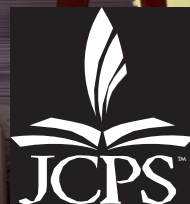


JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression, ~~Promotion~~, and Promoti on, and Graduation

High School 20254-265



Jefferson County Public Schools

High School
Student Progression, Promotion, and
Graduation Handbook
2025-26 ~~2024-25~~

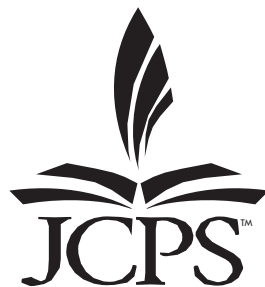


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Kentucky Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (KERA), as found in Kentucky Revised Statutes, 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

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 humanities, social studies, and practical living 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, 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 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.
- Increase students' graduation rates and reduce students' dropout and retention rates, and 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.

Introduction

This uniform *High School Student Progression, Promotion, and Graduation (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 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 twelve.~~

Introduction

~~Assessing Learning and Grading Framework Purpose and Principles~~

~~The purpose of the Assessing Learning and Grading Framework for each level (elementary school, middle school, and high school) is to provide policies and procedures for how learning will be assessed, captured, and communicated. While the Student Progression and Promotion Handbook for each level provides policies and procedures for how learners progress through each level and are promoted, the Framework focuses on the guiding purposes, principles, and recommended practices for assessing learning and grading.~~

~~The Assessing Learning and Grading Framework is intended to build a bridge from our current policy and practice to our Future State of learning and assessment. As the 2021 Student Progression, Promotion, and Grading (SPP&G) Committee work began, each of the level sub-committees realized that they envision a future that primarily values competencies and mastery of standards. To this end, the SPP&G Handbooks are divided into two documents, the Student Progression and Promotion Handbook and the Assessing Learning and Grading Framework. The Framework is focused on assessing learning and grading, with a look to the future, where we will examine and embrace competency-based (including standards-based) grading models. This framework will be updated each year as the District takes additional steps toward that vision.~~

Procedures for High School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress guides JCPS high 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 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.

The purpose of this handbook is to provide policies and procedures for:

- How learners progress through each level and are promoted
- How learning will be assessed, captured, and communicated.

Our Guiding Purposes for Assessing Learning and Grading:

- Monitoring student progress toward grade/course-level, or above, standards and competencies
- Informing teaching to improve student learning
- Improving student ability to demonstrate, assess, and develop ownership of their learning
- Communicating the learning, growth, and achievements of learners to learners, families, and stakeholders

Our Guiding Principles for Assessing Learning and Grading:

- Flexibility in meeting the needs of all learners
- Emphasis on learning, growth, and achievements
- Assessment that is learner-centered, authentic, and performance-based
- Grade reporting that is consistent, supports learning, and promotes communication amongst stakeholders
- Assessing progress and evidence of learning toward mastery will be done in a variety of ways that recognize the strengths and competencies of every learner.
- Communication of engagement will include descriptive feedback, and/or competency-based rubrics, that focus on standards and success skills.

Recommended Practices:

- Performance-based assessments that are learner-centered and authentic
- Descriptive feedback reflecting student engagement
- Student self-assessment and reflection
- Emphasis on progress and evidence of learning toward mastery
- Supporting and encouraging revisions without penalty
- Use of rubrics and criterion-based feedback
- Formative assessments to determine both learning and next steps in teaching
- Focus on what was learned, rather than how or when
- Timely communication to students and families
- Elimination of “0” point grading due to the impact on overall grades

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 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 Portfolio, which will include evidence of their transition readiness. Each student will demonstrate progress toward standards and success skills through a Presentation of Learning and Growth/Defense of Learning in grade twelve.

Key Terms

Learner-Centered Education

An approach to learning, teaching, and assessment in which the perspective, interests, needs, strengths, and agency of the learner are integral to the design of learning and assessment. This includes designing learning experiences and environments with every learner in mind and improving motivation, engagement, and ownership of their learning. Learners exercise voice and choice in their own learning and assessment and are partners in designing their learning journey. They actively grow competencies and show evidence of learning toward mastery of knowledge and skills from academic disciplinary standards through a wide range of authentic, pedagogical approaches, including collaboration, discussion, group projects, and problem solving.

Competency-Based Learning

An approach to learning, teaching, and assessment where learners advance through demonstrated progress toward, and mastery of, key competencies (integrative and interdisciplinary knowledge, skills, and dispositions that can be found and applied within, but also between and beyond, academic disciplinary standards). Learners develop and hone these competencies—such as creativity, critical thinking, problem-solving, working collaboratively, communicating effectively, and an academic or growth mindset (e.g., our JCPS Success Skills)—over time and through applying them in real-world tasks, contexts, and/or with authentic purposes. This approach often includes a flexible pace, sequence, progression, and/or means in which learners can demonstrate they have reached key milestones along the path to demonstrating mastery of key competencies.

Authentic Performance Assessment

These are assessments in which learners demonstrate learning by applying their competency, knowledge,

and skills by creating products and performances that relate to the experiences of the real, professional, and civic world.

Educators and students will often use collaboratively developed purposes or goals, scoring guides, rubrics, and other methods to evaluate whether the performance or product demonstrates that students have learned to the expected standards. Authentic assessments not only are useful for determining what has been learned previously but also are themselves a meaningful learning experience. Some common authentic performance assessments include defense of learning, capstone and community service projects, student-led portfolio conferences, exhibitions of learning, and many types of authentic writing.

What Does This Mean for Learners, Educators, and Families?

