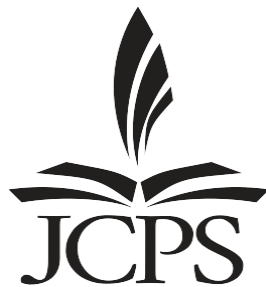


Jefferson County Public Schools

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

2020-2021~~2019-20~~



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

All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

Mission

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments

Core Values

- **Caring**—All JCPS children are nurtured as if they are our own.
- **Equity**—All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.
- **Excellence**—Empowering people to lead, create, and innovate is essential to creating a culture of excellence.
- **Respect**—All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.
- **Individuality**—Children learn differently and require personalized approaches to learning.
- **Diversity**—Our diversity is a strength—differences of each are assets of the whole.
- **Opportunity**—Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.
- **Creativity**—The abilities to create, innovate, and solve challenging problems are critical skills for educators and children to develop and employ in teaching and learning.
- **Collaboration**—Relationships, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of our students.
- **Stewardship**—Adults model integrity, respect, and responsibility through mindful stewardship of talents, resources, and time.

Deeper Learning

Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life. Those capacities and dispositions are exemplified through the Backpack of Success Skills as students provide evidence to demonstrate that they are Prepared and Resilient Learners, Globally and Culturally Competent Citizens, Emerging Innovators, Productive Collaborators, and Effective Communicators. All students will build a Digital Backpack, which will include evidence of their transition readiness. Each student will demonstrate progress toward standards and success skills through a defense of learning in grade eight.

Table of Contents

THE TABLE OF CONTENTS WILL BE UPDATED ONCE MATERIALS AND PRODUCTION EDITS AND FORMATS THIS DOCUMENTS

Introduction	2
Board of Education Policies	4
Promotion and Retention	4
Certificates and Transfers	
Diplomas	
Students with Disavilities	
Student Conferences	4
Hours of Duty	4
Homework.....	5
Acceleration	5
Graduation Requirements	6
Education Goals	7
Procedures for Middle School	8
Philosophy	8
Practices	8
Elements of Academic Grades.....	8
Explanation of Academic Grades	9
Standards-Based Grading	10
Conduct Grades	10
Grade Reporting	11
Progression Within Middle School	11
Technology Graduation Requirement Option	12
Student Support and Assistance	12
Transition Centers	13
Common Digital Learning Platform	13
Assessment Benchmarks and Promotion to High School.....	13
Courses Offered in Middle School for High School Credit	13
Early Graduation From High School	14
Procedure for Appeal of Retention Decisions in Middle School	15
Transitional Promotion	15
Individual Learning Plan	15
Transfer of Students—Grade Reporting	15
Evaluation of Non-JCPS Transcripts.....	15
Evaluation of Non-JCPS Transcripts for Advance Program Placement	16
Exceptional Child Education Program	17
Transition	17
Additional Considerations and Requirements for English Learners	18
Glossary	19
Student Progress Toward Middle School Promotion and Transition to High School Standards—Midyear Status Notification	20

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. Students in grades 9–12 shall receive appropriate credit for work completed during an approved work session.~~

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*.

Certificate and Transfers ~~s-s~~ (Board Policy 08.22)

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 Kentucky~~ Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.

Diplomas (Board Policy 08.22)

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 (Board Policy 08.22)

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 08.221)

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~~ Parent Conferences (Board Policy 03.1332)

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 08.211)

~~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. Teachers will ensure that~~

Each school shall establish guidelines for out-of-school assignments. These guidelines shall encompass amounts and types of reasonable homework assignments by grade level.

Homework shall be assigned for the improvement of learning. Curriculum-related assignments shall not be used for disciplinary purposes. Assignments should have meaning for the student, should be clear and specific, and should be of an amount and type that may be accomplished in a reasonable period of time.

