

# Montgomery Public Schools

Montgomery, Alabama

## GRADING, PROMOTION, and RETENTION PROCEDURES

2022-2023



**MONTGOMERY**  
**PUBLIC SCHOOLS**

### **Our Mission**

**The mission of MPS is to engage, educate, and inspire our students to succeed in college, career, and beyond.**

### **Our Vision**

**MPS...where every student develops a love of learning, cultivates intellectual curiosity, and dreams of a future full of amazing possibilities.**

**The Montgomery County Board of Education operates under the following policy:  
"No person shall be denied employment, be excluded from participation in, or denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age."**

## Preface

The Montgomery Public Schools grading, promotion, and retention procedures are published for the following reasons:

- Law and policy require that we establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school within the district to assure fairness.
- Students and their parents have a right to know exactly how grades are determined.
- Grading has serious implications for individual students, for the school, and for the district and the community as a whole.
- Regulations are important support for teachers in the event a grade is challenged.

These guidelines, supported through Board policies, outline broad parameters that allow teachers enough flexibility to fit the needs of their particular course requirements. This applies to all teachers in all subject areas across the district (to include all magnet schools). Teachers must become familiar with the contents of this document to ensure fairness and standardization across the district. The principal and teacher will be held responsible for compliance with these procedures. Parents will have access to these guidelines through the district internet site.

\*Virtual School grading will follow the procedures outlined within the ACCESS/Virtual School Program Handbook.

\*Grade Recovery grading will follow the procedures outlined within the Grade Recovery Handbook.

\*Remote learning grading will follow the procedures outlined within this document.

\*\*Any exception to the procedures outlined in this document must be approved and obtained in writing from the Superintendent. The document must be kept on file in the office of Curriculum and Instruction and must be renewed on a yearly basis\*\*

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# MONTGOMERY PUBLIC SCHOOLS

## Grading, Promotion and Retention Procedures

### 1) Numerical Basis for Grades:

- a. The scale for determining the quarter grade, semester grade, and the yearly grade for a subject is stated below:

GRADING SCALE	
A =	90 - 100
B =	80 - 89
C =	70 - 79
D =	60 - 69
F =	0 - 59

**Note: The maximum number of points allowed for grading purposes is one hundred (100). PowerSchool will not accept grades over 100. "I" (Incomplete) is not to be inserted in lieu of a grade.**

- b. The numerical scale for the quarter grade, semester grade, and yearly grade shall determine the values assigned for learning activities (reports, projects, portfolios, and other criterion-based assignments).
- c. In averaging grades, any fractional part .5 (1/2) or over will be rounded *up* to the next whole number (examples: 90.5 = 91; 81.6 = 82; 59.51 = 60).
- d. The determination of passing or failing a subject is made by converting the letter grades and getting the average of the quarter grades and semester exam (Carnegie Unit courses only). If the average is below 60, the result is a failing grade.

### 2) Grading

Excessive unexcused absences may result in a loss of academic credit or referral of the matter to juvenile or other appropriate legal authorities for investigation. Extenuating circumstances will be considered. (*Guidelines are listed in Policy 6.1.4*)

- a. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.

- b. All grades assigned must be on grade level content standards. Assignments completed by students below grade level can NOT be used as part of the grade.
- c. Assignments made via any online platform may not have a due date and time outside of normal school hours. It is recommended that the work be made due at the beginning of the school day or class period. All online work must be submitted by the date the teacher gives. Teachers will be expected to make allowances if extenuating circumstances exist that will prevent the student from meeting the deadline and the teachers and/or administrators are notified of such circumstances by the parent/guardian via email at least three days before the date of submission.
- d. The teacher must document that a review of the student's performance and formal intervention have been completed for any student failing a core content course including but not limited to re-teaching and reassessing on standards not mastered. Re-teaching is an integral part of good instruction. Teachers should continuously monitor the progress of students to make sure the concepts and skills are mastered. When teachers identify students who do not understand the concepts presented, either by formal or informal assessment, they will select re-teaching activities that present the content in a new or different learning modality. When a student receives a failing grade, a re-test may be given. Standalone standards-based assessments should not be administered strictly to obtain a passing grade. Re-teaching should be continued throughout the year on standards previously taught, and not mastered by students. These standards may be included on new or comprehensive assessments administered to all students. The documentation of the review and intervention should take place throughout the grading period.
- e. Grades must be determined on the basis of several factors (projects, class assignments, activities, etc.) rather than one source, such as a test. Major grades must be a combination of tests, projects, essays, research papers, etc. (Example: 3 tests and 1 project) Quarter grades will be determined by the following scale: 65% major grades (tests projects, etc.) and 35% class work and homework (with no more than 5% from homework). In high school, Advanced Placement (AP) teachers should work with principals to ensure that AP guidelines pertaining to grading are followed.
- f. With the exception of Elementary Physical Education, Music, Technology, Health, and Visual Arts, all teachers in all subject areas are expected to administer a minimum of 4 different (see letter E for clarification of different) major and 8 different minor grades during a grading period to give an overall indication of the student's performance. A minimum of 2 different major and 4 different minor grades must be administered by the middle of the nine week grading period. The number of minor grades must exceed the number of major grades. (If an adopted school calendar has a quarter with less than 9 weeks, the number of required assignments can be altered at the principal's discretion for that particular marking period.) Major grades are defined as tests, projects, essays, research papers, etc. Minor grades are defined as daily classroom grades, i.e., progress monitoring, quizzes, checklists, homework,

