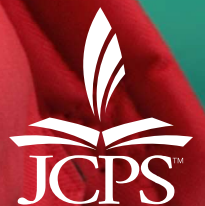


JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression and Promotion Handbook

Middle School

2026-27



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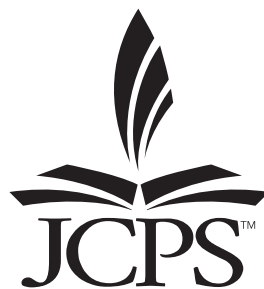


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Kentucky Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (KERA), 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:

- Literacy, including communication skills necessary to function in a complex and changing world
- Knowledge to make wise economic, social, career, and political choices
- Core values and qualities of good character to make moral and ethical decisions throughout life
- Understanding our constitutional republic, the three (3) branches of government, and how government impacts citizens, 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 each student to appreciate the student's own cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete competitively with students in other states

Furthermore, schools shall:

- Expect a high level of academic achievement of all students.
- Develop their students' abilities to:
 - Use 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, civics, 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 critically, creatively, and independently to 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 their students' rate of school attendance.
- Increase their students' graduation rates and reduce students' 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.

Introduction

This uniform *Middle School Student Progression and Promotion Handbook* is reviewed and approved annually by the Jefferson County Board of Education (JCBE). The handbook supports the philosophy and vision of 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.

Procedures for Middle School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress 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. Students who meet criteria shall be promoted to the next grade level.

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.

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 Defense of Learning during their eighth-grade year.

Student Support and Assistance

Support and assistance are provided to ensure all students have equitable opportunities to demonstrate progress toward standards and success skills. JCPS programs and services may include the following:

- Counseling Services
- Exceptional Child Education (ECE) Services
- English Language Development (ELD) Program
- Extended School Services (ESS)
- Extended Learning Opportunities
- Gifted and Talented (GT)
- Mental Health Counseling
- Multi-Tiered Systems of Support (MTSS)
- Restorative Practices
- Title I Funded Programs
- Youth Services Centers (YSCs)

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 that 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?”

Competency-Based Learning

Competency-Based Learning is 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 (for example, the 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.

Standards-Based Learning and Grading

Standards-Based Learning and Grading is 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.

Reporting of Student Progress

Student learning and progress are reported based on evidence of student work and/or performance that demonstrates progress toward and/or acquisition of essential standards and competencies (Success Skills) and thus reflects what the student has learned and/or is able to do. Teachers will also offer students descriptive feedback regarding student engagement with competencies (Success Skills) and standards, but student engagement is not included in the determination of a grade. Student learning and growth must be represented in a variety of sources and kinds of evidence/assignments.

- Participation should be noted in 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 the class and homework and provide support for students to overcome barriers.
- A copy of the teacher’s reporting procedures for grading and reporting of learning and growth (e.g., syllabus, family letter, etc.) must be provided to students, parents/guardians, and the principal/designee.

Category of Academic Grades	Evidence of Learning Toward Mastery (Examples include, but are not limited to, the following.)
Student Evidence of Learning Toward Mastery of Standards and Success Skills <ul style="list-style-type: none"> • Shall count for 100 percent of the total academic grade 	Projects (e.g., project or problem-based), performance assessments, demonstrations of learning, authentic assessments, presentations/defenses, other evidence of learning toward mastery, or tests/proficiency assessments
<ul style="list-style-type: none"> • No one assignment can count for more than 20 percent of the entire Mastery category. Students should be afforded multiple opportunities to demonstrate learning and mastery, with some tasks and/or assignments able to be reused and resubmitted after feedback and/or more practice to demonstrate mastery. 	

Descriptive Feedback	Examples of Evidence of Learning (Examples include, but are not limited to, the following.)
Student Engagement With Standards and Success Skills <ul style="list-style-type: none"> • Shall be communicated through descriptive feedback 	Participation, group work, class discussion, journals/logs/notebooks, projects, teacher observation, student reflection, demonstrations of learning, defenses, and/or other evidence of student interaction

The Infinite Campus gradebook should also align with this handbook and the syllabus. Parents/Guardians may obtain information about reporting procedures from their child, through online resources, at Open House, and during parent-teacher conferences.

