

JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression, Promotion, and Grading

High School
2011-12



Jefferson County
Public Schools ®
Shaping the Future

Jefferson County Public Schools

High School Student Progression, Promotion, and Grading Handbook 2011-12



Introduction

The uniform *Student Progression, Promotion, and Grading Handbook* summarizes and clarifies related policies and practices established by the 1990 Kentucky Education reform Act (KERA) and the Jefferson County Board of Education (JCBE). The Jefferson County Public School (JCPS) District establishes uniform, standard procedures for grading, progression, and promotion for elementary, middle, and high schools. These procedures are reviewed annually by the JCBE. The *Student Progression, Promotion, and Grading Handbook* supports the implementation of Kentucky state laws and the philosophy and vision of JCPS.

JCPS believes that when we collaborate with parents, staff, and students to:

- Create caring and culturally responsive classroom communities,
- Provide high-quality, personalized instruction that challenges and engages students in authentic work,
- Ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum, and
- Prepare leaders to engage in collaborative strategies to move this shared vision forward,

Then—

All students will graduate with

- A high level of academic performance,
- Strong character development and civic engagement, and
- Enhanced health and wellness...

So that—

All students are prepared to

- Achieve their goals
- Follow their dreams, and
- Create a more just society

Since performance assessment, evaluation, and a grading system are integral, planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. In addition, schools are encouraged to explore various school structures and policies to support learning goals and continuous student progression toward the next grade level.

Table of Contents

I. Board of Education Policies	4	V. High School Student Support	11
Uniform Student Progression, Promotion, and Grading	4	A. Extended School Services	11
Student Conferences	4	B. Course Enrollment: Points of Emphasis.....	11
Parent Conferences	4	C. JCPS Independent Study	11
Early Graduation	4	D. JCPS <i>eSchool</i>	12
Acceleration	4	E. Certificate of Initial Mastery	12
Homework	4	F. College and Career Readiness Certification/ Assessment	12
II. Kentucky’s Learning Goals	5	VI. Additional Considerations and Requirements for Students in Exceptional Child Education Programs	13
III. High School Promotion and Progression ...	6	Transition	13
A. Grade-Level Promotion.....	6	Appendixes	14–16
B. High School Graduation Requirements.....	6	Notice of Significant Change in Student Performance.....	14
C. Additional Diploma Standards	7	Request for Exemption	15
IV. High School Grading and Transcripts	8	Glossary	16
A. Explanation of Academic Grades.....	8		
B. Components of Academic Grades	8		
C. Grade Point Average.....	9		
D. Frequency of Grade Reporting.....	9		
E. Evaluation of Incoming Transfer Records.....	10		
F. Evaluation of Out-of-District Transcripts for the Advance Program	10		

I. Board of Education Policies

Uniform Student Progression, Promotion, and Grading (Board Policy IKA)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures for that level that has been developed by a broad-based committee and approved by the administrative staff and the JCBE. Written reports shall be sent to parents at established intervals. Parents/Guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.

Student Conferences (Board Policy IKAC)

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 IKAD)

Teachers 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. The Board of Education shall encourage that parent-teacher conferences be provided within the school calendar.

Early Graduation (Board Policy IKFA)

The Board of Education shall encourage students to obtain a diploma/certificate through a four-year program. Students wishing to complete all state and local graduation requirements prior to the four-year program may declare their intent before the end of the tenth year. The local requirement for the fourth year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university, provided prior approval is obtained.

Acceleration (Board Policy IKEB)

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

Homework (Board Policy IKB)

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

II. Kentucky's Learning Goals

Kentucky Education Reform Act (1990)

Goal No. 1

Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Goal No. 2

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Goal No. 3

Students shall develop their abilities to become self-sufficient individuals.

Goal No. 4

Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

Goal No. 5

Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

Goal No. 6

Students shall develop their abilities to 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.

III. 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 typically determined by the number of credits earned. (Adjustments to the following are not in the purview of a School-Based Decision Making [SBDM] Council.)

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

*Students in grades nine and ten who have little or no English proficiency and are in their first year of enrollment in a U.S. school are eligible to enroll in the district’s English as a Second Language (ESL) Newcomer Academy. Students who enter grade nine in the ESL Newcomer Academy will subsequently matriculate through a Comprehensive high school as indicated below. This system provides the student with the opportunity to graduate in four years and allows for full athletic eligibility in high school.

