine grades. Academic grades are based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category must include at least two components. Each component used must include multiple (two or more) grades/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.

Categories of Academic Grades (must include all three)	Components for Each Category (Examples include, but are not limited to, the following.)
Student Engagement With Standards • Shall count for no more than 20% of the total academic grade	Participation, group work, class discussion, journals/logs/notebooks, projects, teacher observation, student reflection, **or other measures of student interaction** (must include two or more)

Student Progression Toward Standards • Shall count for no more than 30% of the total academic grade	Homework, problem solving, class assignments, quizzes, anecdotal records, projects, student self-assessment, **or other measures of student progress** (must include two or more)
Student Mastery of Standards • Shall count for no more than 70% of the total academic grade	Tests/Proficiency assessments, projects, performance assessments, demonstrations, presentations, **or other measures of student mastery** (must include two or more)
• Teachers must use all three **categories** listed above when setting up categories in their gradebook in Infinite Campus or other electronic gradebook. • No one assignment can count for more than one-third of an entire category (i.e., Engagement, Progression, and Mastery).	

Each teacher must supply a copy of his or her grading procedures/syllabi, as aligned with the *SPP&G Handbook*, to the students and the principal/designee. The Infinite Campus Gradebook should also align with the *SPP&G Handbook* and syllabus. Parents/Guardians may obtain information about grading procedures from their child, through online resources, at Open House, and during parent-teacher conferences.

Explanation of Academic Grades

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

A .... Above Standards 90–100%
B .... Meets Standards 80–89%
C .... Approaching Standards 75–79%
D .... Below Standards 70–74%
U .... Substantially Below Standards .... Below 70%

I (Incomplete)—Incomplete work due to absence must be completed and the grade recorded within two weeks of the end of the grading period or final grade unless the student is enrolled in Extended School Services (ESS). If the student has not completed the work within that time period, the student's grade is recorded as a U.

Final grades are determined by averaging the quality point equivalents of the six grading period grades during the school year. Decimals of 0.5 or greater are rounded up to the nearest whole number. Decimals of less than 0.5 are rounded down. Quality point equivalents are as follows:

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

Additionally, for each yearlong course, students must pass a minimum of four of six grading periods (no more than two U's). For all courses of a shorter duration, the final grade is determined by averaging the quality point average of each grading period.

A final examination grade may be used only to increase a student's final grade. Permanent records include final grades and attendance figures for the year.

Standards-Based Grading

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the JCPS grading scale:

Letter Grade	Standards-Based Grading Marks	Grading Scale	Performance Description
A	4	90–100	Above Standards
B	3	80–89	Meets Standards
C	2	75–79	Approaching Standards
D	1	70–74	Below Standards
U	–	Below 70	Substantially Below Standards

Conduct Grades

Conduct grades represent the extent to which the student does the following:
• Shows self-control and self-discipline
• Respects the rights and feelings of others
• Accepts responsibility for his or her own actions
• Cooperates in group activities

Conduct is not a component of the academic grade except in physical education (PE) class. Teacher judgment of student conduct in individual classrooms is indicated according to the following scale:

S—Satisfactory
NI—Needs Improvement
U—Unsatisfactory

Grade Reporting

Report card grades are determined at the end of each six-week grading period. Each six-week grade represents a report of all work completed during that grading period. If a student is exhibiting unsatisfactory performance or is experiencing a decline in performance, the teacher must notify parents/guardians by phone or in writing at least two weeks prior to the end of the grading period. Any of the following may be used for this purpose:
• Phone log
• School-designed Progress Report
• Student Summary Report (Infinite Campus)
• JCPS MS (Middle School) Progress Grade Report (Infinite Campus)

After notification of a deficiency, the teacher must develop an intervention plan in collaboration with the student and parent/guardian.

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 the concern is still not resolved, a conference with the principal or assistant principal is scheduled. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days of the decision to the achievement area assistant superintendent for a review. A written response stating the achievement area assistant superintendent's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. Admissions and Release Committee (ARC) procedures should be followed for students in the Exceptional Child Education (ECE) Program.

Progression Within Middle School

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of standards-based learning.

