

Jefferson County Public Schools

High School

Student Progression, Promotion, and Grading Handbook

2019-20

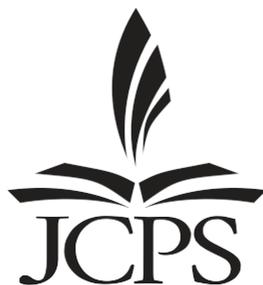


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Introduction

This uniform *Student Progression, Promotion, and Grading (SPP&G) Handbook* is reviewed and approved annually by the Jefferson County Board of Education (JCBE). The *SPP&G Handbook* supports the philosophy and vision of the Jefferson County Public Schools (JCPS) and complies with Kentucky law.

Vision

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

Mission

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

Core Values

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

Deeper Learning

Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life. Those capacities and dispositions are exemplified through the Backpack of Success Skills as students provide evidence to demonstrate 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 towards standard and success skills through a defense of learning in grade twelve.

Board of Education Policies

Promotion and Retention (Board Policy 08.22)

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

Students may advance through the established program of studies in accordance with the prescribed requirements, P1–12. Students shall not be penalized in grades 9–12 for work completed during an approved summer session.

Certificate and Transfers

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

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

Diplomas

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

Promotion/Retention

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

Students with Disabilities

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

Student Conferences (Board Policy 08.221)

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

Hours of Duty (Board Policy 03.1332)

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

Homework (Board Policy 08.211)

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

Acceleration (Board Policy 08.22)

Pupils may advance through the established program of studies in accordance with the prescribed requirements,

P1–12. Students shall not be penalized in grades 9 through 12 for work completed during an approved summer session.

Graduation Requirements (Board Policy 08.113)

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

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

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

Performance-Based Credits

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

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning;
 - Performance-based credit may be earned while the student is still “in school,” but the instructional setting will look different from a traditional “seat time” environment.
2. Performance descriptors and their linkages to State content standards and academic expectations;
 - At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.
3. Assessments and the extent to which state-mandated assessments will be used;
4. An objective grading and reporting process; and
5. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student’s individual learning plan. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.

The high school student progression, promotion, and grading handbook shall include complete details concerning specific graduation requirements. In keeping with statutory requirements, the District shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of “3” or higher on a College Board Advanced Placement examination or a grade of “B” or better in a high school equivalent.

Graduation Exercises

Students shall complete all requirements for graduation before taking part in graduation exercises. Summer graduation exercises may be provided for pupils completing requirements in summer school. Students are not

required to participate in graduation exercises. Schools shall comply with state regulations regarding participation of students with disabilities in graduation exercises.

Other Provisions

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan. Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

Diplomas for Veterans

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

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.

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (KERA), as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization
- Knowledge to make economic, social, and political choices
- Understanding of governmental processes as they affect the community, the state, and the nation
- Sufficient self-knowledge and knowledge of their mental health and physical wellness
- Sufficient grounding in the arts to enable students to appreciate their cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' abilities to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
 - Apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, and practical living (including physical education) to situations they will encounter throughout their lives.
 - Become self-sufficient individuals.
 - Become responsible members of a family, work group, or community as well as an effective participant in community service.
 - Think and solve problems in school situations and in a variety of situations they will encounter in life.
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources.
- Increase student attendance rates.
- Reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education, and the military.

Procedures for High School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress is the direction for JCPS schools. This means students are allowed to move through the curriculum with instructional design and placement being adjusted as needed. Progress is documented by teachers, and progression is determined by the students' application of skills, concepts, and understandings listed in the Kentucky 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, 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, in collaboration with all stakeholders, develop a school culture and instructional program that will ensure the success of each student.

High School Promotion and Progression

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

A. Grade-Level Promotion

Placement of students in grades nine through twelve is determined by the number of credits earned 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

B. High School Graduation Requirements

English/Language Arts..... **4 credits required**

English I, English II, English III, English IV

English/Language arts must be taken each year of high school, in sequence.