Acceleration (Board Policy 08.22)

~~Pupils may advance through the established Kentucky Core Academic Standards/Program of Studies in accordance with the prescribed requirements, P1–12. Students shall not be penalized in grades 9 through 12 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) school 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
- Core values and qualities of good character to make moral and ethical decisions throughout his or her life
- -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, the sciences, the arts, the 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 of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline.
 - Become responsible members of a family, work group, or community as well as an effective participant including demonstrating effectiveness 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-they have previously learned and build on past learning experiences to acquire new information through various media sources.
- Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
- Increase students' rate of attendance-rates.
 - Increase their students' graduation rates and reduce students' dropout and retention 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~~ guides JCPS 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 Academic Standards (KAS)/Program of Studies. Evidence of student learning progression is maintained for each student.

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 or Advisory 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 personalizing and differentiating instructional strategies, SBDM Councils or Advisory Councils, in collaboration with all stakeholders, develop a school culture and instructional program that will ensure the success of each student.

Elements of Academic Grades

Teachers will use a **balanced approach** by using three grading categories (Engagement, Progression, and Mastery) to determine grades for each course. 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 shall include a variety of evidence/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct or inappropriate behaviors. Special area teachers shall ensure that each of the three categories is represented; however, special area teachers' grades may not always include a variety of evidence/assignments in each category. Teachers must ensure that all students have equitable access and opportunities to complete class and homework and provide support for students to overcome barriers. A copy of the teacher's grading procedures must be provided to students, parents/guardians, and the principal/designee.

ROBBIE: USE THIS CHART, NOT LAST YEAR'S. THERE ARE DIFFERENCES.

Categories of Academic Grades (must include all three)	Evidence/Assignments for Each Category (Examples include, but are not limited to, the following.)
Student Engagement With Standards and Success Skills <ul style="list-style-type: none"> • 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, <u>demonstrations of learning, defenses, and/or</u> other evidence of student interaction
Student Progression Toward Standards and Success Skills <ul style="list-style-type: none"> • Shall count for no more than 30% of the total academic grade 	Homework, problem solving, class assignments, quizzes, anecdotal records, projects, student self-assessment, <u>demonstrations of learning, defenses, and/or</u> other evidence of student progress
Student Mastery of Standards <u>and Success Skills</u> <ul style="list-style-type: none"> • Shall count for no more than 70% of the total academic grade 	Tests/Proficiency assessments, projects (e.g., project or problem-based), performance assessments, demonstrations <u>of learning</u> , authentic assessments, presentations/ <u>defenses</u> , or other evidence of student mastery
<ul style="list-style-type: none"> • Teachers must use all three categories listed above when setting up their gradebook, Infinite Campus, or other electronic gradebook. • No one assignment can count for more than one-third of an entire category (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, parents/guardians, 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 Standards80–89%

C Approaching Standards..... 70–79%

D Below Standards60–69%

U..... Substantially Below StandardsBelow 60%

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 for the year.

~~ROBBIE: USE THE STANDARDS-BASED GRADING CHART ON PAGE 9 FROM 2018-19 ONLINE. IT HASN'T CHANGED AT ALL.~~

~~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..... Above Standards 90-100%~~

~~B..... Meets Standards 80-89%~~

~~C..... Approaching Standards..... 70-79%~~

~~D..... Below Standards 60-69%~~

~~U..... Substantially Below Standards Below 60%~~

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. 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. Grades should be posted to the transcript within two weeks of the grade report distribution.

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 acceleration plan in collaboration with the student and parent/guardian.

If a parent/guardian wishes to appeal a grade, the principal will inform the parent/guardian of the appeal process, which is as follows:

Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor/assistant principal is scheduled. If it is still not resolved, a conference with the principal is scheduled. ~~The Program Services Plan and grading policies for English Learners (ELs) should be followed. See page 15 for additional considerations and requirements.~~

Exceptional Child Education Program

Nothing in this handbook replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Education Act (IDEA) or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law.