It means moving away from a traditional grading system that:	It means moving toward a competencies-/standards-based assessment approach that:
<ul style="list-style-type: none"> Is primarily designed to communicate how learners do overall, when compared to each other. 	<ul style="list-style-type: none"> Is designed to communicate the level of learning and/or progress made in relation to the criteria of many standards and competencies.
<ul style="list-style-type: none"> Often does not communicate criteria for success. 	<ul style="list-style-type: none"> Has clearly identified and publicly communicated criteria for success in standards and competencies.
<ul style="list-style-type: none"> Converts learning to points/percentages on a 100 percent grading scale that does not explicitly communicate the learning and/or progress toward demonstrating standards and competencies. 	<ul style="list-style-type: none"> Clearly and transparently communicates learning and/or progress toward demonstrating competencies and standards via criterion-based rubrics.
<ul style="list-style-type: none"> Includes incomplete work and the use of zeros, which results in very low scores and emphasizes task completion more than accurately reflecting learning and/or progress. 	<ul style="list-style-type: none"> Explicitly and consistently communicates the level of learning and/or progress in a few criterion-based categories, avoiding the masking and distorting effects of averaging and using zeros.
<ul style="list-style-type: none"> Combines and averages a variety of learning achievements with effort, engagement, behavior, and possibly late penalties and/or extra credit to determine a final composite grade. 	<ul style="list-style-type: none"> Reports a variety of distinguishable learning achievements, which build into milestones along the path of progressing toward mastery, while describing learner engagement and/or behaviors separately.
<ul style="list-style-type: none"> Emphasizes when a task is completed/turned in without communicating what learning or progress has occurred (with less flexibility in how learning/progress is demonstrated by the learner). 	<ul style="list-style-type: none"> Emphasizes what learning or progress toward a standard/competency has been demonstrated (with more flexibility in how and when the learning/progress is demonstrated by the learner).
<ul style="list-style-type: none"> Focuses learners more on “What did I get?” and “How did I do compared to other students?” 	<ul style="list-style-type: none"> Focuses learners more on “What did I learn?” and “What can I do?”

Educators are expected to be actively involved with parents/guardians and students in assessing, evaluating, intervening, enriching, and communicating.

Standards-Based Learning and Grading

Standards-Based Learning and Grading means an ~~An~~ approach to learning, teaching, assessment, and grading that is based on students demonstrating understanding or evidence of learning toward mastery of academic disciplinary standards. Learning and progress are determined in comparison to these standards (concise, written descriptions of what students are expected to know and be able to do within an academic discipline). The criteria used to determine progress toward “meeting a standard” is defined in advance, often in a rubric, and teachers will evaluate learning progress and academic achievements in relation to these criteria. Grades for behaviors and work habits are important but are often reported separately from academic grades.

Competency-Based Learning

Competency-Based Learning means an ~~An~~ approach to learning, teaching, and assessment where learners advance through demonstrated progress toward, and mastery of, key competencies (integrative and interdisciplinary knowledge, skills, and dispositions that can be found and applied within, but also between and beyond, academic disciplinary standards).

Learners develop and hone these competencies—such as creativity, critical thinking, problem solving, working collaboratively, communicating effectively, and an academic or growth mindset (e.g., Success Skills)— over time and through applying them in real-world tasks, contexts, and/or with authentic purposes. This approach often includes a flexible pace, sequence, progression, and/or means in which learners can demonstrate they have reached key milestones along the path to demonstrating mastery of key competencies.

High School Promotion and Progression

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

Grade-Level Promotion

Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year and how those credits align with high school graduation requirements. Once promoted by credits earned, a student cannot be moved back a grade level.

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

High School Graduation Requirements

Requirement	Credits	Description
English/ Language Arts	4	English I, II, and two other personalized English/language arts credits aligned with the student's ILP
Mathematics	4	Algebra I, Geometry, Algebra III , or a career pathway course that incorporates the standards of Algebra II, and one other personalized math credit aligned with the student's Individual Learning Plan (ILP)
Science	3	Two foundational and one other personalized course to include content standards of Biology, Physics, Earth and Space Science, Chemistry, and unifying concepts
Social Studies	3	Two foundational courses (U.S. History and World History) plus a personalized course to include content standards of economics, government, and world geography (civics)
Health	1/2	
Physical Education	1/2	
Visual and Performing Arts	1	Students must earn one (1) credit in a visual and performing arts or a standards-based specialized arts course based on the student's ILP.
Electives	6	Additional credits aligned with the student's ILP
Total Credits	22	Minimum
Other Requirements		
Civics Exam		Pass with 60% or higher on a 100-question civics exam.
<u>Civics Exam</u>		<u>For students entering grade nine on or after July 1, 2025, pass with 70% or high on a 100 question civics exam</u>
Workplace Skills		Receive instruction in essential workplace skills.
Individual Learning Plan		Complete annual ILP (grades 6–12).
Technology		Demonstrate performance-based competency in technology.
<u>Defense of Learning</u>		<u>Students are required to complete a presentation of learning and growth</u>
Financial Literacy		Complete a Financial Literacy standards program or course.
<u>Financial Literacy</u>		<u>Students entering grade nine on or after July 1, 2025 are required to complete a one credit course in financial literacy. The course may be:</u> <ul style="list-style-type: none"> <u>One of the six elective credits required for graduation; or</u> <u>A mathematics or social studies course required for graduation if it meets state standards for the content area and the criteria established in KRS 158.1411 for the financial literacy course, as determined by the District and approved by the Kentucky Department of Education.</u>

~~Note: Students who entered the ninth grade in the 2019-20 school year or prior are subject to different graduation requirements.~~

Additional Graduation Requirements

i. Individual Learning Plan

Each student shall complete an ILP that emphasizes the following:

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

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

ii. Civics Test Requirement

KRS 158.141 requires a student to pass a civics test composed of 100 questions in order to graduate from a public high school with a regular diploma. Students must score 60 percent or higher and may retake the exam as often as necessary to pass the test. Students entering ninth grade on or after Jul y1, 2025 must score 70% or higher. The Civics Test, developed by JCPS, includes the 100 civics questions from the naturalization test, with most questions rewritten as multiple choice. The U.S. Citizenship and Immigration Service posted resources for preparation for the citizenship test at <https://www.uscis.gov/citizenship>. the official list of 100 civics questions on the naturalization test as well as free study materials at <https://www.uscis.gov/citizenship/2020test>.

iii. Financial Literacy and Essential Skills Instruction

Pursuant to KRS 158.1411 and standards as established by the Kentucky Department of Education (KDE), beginning with students entering grade nine on or after the first day of the 2020-21 school year through the end of the 2024-25 school year, students will need to complete one or more courses or programs that meet the financial literacy requirements. Students can demonstrate Financial Literacy Standards in one of the following ways:

