JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression and Promotion Handbook

Middle School 2023-24



Jefferson County Public Schools

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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.

Deeper Learning

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

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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*.

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 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'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.

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.

Education Goals

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

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

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' abilities to:
  - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
  - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living to situations they will encounter throughout their lives.
  - Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline.
  - Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
  - Think and solve problems in school situations and in a variety of situations they will encounter in life.
  - Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
  - Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
- Increase students' rate of attendance.
- Increase students' graduation rates and reduce students' dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education, and the military.

Procedures for Middle School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress guides JCPS middle schools. This means students are allowed to move through the curriculum with instructional design and placement being adjusted as needed. Progress is documented by teachers, and progression is determined by the students' application of skills, concepts, and understandings listed in the Kentucky Academic Standards (KAS)/Program of Studies. Evidence of student learning progression is maintained for each student.

Philosophy

JCPS provides every student, without exception, both the opportunity and the necessary support to benefit from a high-quality educational experience. We believe that student retention is not an effective practice. Therefore, students who are struggling or who are at risk of failure will be identified early and provided the necessary support to meet state standards and to be prepared for the next instructional level. Formative assessment and evaluation are planned parts of the curriculum. Educators are expected to be actively involved with parents/guardians and students in assessing, evaluating, intervening, enriching, and communicating the progress of each student.

Practices

School-Based Decision Making (SBDM) Councils or Advisory Councils, in collaboration with all stakeholders, are encouraged to explore various organizational structures and instructional practices that support the achievement of individualized learning goals through continuous progress for all students. By analyzing assessment results and personalizing and differentiating instructional strategies, SBDM Councils or Advisory Councils, in collaboration with all stakeholders, develop a school culture and instructional program that will ensure the success of each student.

Exceptional Child Education Program

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 twenty-one (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 Chief of Exceptional Childhood Education at VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218 or at **(502) 485-3890**.

Additional Considerations and Requirements for Multilingual 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 the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment.

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

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

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

Federal guidance states that MLs, including Newcomers, are to be provided standards-aligned instruction that is "rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds," including assessment and instructional accommodations.

Report card grades are to reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students shall not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.

Progression Within Middle School

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of standards-based learning.

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

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

If a student passes two-thirds of the classes taken but has not passed one or more of the courses listed above, the student may be conditionally promoted to the next grade. In order to be conditionally promoted, the student must show competency by successfully completing school- or district-designed competency modules (such as JCPS*eSchool*) prior to **July 15** before the next school year. The work may be part of coursework, ESS, or tier two and three supports or interventions from the Multi-Tiered Systems of Support (MTSS) process provided to the student. The school that assigns the competency modules/coursework for conditional promotion determines if the student has demonstrated competency and is to be promoted.

Ultimately, the student must demonstrate competency in the content areas listed above prior to transitioning from eighth to ninth grade. Once a student has met all of the requirements for promotion, 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** (page 16) 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.

Student Support and Assistance

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

- ECE
- English as a Second Language (ESL) Program
- Restorative Practices
- Mental Health Counseling
- Transition Centers
- Extended School Services (ESS)
- Guidance Services
- Specialized Programs
- Extended Learning Opportunities
- Title I Funded Programs
- Youth Services Centers (YSCs)
- Pathfinders *eSchool* online supports
- MTSS
- District- or School-Designed Intervention Programs/Recovery Modules

Transition Centers

Middle schools with Transition Centers provide full technical access to a common digital learning platform and one teacher who coordinates a success plan for individual students who are transitioning:

- From alternative schools.
- From numerous absences that put them in jeopardy of failure.
- From classroom settings where they are not successful academically.
- By transferring from one school to another school on a different schedule.
- Into an accelerated program that may allow them the opportunity to participate in early graduation.
- Grading procedures/responsibilities are to be determined at each school.

Common Digital Learning Platform

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

Assessment Benchmarks and Promotion to High School

All students are expected to meet the following criteria in order to move from eighth to ninth grade:

- Pass at least two-thirds of eighth-grade courses taken, including language arts, mathematics, and social studies (state-assessed areas).
- Score Apprentice level or higher on the following seventh-grade state assessments:
  - Reading assessment
  - Mathematics assessment or
  - The student must demonstrate satisfactory progress in meeting assessment benchmarks through school-designed interventions or a set of district-designated competency modules. Interventions shall be documented through the Intervention Tab on Infinite Campus. Students who do not meet the criteria above, either by scoring lower than Apprentice on one or more state assessments or by failing to demonstrate competency through modules or intervention methods, may be considered for a transitional promotion from eighth to ninth grade.

Courses Offered in Middle School for High School Credit

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

Placement will be determined in consultation with the student, family, teachers, and principal or designee based on academic performance, including course performance and assessments as well as other evidence and goals. Exact wording is found in 704 KAR 3:305.

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 Pathfinders School of Innovation online supports (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.

Early Graduation From High School

Early graduation is a deliberate pathway for students who wish to move on when ready, receive a diploma from the district, and transition to their next educational opportunity. Students have two early graduation options allowing them to graduate ahead of their cohort. Both have different requirements and benefits. Students and families should declare their intent to graduate early by either option as soon as possible to ensure enough time to complete the requirements. Official declaration may occur as soon as the student enrolls in high school but must occur before the deadlines stated below. Students may begin an unofficial early graduation plan as early as middle school.