For information regarding students with disabilities, including students in the referral process, please refer to the Jefferson County Public Schools Exceptional Child Education Procedures Manual available on the JCPS website, 707 KAR 1:002 to 707 KAR 1:380, and Federal Reulation 34 F.R. Part 300.

~~707 KAR 1:002–707 KAR 1:380~~

707 KAR 1:290 Free Appropriate Public Education (FAPE)

Free Appropriate Public Education. (1) AN LEA shall make a free appropriate public education (FAPE) available to all children with disabilities aged three (3) to twenty-one (21) residing within its district's boundaries who have not received a high school diploma, including children with disabilities who have been suspended or expelled for more than ten (10) school days in a school year. FAPE shall be provided to each child with a disability even though the child has not failed or been retained in a course and is advancing from grade to grade based on the child's unique needs and not on the child's disability. An LEA shall not be required to provide FAPE to a student eighteen (18) years old or older, who is placed in an adult correctional facility if, in the educational placement prior to placement in the correctional facility, the student was not identified as a child with a disability and did not have an IEP.

707 KAR 1:002–707 KAR 1:380

•707 KAR 1:002 Definitions

707 KAR 1:270 Kentucky special education mentor program

•707 KAR 1:002 Definitions

- 707 KAR 1:290 Free Appropriate Public Education
- 707 KAR 1:300 Child find, evaluation, and reevaluation
- 707 KAR 1:310 Determination of eligibility
- 707 KAR 1:320 Individual Education Program
- 707 KAR 1:340 Procedural safeguards/complaints
- 707 KAR 1:350 Placement decisions
- 707 KAR 1:360 Confidentiality of information
- 707 KAR 1:370 Children with disabilities in private schools
- 707 KAR 1:380 Monitoring and recovery of funds
- Index

Parents/Guardians may also request a copy of the above information by contacting their school's administration or the Chief of Exceptional Childhood Education at: VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218. ([502] 485-3890)

Additional Considerations and Requirements for English Learners

Classroom teachers design and modify instruction, assignments, and tests based on students' English language proficiency levels in reading, writing, listening, and speaking as determined by the English Language Proficiency Screener or Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment.

ELs receive instructional and assessment accommodations in the classroom while being instructed with KAS on grade level. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that should be implemented.

The WIDA English Language Development Standards are to be used as a tool to provide greater access to KAS. The WIDA Can Do Descriptors highlight examples of what ELs can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with ELs, including Newcomer ELs (ELs who are in their first or second calendar year of enrollment in a U.S. school and who score below a 2.5 overall ACCESS score).

Federal guidance states that ELs, including Newcomers, are to be provided standards-aligned instruction that is "rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds," including assessment and instructional accommodations. Report card grades are to reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students shall not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.

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.

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

~~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 **July 15** ~~of the~~before the next school year. The work may be part of coursework, ESS, or tier two and three supports or interventions from the Multi-Tiered Systems of Support (MTSS) process provided to the student. The school that assigns the competency modules/coursework for conditional promotion determines if the student has demonstrated competency and is to be promoted.

Ultimately, the student must demonstrate competency in the content areas listed above prior to transitioning from eighth to ninth grade. Once a student has met all of the requirements for promotion, he or she is not to be retained in that grade or demoted to a previous grade level.

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 20) 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. ~~EL students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs), which is the state-mandated annual English language proficiency assessment.~~ In cases that involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed, as referenced previously.