Mathematics..... **3 credits required,**

Including the successful completion of a grade-twelve math credit

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

Science..... **3 credits required**

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

Social Studies **3 credits required**

To include content standards of U.S. history, economics, government, world geography, and world civilizations

Health Education..... **1/2 credit required**

To include the content standards of personal wellness, health literacy, health-enhancing behaviors, and personal injury and disease prevention and the skills to remain physically, mentally, socially, and emotionally healthy

Physical Education..... **1/2 credit required**

To include the content standards of lifetime physical wellness, physical literacy, and psychomotor and cognitive skills for lifetime physical activity

History and Appreciation of Visual and Performing Arts **1 credit required**

History and Appreciation of Visual and Performing Arts or another arts course that incorporates such content; or a standards-based specialized arts course based on the student’s ILP

Electives..... 7 credits required

Electives shall include the following:

- Academic or Career—A four-course sequence of electives connected to the student’s academic or career interest goals as listed on the ILP
- World Language—Two world language credits are recommended for college-bound students.
- A technology course may be required. (See the following technology requirements.)

Total22 credits

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.
- Successful complete a senior defense using appropriate technology.
- Earn a passing score on the 21st Century Skills Assessment administered (previously earned in middle school).
- 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.

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.

1. Students must meet the graduation requirements listed above **plus** two credits of world language or equivalent proficiency. This addition means **students must have a minimum of 24 credits** for Kentucky college admission.
2. Students must also earn a 2.5 unweighted grade point average (GPA) (on a 4.0 scale). Students with a 2.0–2.49 unweighted GPA may be conditionally admitted under a learning contract.

C. Additional Graduation Requirements

i. College Transition Courses/Interventions

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

ii. Individual Learning Plan

Each student shall complete an ILP that emphasizes the following:

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

The ILP shall be readily available to students and parents. The student, parent, and school officials shall review and approve it at least annually. The information included herein is accurate at the time of publication.

iii. Civics Test Requirement

In 2017, the Kentucky General Assembly passed Senate Bill 159 (2017). The law reads that beginning in July 2018, to graduate from a public high school with a regular diploma, a student must pass a civics test composed of 100 questions. Students must score 60 percent or higher and may retake the exam as often as necessary to pass the test. 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 the official list of 100 civics questions on the naturalization test as well as free study materials at <http://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test>.

iv. Graduation Qualifiers (applies to students entering high school in 2019-20)

In addition to the graduation requirements listed in this document, students who enter grade nine on or after the first day of the 2019-20 academic year must complete one or more of the following graduation qualifiers:

1. Satisfy precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020 and described above.
2. Achieve benchmark score as established by the Council on Postsecondary Education in 13 KAR 2:020 on one college admissions or placement examination.
3. Complete three postsecondary credit hours or more of a Kentucky Department of Education (KDE)-approved dual-credit course with a grade of “C” or higher.
4. Complete one course and corresponding assessment meeting the following criteria:
 - a. Advanced Placement (AP) with a score of three or higher (or)
 - b. Cambridge Advanced International (CAI) with a score of five or higher; (or)
 - c. International Baccalaureate (IB) with a score of five or higher
5. Obtain an industry certification as approved by the Kentucky Workforce Innovation Board.
6. Complete four credits from valid courses within a single KDE-approved career pathway.
7. Complete a KDE-approved process to verify 500 hours of exceptional work experience or alternative requirements as determined by a student’s Admissions and Release Committee (ARC) and specified in the student’s Individualized Education Program (IEP).
8. Complete two years in an approved KDE or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program.

D. Earning an 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 identified and admitted into the Advance Program. Identification begins as early as the third grade. To qualify for the Advance Program seal, 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 three credits in the same world language (or two credits each in two languages). Of the required credits, students must earn at least 12 credits in Advance Program or equivalent courses.

E. High School Credits Earned Before High School Enrollment

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 measures and goals.

Exact wording as well as the new minimum graduation requirements can be found in 704 KAR 3:305; <https://apps.legislature.ky.gov/law/kar/704/003/305.pdf>

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 the high school *SPP&G* (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. By 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 his or her high school GPA when it becomes part of his or her transcript.

F. 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.

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

	Performance-Based Early Graduation	Credit-Based Early Graduation
Minimum Required Courses ¹		All courses described in the “Graduation Requirements” section of this document
Test Requirements	Must take all state-required assessments meeting proficiency benchmarks as well as take and meet Council on Postsecondary Education (CPE) Benchmarks on the ACT	Must take all state-required assessments, as well as take the ACT, and any subsequent required college-/career-readiness assessments Beginning in the 2019-20 school year, students must meet the KDE definition of transition readiness to qualify.