observations, etc. The number of grades should not exceed the number of days in the grading period. If more than 4 major and 8 minor grades are given, the same 1:2 ratio must be met.

- g. **The gradebook should not have any empty cells.** There should be a grade recorded for each student for each activity, which requires teachers to enter a zero for all assignments that are not submitted. **The exceptions to this would include the transfer grade column, activities done prior to a transfer student's arrival, students receiving homebound services, work not done due based on the student's IEP, or students out for extended periods of time due to injury or acute illness.**
- h. All elementary and secondary grades will be calculated in PowerSchool using the Category Average Method.
- i. Each graded assignment must be recorded in the PowerSchool gradebook. The activity name for each graded assignment in PowerSchool will include the standard covered, as well as the task performed. For example - L10.12 Vocab. In addition to referencing the standard in the activity name, all standards covered in the assessment must be attached to the activity.
- j. The emphasis and importance of an activity or test should be reflected in the value assigned to it in the overall evaluation design used by the teacher and communicated to the class. That is, a major test should receive more value than a daily grade. A major (or minor) grade is not to be counted multiple times in the gradebook. The teacher will refrain from doing more than one major grade assessment in the same content area on the same day.
- k. A student will have the opportunity to make up exams, tests, or work which occurred during an excused absence or suspension. When a student returns to school after an excused absence, he/she has three (3) days or the number of days equal to the number of days of consecutive absences; whichever is greater, following the student's return to class to make up work. It shall be the responsibility of the student or the student's parents, guardians, or custodian to arrange with the teacher to make up work. If the same assessment is not given to the student as make-up work, then the work given must be an *alternate but equal form of the work* done by the class. Adding value to a benchmark test to substitute for a make-up test or other assignment is *not* in keeping with the system's procedure. Creating an assignment that has additional standards or content different from the original work done by the class is also *not* in keeping with the system's procedure. This plan yields different evaluation designs for students in the same class.  
An incomplete (I) grade on the nine-weeks report card will be recorded if the make-up time has not elapsed prior to the end of the nine-weeks period.
- l. Students who miss school as a result of an unexcused absence will receive a grade of zero for any graded assignments missed. Teachers will not allow students to make up graded assignments given on days where an unexcused absence is

marked in the gradebook. The teacher will provide any standards based instruction that was missed during the absence (whether excused or unexcused), upon return.

Any absence not falling into the categories listed below or otherwise excused by the superintendent, the superintendent's designee, or principal will be unexcused.

- a. Personal Illness
  - b. Serious Illness in the family verified by an Attendance or District Resource Officer
  - c. Death in the immediate family (not to exceed one week)
  - d. Absence for the observance of recognized holidays of the child's own faith
  - e. Inclement weather which makes it dangerous to attend school
  - f. Court-required appearances
  - g. Emergency conditions as determined by the superintendent or principal
  - h. Prior approval from the Office of Student Support Services
- m. An assignment that has a specific due date may have points associated with the student submitting the assignment on time. Penalty points for turning in such an assignment late cannot exceed 8 percent points per day. (That is to say that the beginning grade value must not drop below a 92 (or A) after day one, 84 (or B) after day two, 76 (or C) after day three, etc.). Teachers must accept late work submitted.
- n. Citizenship is **not** to be considered in determining academic grades.
- o. The 'bell-shaped curve' concept is not included in the procedure for grading or promotion.
- p. Progress reports and nine week report cards will be monitored by both school administrators and central office personnel to prevent and address high failure rates. Principals will use the following reports to assist in the gradebook compliance monitoring process: Category and Assignment Summary, Missing Grades, Failure, and Out-of-Sync. Monitoring for elementary grades will follow the MPS Grading Guidance:Elementary (Appendix 8)
- q. Students doing work via ACCESS and/or Edgenuity IS will have one numerical grade per nine weeks, which will be provided to the facilitator. A final progress report, obtained from ACCESS and/or Edgenuity IS, must be kept in the student's file to document the work done. (Grades earned via Edgenuity as individual assignments will be entered into the grade book as individual grades)
- r. The teacher will retain student papers for the documentation of grades earned during a given year and will keep these papers until report cards are distributed after the first semester of the following year. Student records must be readily available to school and district administrators throughout the school year, including summer months. Teachers must not delete any work done in Google Classroom or any other online platform from the previous year.