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

	Early Graduation Program	Graduating Early
Minimum Requirements	Successfully complete the requirements for the Early Graduation Program as established in administrative regulation 704 KAR 3:305	All courses described in the "Graduation Requirements" section of this document
Test Requirements	Must take all state-required assessments	Must take all state-required assessments
Steps to Declaration	Student, family, counselor/principal conference • Review course/assessment performance to date. • Review student education goals (short- and long-term). • Review impact of extra-/co-curricular participation. • Review early graduation options.	
Declaring Intention	Must declare intention using the letter of intent form	Recommend a graduation plan or contract mutually agreed upon by student, family, and counselor/principal
Additional Notes	Must complete all requirements in three years or less of high school and before turning 18 years old	
Deadline to Declare Planned Early Graduation Intent	Within the first 30 school days of the academic year of planned graduation and flagged in IC by **October 15** of the planned year of graduation	Recommended within the first 30 school days of the academic year of planned early graduation
Kentucky Educational Excellence Scholarship (KEES) Money	• Eligible students graduating at the end of their third full year in a certified Kentucky high school will receive a fourth-year KEES equivalent award that is the average of base (GPA) awards earned prior to graduation. • Eligible students enrolled in high school for two years or less will earn KEES money only for the years enrolled in high school.	Eligible students will earn KEES money only for the years enrolled in high school (if meeting the annual 2.5 GPA and credit-hour requirements).
Early Graduation Certificate (EGC)	Eligible for the EGC, which includes a one-time scholarship to any Kentucky Southern Association of Colleges and Schools (SACS)-accredited college/university the fall immediately after graduation	Not eligible

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

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 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.

Evaluation of Non-JCPS Transcripts for Advance Program Placement

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

- Test results from the Cognitive Abilities Test (CogAT/CAT), which JCPS uses in placing students in the Advance Program. A comparable test used by psychologists is the Wechsler Intelligence Scale for Children—5th Edition (WISC-V). Any test that has a Cognitive Skills Index will be reviewed.
- Copies of the last two years' report cards
- Copies of the student's latest standardized achievement test scores
- Gifted/Talented screening information used by the out-of-district school to determine placement of this student in its gifted/talented program
- Any additional material that the parent/guardian or district designee considers helpful in determining Advance Program placement

Transition

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

Appendix A. Midyear Status Notification Form

Jefferson County Public Schools

Midyear Status Notification

Student Progress Toward Middle School Promotion
and Transition to High School Standards

School:_____

Student Name: _____**Grade (Circle one.): 6 7 8**

Requirements for Middle School Promotion and Transition to High School Standards by Grade Level

Sixth Grade (Circle one.) Yes/No

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

❒ Congratulations! You are on track to complete the necessary standards for promotion to the seventh grade.
❒ Attention! You are not on track to complete the necessary standards for promotion to the seventh grade.

Contact your counselor at 485-_____for additional information.

Completed by: _____Date: _____

Seventh Grade (Circle one.) Yes/No

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

❒ Congratulations! You are on track to complete the necessary standards for promotion to the eighth grade.
❒ Attention! You are not on track to complete the necessary standards for promotion to the eighth grade.

Contact your counselor at 485-_____for additional information.

Completed by: _____Date: _____

Eighth Grade (Circle one.) Yes/No

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

APPENDIX B: Transition to High School Standards Form

Transition to High School Standards (for eighth grade only):

- ➔ **Score Apprentice, Proficient, or Distinguished level on each of the following state assessments:**
  - **– Seventh-Grade Reading Assessment*** **Yes** **No**
  - **– Seventh-Grade Mathematics Assessment*** **Yes** **No**

Note: While these two state assessments are taken in the seventh grade, the results of these assessments are received and documented in the fall of the eighth-grade year and are used to determine minimum competency for transition from eighth to ninth grade.

- ❒ **Congratulations! You are on track to complete the necessary standards for promotion to the ninth grade.**
- ❒ **Attention! You are not on track to complete the necessary standards for promotion to the ninth grade.**

Contact your counselor at 485-_____for additional information.

Completed by: _____Date: _____

*** If a student does not meet this middle school standard for transition to high school, the student must demonstrate competency through a school-designed intervention or a set of district-designed competency modules by the end of eighth grade.**

This form is available on the JCPS website.

Glossary

Advance Program.....A program designed to provide instruction for academically talented students

ARC.....Admissions and Release Committee

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

ECE.....Exceptional Child Education

EL.....English Learner

ESL.....English as a Second Language—A program to provide English language development for Multilingual Learners

ESS.....Extended School Services

IEP.....Individual Education Program

ILP.....Individual Learning Plan

KEES.....Kentucky Educational Excellence Scholarship

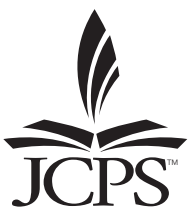
KERA.....Kentucky Education Reform Act—1990 legislation enacted to restructure schools in the Commonwealth of Kentucky

ML.....Multilingual Learner

MTSS.....Multi-Tiered Systems of Support

PSP.....Program Services Plan

SBDM.....School-Based Decision Making



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