- Pass a Business (Personal Finance) or Family Consumer Science (Money Skills) course as part of those specific Career and Technical Education pathways
- Pass Money Skills for Mathematics or Personal Finance for Mathematics elective course
- Successfully complete a school-based program that includes the KAS Financial Literacy Standards
Students entering grade nine on or after July 1, 2025 are required to complete a one credit course in financial literacy. The course may be:
 - One of the six elective credits required for graduation; or
 - A mathematics or social studies course required for graduation if it meets state standards for the content area and the criteria established in KRS 158.1411 for the financial literacy course, as determined by the District and approved by the Kentucky Department of Education."

iv. Technology Graduation Requirement Option

Students must demonstrate technology competency in order to graduate in one or more of the following ways:

- Successfully complete any computer course that includes digital literacy.
- Successfully complete a senior defense using appropriate technology.
- Earn a computational certification from an accredited or industry-based organization.
- Earn an EverFi Ignition certificate, which is placed in the student's permanent record.
- Successfully complete a qualifying technology-based performance event as approved by the principal. 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.

v. Journey to Success Requirement

Students are required to complete a Presentation of Learning and Growth/Defense of Learning during their senior year. Defenses of Learning are presentations where learners display their readiness to move to the next level by exhibiting artifacts and reflections that signify their growth in Success Skill competencies over a period of time.

Schools may adapt the process and expectations for students who enroll in JCPS during their senior year. Schools may exempt students from the requirement if they enroll during the Spring semester of their senior year.

Earning a Diploma Seal

i. Advance Program Diploma Seal

The Advance Program is an instructional delivery model to accelerate students who have demonstrated high-level academic potential. Students must be formally admitted into the Advance Program. Identification begins as early as the third grade. To qualify for the Advance Program Seal upon graduation, students must be identified by the ninth grade. To earn the Advance Program seal, students must complete all Kentucky Pre-college Curriculum graduation requirements as outlined in this document plus a minimum of two credits in the same world language. Of the 24 required credits in the pre-college curriculum, students must earn at least 12

credits in Advance Program or equivalent courses.

ii. Diploma Seal of Arts Excellence

KDE has established a Seal of Arts Excellence Program to recognize high school graduates who have demonstrated an advanced level of specialization, as determined by KAS, for the Visual and Performing Arts. Students may choose to specialize in one or more art forms to earn a Seal of Arts Excellence. The standards for Visual and Performing Arts incorporate the five arts disciplines of dance, media art, music, theatre, and visual art.

Such specialization will enable students to study an art form in an in-depth manner and work toward achieving an advanced demonstration in creating, performing/producing/presenting, responding, and connecting to their chosen art form as established by the *KAS for Visual and Performing Arts*. Students who choose to specialize in an art form will participate in performance-based arts courses designed to develop skills and understanding that will enable them to use the art form as a high-level communication tool. This is accomplished through the development of skills in the students' chosen processes that artists engage in to make the arts.

The Seal of Arts Excellence shall be implemented in accordance with KDE Guidelines. A student is eligible to earn the seal if the student:

- Is a high school junior or senior in good standing;
- Earns three (3) or four (4) Visual and Performing Arts credits in an area of interest, demonstrating sustained specialization/performance in the area; and
- Exhibits an advanced demonstration as determined by the *KAS for Visual and Performing Arts*.

iii. Diploma Seal of Biliteracy

KDE has established a Seal of Biliteracy to recognize high school graduates who attained a high level of proficiency in one or more languages, in addition to English. The Seal of Biliteracy shall be implemented in accordance with KDE Guidelines. Those guidelines are in alignment with national Guidelines for Implementing the Seal of Biliteracy, developed by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL), and Teachers of Speakers of Other Languages (TESOL) International Association.

Student eligibility to earn a seal shall be in accordance with the following:

- A student is eligible regardless of language background or any identified condition that may exclude demonstration of language proficiency in one or more of the required modes of communication;
- A student of American Sign Language (ASL), Classical Languages (Latin and Classical Greek) and Native American Languages shall be eligible to earn a seal;
- Participation in this program should be voluntary, and a student may earn a seal in multiple languages; and
- Certain components for a Seal of Biliteracy may be completed prior to high school for some students (e.g., Multilingual Learners and other populations).

High School Credits Earned Before High School Enrollment

Kentucky Administrative Regulation 704 KAR 3:305 requires 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 measures and goals, as set forth in 704 KAR 3:305.

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:

i. In a regularly scheduled course, during the school day:

1. The student is enrolled in a course with a JCPS high school code with a properly certified teacher.
2. The course instructor follows the district curriculum map for that course at the level of rigor required.
3. The course instructor follows the high school grading practices described in this the-High School Progression, Promotion, and Grading Handbook Assessing Learning and Grading Framework (cumulative grading).
4. The student earns a grade of A or B as the final grade in the course.

ii. **High school courses may be available via JCPSeSchool (not National Collegiate Athletic Association [NCAA]-eligible).**

iii. **In accordance with KRS 158.622 and Board Policy 08.113, students may earn high school credit in the equivalent course for qualifying (3 or higher) 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 their high school grade point average (GPA) when it becomes part of their transcript.

Early Graduation

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.

The Early Graduation Program is a KDE program, regulated by 704 KAR 3:305, and is based on meeting performance criteria on the state-required assessments and college-readiness exams.

	Early Graduation Program	Graduating Early
Minimum Requirements¹	Successfully complete the requirements for the Early Graduation Program as established in administrative regulation 704 KAR 3:305	All courses described in the "Graduation Requirements" section of this document
Test Requirements	Must take all state-required assessments	Must take all state-required assessments
Steps to Declaration	Student, Family, Counselor/Principal Conference <ul style="list-style-type: none"> • Review 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 and before turning 18 years old	
Deadline to Declare Planned Early Graduation Intent	Within the first 30 school days of the academic year of planned early graduation and flagged in Infinite Campus (IC) by October 15 of the projected year of graduation	Recommended within the first 30 school days of the academic year of planned early graduation
Kentucky Educational Excellence Scholarship (KEES) Money	<ul style="list-style-type: none"> • Eligible students graduating at the end of their third full year in a certified Kentucky high school will receive a fourth-year KEES equivalent award that is the average of base (GPA) awards earned prior to graduation. • 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	Not eligible

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

Graduation Timelines

The graduation year is determined by the date of completion of graduation requirements and final grade posting/coding. Students who complete graduation requirements from **August 1** through **July 31** (students must complete all work by **July 25**) are considered to be in the graduating class for that school year and must meet that year's graduation requirements. Students must complete all work by **July 25**. Students must be coded in the student information system according to KDE guidelines by **July 31** to be considered a graduate for that academic year.