- s. A student will not participate in classes offered for remediation/intervention during the school day if he/she is required to miss regular classroom instruction in any core subjects.
- t. A student must secure written approval from the principal of the school he/she is presently attending prior to enrollment in any other school. (SACS/CASI Accredited)
- u. If a course is offered at a Montgomery Public Schools summer school, credit will not be given for that course taken at another school. Any exception must be approved in writing by the principal prior to enrollment.

Please Note:

The PowerSchool grade item passback app is installed in the Schoology course so that teachers can sync materials and grades from the Schoology grade book to their PowerSchool grade book. Teachers may use the PowerSchool app in their course to determine which categories in the Schoology grade book correspond with the categories in the PowerSchool grade book. This must be configured correctly to get accurate grades and must be synched regularly to stay updated in the official PowerTeacher Pro grade book. The only grades that are official will be those posted in PowerTeacher Pro.

### 3) Report Cards/ Section Sheets

- a. PowerSchool will not accept grades above an average of 100.
- b. The final/yearly grade will be an average of the two semester grades for one year courses.
- c. Schools should follow the guidelines established by the Office of Technology Support for generating report cards.
- d. The numerical average and letter grade for each quarter period and semester will be recorded on the report cards.
- e. Grade corrections after posting has closed will not be available to teachers without first obtaining a completed work order to document the rationale of overriding the grade book grade earned. A completed work order must include the teacher's full name, the student's name, the name of the class, the class section, and the class period. No grade corrections may be made after a student has withdrawn from a school. That is to say that when a student transfers, all missing grades must be completed by the sending school before the transfer is completed.
- f. Grades on report cards will not be changed without written authorization from the principal following the grade correction procedures.
- g. **(Elementary Only)** Each teacher is to evaluate students on citizenship.

#### 4) Progress Reports/Placement of Grades in PowerSchool

- a. Progress reports generated by PowerSchool will be provided to parents at the midpoint of each grading period for **all** students.
- b. Major grades must be placed in PowerSchool no more than 7 days (school days) after the assignment is received. Minor Grades must be placed in PowerSchool no more than 5 days (school days) after the assignment is received. Major grades in all Advanced Placement courses must be placed in PowerSchool no more than 10 days (school days) after the assignment is received. This will be monitored by both school administrators and central office personnel. Please note that this applies to work done via blended learning programs as well as work done by students receiving homebound services.

#### 5) Academic Promotion and Credits

**Elementary** Details for Kindergarten promotion are found in the Elementary section of this manual. A student in grades 1-2 must pass reading, English-Language Arts, and math for the year to be promoted to the next grade. A student in grades 3-5 must pass English-Language Arts, reading, mathematics, science, and social studies to be promoted to the next grade level. Promotion for all students may be determined by a committee, if they don't meet the minimum requirements due to extenuating circumstances that occurred during the current school year. All decisions made by the promotion committee must be made prior to the summer school start date and must be documented on the Retention/Placement/Promotion Consideration Form (Appendix 5). Any decisions made after the summer school start date must be approved by the Chief Academic Officer. If promoted to middle school by committee, the middle school principal must be on the promotion committee.

**Alabama Literacy Act** - Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade

- Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board approved assessment in reading
- Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Board of Education
- Demonstrating mastery of third grade minimum essential reading standards as evidenced by the reading portfolio. The State Superintendent of Education and the task force established criteria for minimum essential standards and the student reading portfolios and a definition of what constitutes mastery of all third grade state reading standards. (Alabama Act 2019-523)

If a student does not demonstrate sufficient reading skills on one of the three options listed **and** does not qualify for a good cause exemption, the student may not be promoted to fourth grade.

***Middle School*** A student in grades 6-8 must pass English-Language Arts, mathematics, science, and social studies to be promoted to the next grade level. Promotion for all students may be determined by a committee, if they don't meet the minimum requirements due to extenuating circumstances that occurred during the current school year. A student may not be promoted by committee for two consecutive years for any reason. All decisions made by the promotion committee must be made prior to the summer school start date and must be documented on the Retention/Placement/Promotion Consideration Form (Appendix 6). Any decisions made after the summer school start date must be approved by the Chief Academic Officer. If promoted to high school by committee, the high school principal must be on the promotion committee.