A middle school student must pass a minimum of two-thirds of courses taken. In addition, students must pass the courses in the content areas listed below as aligned with state assessments.

Grade Level	State-Assessed Content Area
Sixth Grade	Language Arts and Math
Seventh Grade	Language Arts, Math, and Science
Eighth Grade	Language Arts, Math, and Social Studies
Students must pass state-assessed content area courses for their grade level.	

If a student passes two-thirds of the classes taken but has not passed one or more of the courses listed above, the student may be conditionally promoted to the next grade. In order to be conditionally promoted, the student must show competency by successfully completing school- or district-designed competency modules (such as JCPS*eSchool*) prior to the beginning of the next school year. The work may be part of coursework, ESS, or tier two and three interventions from the Response to Intervention (RtI) process provided to the student. Ultimately, the student must demonstrate competency in the content areas listed above prior to transitioning from eighth to ninth grade.

The school will notify the parents/guardians of the student's progress toward achieving the standards for promotion throughout the school year. If a student is exhibiting unsatisfactory progress toward meeting the standards at the end of the third grading period, the school will send home the **Midyear Status Notification Form** (page 16) during the fourth grading period.

Special student populations who already use established, documented accommodations will continue to use them to demonstrate competency and to meet the Assessment Benchmarks and Transition to High School Standards. Limited English Proficient (LEP) students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), which is the state-mandated annual English language proficiency assessment.

Technology Competency Requirement

All seventh-grade students will participate in the 21st Century Skills Assessment. Any seventh-grade student who does not demonstrate technology proficiency will have further opportunities to demonstrate competency as an eighth-grade student. The options provided to eighth-grade students include, but are not limited to, the following:
- EverFi certification
- Test-out, skill-based unit in JCPS Online
- GCFLearnfree.org—complete and submit certificate.
- Edgenuity
- Student Technology Leadership Program (STLP) (successfully completing a qualified event per STLP advisor)
- Successfully completing a qualifying technology-based performance event
- JCPS*eSchool* Technology Graduation Requirement course (formerly Computer Apps)

Student Support and Assistance

Support and assistance are provided for students who need extra help. This may include one or more of the following:

- ECE Services
- English as a Second Language (ESL) Program
- RtI
- Louisville Linked
- Transition Centers
- Every 1 Reads
- ESS
- Guidance Services
- Specialized Programs
- Extended Learning Opportunities
- Title I Funded Programs
- Youth Services Centers (YSCs)
- JCPS*eSchool*
- District- or School-Designed Intervention Programs/Recovery Modules

Transition Centers

Each middle, high, and special school will house a Transition Center with full technical access to a common digital learning platform and one teacher who coordinates the "success pathway" for individual students who are transitioning:

- From alternative schools.
- From numerous absences that put them in jeopardy of failure.
- From classroom settings where they are not successful academically.
- By transferring from one school to another school on a different schedule.
- Into an accelerated program that may allow them the opportunity to participate in early graduation.

Common Digital Learning Platform

A common digital learning platform will be used by all Transition Center classrooms to ensure that students have no interruptions in instructional services. When students transition from school to school or from program to program, they may experience lapses in instruction. The selection of a common digital learning platform will follow the Kentucky Digital Learning Guidelines from the Kentucky Department of Education (KDE).

Assessment Benchmarks and Promotion to High School

All students are expected to meet the following criteria in order to move from eighth to ninth grade:

- KRS 158.6453 requires writing portfolios/folders, consisting of samples of student work showing growth over time, to be maintained for each student. These folders will follow each student from grade to grade and to any school in which the student may enroll (K–12).
- Pass at least two-thirds of eighth-grade courses taken, including language arts, mathematics, and social studies (state-assessed areas).
- Score Apprentice level or higher on the following seventh-grade state assessments:
  – Reading assessment
  – Mathematics assessment
  or

The student must demonstrate satisfactory progress in meeting assessment benchmarks through a school-designed intervention or a set of district-designed competency modules. Interventions shall be documented through the Intervention Tab on IC. Students who do not meet the criteria above, either by scoring lower than Apprentice on one or more state assessments or by failing to demonstrate competency through modules or intervention methods, may be considered for a transitional promotion from eighth to ninth grade.