It is recommended that teachers consider reporting 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. Consider using a “Missing” indication or blank grade, if necessary.

Explanation of Academic Grades

JCPS Grading Scale

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 of Standards.....	70–79%
D	Below Standards.....	60–69%
U/I	Significantly Below Standards/Insufficient Evidence.....	Below 60%

Final grades are determined by averaging the quality point equivalents of the four 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 three of four grading periods. 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.

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 JCPS grading scale:

Standards-Based Reporting Grading Scale	Performance Description
4	Meets or Exceeds Standards
3	Approaching Standards
2	Developing Understanding of Standards
1	Below Standards

Progress 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 does not supersede JCBE policies, administrative procedures, or reporting formats.

Procedure

Report card grades are determined at the end of each nine-week grading period. Grades should be posted to the transcript within two weeks of the grade report distribution.

Each nine-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 unsatisfactory performance, 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.

Once posted, a grade may be changed in collaboration and consultation between the teacher and a school administrator. The parent/guardian shall be notified of any grade change.

Progression Within Middle School

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

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

If a student passes two-thirds of all graded courses taken regardless of length, 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 prior to **August 1** before the next school year. The work may be part of coursework, ESS, or tier two and three supports or interventions from the 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, they are 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 second grading period, the school will send home the Midyear Status Notification Form or a similar form during the third 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. 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.

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 and 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.

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 Middle School Grading Framework (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 an approved digital learning platform (not National Collegiate Athletic Association [NCAA]-eligible).
3. 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 their high school grade point average (GPA) when it becomes part of their transcript.

Approved Digital Learning Platform

An approved 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 an approved digital learning platform will follow the Kentucky Digital Learning Guidelines from the Kentucky Department of Education (KDE).

Middle schools with Transition Centers provide full technical access to a common digital learning platform and coordinate 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.

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 their academic achievements, extracurricular experiences, and career education exploration activities to create a concrete plan for success. The development of a student's ILP shall be established within the first 90 days of the sixth grade. 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 the student's best works from each subject
- Additional assessments considered helpful in determining grade placement
- Students who are identified under the IDEA should be evaluated by the 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/guardian 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. 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.

The JCPS Advance Program provides challenging schoolwork for academically gifted students. 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:

- Copies of the last two years' report cards
- Copies of the student's latest standardized achievement test scores

Considerations and Requirements for Special Populations

Exceptional Child Education

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 (ECE) 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 an Individual Education Program (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 the 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 Executive Officer, Exceptional Child Education at VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218 or at (502) 485-3664.

Gifted and Talented

Students in grades four through twelve shall be identified for Gifted and Talented in accordance with 704 KAR 003:285. That administrative regulation 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, a student need not be reevaluated, except to determine suitability of services.

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

Service options for the formally identified gifted learner (grades four through twelve) shall be described in the Gifted and Talented Student 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*

Homeless Children and Unaccompanied Youth

Consistent with JCPS Administrative Procedure 09.12 AP.25, 704 KAR 7:090 and KRS 156.160(1)(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 KDE by the 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 a 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:

- Available school records;
- Information provided by the child or the adult enrolling them; and
- 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

Federal guidance requires that all Multilingual Learners (MLs) with a Program Service Plan (PSP) have equal access to high-quality education and the opportunity to achieve their full academic potential (joint guidance from the U.S. Department of Justice and U.S. Department of Education). This is achieved by providing grade-appropriate, rigorous, and standards-aligned instruction with differentiation, scaffolds, and accommodations.

A student's PSP outlines the instructional and assessment accommodations that must be implemented. MLs receive instructional and assessment accommodations in the classroom to support access to grade-level standards. These accommodations are part of the student's ongoing instructional program and are used consistently as part of the routine instruction. Accommodations from the PSP can be viewed in Infinite Campus under the English Learner tab, "English Learners (EL) Accommodations."

Teachers design, scaffold, and modify instruction, assignments, and assessments based on students' English language proficiency levels in reading, writing, listening, and speaking as determined by the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) screener and/or summative assessments (WIDA screener and ACCESS). Teachers use information in Infinite Campus under the English Learner tab, "English Learners (EL) Assessments" or Ellevation.