***High School*** Promotion per grade level shall be determined by the number of academic credits earned. Please refer to the High School section of this document for specific information.

## **6) Academic Honor Rolls**

- a. Any student with all "A"s in all academic subjects will qualify for the "A" Academic Honor Roll.
- b. Any student with any combination of "A"s and "B"s in all academic subjects will qualify for the "A-B" Academic Honor Roll.
- c. Any student with "B"s in all academic subjects will qualify for the "A-B" Academic Honor Roll.
- d. Citizenship, effort, and attendance will not be factors in identifying students for academic honor rolls.

## **7) Transfers into the System**

- a. Transfers from district approved Accredited Schools (State or Regional)

A student entering the Montgomery Public Schools from an accredited school is placed conditionally until his/her records are received from the school previously attended.

If a student transfers to another school during the school year, records will not be forwarded until the receiving school makes a request. Transfer Records should not be given to parents to deliver to the receiving school.

If a student transfers to another school not in the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.

b. Transfers from Non-accredited Schools (State, Regional, Foreign Country, or Home)

A student entering Montgomery Public Schools from a non-accredited school should be evaluated for grade/course placement by the school principal or his/her designee. Placement will be determined by using a variety of data sources including transcripts and standardized test scores. For students in grades 9-12, academic core courses will be validated by the student passing a content-based, course specific test developed by the school system. The validation test may be administered in the school setting.

The transcript of a student entering Montgomery Public School from a foreign country must be reviewed by the ESL Coordinator for translation and proper grade placement.

c. Absence of Records

In the event of controversial records/transcripts or the absence of records, students in grades 9-12 shall take placement tests consisting of the school's previous semester tests for core courses. Guidelines are listed in the *Alabama Administrative Code (AAC) 290-3-1-.02(7)*. Students in grades 1-5 shall be placed based upon performance on the LEA Early Years Assessment System. Students in grades 6-8 shall be placed based upon the current district universal screener.

Guidance for missing grades:

For Quarter 1:

- If such a student is enrolled within the first four weeks of the first quarter, he/she will not be required to make up the missed work. This student may not meet the required 4 major and 8 minor grades.
- If such a student is enrolled after the first four weeks of the first quarter, the teacher will provide instruction on the missed standards. Once instruction has occurred, the teacher will administer a standards based assessment and the grade earned will be entered as a transfer grade. This student may not meet the required 4 major and 8 minor grades.

\*If the student is not successful in mastering the standards, RTI support must be provided immediately.\*

For Quarters 2 and 3:

- If such a student is enrolled after the second or third grading period has begun, the student is missing grades for one or more grading periods. For each missing grading period, the teacher will provide the student with the appropriate quarterly course assessment. If the student scores a passing grade, this grade can be used as the nine week grade and the student does

not require further remediation for that quarter. For students who did not earn a passing score, the data should be used to plan for direct instruction. After direct instruction has occurred, the teacher will re-administer the same assessment. The grade on this assessment will be used as a grade for the nine weeks.

For the current grading period, follow the guidelines above - depending on whether the student transfers before or after the midpoint of the quarter.

For Quarter 4:

- If such a student is enrolled after the fourth quarter has begun, he/she cannot pass the course. Although grades may be recorded in the performance recording system, none shall be reported on the academic transcript.

#### d. Transfers of Students with Disabilities

1. A student with a disability who transfers from a system in Alabama, within the same school year, and enrolls in Montgomery Public Schools (MPS), with a current IEP, must be provided a free and appropriate public education. These services will be comparable to those described in the child's previously held IEP until such time as MPS adopts the previously held IEP or develops, adopts, and implements a new IEP.
2. A student with a disability who transfers from out of state, within the same school year, and enrolls in Montgomery Public Schools, with a current IEP, must be provided a free and appropriate public education. These services will be comparable to those described in the child's previous IEP, until MPS conducts a new evaluation and determines eligibility. If an evaluation is determined to be necessary by the IEP Team, that evaluation will be considered to be an initial evaluation.
3. If a reasonable attempt is made to obtain the student's records and an IEP is not available, MPS is not required to provide services. MPS must place the child in a general education program and conduct an initial evaluation. The IEP team will determine eligibility and appropriate special education services.

### 8) Grading/Promotion/Retention for Students with Disabilities

- a. At the beginning of each school year, the case manager will assess all data available on each student to determine subjects significantly affected by the disability. A copy of the appropriate section of the Individualized Education Program (IEP) will be given to the student's general education teacher(s).