Course Enrollment: Points of Emphasis

- Only one English graduation requirement course is taken during the regular school year unless approved by the principal/designee. In other words, students must make up any unsuccessful English graduation requirement course before moving to the next level, unless approved by the principal/designee. Schools should consider the appropriate sequence and delivery of the English standards, yet school faculty should never impede the student's option for early graduation.
- Pursuant to KRS 158.142, relating to the early high school graduation program, students pursuing early graduation may take two high school English courses in an academic year.
- A student or parent/guardian request for a schedule change must occur within the first five school days of the course.
- High school courses cannot be repeated to improve a grade **unless** the student did not pass the course. Each time a course is completed (successfully or unsuccessfully), the final grade is posted to the official transcript.

Dual Enrollment in Statewide Residential College Academies

In accordance with KRS 158.140, students accepted into Gatton Academy of Mathematics and Science at Western Kentucky University (WKU) or the Craft Academy for Excellence in Science and Mathematics at Morehead State University may be dual-enrolled in a JCPS high school and earn a diploma from the JCPS high school of enrollment upon completion of graduation requirements. The JCPS high school that dual-enrolls the student will schedule the student and transcript grades and receive the student's accountability scores if a JCPS diploma is awarded.

Kentucky Pre-College Curriculum

Though each university sets its own entrance requirements, Kentucky regulation 13 KAR 2:020 outlines the minimum requirements for admission to a public university.

- Students must meet the graduation requirements listed above, including two credits of world language or equivalent proficiency, as well as Algebra II and upper-level core electives.
- Students must also earn a 2.5 unweighted GPA (on a 4.0 scale). Students with a 2.0–2.49 unweighted GPA may be conditionally admitted under a learning contract.

High School Grading and Transcripts

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	Meets or Exceeds Standards	90–100%
B	Approaching Standards	80–89%
C	Developing Understanding	70–79%
D	Below Standards	60–69%
U/I	Significantly Below Standards or Insufficient Evidence	Below 60%

- Fifteen school days following the end of the first-semester grading cycle (ten school days for first- or second-trimester cycles)
- Before the first student day of the next school year following the second-semester/third-trimester

grading cycle

- If work is not completed in that time, the grade is recorded as a U.

W..... (Withdrawal) Students who withdraw from school and do not complete a course are assigned a W.

Standards-Based Reporting

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the Jefferson County Public Schools (JCPS) grading scale:

Letter Grade	Standards-Based Grading Scale	Grading Scale	Performance Description
A	4	90–100	Meets or Exceeds Standards
B	3	80–89	Approaching Standards
C	2	70–79	Developing Understanding
D	1	60–69	Below Standards
U/I	0	Below 60	Significantly Below Standards/ Insufficient Evidence

Categories of Academic Grades and Descriptive Feedback

Teachers will use a **balanced approach** by using two grading categories (Progression and Mastery) to determine grades for each credit-bearing term (semester/trimester/yearlong). Teachers will also offer students descriptive feedback regarding student engagement with standards and success skills. Academic grades are based on progression toward and evidence of learning toward mastery of standards and success skills and reflect what the student knows and is able to do. Each of the two categories must be represented in grades, and each category shall include a variety of evidence, **not** just test grades.

- Participation should be noted on descriptive feedback only, and academic grades are not reduced as punishment for misconduct or inappropriate behaviors, including submitting late work or not having supplies.
- These behaviors should be reflected in the student's conduct report.
- Teachers must ensure that all students have equitable access and opportunities to complete class and homework and provide support for students to overcome barriers.

Categories of Academic Grades (must include both)	Evidence of Learning for Either Category (Examples include, but are not limited to, the following.)
Student Progression Toward Standards, Competencies, and Success Skills <ul style="list-style-type: none">• Shall count for between 10% and 30% of the total academic grade	Homework, problem solving, class assignments, quizzes, anecdotal records, projects, student self-assessment, demonstrations of learning, student reflection, performance assessments, and/or other evidence of student progress
Student Evidence of Learning Toward Mastery of Standards, Competencies, and Success Skills <ul style="list-style-type: none">• Shall count for between 70% and 90% of the total academic grade	Projects (e.g., project or problem-based), demonstrations of learning, authentic assessments, presentations, defenses, tests/proficiency assessments and/or other evidence of student learning toward mastery
<ul style="list-style-type: none">• Teachers must use both categories listed above (Progression and Mastery) when setting up elements in their gradebook, Infinite Campus (IC), or other electronic gradebook.• No one assignment can count for more than one-third of an entire category (e.g., Progression and Mastery).	

Each teacher must supply a copy of their grading procedures/syllabi to the students, parents/guardians, and the principal/designee. The IC gradebook should also align with [the this High School Progression, Promotion, and Graduation Handbook Assessing Learning and Grading Framework](#) and syllabus. Parents/Guardians may obtain information about grading procedures from their child, through online resources, at Open House, and during parent-teacher conferences.

It is recommended that teachers consider grading with a criterion rubric that reflects the progression of a skill or competency, rather than completion of a task. The focus should be on providing meaningful work rooted in standards and giving ongoing, descriptive feedback that allows students to continue to improve rather than focusing on assigning a grade. These guidelines are designed to support everyone in taking steps toward a more mastery, standards-based approach. Teachers are encouraged to use the Standards-Based Grading Scale and performance descriptors before converting to a percentage-based grading scale. The use of zeros for missing work is discouraged, as it does not reflect learning or growth. Teachers should consider using a “Missing” indication or a blank grade, if necessary.

Grade Point Average

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

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

Weighted Grades: College Credit and Equivalent Courses, such as Advanced Placement (AP) from the College Board, International Baccalaureate (IB), Advanced International Certificate of Education (AICE) from Cambridge International Education, and Dual Credit will be weighted on a sliding 5.0 scale as follows:

Grade Quality Points

A...5.00 **B**...3.75 **C**...2.50 **D**...1.25 **U**...0

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

Grade Reporting

Philosophy

In order to maintain a collaborative relationship within a school’s learning community, the following process should be followed when making significant changes to a school’s report card in order to report progress on competencies and standards:

1. The principal shall form a report card committee with a representative membership, including school-based educators and parents/guardians.
2. The report card committee shall work with the District-based Assessing Learning and Grading Framework team and Teaching and Learning leaders to assess school values and utilize a competency and/or standards-based progress reporting system, parent and family communication plans, and other supporting structures.
3. The committee’s decisions will be subject to the approval of District leadership, as applicable, and do not supersede JCBE Policies, administrative procedures, or reporting formats.