Early Graduation From High School

Students have two early graduation options. One is performance-based, and the other is credit-based. Students and families should declare their intent to graduate early by either option as soon as possible. Official declaration may occur as soon as the student enrolls in high school but must occur before the deadlines stated below.

	Performance-Based Early Graduation	**Credit-Based Early Graduation**
Minimum Required Courses[1]	All End of Course (EOC) Exam courses (currently English 2, Algebra 2, Biology, and U.S. History)	All courses described in the "Graduation Requirements" section of this document
Test Requirements	Must take and meet KDE-established benchmarks in all EOC courses and CPE Benchmarks on the ACT[2]	Must take all EOC courses, the ACT, and any subsequent required college-/career-readiness assessments
Steps to Declaration	Student, family, counselor/principal conference • Review of course/assessment performance to date • Review student education goals (short- and long-term) • Review impact of extra-/co-curricular participation • Review early graduation options	
Declaring Intention	Must declare intention using the letter of intent form	Recommend a graduation plan or contract mutually agreed upon by student, family, and counselor/principal
Additional Notes	Must complete all requirements in three years or less of high school enrollment	
Deadline to Declare Intent	**October 1 of the projected year of graduation**	**Within the first 30 school days** of the academic year of projected graduation
Kentucky Educational Excellence Scholarship (KEES) Money	• Eligible students enrolled in high school for three years will earn a prorated fourth year of KEES scholarship money. • Eligible students enrolled in high school for two years or less will earn KEES money only for the years enrolled in high school.	Eligible students will earn KEES money only for the years enrolled in high school (if meeting the annual 2.5 grade point average [GPA] and credit-hour requirements).
Early Graduation Certificate (EGC)	Eligible for the EGC, which includes a one-time scholarship to any Kentucky Southern Association of Colleges and Schools (SACS)-accredited college/university the fall immediately after graduation	Not eligible

[1]These are the **minimum** requirements; students planning to attend any college/university must take the courses required by the college/university for admission.

[2]Current state regulations require students to take each EOC course **before** taking the EOC assessment.

Procedure for Appeal of Retention Decisions in Middle School

1. Within ten days of receiving the notice of retention, the parent/guardian informs the school principal in writing that a review and reconsideration are desired and provides reasons for initiating the process.
2. Within five days of receiving a parent's/guardian's letter, the principal directs the teacher(s) and counselor to review the request and examine appropriate records and classroom work. The teacher and counselor then give the principal a written recommendation, including a rationale that supports or rejects the request.
3. Within five days after receiving the recommendation, the principal schedules a conference with the parent/guardian. Any decision that results from the conference is given to the parent/guardian in writing within five days after the conference. If the decision results in the student being retained, the principal copies his or her decision to the achievement area assistant superintendent.
4. A parent may appeal the principal's decision concerning retention by sending a letter to the achievement area assistant superintendent within ten days for a review and reconsideration.
5. The achievement area assistant superintendent sends a written response to the parent/guardian stating the final decision. This is the last step in the appeal process.
6. The procedures for ARC should be followed for students in the ECE Program.

Transitional Promotion

Under exceptional circumstances, students in middle school may advance to the next grade level through a planned transitional program. Criteria for promotion will be determined by a committee that includes the student, parent/guardian, teacher, and counselor/principal and will be based on the individual needs of the student. If the promotion is to high school, professional staff and the principal/designee of both the middle and the high school must be involved in preparing the transitional program plan.

Individual Learning Plan

Beginning in sixth grade, each student shall complete an Individual Learning Plan (ILP) that brings together his or her academic achievements, extracurricular experiences, and career and education exploration activities to create a concrete plan for success. The ILP shall be readily available to the student and parent/guardian and must be reviewed and approved at least annually by the student, parent/guardian, and school official.