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 found on the JCPS website	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 Intent	Within the first 30 school days of the academic year of projected graduation and flagged in IC by October 1 of the projected year of graduation	Within the first 30 school days of the academic year of projected graduation
Kentucky Educational Excellence Scholarship (KEES) Money	<ul style="list-style-type: none"> • Eligible students enrolled in high school for three years will earn a prorated fourth year of KEES scholarship money. • Eligible students enrolled in high school for two years or less will earn KEES money only for the years enrolled in high school. 	Eligible students will earn KEES money only for the years enrolled in high school (if meeting the annual 2.5 GPA, credit-hour requirements, and other eligibility 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.

G. 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 be coded in the student information system according to KDE guidelines by **July 31** to be considered a graduate for that academic year.

H. 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 never should school faculty impede the student's option for early graduation.
- Pursuant to KRS 158.142 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.

I. Dual Enrollment in Statewide Residential College Academies

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.

High School Grading and Transcripts

A. Explanation of Academic Grades*

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

- A Above Standards 90–100%
- B Meets Standards80–89%
- C Approaching Standards..... 70–79%
- D Below Standards.....60–69%
- U Substantially Below Standards.....Below 60%
- I..... (Incomplete) Incomplete work due to absence must be completed and the grade recorded within the following timeline:

- Fifteen school days following the end of the first-semester 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 grade 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.

*Pursuant with the joint CPE and KDE Dual Credit Policy, the postsecondary institution’s grading scale and/or practices will apply to dual-credit courses and be used by the secondary school awarding credit. The instructor must detail the grading policy on the course syllabus.

Standards-Based Grading

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

Letter Grade	Standards-Based Grading Marks	Grading Scale	Performance Description
A	4	90–100	Above Standards
B	3	80–89	Meets Standards
C	2	70–79	Approaching Standards
D	1	60–69	Below Standards
U	-	Below 60	Substantially Below Standards

B. Elements of Academic Grades

Teachers will use a **balanced approach** by using three grading categories (Engagement, Progression, and Mastery) to determine grades for each credit-bearing term (semester/trimester/yearlong). Academic grades are based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category shall include a variety of evidence. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.

Elements of Academic Grades (must include all three)	Evidence/Assignments for Each Element (Examples include, but are not limited to, the following:)
Student Engagement With Standards • Shall count for no more than 20% of the total academic grade	Participation, group work, class discussion, journals/logs/notebooks, projects, teacher observation, student reflection, or other measures of student interaction
Student Progression Toward Standards • Shall count for no more than 30% of the total academic grade	Homework, problem solving, class assignments, quizzes, anecdotal records, projects, student self-assessment, or other measures of student progress
Student Mastery of Standards • Shall count for no more than 70% of the total academic grade	Tests/Proficiency assessments, performance assessments, projects (e.g., project or problem-based), demonstrations, authentic assessments, presentations, or other measures of student mastery
<ul style="list-style-type: none"> • Teachers must use all three elements listed above when setting up elements in their gradebook, Infinite Campus, or other electronic gradebook. • No one assignment can count for more than one-third of an entire element (e.g., Engagement, Progression, and Mastery). 	

A copy of the teacher’s grading procedure/syllabi must be supplied to the students and the principal. Efforts are made to supply the procedure to parents/guardians via the student, at Open Houses, and during parent-teacher conferences.

C. GPA

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 AP, IB, Advanced International Certificate of Education (AICE) (Cambridge), 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.

D. Grade Reporting

- 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).

Grading Period	Schedule or Course Type		
	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 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. The Program Services Plan and grading policies for English Learners (ELs) should be followed. See page 18 for additional considerations and requirements.