Procedure

The chart below describes what type of grades students earn by schedule type or course length for each of the six grade reports distributed districtwide. Progress grades are cumulative from the start of the term to the grading period reported. A final grade is a cumulative report of students’ progress from the start of the term and represents credit earned, and a final grade appears on the Permanent Record (transcript).

Schedule or Course Type			
Grading Period	Trimester	Semester	Yearlong
1st 6 Weeks	Progress Grade	Progress Grade	Progress Grade
2nd 6 Weeks	Final Grade (0.5 Credit)	Progress Grade	Progress Grade
3rd 6 Weeks	Progress Grade	Final Grade (0.5 Credit)	Progress Grade

4th 6 Weeks	Final Grade (0.5 Credit)	Progress Grade	Progress Grade
5th 6 Weeks	Progress Grade	Progress Grade	Progress Grade
6th 6 Weeks	Final Grade (0.5 Credit)	Final Grade (0.5 Credit)	Final Grade (1 Credit)

- Courses at traditional high schools may follow different grading patterns. Please check the school handbook for details.
- Pursuant with the joint CPE and KDE Dual-Credit Policy, the postsecondary institution's grade reporting timeline will apply to dual-credit/enrollment courses and be used by the secondary school awarding credit. The instructor must detail the grade reporting timeline on the course syllabus. JCPS Dual Credit instructors on the high school campus must report progress grades as outlined above. This includes informing parents when students exhibit unsatisfactory performance.
- A student taking a dual-credit course that is taught online, taught by a postsecondary instructor with a District facilitator as the teacher of record, or taught on a college campus, will not receive a progress grade during a term, since the course is not taught by a District teacher.
- All teachers are required to inform parents when students exhibit unsatisfactory performance as described below:
 - If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified by the teacher at least one week prior to the end of the six-week grading cycle. After notification, a verbal or written plan for improvement must be developed in cooperation with the teacher, the student, and the parent/guardian.
 - Attendance records or reports should include documentation of tardies to school and class.
 - Local schools may use additional reporting material to fit the needs of the community.
 - 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.
 - Students with disabilities: Depending on the service-delivery model, academic progress, and social development, grades are assigned by the Exceptional Child Education (ECE) teacher, the Comprehensive Program (CP) teacher, or both, according to the following:
 - a. Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE.
 - b. 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.
 - c. Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE classroom.
 - Multilingual Learners (MLs): The Program Services Plan (PSP) and MLs should be followed. See page [2320](#) for additional considerations and requirements for MLs. 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.
 - Report card grades are to reflect PSP instructional and assessment accommodations without limiting the student from earning the highest grade in the content area.

Evaluation of Incoming Transfer Records

- The local school counselor interprets and evaluates data from non-JCPS transcripts for conversion to a JCPS transcript. If questions concerning interpretation arise, they are resolved by the principal.
- In specific circumstances, educational records need to be reviewed in a nontraditional manner. Students and families in these situations will have records reviewed as follows:
 - Students identified as Multilingual Learners enrolling with non-U.S. transcripts and/ or educational records should be evaluated by the Office of Multilingual Learners (OML) or counselors trained by the OML, including international exchange students seeking graduation. Transcripts evaluated by the OML will be shared with the receiving school and will include an interpretation of educational records that will become the student's permanent record and be treated as such. A student who has completed the required education coursework in their country shall not be a candidate for a diploma from JCPS. Please consult with the OML Welcome Center regarding transcript questions or concerns

or for resources to support ML students.

- 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.

- Students enrolling from a nonaccredited non-public secondary school, including a home school, or an accredited school from which a properly certified transcript cannot be obtained should provide any pertinent educational records to assist in placement. These could include:

- a. A summary of courses taken;
- b. Report cards or transcripts;
- c. Unofficial transcripts;
- d. An attendance manual recording the days and times of instruction;
- e. A portfolio of student work;
- f. Additional material considered helpful in determining grade placement; and
- g. Anecdotal evidence.

- Counselors should follow the provisions of 704 KAR 3:307 to recognize credits and place students, which states in part:

(1) The local school district shall be responsible for the appropriate assignment of a student transferring from a nonaccredited secondary school to the class or grade best suited for the student. Previous credit earned by a student in a nonaccredited secondary school shall be awarded by the local school district by one (1) of the two (2) following methods:

- (a) Pass an examination of similar nature and content to the examination used for other students receiving credit for a particular course within the school district and graded on a comparable basis; or
- (b) Successful performance of the student in a higher level of the course when the courses are sequential in nature such as English, mathematics, history, and science. Successful performance shall consist of achieving at least a C grade in the course by the 12th week of school.

(2) The courses successfully completed by examination or performance shall be counted toward minimum high school graduation requirements in the local school district.

A student desiring recognition of previous credits toward graduation upon entering a public secondary school without a properly certified transcript, and for whom a properly certified transcript cannot reasonably be obtained, shall be placed and awarded credit as outlined in Subsections (1) and (2) in the Section above.

- ~~– Students enrolling from a nonaccredited secondary school or an accredited school from which a properly certified transcript cannot be obtained should provide any pertinent educational records to assist in placement. These could include report cards, unofficial transcripts, and anecdotal evidence. Counselors should follow the provisions in 704 KAR 3:307 to recognize credits and place students. This regulation allows for performance-based credit awards in specific situations.~~

- ~~– Students enrolling from Home School will provide the following information to the local school:~~

- ~~a. A Transcript—a record of grades as earned by the student~~
- ~~b. An outline of material covered in each course~~
- ~~c. A portfolio consisting of six pieces of work, one from each course for which credit is sought~~
- ~~d. The name, author, and publisher of textbook(s) and instructional materials used~~
- ~~e. An attendance manual—a record of days and times of instruction~~
- ~~f. All additional material considered helpful in determining grade placement~~

- In case a student transfers from one scheduling structure to another (e.g., semester to trimester or trimester to semester), then District benchmark assessments, when applicable, will be used to measure student mastery of the standards to determine appropriate placement and scheduling for the student. In addition, Transition Centers or other credit recovery tools may be used to ensure completion of coursework and to ensure that individual student needs are met as the student transitions.
- In case a student transfers to or from Pathfinder School of Discovery and another JCPS school, then District benchmark assessments, when applicable, will be used to measure student mastery of the

standards to determine appropriate placement and scheduling for the student. In addition, Transition Centers or other credit recovery tools may be used to ensure completion of coursework and to ensure that individual student needs are met as the student transitions.