~~Technology Graduation Requirement Option~~

~~Each student must demonstrate technology proficiency by earning a passing score on the 21st Century Skills Assessment. Students who do not demonstrate proficiency on the seventh-grade 21st Century Skills Assessment will do one of the following, in grade eight or during high school, in order to graduate:~~

- ~~—Successfully complete any credit-bearing computer course that includes a digital literacy curriculum.~~

- ~~• Earn an EverFi Ignition certificate, which is placed in the student's permanent record.~~
- ~~• Successfully complete a qualifying technology-based performance event since technology is ever-changing. The performance event may include, but not be limited to:~~
 - ~~—Competing in VEX World Robotics.~~
 - ~~—Presenting at the state Student Technology Leadership Program (STLP) competition.~~
 - ~~—Completing a qualifying Student Technology Ambassador event.~~

Student Support and Assistance

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

- Exceptional Child Education (ECE)
- English as a Second Language (ESL) Program
- ~~• Response to Intervention (RtI)~~
- ~~• Louisville-Linked~~
- ~~Restorative Practices~~
- Mental Health Counseling
- Transition Centers
- ESS
- Guidance Services
- Specialized Programs
- Extended Learning Opportunities
- Title I Funded Programs
- Youth Services Centers (YSCs)
- JCPSeSchool
- MTSS
- District- or School-Designed Intervention Programs/Recovery Modules

Transition Centers

Middle schools with Transition Centers provide full technical access to a common digital learning platform and one teacher who coordinates a success plan 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.

Grading procedures/responsibilities are to be determined at each school.

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

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:

- 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 school-designed interventions or a set of district-designated competency modules. Interventions shall be documented through the Intervention Tab on Infinite Campus. 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.

Courses Offered in Middle School for High School Credit

Kentucky regulations require districts to acknowledge high school courses taken in middle school if the student in the high school equivalent course (determined by content, assessment expectations, and rigor of coursework) attains performance levels expected of high school students in that district as determined by achieving a grade of B or better.

Placement will be determined in consultation with the student, family, teachers, and principal or designee based on academic performance, including course performance and assessments as well as other evidence and goals. Exact wording is found in 704 KAR 3:305 (www.lrc.ky.gov/kar/704/003/305.htm).

Students completing courses at the middle school level for high school credit shall receive full credit at the high school if the following requirements are met:

1. In a regularly scheduled course, during the school day:
 - a. The student is enrolled in a course with a JCPS high school code with a properly certified teacher.
 - b. The course instructor follows the district curriculum map for that course at the level of rigor required.
 - c. The course instructor follows the high school grading practices described in the high school *SPP&G* (cumulative grading).
 - d. The student earns a grade of A or B as the final grade in the course.
2. High school courses may be available via *JCPSeSchool* (not National Collegiate Athletic Association [NCAA]-eligible).
3. ~~By~~ KRS 158.622 and Board Policy 08.113, establish that students may earn high school credit in the equivalent course for qualifying (3 or higher) Advanced Placement (AP) exam scores. The course will show up on the student's high school transcript, and high school coursework should be planned accordingly. The grade will automatically be figured into his or her high school grade point average (GPA) when it becomes part of his or her transcript.

Early Graduation From High School

Early graduation is a deliberate pathway for students who wish to move on when ready, receive a diploma from the district, and transition to their next educational opportunity. Students have two early graduation options allowing them to graduate ahead of their cohort. Both have different requirements and benefits. Students and families should declare their intent to graduate early by

either option as soon as possible to ensure enough time to complete the requirements. Official declaration may occur as soon as the student enrolls in high school but must occur before the deadlines stated below. Students may begin an unofficial early graduation plan as early as middle school.

Note: Performance-Based Early Graduation is a KDE program, regulated by 704 KAR 3:305, and is founded in the state accountability model. As that model changes, so will the performance measures. This chart is accurate at the time of publication.