The case manager will inform each teacher of his/her specific responsibilities including the specific accommodations, modifications, and/or supports related to implementing the student's IEP. General education teachers must sign the student's *Persons Responsible for IEP Implementation* verifying they have been given access to the IEP and have been informed of their responsibility in implementing the IEP.

b. The scale to be used in determining grades for a student is:

<b>GRADING SCALE</b>	
<b>A =</b>	<b>90 - 100</b>
<b>B =</b>	<b>80 - 89</b>
<b>C =</b>	<b>70 - 79</b>
<b>D =</b>	<b>60 - 69</b>
<b>F =</b>	<b>0 - 59</b>

- c. Each annual goal on the IEP will be evaluated in terms of the criteria stated.
- d. Progress reports (indicating whether the progress, if continued, is sufficient to meet the annual goal) will be sent to parents in accordance with timelines established in the IEP.
- e. The teacher(s) must be able to provide evidence to justify all subject area grades. Evidence must be available to justify the evaluation listed for an IEP goal.

## **9) Evaluation of Students with Disabilities**

- a. General education teachers are to ensure that students with disabilities in general education courses are not penalized because of time spent out of the general education program for resource instruction.
- b. A student with a disability should not be expected to do all the class activities missed while participating in a resource program. If a test is missed because of participation in a resource program, provision is to be made for a make-up test without penalty to the student.
- c. Self-contained students will receive instruction at the appropriate level and will be graded on their progress according to their specified pathway.

## **10) Gifted Program**

- a. Definition

Gifted students are those who perform at high levels in academic and/or creative fields when compared to others of their age, experience, or environment. These

students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata and in all areas of human endeavor.

The Alabama Administrative Code requires that LEAs must utilize a variety of service delivery options that may include but are not limited to resource room pull-out, consultation, mentorships, advanced classes, and independent study. Gifted students' need for complexity and accelerated pacing must be accommodated in the general education program. Accommodations may include strategies such as flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and advanced classes. Each LEA must establish and implement a procedure for considering any requests for subject or grade acceleration.

b. Service Delivery

Montgomery County has selected the following service delivery options in senior high schools:

• K-2	Consultation (gifted specialist consults with general education teachers to address the needs of gifted students in the general education classroom).
• 3-5	Resource room pull-out in the elementary school
• 6-8	Advanced classes
• 9-12	Advanced classes

c. Referral Process

- (1) A student may be referred for the gifted program by teachers, counselors, administrators, parents or guardians, or other individuals with knowledge of the student's abilities.

For each student referred, information is gathered in the following three areas:

<b>Aptitude</b>	Assessed through an individual or group test of intelligence or creativity.
<b>Characteristics</b>	A behavior rating scale designed to assess gifted behaviors is completed by a classroom teacher.

<b>Performance</b>	At least three indicators at a gifted level such as achievement test scores, grades, products, work samples, and/or portfolios.
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- (2) Tests and evaluative materials selected should be sensitive to cultural, economic, and linguistic differences and must be administered by qualified personnel under the supervision of an LEA.
- (3) For students who exhibit creative thinking, the Torrance Test of Creative Thinking must be administered unless the student has been determined eligible with a verbal or nonverbal assessment. The scores from the assessment/items used are entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.
- (4) To initiate a referral for gifted services, contact the gifted specialist assigned to the school or the gifted coordinator at 269-3808.

d. Evaluation of Gifted Students Elementary Students Only

Elementary Resource Room Pull Out

- i. General education teachers are to ensure that students are not penalized because of time out of the regular program to participate in the gifted program.
- ii. A gifted student should not be expected to do the class activities missed while participating in the program and the number of grades should be adjusted accordingly.
- iii. If a test is missed because of participation in the program, provision is to be made for a make-up test without penalty to the student. Since a student will miss the same day of regular class each week, provision may need to be made for the student to make up scheduled tests on a regular basis (e.g., Friday spelling tests could be administered on Thursday).
- iv. The student will receive an evaluation from the gifted teacher at the end of each unit of study. Units of credit are not to be awarded for participation in the gifted program as in the regular program.
- v. If a gifted student does not perform satisfactorily in the majority of his/her regular program classes, the provision will be made for a parent conference. A Gifted Specialist should participate in the conference. A gifted student may not be denied gifted services because of classroom performance or behavior without written consent from the parent.



e. Acceleration

Accommodations for acceleration are available to students who perform above grade level in grades K-12. All requests for acceleration must be made to the principal. Requests for acceleration follow the process in the Montgomery Public Schools Acceleration Procedure guidelines. A copy of these guidelines may be obtained from the school principal or the gifted coordinator (269-3808).

Credit Advancement will also be made available to qualifying students. All requests for Credit Advancement must be made to the principal. Requests for Credit Advancement follow the process in the Alabama State Department of Education Credit Advancement guidelines. A copy of these guidelines may be obtained from the principal, school counselor, or the ALSDE website.