- Seniors should not be treated differently from other students who come to enroll in a JCPS high school. Policies around student assignment apply equally to seniors. Each enrolling student should have a review of records that results in placement options explained to the student and family. This belief is aligned with the JCPS vision and mission.
- Any student who has a General Educational Development (GED) certificate may complete requirements for a diploma only through Jefferson County High School.

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

Evaluation of Non-JCPS Transcripts for the Advance Program

The JCPS Advance Program provides challenging schoolwork for academic high achievers. Parents/Guardians need to submit the following information to the District's Gifted and Talented/Advance Program supervisor 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 to place students in the Advance Program; a comparable test used by psychologists is the Wechsler Intelligence Scale for Children—Revised (WISC-R). Any test that has a Cognitive Skills Index will be reviewed.
- Copies of the last two years' report cards
- Copies of the student's latest standardized achievement test scores
- Gifted/Talented screening information used by the out-of-district school to determine placement of this student in its gifted/talented program
- Any additional materials that the parent or District designee considers helpful in determining Advance Program placement and/or gifted and talented eligibility.

Considerations and Requirements for Special Populations

Exceptional Child Education (ECE)

The Individuals with Disabilities Education Act (IDEA) does not address standards of promotion or retention for students with disabilities. Generally, IDEA does not require the Admissions and Release Committee (ARC) to make the decision on promotion or retention. If the student is on track for a regular diploma, the ARC does not determine if the student will be retained. For students who are on Alternate Assessment or those who plan on staying enrolled until 21 years of age, please contact the school's Exceptional Child Education Implementation Coach for further information. Determining if a student with disabilities will be promoted or retained shall be a collaborative process with the parent/guardian, school administrator, special education teacher, and others who are knowledgeable about the student's educational needs and disability. A retention or promotion decision is not the same as placement decisions for IDEA purposes. Students with Individual Education Programs (IEP) are to receive the specially designed instruction and supplementary aids and services as described within the IEP. If a student with a disability is not making progress, the ARC may need to reconvene to determine if additional instruction or supports are needed. Students with disabilities are to be provided a Free Appropriate Public Education (FAPE).

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 the JCPS *Exceptional Child Education Procedures Manual* available on the JCPS website, 707 KAR 1:002 to 707 KAR 1:380, and Federal Regulation 34 F.R. Part 300.

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 or at **(502) 485-3890**.

Gifted and Talented Students

Students in grades four through twelve (4-12) shall be identified for Gifted and Talented in accordance with 704 KAR 003:285, which references the definition of “exceptional children” in KRS 157.200, which includes a category of “exceptional students” who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.” Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations. Curricular materials shall be those designed to challenge the formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented students services plan (GSSP), shall match the learner’s needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

Source: JCPS Administrative Procedure 08.132 AP.1; JCPS Online Policy and Procedure Manual (<https://policy.ksba.org/Chapter.aspx?distid=56>)

Homeless Children and Unaccompanied Youth

Consistent with JCPS Administrative Procedure 09.12 AP.25, 704 KAR 7:090 and KRS 156.160(p), to the extent feasible, the District shall support a homeless child or unaccompanied youth by awarding and accepting of credit, including partial credit, for all coursework satisfactorily completed by a student while enrolled at another school.

Requesting and Sending Transfer Records

Upon enrollment of a student who has been identified as a homeless child or unaccompanied youth as defined in Board Policy 09.12, the receiving school shall:

1. Request the student’s entire education file from the sending school, including cumulative records, full or partial credits, special education records, homeless and foster care status, and immunization records. If these records are not received within the timeline set forth in this section, the receiving school shall follow up with the sending school to ensure their prompt submission;
2. Immediately notify the school homeless liaison and school counselor of the student’s enrollment; and
3. Notify the student and the parent/guardian of the name, contact information, office location, and hours of the school homeless liaison.

A sending public school in Kentucky, upon receiving a request, shall provide all student records within the student data system maintained by the Kentucky Department of Education (KDE) by then end of the working day on the day of receipt of the request. If a record provided to the new school is incomplete, the sending school shall provide the completed record within three business days of the original request.

A sending nonpublic school or school in another state, upon receiving a request shall be asked to provide copy of the youth’s entire education file within five business days of receipt of the request, to ensure appropriate placement and scheduling.

Student records shall not be withheld from the requesting school or school district because of any fees, fines, or books owed by the student or their caregiver.

Evaluation of Incoming Transfer Records

A student who is identified as a homeless child or youth as defined in Board Policy 09.12 shall be evaluated based on:

1. Available school records;
2. Information provided by the child or the adult enrolling them; and
3. The student’s age.

If records are unavailable, a student shall be immediately enrolled and placed in classes. The school principal may extend the evaluation timeline when appropriate and in the best interest of the student.

Participation in Nonacademic and Extracurricular Activities

Homeless children and youths who meet the relevant eligibility criteria shall have an equal opportunity to participate in nonacademic and extracurricular services and activities, including, but not limited to, extracurricular athletics, intramural athletics, and clubs.

Multilingual Learners

Teachers design, scaffold, 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.

JCPS believes in an asset-based approach to education. "As part of its asset-based belief system, World-class Instructional Design and Assessment (WIDA) uses the term *Multilingual Learners* to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis ... in an effort to encourage the field to use terminology that is asset-based and inclusive." (WIDA, 2020, p. 11). JCPS believes this shift in terminology is important as well. The term *Multilingual Learner (ML)* will be used throughout this document; however, in some instances in this document, the term *Multilingual Learners (ELs)* is used for policy purposes.

MLs receive instructional and assessment accommodations in the classroom to support access to grade-level standards. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that must be implemented.