	<u>Performance-Based Early Graduation</u>	<u>Credit-Based Early Graduation</u>
<u>Minimum Required Courses¹</u>		<u>All courses described in the “Graduation Requirements” section of this document</u>
<u>Test Requirements</u>	<u>Must take all state-required assessments meeting proficiency benchmarks as well as take and meet Council on Postsecondary Education (CPE) Benchmarks on the ACT</u>	<u>Must take all state-required assessments, as well as take the ACT, and any subsequent required college-/career-readiness assessments</u> <u>Beginning in the 2019-20 school year, students must meet the KDE definition of <i>transition readiness</i>.</u>
<u>Steps to Declaration</u>	<u>Student, family, counselor/principal conference</u> <ul style="list-style-type: none"> <u>• Review course/assessment performance to date.</u> <u>• Review student education goals (short- and long-term).</u> <u>• Review impact of extra-/co-curricular participation.</u> <u>• Review early graduation options.</u> 	
<u>Declaring Intention</u>	<u>Must declare intention using the letter of intent form</u>	<u>Recommend a graduation plan or contract mutually agreed upon by student, family, and counselor/principal.</u>
<u>Additional Notes</u>	<u>Must complete all requirements in three years or less of high school and before turning 18 years old</u>	
<u>Deadline to Declare Planned Early Graduation Intent</u>	<u>Within the first 30 school days of the academic year of planned graduation and flagged in IC by October 1 of the planned year of graduation</u>	<u>Within the first 30 school days of the academic year of planned early graduation</u>
<u>Kentucky Educational Excellence Scholarship (KEES) Money</u>	<ul style="list-style-type: none"> <u>• Eligible students enrolled in high school for three years will earn a prorated fourth year of KEES scholarship money.</u> <u>• Eligible students enrolled in high school for two years or less will earn KEES money only for the years</u> 	<u>Eligible students will earn KEES money only for the years enrolled in high school (if meeting the annual 2.5 GPA and credit-hour requirements).</u>

	<u>enrolled in high school.</u>	
<u>Early Graduation Certificate (EGC)</u>	<u>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</u>	<u>Not eligible</u>

¹These are the **minimum** requirements. Students planning to attend any college/university must take the courses required by the college/university for admission.
~~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 Courses¹

- ~~• 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 Council on Postsecondary Education (CPE) Benchmarks on the ACT²~~
- ~~• Must take all EOC courses, the ACT, and any subsequent required college /career readiness assessments~~

~~Steps to Declaration Student, family, counselor/principal conference~~

- ~~• Review course/assessment performance to date.~~
- ~~• Review student education goals (short and long term).~~
- ~~• Review impact of extra /cocurricular 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 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~~

~~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 the decision to the appropriate assistant superintendent.
4. A parent may appeal the principal's decision concerning retention by sending a letter to the appropriate assistant superintendent within ten days for a review and reconsideration.
5. The middle school assistant superintendent sends a written response to the parent/guardian stating the final decision. This is the last step in the appeal process.
6. In cases that involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

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), which brings together his or her academic achievements, extracurricular experiences, and career education exploration activities to create a concrete plan for success. The ILP shall be readily available to the student and must be reviewed and approved at least annually by the student, parent/guardian, and school official.

Transfer of Students—Grade Reporting

When a student transfers, the sending school shall include the JCPS Withdrawal and Release Form and the transcript indicating the student's academic progress through the current grading period. One copy of each shall be

placed in the Student Cumulative Record Folder.

Evaluation of Non-JCPS Transcripts

Parents/Guardians of non-JCPS or homeschooled students who wish to enroll their child in JCPS 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:

- 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
- Students who are identified under the Individuals with Disabilities Education Act (IDEA) should be evaluated by the Admissions and Release Committee (ARC) and assigned to the class or grade to which the students are best suited.

After a homeschooled student is accepted into JCPS, the parent must notify the Pupil Personnel Office in writing to terminate the homeschool status. The letter should include the student's name, date of birth, and grade. If a student transfers from a nonaccredited secondary school, recognition of credits shall follow 704 KAR 3:307 (www.lrc.ky.gov/kar/704/003/307.htm). This regulation also includes students entering a public school without a properly certified transcript and from whom a properly certified transcript cannot reasonably be obtained.