E. 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 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 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 ELs enrolling with non-U.S. transcripts and/or educational records should be evaluated by the ESL Intake Center, even if students are not eligible or plan to waive ESL services. The ESL Intake Center has access to academic standards from around the world. That team will provide the receiving school an interpretation of educational records that will become the student’s permanent record and treated as such. A student who has a diploma from his/her own country shall not be a candidate for a diploma from JCPS.
 - Students who are identified under the Individuals with Disabilities Education Act (IDEA) should be evaluated by the ARC and assigned to the class or grade to which the students are best suited.
 - 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:
 - A Transcript—a record of grades as earned by the student
 - An outline of material covered in each course
 - A portfolio consisting of six pieces of work, one from each course for which credit is sought
 - The name, author, and publisher of textbook(s) and instructional materials used
 - An attendance manual—a record of days and times of instruction
 - All additional material considered helpful in determining grade placement
- 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 of all JCPS students graduating prepared and the district’s mission to provide relevant, comprehensive, quality instruction for each student.
- 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.

F. Evaluation of Non-JCPS Transcripts for the Advance Program

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

- Test results from the Cognitive Abilities Test (CogAT/CAT), which JCPS uses in placing students in the Advance Program; a comparable test used by psychologists is the Wechsler Intelligence Scale for Children–Revised (WISC-R). Any test that has a Cognitive Skills Index will be reviewed.
- Copies of the last two years’ report cards
- Copies of the student’s latest standardized achievement test scores
- Gifted/Talented screening information used by the out-of-district school to determine placement of this student in its gifted/talented program
- Any additional materials that the parent or district designee considers helpful in determining Advance Program placement

High School Student Support Program

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

- Advisory Programs
- Content Recovery Programs
- Exceptional Child Education (ECE) Services
- English as a Second Language (ESL) Program
- Extended Learning Opportunities
- Extended School Services (ESS)
- School Counselor Services
- JCPS*eSchool*
- Multi-Tiered Systems of Support (MTSS)
- School-Based Tutoring Centers
- Summer School Program
- Title I Funded Programs
- Transition Centers
- Youth Services Centers (YSCs)

High school supports may address the following academic needs:

- **Content support** is meant to provide just-in-time assistance to students who need additional learning opportunities to understand a unit of study. To be eligible for content support, a student must work with his or her teacher to identify the modules to be completed. A grade contract may be used if a grade change is requested.
- **Course/Credit recovery** is to be used by students to continue a course that they are already enrolled in or to assist students in making up a failing grade that has been recorded. To be eligible for **course/credit recovery**, a student must work with his or her counselor (if the student is no longer enrolled in the course to be recovered) to identify which courses need to be recovered. Credit recovery results in an additional entry on the student transcript.

A. ESS

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.

A. JCPSeSchool

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

Students may participate in two types of online classrooms: Content Support and Course/Credit Recovery.

Students Eligible for JCPSeSchool

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

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

B. Transition Centers

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

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

Common Digital Learning Platform

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

D. 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 options.

E. 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 (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*.

Per Kentucky Regulation (11 KAR 15:090), students are required to take five courses yearly to qualify for Kentucky Educational Excellence Scholarship (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.

Exceptional Child Education Program

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

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

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

- 707 KAR 1:270 Kentucky special education mentor program
- 707 KAR 1:002 Definitions
- 707 KAR 1:290 Free Appropriate Public Education
- 707 KAR 1:300 Child find, evaluation, and reevaluation
- 707 KAR 1:310 Determination of eligibility
- 707 KAR 1:320 Individual Education Program
- 707 KAR 1:340 Procedural safeguards/complaints
- 707 KAR 1:350 Placement decisions
- 707 KAR 1:360 Confidentiality of information
- 707 KAR 1:370 Children with disabilities in private schools
- 707 KAR 1:380 Monitoring and recovery of funds
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Parents/Guardians may also request a copy of the above information by contacting their school's administration or the chief of Exceptional Childhood Education at: VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218. (502) 485-3890

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.

Additional Considerations and Requirements for English Learners

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

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

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

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

Glossary

Advanced Placement	.....A nationally recognized, college-level curriculum developed and monitored by the College Board
Advance Program	.....A program designed to provide instruction for academically gifted/talented students
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 his or her day/week at each institution
ECE	.....Exceptional Child Education (special education)
ESL	.....English as a Second Language
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 his or her 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
KEESKentucky Educational Excellence Scholarship
SBDMSchool-Based Decision Making



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