## 11) General Grading Procedures/Regulations Related to English Learners – ELs

Each school will follow specific procedures for identifying ELs. These procedures are outlined in the *MPS Comprehensive Plan for Serving Limited-English Proficient Students*. All faculty and administrators should be familiar with this document which is in accordance with the requirements established by the Alabama State Department of Education regarding programs and services for English language learners under Title III, Part A, Subpart 1, of *No Child Left Behind*, 2001.

### a. Guidelines for Classroom Teachers of ELs

(Also read “Grading and Grading Systems” in the current *MPS Plan* carefully)

- (1) The same methods and criteria applied to the peers of ELs cannot always be used to assess students who lack English language proficiency.
- (2) Teachers should maintain high expectations for student learning while providing accommodated lessons and assignments so that ELs can progress.
- (3) Assessments should be accommodated so that ELs can demonstrate their knowledge and skills. **Accommodations must be documented on all assignments and/or assessments.**
- (4) Grades should be based on work that has been accommodated to diminish language barriers. Teachers will use the *ESL Grading Guidelines* document for guidance.
- (5) If a student **can** demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade.

- (6) ELs **must not be failed in a content area on the basis of lack of English language proficiency**. Appropriate instructional accommodations are the key to appropriate grading.
- (7) Language-minority students may receive failing grades and may be retained when their failure is due to problems other than those caused by lack of language proficiency (e.g. participation). **Participation in the learning process**, in direct or accommodated methods, **is required** for all students. **Failure to participate requires that a failing grade be sent to parents**. No student should be left behind in the learning process, and no EL should be failed or retained without proof of accommodated instruction being provided.
- (8) Involvement of ELs in the learning process should not be postponed because of language limitations. Teachers should find ways to include ELs in the learning process. Non-meaningful grades should not be assigned to ELs.
- (9) Specific accommodations and strategies are outlined in the *MPS Comprehensive Plan for Serving Limited-English Proficient Students* and should be followed in all schools. Specific training in how to accommodate ELs will be provided to grade level and content area teachers through the MPS Professional Development Center. Teachers who need other assistance or training should contact the local school EL Facilitator and/or the MPS EL Coordinator.
- (10) For **beginning** ELs (non-English proficient or limited-English proficient) alternative assessment is a preferred option. Examples include, but are not limited to; asking students to prepare portfolios, present projects or oral reports, make lists and other products that express what students have learned.
- (11) Teachers, under the leadership of the EL Committee, will document instructional services provided to and progress made by each EL.
- (12) All progress reports and daily or weekly grades sent home by the teacher should be explained on the EL progress report so that the parents will understand exactly where the student is performing in terms of educational goals. Copies of graded work should be kept in the profile folder of each EL with documentation of accommodations provided.
- (13) **Students in Grades 9-12** must be given the opportunity to earn credits toward graduation. Students should be given grades on accommodated work as outlined above.

**b. Summary**

- (1) ELs must receive accommodated content work when needed.

- (2) Grading is based on accommodated work.
- (3) ELs must not be failed on the basis of lack of English language proficiency.
- (4) Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- (5) Students who participate in pull-out ESL instruction should receive grades for learning in that context.
- (6) All schools serving ELs must be able to demonstrate progress in the achievements of their language-minority students. Accommodations should be measurably effective.

c. State Mandated Testing

Only ELs who are in their first year of enrollment in an English-speaking US school may be excluded from certain tests. At this time, all other ELs participate in state assessments. The MPS Testing Coordinator and EL Coordinator will keep schools apprised of current requirements.

## 12) State Regulations for Testing Students of Special Populations

- a. All students of special populations must have the opportunity to participate in the existing Alabama testing program as well as to earn the necessary Carnegie units to meet high school graduation requirements.
- b. In administering any of the tests included in the state program, appropriate accommodations will be made to ensure that students of special populations receive individual consideration of their disabilities or barriers without changing the nature, content, or integrity of the test.
- c. All decisions regarding participation in the testing program and/or accommodations must be made on an individual basis and will be justified and documented in the IEP, 504 Plan, and/or LEP Plan. Accommodations are only those that have been practiced regularly in the classroom when the student receives instruction and/or takes subject area tests. These decisions must be reviewed on an annual basis or more often as needed.

## 13) Summer School / Evening Academy

- a. Summer School programs are offered as a courtesy of the district and is not guaranteed to be offered each year.
- b. Any summer school or evening academy program in the Montgomery Public School system will be conducted in accordance with the Southern Association of Colleges and Schools (AdvancED) accreditation standards.