Evaluation of Non-JCPS Transcripts for Advance Program Placement

The JCPS Advance Program provides challenging schoolwork for academically gifted students. Parents/Guardians need to submit the following information to the district's Gifted & Talented/Advance Program Supervisor to determine if placement in the JCPS Advance Program is appropriate for their child:

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—5th Edition (WISC-V). 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

Exceptional Child Education Program

~~Nothing in this handbook replaces or substitutes any student rights as guaranteed by IDEA or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law.~~

~~For information regarding students with disabilities, including students in the referral process, please refer to 707 KAR 1:002–707 KAR 1:380 regulations.~~

~~**707 KAR 1:290** Free Appropriate Public Education. (1) AN LEA shall make a free appropriate public education (FAPE) available to all children with disabilities aged three (3) to twenty-one (21) residing within its district's boundaries who have not received a high school diploma, including children with disabilities who have been suspended or expelled for more than ten (10) school days in a school year. FAPE shall be provided to each child with a disability even though the child has not failed or been retained in a course and is advancing from grade to grade based on the child's unique needs and not on the child's disability. An LEA shall not be required to provide FAPE to a student eighteen (18) years old or older, who is placed in an adult correctional facility if, in the educational placement prior to placement in the correctional facility, the student was not identified as a child with a disability and did not have an IEP.~~

- ~~• 707 KAR 1:270 Kentucky special education mentor program~~
- ~~• 707 KAR 1:002 Definitions~~
- ~~• 707 KAR 1:290 Free Appropriate Public Education~~
- ~~• 707 KAR 1:300 Child find, evaluation, and reevaluation~~
- ~~• 707 KAR 1:310 Determination of eligibility~~
- ~~• 707 KAR 1:320 Individual Education Program~~
- ~~• 707 KAR 1:340 Procedural safeguards/complaints~~
- ~~• 707 KAR 1:350 Placement decisions~~
- ~~• 707 KAR 1:360 Confidentiality of information~~
- ~~• 707 KAR 1:370 Children with disabilities in private schools~~
- ~~• 707 KAR 1:380 Monitoring and recovery of funds~~
- ~~• Index~~

~~Parents/Guardians may also request a copy of the above information by contacting their school's administration or the Chief of Exceptional Childhood Education at: VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218. (502) 485-3890~~

~~MOVED TO GRADING SECTION IN HANDBOOK~~

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.

Additional Considerations and Requirements for English Learners

~~Classroom teachers design and modify instruction, assignments, and tests based on students' English language proficiency levels in reading, writing, listening, and speaking as determined by the English Language Proficiency Screener or ACCESS assessment.~~

~~ELs receive instructional and assessment accommodations in the classroom, while being instructed with KAS on grade level. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that should be implemented.~~

~~The WIDA English Language Development Standards should be used as a tool to provide greater access to KAS. The WIDA Can Do Descriptors highlight examples of what ELs can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with ELs.~~

~~Federal guidance states that ELs are to be provided standards-aligned instruction that is "rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds," including assessment and instructional accommodations. Report card grades should reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students should not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.~~

MOVED TO GRADING SECTION IN HANDBOOK

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)
EL	.....English Learner
<u>EL</u>	<u>.....English as a Second Language</u>
ESS	.....Extended School Services
IEP	.....Individual Education Program
ILP	.....Individual Learning Plan
KEES	.....Kentucky Educational Excellence Scholarship
KERA	.....Kentucky Education Reform Act—1990 legislation enacted to restructure schools in the Commonwealth of Kentucky
MTSS	.....Multi-Tiered Systems of Support
<u>PSP</u>	<u>.....Program Services Plan</u>
<u>RtI</u>	<u>.....Response to Intervention—A multi-tiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences</u>
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 (circle one)

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



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 circle one)

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



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 (circle one)

- | | | |
|--|-----|----|
| • Passing two-thirds of classes | Yes | No |
| • Passing Language Arts | Yes | No |
| • Passing Mathematics | Yes | No |
| • Passing Social Studies | Yes | No |

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* | Yes | No |
| • Seventh-grade Mathematics Assessment* | Yes | No |

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.

This form is available on the JCPS website.

www.jefferson.kyschools.us

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