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 "below" or "significantly below standards" solely based on their English proficiency level. A student could receive a "below" or "significantly below standards" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade. Conversely, a student could receive "meets or exceeds standards" on a mastery assessment given that PSP accommodations were provided and instruction was planned and delivered with WIDA Can-Do Descriptors in mind.

The WIDA Can-Do Descriptors in Ellevation 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 all MLs, including Newcomer MLs (Newcomer ML students in their first calendar year or less of enrollment in a U.S. school).

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 twelve.

Student progress through the educational program shall be determined by criteria that reflect mastery of state-required capacities and is aligned with the Kentucky Academic Standards and as outlined in the *Student Progression and Promotion Handbooks*.

Beginning with the 2025-2026 school year, a kindergarten student who had a reading improvement plan in place for the school year may remain in kindergarten for an additional school year if the school makes a determination based on the criteria set forth in [KRS 158.305](#).

A first-grade student who had a reading improvement plan in place for the school year shall remain in first grade for an additional year if the school makes a determination based on the criteria set forth in [KRS 158.305](#).

A student who remains in kindergarten based on the criteria set forth in [KRS 158.305](#) shall not subsequently be required to remain in first grade, and a student shall not be required to remain in first grade for more than one (1) additional year.

The school shall reevaluate and make necessary changes to the reading improvement plan of any student remaining in kindergarten or first grade and shall continue to provide all programs and services required by [KRS 158.305](#) during the additional year of kindergarten or first grade.

A student provided an additional year of kindergarten or first grade may advance through the primary school program when it is determined by the school to be in the best educational interest of the student.

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 the he or she 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 and Promotion Handbooks*.

A student who has completed the requirements established by the Kentucky Department of Education for a career pathway program under 705 KAR 4:231 shall receive a Career Pathway Certificate specifying the completion of program requirements and 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 that 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.

Parent Conferences (Board Policy 03.1332 and 08.221)

Certified employees shall be available for conferences requested by parents. Reports to parents shall include a 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.

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

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.

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.

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.

In addition to the credits required by the Kentucky 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.

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.

Early Graduation Program (Board Policy 08.11311)

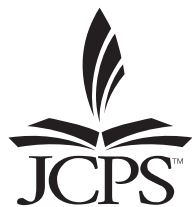
A student who meets all applicable legal requirements shall be eligible for the Early Graduation Program (EGP) established in 704 KAR 3:305. The EGP is an optional, criteria-based program in which a student may receive a diploma from the District, an Early Graduation Certificate, and a scholarship award under KRS 158.142 upon successful completion of all program requirements in three (3) academic years or less. A student wishing to participate in the EGP shall indicate that intent to the school principal in writing at the beginning of grade nine (9) or as soon as the intent is known to the student, but no later than 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 15** of the year the student intends to graduate.

To graduate early and earn an Early Graduation Certificate, a student shall successfully complete the requirements for early high school graduation as established in 704 KAR 3:305 by the Kentucky Board of Education.

See the *High School Promotion, Progression, and Graduation Handbook* for full details regarding the EGP.

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
Developmentally Appropriate	Instructional practices that address the physical, aesthetic, cognitive, emotional, and social domains of students and that permit students to progress through an integrated curriculum according to their unique learning needs
ECE	Exceptional Child Education
EL	English Learner
ELD	English Language Development
ESS	Extended School Services
Formative Assessment	A way to assess student learning and to provide feedback for adjustments in learning used by teachers to improve their teaching and by students to improve their learning
IEP	Individual Education Program
ILP	Individual Learning Plan
KSA	Kentucky Summative Assessment
KERA	Kentucky Education Reform Act—1990 legislation enacted to restructure schools in the Commonwealth of Kentucky
LEA	Local Education Agency —The term for a school district in federal law and regulation. JCPS is an LEA.
ML	Multilingual Learner
MTSS	Multi-Tiered Systems of Support
PSP	Program Services Plan
SBDM	School-Based Decision Making
Summative Assessment	An accountability measure that is generally used as part of a grading process
WIDA	World-Class Instructional Design and Assessment



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