Evaluation of Out-of-District Transcripts

Parents/Guardians of non-JCPS or home-schooled students who wish to enroll their child in a Jefferson County public school should schedule an appointment with the school administrator. Students who miss the state assessments will be expected to demonstrate competency in reading, on-demand writing, and mathematics. The principal/designee will determine the appropriate grade placement based on a review of the following materials:

- Transcript—record of grades earned by the student
- The name, author, and publisher of textbook(s) used
- Attendance manual—record of days and times taught
- An outline of materials covered in each subject
- Selection of student's best works from each subject
- Additional assessments considered helpful in determining grade placement

After a home-schooled student is accepted into a Jefferson County public school, the parent must notify the Pupil Personnel Office in writing to terminate the home-school status. The letter should include the student's name, date of birth, and grade.

Evaluation of Out-of-District Transcripts for Advance Program Placement

Parents need to submit the following information to the school counselor and/or the district 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 material that the parent or district designee considers helpful in determining Advance Program placement

Additional Considerations and Requirements for ECE Students

Both federal law and state law require that students in ECE Programs have access to the 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 KCAS/Program of Studies. 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 progress, 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 CP and ECE teachers.

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

Transition

Beginning in the sixth grade, 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 the student's eighth-grade year or when the student has reached the age of 14 (or earlier if determined appropriate by the ARC) and 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.

Glossary

Advance Program ....A program designed to provide instruction for academically talented students

ARC ....Admissions and Release Committee

Assessment ....The evaluation of progress and/or achievement made by an individual or group

ECE ....Exceptional Child Education (special education)

ESS ....Extended School Services

IEP ....Individual Education Program

ILP ....Individual Learning Plan

KERA ....Kentucky Education Reform Act—1990 legislation enacted to restructure schools in the Commonwealth of Kentucky

KEES ....Kentucky Education Excellence Scholarship

RtI ....Response to Intervention—A multitiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences

SBDM ....School-Based Decision Making

Jefferson County Public Schools

Student Progress Toward Middle School Promotion and Transition to High School Standards
Midyear Status Notification

School:_____

Student Name: _____ Grade (Circle one.): 6 7 8

Requirements for Middle School Promotion and Transition to High School Standards by Grade Level

Sixth Grade   Yes   No
- Passing **two-thirds** of classes   ❐   ❐
- Passing **Language Arts**   ❐   ❐
- Passing **Mathematics**   ❐   ❐

❐   Congratulations! You are on track to **complete** the necessary standards for promotion to the seventh grade.
❐   Attention! You are not on track to complete the necessary standards for promotion to the seventh grade.
     Contact your counselor at **485-** _____ for additional information.

Completed by: _____ Date:_____

Seventh Grade   Yes   No
- Passing **two-thirds** of classes   ❐   ❐
- Passing **Language Arts**   ❐   ❐
- Passing **Mathematics**   ❐   ❐
- Passing **Science**   ❐   ❐

❐   Congratulations! You are on track to **complete** the necessary standards for promotion to the eighth grade.
❐   Attention! You are not on track to complete the necessary standards for promotion to the eighth grade.
     Contact your counselor at **485-** _____ for additional information.

Completed by: _____ Date:_____

Eighth Grade   Yes   No
- Passing **two-thirds** of classes   ❐   ❐
- Passing **Language Arts**   ❐   ❐
- Passing **Mathematics**   ❐   ❐
- Passing **Social Studies**   ❐   ❐

Transition to High School Standards (for eighth grade only):
➔ Scored **Apprentice**, **Proficient**, or **Distinguished** level on each of the following state assessments:
     – Seventh-grade **Reading** Assessment*   ❐   ❐
     – Seventh-grade **Mathematics** Assessment*   ❐   ❐

Note: While these two state assessments are taken in the seventh grade, the results of these assessments are received and documented in the fall of the eighth-grade year and are used to determine minimum competency for transition from eighth to ninth grade.

❐   Congratulations! You are on track to **complete** the necessary standards for promotion to the ninth grade.
❐   Attention! You are not on track to complete the necessary standards for promotion to the ninth grade.
     Contact your counselor at **485-** _____ for additional information.

Completed by: _____ Date:_____

*If a student does not meet this middle school standard for transition to high school, the student must demonstrate competency through a school-designed intervention or a set of district-designed competency modules by the end of eighth grade.