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 MLs can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with MLs, including Newcomer MLs (MLs who are in their first calendar year or less of enrollment in a U.S. school **and** who scored less than 2.0 composite on the WIDA screener or ACCESS for ELLs).

Federal guidance requires that MLs, including Newcomers, shall have equal access to high-quality education and the opportunity to achieve their full academic potential (joint guidance from U.S. Department of Justice and the U.S. Department of Education). This is achieved by providing grade-appropriate, rigorous, and standard-aligned instruction with differentiation and scaffolds.

Report card grades are to reflect PSP 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.

High School Student Support Programs

A planned transitional program is provided for students to support advancement through high school. JCPS support and assistance programs may include the following:

- Advisory Programs
- Content Recovery Programs
- [Counseling Services](#)
- ECE Services
- English Language Development Program (ELD)
- [Exceptional Child Education \(ECE\) Services](#)
- Extended Learning Opportunities
- [Extended School Services \(ESS\)](#)
- [Gifted and Talented](#)
- ~~[Guidance Services](#)~~
- Independent Study
- Mental Health Counseling
- Multi-Tiered Systems of Support (MTSS)
- Pathfinder *eSchool* online supports
- Restorative Practices
- School-Based Tutoring Centers
- Summer School Program
- Title I Funded Programs
- Youth Services Centers (YSCs)

Extended School Services

High school students are given the opportunity to receive ESS:

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

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

Virtual/Online Learning Opportunities

High school students may need to make up significant work for many reasons. To facilitate this need, JCPS offers multiple ways students can either get real-time support for content and skill development as well as credit recovery.

- **Content Supports** are designed to provide “just-in-time” assistance to students who need additional learning opportunities to understand a unit of study. This assistance could be employed during a course or shortly after completion of a course. To be eligible for content support, a student must work with their teacher to identify the modules to be completed. A grade contract may be used if a grade change is requested.
- **Credit Recovery** is used by students to make up a failing grade that has been recorded. To be eligible for credit recovery, a student must work with their counselor (if the student is no longer enrolled in the course to be recovered) to identify courses to be recovered. Credit recovery results in an additional entry on the student transcript.
- **Initial Credit** is a course taken in an alternative setting (not a traditional classroom) for first-time credit. A student must work with his or her counselor to identify courses eligible for initial credit. Generally, students take initial credit to work ahead of their cohort or if a course is not available at their home school.

Below are some of the online opportunities for content support or credit recovery.

JCPSeSchool

JCPSeSchool is a digital learning platform where students can take online high school courses for initial credit, credit acceleration, credit recovery, and content recovery. Students are able to meet educational needs through a teacher-led online classroom that allows for the completion of coursework virtually. Highly qualified teachers grade coursework, encourage student achievement through regular communication, and monitor the successful completion of courses. A student may participate in JCPSeSchool while still enrolled in their home school under specific circumstances as approved by the student’s school administration.

Common Digital Learning Platform (currently Edmentum)

A common digital learning platform will be used by all JCPS high schools to ensure that students are supported for content recovery, acceleration, and credit recovery. In addition, the common digital learning platform may be used to supplement individual classroom work or as a stand-alone initial credit opportunity. The selection of a common digital learning platform will follow the Kentucky Digital Learning Guidelines from KDE.

Transition Readiness

Transition readiness is defined by KDE and regulated by 703 KAR 5:270. Students can demonstrate transition readiness several ways using academic and career measures to include meeting readiness benchmarks on the ACT; earning college equivalent credits via Dual Credit, AP, IB, or AICE courses; and completing CTE pathways and associated Industry Certifications and/or End-of-Program Assessments. ELs and Alternative Diploma students have additional requirements.

Work-Based Learning

The fundamental purposes of work-based education are to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (e.g., attitudes, technical skills, and knowledge) needed to be successful in their chosen careers. It is the responsibility of each administrator, principal, teacher, or director to be aware of and in compliance with all legal aspects related to student employment. It is the direct responsibility of the teacher/coordinators to promote compliance with all state and federal laws and regulations when placing students in a work-based program. Details can be found in the *Kentucky Work-Based Learning Manual* and the *JCPS Work-Based Learning Manual*.

In accordance with KRS 164.7479 and 11 KAR 15:090, students are required to take five courses yearly to qualify for KEES. Students participating in Work-Based Learning can earn a maximum of one credit per academic

year to count for the purposes of satisfying yearly KEES curriculum requirements.

Transition

An ILP must be completed annually. This is a major component of transition planning for all students, including those with disabilities. The ILP should be developed in collaboration with the student, parents, teachers, and administrators and with community agency involvement as appropriate.

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, pre-kindergarten to grade 12.

Students in grades nine through twelve shall receive appropriate credit for work completed during an approved summer 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 Academic Standards and as outlined in the *Student Progression, Promotion, and Graduation Handbook*.

Certificate and Transfers (Board Policy 08.22)

When a student in any public school completes the prescribed program of studies of the eighth grade, the student 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, the student may not be assigned to a lower grade or course until the student has demonstrated that he or she is not suited for the work in the grade or course to which the student has been promoted. Procedures for evaluation of transfer records shall be contained in the *Student Progression, Promotion, and Graduation Handbook*.

A student who has completed the requirements established by the 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.

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.

Notification of Student Performance (Board Policy 08.221)

Parents/guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.

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.

Parents shall be encouraged to attend two (2) parent-teacher conferences annually.

Parent Conferences (Board Policy 03.1332 and 08.221)

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)

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.

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 who 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 content requirements established by the Kentucky Academic Standards, and the credits required by the minimum requirements for high school graduation in 704 KAR 3:305, the Board may impose other requirements for graduation from high school. Students shall complete an Individual Learning Plan (ILP) that focuses on career exploration and related postsecondary education and training needs.

Performance-Based Credits (Board Policy 08.1131)

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, 704 KAR 3:305. Procedures for developing and amending the system shall address the following:

1. Conditions under which each high school may grant performance-based credits and the related performance descriptors and assessments;
2. Objective grading and reporting procedures;
3. Content standards established in 704 KAR 3:303 and 704 KAR Chapter 8;
4. The extent to which state-provided assessments will be used;
5. The ability for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning; and
6. Criteria to ensure that internships, cooperative learning experiences, and other learning in the school and community are:
 - Designed to further student progress toward the Individual Learning Plan;
 - Supervised by qualified instructors; and
 - Aligned with state and District content and performance standards.