Year in Comprehensive High School Designation

- First year—grade nine
- Second year—grade ten
- Third year—grades ten, eleven, or twelve as determined by the JCPS earned-credit guidelines listed above

B. High School Graduation Requirements

English/Language Arts **4 credits required**
English I, English II, English III, English IV
Language arts must be taken each year of high school.

Mathematics **3 credits and the successful completion of a grade-twelve math course required**

Each JCPS graduate will take a math course every year of high school and successfully complete a grade-twelve math credit. It must meet the content standards in the state’s Kentucky Core Academic Standards and prepare a student for a career path based on the student’s ILP. Algebra I, Geometry, and Algebra II will continue to be requirements for all graduates.

Science..... **3 credits required**
Each required course shall incorporate lab-based, scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts.

Social Studies..... **3 credits required**
To include content strands of U.S. history, economics, government, world geography, and world civilizations

Health..... **1/2 credit required**
To include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services

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

To include the content strands of personal wellness, psychomotor skills, and lifetime 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 his or her academic or career interest goals as listed on the ILP
- World Language: Two world language credits are recommended for college-bound students.
- Technology Competency: Students must demonstrate performance-based competency in technology. Every high school student must attempt all three components of the IC3 assessment at least once.

Each student must demonstrate minimum performance-based competency in technology in **one** of the following ways:

1. Before entering high school: demonstrate proficiency on the JCPS grade-eight technology assessment
2. During high school: either earn IC3 certification or successfully complete a high school Computer and Technology applications course

TOTAL..... **22 credits**

C. Additional Diploma Standards

i. Transition Courses

If a student does not meet the college readiness benchmarks for English, language arts, and/or mathematics as established by the Council on Postsecondary Education in KAR 2:020, the student shall take an English and language arts or mathematics transitional course or intervention, which is monitored to address remediation needs before exiting high school (704 KAR 3:305). Monitoring involves an exit exam. KDE supports one COMPASS exam. Students not meeting readiness benchmarks on the exit exam have an opportunity to demonstrate readiness in other ways.

ii. Writing Portfolio

A complete writing portfolio is required for graduation. Alternate portfolios may be required for some Exceptional Child Education (ECE) students.

iii. 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 the student and parent, and the student, parent, and school officials shall review and approve it at least annually.

IV. High School Grading and Transcripts

A. Explanation of Academic Grades*

(Adjustments to the following are not in the purview of an SBDM Council.)

A (Exceeds Standards).....	93–100%
B (Meets Standards)	86–92%
C (Marginally Meets Standards).....	79–85%
D (Below Standards).....	70–78%
U (Unsatisfactory Performance).....	Below 70%

ES—(Extended School) Final grade is given at completion of Extended School.

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 grade distribution (ten school days for trimester schools) unless enrolled in Extended School Services (ESS)
- Before the first student day of the next school year following the second-semester grade distribution unless enrolled in ESS (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 either a WP (withdrawn passing) or a WU (withdrawn unsatisfactory performance). No credit and no grade are given.

*College-credit courses (e.g., dual credit, Advanced Placement, or International Baccalaureate) may follow the standard college grading scale as listed below if approved by the superintendent/designee. The principal must complete the Request for Exemption Form, notify all parents/guardians in writing, and receive approval prior to the first report card distribution.

College Credit Grading Scale:

A	90–100%
B.....	80–89%
C	70–79%
D	60–69%
U	Below 60%

B. Components of Academic Grades

Academic grades reflect what the student knows and is able to do. Academic grades are based on Performance Standards and must include a minimum of three of the following:

- Portfolios
- Performance Assessment/Projects
- Discussion/Problem Solving
- Group Work
- Classroom Assignments
- Homework/Journals/Logs
- Quizzes
- Tests
- Participation
- Teacher Observation

Documentation is required. A copy of the teacher’s grading procedure 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/guardian-teacher conferences. **One component may not count for more than 40 percent of the total academic grade. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.**

Starting in the 2011-12 school year, the state assessment system will include end-of-course exams. For courses ending with the state assessment, 20 percent of the final term grade will come from the end-of-course exam. These subjects include English 2, Algebra 2, U.S. History, and Biology.