- c. Time requirements governing one unit of credit during summer school shall be a minimum of 140 clock hours of instruction, or students may demonstrate mastery of Alabama course of study content standards without specific instructional time. *Alabama Administrative Code (AAC) 290-3-1-10(6)*
- d. A student must secure written approval from the principal of the school he/she is presently attending prior to enrollment in any school other than the school he/she is presently attending, if credit is desired.
- e. If a course is offered at a Montgomery Public School summer school/evening academy, credit will not be given for that course taken at another school. Any exception must be approved by the principal prior to enrollment.
- f. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year. This evidence is to remain at the host site.
- g. The school will retain student papers for the documentation of grades earned during a given summer school or evening academy session and will keep these papers until report cards are distributed after the first semester of the following year. Student records must be readily available to school and district administrators. This documentation is to remain at the host site.
- h. Students must meet the Summer School and/or Evening Academy criteria to be eligible to participate. This eligibility includes that an elementary (K-5) student must have a minimum final grade of a 40(F) and a secondary (6-12) student must have a minimum final grade of a 40(F) to participate.

#### **14)Exchange of Information and Transfer of Records**

##### **a) Transfer During The Year**

- (1) If a student transfers to another school during the school year, records will not be forwarded until the receiving school makes a request. Transfer Records should not be given to parents to deliver to the receiving school.
- (2) If a student transfers to another school outside the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.
- (3) If a student transfers from another school outside the system, the school counselor must ensure receipt of records from the previous school in a timely manner. The counselor or designated employee must put incoming records on the transcript in PowerSchool within three weeks of transfer.

(4) If a student transfers to another school within the MPS system during the school year, the originating school should send copies of the following and keep originals:

(a) With Transfer Form

- (1) Transfer/Withdrawal Notice (form)
- (2) Grade Summary Sheet (report card)
- (3) Birth Certificate
- (4) Immunization Certificate (a copy must remain at the school)

(b) Written Request of Records from the receiving school: (Should be provided within 48 hours by the receiving school)

- (1) Withdrawal form
- (2) State standardized test results (labels should be placed on the cumulative records by the sending school.)
- (3) Grade/Credit Recovery Documentation Forms
- (4) Cumulative Record card – send copy, keep original
- (5) Immunization Certificate
- (6) Student Health Folder, Annual Health Screening Record, and Individual Medication Chart – send copy, keep original
- (7) Educational Planning Worksheet
- (8) Copy of Social Security Card
- (9) Copy of Birth Certificate
- (10) 504 records, ESL records, RTI records, (all hand delivered and signature receipt received).
- (11) ESL folders, if applicable, must be hand-delivered
- (12) Final Grade Summary Report (report card)
- (13) Registration card (students with disabilities only)
- (14) Academic/Career Plan folder and Career Interest Inventory, Grade 8
- (15) Documentation of parental understanding of high school graduation requirements.

b) Special Education Records

Eligibility and IEP folders for students with disabilities must be delivered according to guidelines established by the Department of Special Education.

c) End-of-the-Year Transfer to the Next Grade Span

- (1) Within fifteen (15) work days after the end of the school year, “sending” school principal must furnish all “receiving” schools with a comprehensive list, with addresses, of all regular program students being promoted to the “receiving” school. (Example an elementary school would send the list of regular program 5<sup>th</sup> graders being promoted to the 6<sup>th</sup> grade to the receiving middle school.)
- (2) Within fifteen (15) work days after the end of the school year, copies of the following records must be sent to the receiving school for that student:
  - (a) Immunization Certificate
  - (b) Kuder Inventory Profile
  - (c) Cumulative Record card
  - (d) Grade/Credit Recovery Documentation Forms 1, 6, 7 (As Applicable)
  - (e) Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
  - (f) State standardized test results (labels should be placed on the cumulative records by the sending school.) Since assessment results may not be received before August in the succeeding academic year, Assessment results should be sent within 15 days of receipt.
  - (g) Home Language Survey form
  - (h) 504 records, ESL records, RTI records (all hand delivered and signature receipt received).
  - (i) ESL folders, if applicable, must be hand-delivered
  - (j) Final Grade Summary Report (report card)
  - (k) Registration card (students with disabilities only)
- (3) Include all items listed above, with each student’s cumulative record. Alphabetize the folders. (labels should be placed on cumulative records by the sending school)
- (4) All records from sending school must be forwarded to receiving schools within five (5) working days after the end of summer school.
- (5) Within fifteen (15)) work days after the end of the school year, eligibility folders for students with disabilities, ELs, and 504 plans, and all records listed in 15.b.(2) will be hand delivered to the receiving schools. Records must be signed for by receiving schools.

d) Obtaining Accurate Dropout Data

Secondary school principals will follow procedures established by the school district for documenting student movement out of their buildings. Documentation includes student exit interview forms, monthly dropout reports, the summer completer report, no-show reports and letters of request and other records verifying the new location for the exiting student.