The *High School Student Progression, Promotion, and Graduation 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.

Civics Exam (Board Policy 08.113)

Students wishing to receive a regular diploma must pass a civics test made up of one hundred (100) questions selected from the civics test administered to persons seeking to become naturalized citizens and prepared or approved by the Board. A minimum score of sixty percent (60%) is required to pass the test and students may take the test as many times as needed to pass. For students entering grade nine on or after July 1, 2025, a minimum score of seventy percent (70%) is required to pass the test. Students who have passed a similar test within the previous five (5) years shall be exempt from this civics test. This shall be subject to the requirements and accommodations of a student's Individualized Education Program (IEP) or a Section 504 Plan.

Early Graduation Program (Board Policy 08.11311)

Students who meet all applicable legal requirements shall be eligible for the Early Graduation Program (EGP) in relation to receipt of a graduation diploma and an Early Graduation Certificate. Students wishing to participate in the EGP shall notify the principal in writing at the beginning of grade nine (9) or as soon as the intent is known, but no later than the first thirty (30) school days of the academic year in which the student intends to graduate.

A student shall not be prohibited from completing the EGP if the student meets all requirements. Students who enroll in the EGP and meet all applicable legal requirements shall receive a diploma and an Early Graduation Certificate.

A Letter of Intent to Apply shall be entered into the student information system by October 15 of the year the student intends to graduate.

A student shall complete all requirements applicable to the academic year in which the student intends to graduate as established in administrative regulation by the Kentucky Board of Education.

A student who has indicated an intent to complete the EGP may participate in the state administration of the college entrance exam prior to the junior year, if needed.

For students wishing to participate in the EGP and earn an Early Graduation Certificate and scholarship, the superintendent/designee shall provide:

- a. Criteria for supporting the development and monitoring of the student's ILP;
- b. Goal planning related to the attainment of established District essential workplace ethics programs;
- c. Completion of a professional résumé; and
- d. Completion of one (1) postsecondary admissions application that may be used at a Kentucky public two-year community and technical college or a Kentucky four-year public or non-profit independent institution accredited by the Southern Association of Colleges and Schools.

Each EGP participant, with the support of the comprehensive school counselor/designee, shall:

- a. Identify all EGP requirements and develop a strategy within the ILP for meeting those requirements, including the District's established workplace ethics program; and
- b. Complete an entrance interview with the principal/designee to discuss postsecondary goals and career aspirations.

By July 1, 2024, each high school shall determine performance descriptors and evaluation procedures for an EGP performance-based project, portfolio, or capstone required for students who intend to complete the EGP beginning with the 2024-25 academic year.

Performance descriptors and evaluation procedures shall provide an opportunity for the student to demonstrate attainment of the following critical skills required for postsecondary and career success:

- a. Attainment of essential workplace ethics program components;
- b. Demonstration of an ability to apply the academic standards as a lifelong learner and contributing member of society;
- c. Demonstration of written and verbal communication skills needed for postsecondary success; and
- d. Demonstration of an ability to think critically, synthesize information, and draw conclusions.

By July 1, 2024, the performance-based project, portfolio, or capstone shall be required for completion of the EGP. Each high school shall maintain and make readily available to the Kentucky Department of Education the EGP participant's performance-based project, portfolio, or capstone for a minimum of five (5) years.

Any student seeking to graduate early who receives services deemed essential by the District shall engage in meaningful consultation with a school-based mental health services provider on the creation of a continuity of services plan prior to graduation.

The District shall ensure the creation of a continuity of services plan for all students identified as a homeless child, a migratory child, or youth engaged in foster care. A transition plan shall be completed for children aging out of foster care.

Graduation Exercises (Board Policy 08.113)

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 (Board Policy 08.113)

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.

A student who is at least seventeen (17) years of age and who is a *state agency child*, as defined in KRS 158.135, shall be eligible to seek attainment of a High School Equivalency Diploma.

The District shall report individual student data regarding the completion of each graduation qualifier and each graduation prerequisite to the Kentucky Department of Education.

The Board may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher-level course for a required course if the alternative course provides rigorous content.

Diplomas for Veterans (Board Policy 08.113)

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.

Hardship Graduation (Board Policy 08.1132)

Students who experience extreme health or economic hardship may apply for assistance with graduation requirements for hardship reasons. In the case of extreme hardship, the District may provide alternative methods for the student to complete District graduation requirements which may allow for early graduation. Methods may include, but are not limited to, regular classroom instruction, alternative classroom instruction, online courses, performance-based opportunities, college programs, consideration of waiver of District requirements that exceed state minimums (the District cannot waive state minimums), or credit recovery.

Glossary

Advanced Placement—A nationally recognized, college-level curriculum developed and monitored by the College Board

Advance Program—A program designed to provide instruction for academically gifted and talented students

AICE—Advanced International Certificate of Education is awarded by Cambridge International Education for coursework completed and passing culminating exams.

ARC—Admissions and Release Committee

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

Dual Credit—When a course, taken either on the high school or college campus, earns the student both high school and college credit simultaneously

Dual Enrollment—Any scenario when a student is enrolled at two institutions at the same time and may spend part of their day/week at each institution

ECE—Exceptional Child Education

EL—English Learner

ELD—English Language Development

ESS—Extended School Services

GPA—Grade point average

IB—International Baccalaureate—A nonprofit educational foundation that supports and monitors curricula and philosophies that help students develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world

IEP—Individual Education Program

ILP—Individual Learning Plan

Industry Certification—A designation earned by a person, typically by examination or performance, to ensure their qualification to perform a job or task

JCBE—Jefferson County Board of Education

JCPS—Jefferson County Public Schools

KAS—Kentucky Academic Standards

KDE—Kentucky Department of Education

KEES—Kentucky Educational Excellence Scholarship

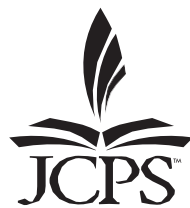
ML—Multilingual Learner

OML—Office of Multilingual Learners

PSP—Program Services Plan

SBDM—School-Based Decision Making

WIDA—World-class Instructional Design and Assessment



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