For information on the frequency of reporting for students in the ECE Program, please see the section “Additional Considerations and Requirements for Students in Exceptional Child Education Programs” on page 13.

C. Grade Point Average

A grade point average (GPA) includes grades earned in all courses completed in high school. 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 number of courses completed during high school.*

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

*Weighted Grades: Since Advanced Placement (AP) and International Baccalaureate (IB) courses are nationally recognized and monitored, beginning with the 2009-10 school year (retroactive for current students), AP and IB grades 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 GPA’s will appear on the official transcript. In addition, while 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%). Any student earning a weighted cumulative high school GPA of 4.0 or greater qualifies for Valedictorian. This calculation includes weighted GPAs.

D. Frequency of Grade Reporting

1. A 6-Week Progress Report and a 12-Week Progress Report are distributed during each semester or trimester. For **semester** schools, the 12-Week Progress Report is not a separate grade from the 6-Week Progress Report; it is a cumulative report of all work completed during the 12-week period. A final semester grade is a cumulative report of student progress for the half credit earned during the 18-week period and is recorded on the student’s high school VISI (permanent) Record. For **trimester** schools, a 12-week period represents a half credit earned and a final grade on the VISI Record.
2. Computerized semester reports are distributed districtwide on dates that are advertised in the media.
3. **If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified by the teacher in a timely manner prior to distribution of the progress report or report card.** The Notice of Significant Change in Student Performance Form on page 14 may be used for parent notification. After notification, a verbal or written plan for improvement must be developed in cooperation with the teacher, the student, and the parent/guardian.
4. Attendance records or reports should include documentation of tardies to school and class.
5. Local schools may use additional reporting material to fit the needs of the community.
6. Schools that develop alternative reporting systems through their SBDM Council must complete the Request for Exemption Form on page 15 and must notify all parents/guardians in writing.
7. Concern about any grade or recovery of a diploma standard should be directed to the student’s teacher first. If the concern is not resolved, a conference with a counselor is scheduled. If it is still not resolved, a conference with the principal is scheduled. If the parent/guardian wants to appeal the principal’s decision, a letter should be sent within ten days to the superintendent/designee for a review. A written response stating the superintendent’s/designee’s final decision shall be forwarded to the parent/guardian. Admissions and Release Committee (ARC) procedures should be followed for students in the ECE Program.

E. Evaluation of Incoming Transfer Records

1. The local school counselor interprets and evaluates data from out-of-district transcripts for conversion to a JCPS transcript. If questions concerning interpretation arise, they are resolved by the principal. Appeals may be submitted in writing to the assistant superintendent/designee.
2. Transcripts of students from foreign countries should be evaluated by a designated systemwide committee. Any diploma-bound foreign student must follow the same guidelines for academic coursework, state assessments, and accountability that are required of all students. Any foreign student who has a diploma from his or her own country shall not be a candidate for a diploma from a Jefferson County public school.
3. Students who enter a high school from home schooling will provide the following information to the local school:
 - 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
 - All additional materials considered helpful in determining grade placement
4. Seniors who seek a diploma from a specific school must attend that school at least one full semester/trimester during their senior year. The principal may consider exceptions due to extenuating circumstances.
5. Seniors who enter JCPS and seek a diploma and who have less than one semester/trimester remaining will be assigned to Jefferson County High School.
6. Any student who has a General Educational Development (GED) certificate may complete the requirements for a diploma only through Jefferson County High School.
7. Foreign Exchange students are not eligible for a diploma from JCPS.

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 Out-of-District Transcripts for the Advance Program

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

- Test results from the Cognitive Abilities Test (CogAT/CAT), which JCPS uses in placing students in the Advance Program; a comparable test used by psychologists is the Wechsler Intelligence Scale for Children–Revised (WISC-R).
- Copies of the last two years' report cards
- Copies of the student's latest standardized achievement test scores (e.g., Comprehensive Test of Basic Skills, Fifth Edition [CTBS/5], Otis Lennon, Kentucky Core Content Test [KCCT], TerraNova, or ERB); any test that has a Cognitive Skills Index will be reviewed.
- 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 considers helpful in determining the Gifted and Talented and/or Advance Program status of the student

V. High School Student Support

A planned transitional program and a strong remediation program are provided for students who need extra support in advancing through high school. These programs are especially needed for students who leave middle school through a transitional program designed to enroll overaged students at the appropriate level in school. JCPS support and assistance programs include the following:

- ECE Services
- ESL Program
- ESS
- Independent Study
- *JCPSeSchool*
- Content Recovery
- Reading Recovery
- Specialized Programs
- Summer School Program
- Title I Program
- Tutoring Centers
- Youth Services Centers (YSCs)

A. Extended School Services

High school students are given the opportunity to receive ESS:

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

Students who need to make up or retake an entire semester of a course must receive a minimum of 60 hours to receive a half credit. Students who need to make up or retake an entire course must receive a minimum of 120 hours to receive a full credit. Some subjects may require more than 120 hours to completely cover the coursework.

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.

Grade changes for students who receive an Incomplete and who are enrolled in ESS become final at the conclusion of the ESS session.

B. Course Enrollment: Points of Emphasis

- Only one English class is taken during the regular school year unless approved by the principal/designee.
- A request for a student's schedule change must occur within the first ten school days of the semester. Any changes requested after the first ten days of the semester, other than programmatic changes, result in a grade of Unsatisfactory.
- Students who elect to work as teacher assistants in lieu of taking a class must obtain approval from a parent/guardian and the counselor.

C. JCPS Independent Study

The Independent Study Program provides opportunities for high school students to meet their educational needs through independent study conducted via correspondence. Students may enroll in independent study courses in order to eliminate deficiencies on high school transcripts, to earn additional credits toward graduation, and/or for enrichment purposes.

The principal/designee must approve each student's application by noting the subject that the student is to take and determining that the student meets the qualifications for eligibility. The principal/designee is responsible for seeing that the student does not exceed the maximum number of correspondence credits allowed toward graduation. A student may earn a maximum of five correspondence credits toward the required credits for graduation.

Homework assignments—which include short-answer, objective questions and possible writing/mathematics portfolio entries—count for three-fourths of the final grade, and the final examination counts one-fourth of the final grade. Students must receive a passing score (at least 70 percent) on the final examination in order to receive credit for the course.

The final examination cannot be scheduled until five days after the Independent Study Office has received the last completed assignment in the course. The maximum time a student has to complete each half credit is one year.

D. 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:

1. Course Credit Recovery—virtual classrooms designed for students who either desire to make up or accelerate through high school credits.
2. Content Recovery—virtual classrooms designed to recover specific content standards within a particular course that could allow students to recover credit.

Students Eligible for JCPSeSchool

1. Home school or private school students
2. JCPS homebound students or JCPS students who are physically unable to attend a regular Jefferson County public school
3. 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
4. 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.

E. Certificate of Initial Mastery

Selected high school magnet career academies participate in the Certificate of Initial Mastery (CIM) Program. The CIM Program affirms the quality of a graduate's preparation in specific skill standards, workplace competencies, and basic academic skill standards. Under the CIM Program, JCPS guarantees that the graduate has obtained certain prescribed knowledge and competencies and the district retrains the graduate if he or she lacks the prescribed skill standards. The training is conducted at no expense to the employer or to the graduate. A CIM may be awarded with a diploma when the student has:

- Attained certain prescribed occupational knowledge and competencies (skill standards).
- Demonstrated the necessary skills.
- Met academic criteria, such as maintaining a minimum 1.5 GPA.
- Completed an exit exhibition.
- Completed other requirements as determined by the school.

F. College and Career Readiness Certification/Assessment

Students may demonstrate college/career readiness in several ways. First, students are considered college-ready by meeting CPE benchmarks on the ACT Reading (20), English (18), and Math (19) subtests. Students not meeting these benchmarks shall take a transition course or intervention that ends with a college placement test. KDE supports COMPASS testing for students not meeting benchmarks. Students may also demonstrate readiness by earning an industry-recognized career certificate. As KDE expands its definition of *college/career readiness*, measures will be added.

VI. Additional Considerations and Requirements for Students in Exceptional Child Education Programs

Both federal law and the Kentucky Core Academic Standards/Program of Studies require that students in ECE programs have access to core content and the general education curriculum. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the Program of Studies/KCAS. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine individual adaptations to both the instructional program and grading procedures.

Depending on the service-delivery model, academic and social development grades are assigned by the ECE teacher, the CP teacher, or both, according to the following:

- Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE classroom.
- Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE collaboration.
- The ECE and CP teachers collaborate to assign grades when classroom instruction is delivered in a CP classroom with ECE collaboration.

For students enrolled in a Certificate of Attainment Program, the ARC determines if the *ECE Progress Report and Report Card should be used instead of the regular high school report card for reporting student grades.

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

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. Additionally, in alignment with the ILP, the student's IEP shall include a statement of the transition service needs that focus on the student's course of study. This statement shall be updated annually.

By the student's sixteenth birthday (or younger if appropriate), the focus expands to include needs as they relate to progress toward postsecondary goals. At the age of 16, the student's IEP shall include the following:

- Appropriate, measurable postsecondary goals that are based on age-appropriate transition assessments and that are related to training, education, employment, and, where appropriate, independent living skills
- The transition services (including the course of study) needed to assist the student in reaching these goals

*The ECE Progress Report and Report Card are available from the JCPS Warehouse and can be ordered through JCPS Forms Online using MUNIS. The form number is F121-3 5690404-1709917.

Notice of Significant Change in Student Performance

Jefferson County Public Schools

NOTICE OF SIGNIFICANT CHANGE IN STUDENT PERFORMANCE

Name: _____ Date: _____

Grade: _____ Homeroom: _____

Teacher: _____ Subject: _____

Reason for Notification:

Your child has shown (Circle one.) an improvement a decline in the areas checked below:
a deficiency

Academic

- Participation
- Attendance
- Homework
- Individual and/or group work
- Quizzes/Tests
- Special projects
- Portfolios
- _____

Effort

- Contribution to class
- Resourcefulness and creativity
- Initiative/Independent learning
- Organizing time, work, and materials
- _____

Behavior

- Self-control and self-discipline
- Respecting rights and feelings of others
- Accepting responsibility for own actions
- Cooperating in group activities
- _____

Teacher Comments:

Student Comments:

Next Report Card Distribution Date: _____

Please contact teacher for conference at _____
Phone No.

Distribution: Original — Parent
 Copy 1 — Teacher
 Copy 2 — Counselor



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

REQUEST FOR EXEMPTION

Student Progression, Promotion, and Grading Procedures

School: _____

Principal: _____

We request the following exemption(s) from the Student Progression, Promotion, and Grading Procedures.

Rationale:

SAMPLE

We understand that we must notify all parents/guardians in writing of this change if the exemption is approved.

Principal's Signature

_____ Approved _____ Disapproved

Superintendent/Designee

**Return this form to the Assistant Superintendent, Districtwide Instructional Services—
High School, at VanHoose Education Center.**

Glossary

Academic Expectations	The state’s Council on School Performance Standards developed 57 Academic Expectations that define what Kentucky’s youth should know and be able to demonstrate upon graduating from high school. KERA mandates that curriculum and assessment focus on student achievement of the outcomes.
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
CIM	Certificate of Initial Mastery
Comprehensive Program	A program designed for all students with an emphasis on instruction in basic communication and mathematics skills, fine arts, citizenship, and skills needed for daily living
Continuous Progress	Never starting over but moving forward in individual or group achievement from wherever the individual or group left off
CSIF	Comprehensive School Improvement Fund
CSR Grant	Comprehensive School Reform Grant
ECE	Exceptional Child Education (special education)
ESL	English as a Second Language
ESS	Extended School Services
GPA	Grade Point Average
IEP	Individual Education Program
ILP	Individual Learning Plan
JCBE	Jefferson County Board of Education
JCPS	Jefferson County Public Schools
KCAS	Kentucky Core Academic Standards
KDE	Kentucky Department of Education
KEES	Kentucky Educational Excellence Scholarship
KERA	The Kentucky Education Reform Act: the 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
LEP	Limited English Proficiency
Multi-ability	More than one level of ability in a classroom
Multi-age	Several age groups mixed together for instructional purposes
Performance Standards	Descriptions of how well students need to perform on content skills and knowledge to be considered proficient
Portfolio	A collection of writings or other works that documents a student’s progress and/or achievements
SBDM	School-Based Decision Making
TLC	Tutoring Learning Center
Ungraded Primary	Kindergarten and grades one, two, and three have been eliminated by KERA. The Ungraded Primary Program consists of students ages 5 through 9. JCPS refers to the Ungraded Primary Program as the Primary Program.
VISI Record	Permanent student record



www.jcpsky.net

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