## **15) Scheduling**

Student schedule changes may occur at any time throughout the year to accommodate the needs of the school and student. However, no schedule changes involving course changes may occur after the third week of the school year. For example, a secondary school student may ***NOT*** request a schedule change from Environmental Biology to Physical Science after the third week of the school year. An elementary student may NOT be moved to a lower grade level after the fourth week of the school year.

## **16) Military Interstate Compact Agreement**

All 50 states have signed the Interstate Compact on Educational Opportunity for Military Children. The goal of the compact is to replace the widely varying policies affecting transitioning military students. The compact leverages consistency:

- It uses a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.
- The compact addresses key educational transition issues encountered by military families including enrollment, placement, attendance, eligibility, and graduation.
- Children of active duty members of the United States uniformed services, National Guard, and Reserve on active duty orders, and members or veterans who are medically discharged or retired for one year are eligible for assistance under the compact.

For more information regarding the application of the Military Interstate Compact Agreement, contact the Office of Curriculum and Instruction.

## **17) Converting Letter Grades and Standards-Based Grades to Numerical Grades**

When students transfer into the district from an accredited school that utilizes letter grades or standards-based grades for the report cards and transcripts, they can be converted to numeric grades using the following procedure.

- a. First, contact the sending school/district and ask for any conversion table that they use for their records. If the school is able to provide this information, use their system for conversion.
- b. If the sending school's conversion system is non-existent or unavailable, use the following recommendation for converting grades for the transferring student.

<b>Average Scale Score Across Multiple Goals*</b>	<b>Traditional Grade*</b>	<b>Recommended Percentage Equivalent For Traditional Grades</b>
<b>3.75-4.00</b>	<b>A+</b>	<b>98-100</b>
<b>3.26-3.74</b>	<b>A</b>	<b>92-97.99</b>
<b>3.00-3.25</b>	<b>A-</b>	<b>90-91.99</b>
<b>2.84-2.99</b>	<b>B+</b>	<b>88-89.99</b>
<b>2.67-2.83</b>	<b>B</b>	<b>82-87.99</b>
<b>2.50-2.66</b>	<b>B-</b>	<b>80-81.99</b>
<b>2.34-2.49</b>	<b>C+</b>	<b>78-79.99</b>
<b>2.17-2.33</b>	<b>C</b>	<b>72-77.99</b>
<b>2.00-2.16</b>	<b>C-</b>	<b>70-71.99</b>
<b>1.76-1.99</b>	<b>D+</b>	<b>68-69.99</b>
<b>1.26-1.75</b>	<b>D</b>	<b>62-67.99</b>
<b>1.00-1.25</b>	<b>D-</b>	<b>60-61.99</b>
<b>Below 1.00</b>	<b>F</b>	<b>0-59.99</b>

\*From *Formative Assessment & Standards Based Grading* by Robert J. Marzano, Chapter 6, Table 6.1.



# Glossary

## GLOSSARY

1. **ACCELERATION** - the process of enabling a student to advance in an academic course of study.
2. **ALABAMA CONNECTING CLASSROOMS, EDUCATORS, & STUDENTS STATEWIDE (ACCESS)** – A statewide distance learning initiative that provides high school students with basic courses and electives.
3. **ACCOMMODATIONS** - a change to the delivery of instruction or a method of student performance that does not significantly change the content or the conceptual difficulty of the curriculum.
4. **ACCREDITED SCHOOLS** - schools that meet the necessary requirements and standards set by the State Department of Education to improve student performance.
5. **ACT** – a curriculum and standards-based educational and career planning tool that assesses students’ academic readiness for college.
6. **ALABAMA COMPREHENSIVE ASSESSMENT PROGRAM (ACAP)** - a standards-based criterion-referenced assessment designed to provide students, parents, teachers, administrators, and Alabama citizens with information regarding students’ progress towards mastery of the Alabama Course of Study Standards.
7. **ASSESSMENTS** - anything used for measuring the skill, knowledge, or aptitudes of an individual or group (tests, worksheets, projects, term papers, and authentic assessments such as portfolios).
8. **BENCHMARK** - a point of reference from which a student’s progress may be measured.
9. **BELL-SHAPED CURVE** - the characteristic shape of a graph for the normal distribution of grades.
10. **CARNEGIE UNITS** – a “unit” earned toward high school graduation based upon a student demonstrating mastery of academic standards.
11. **CORE SUBJECTS** - Mathematics, Science, English, and Social Studies are core subjects.
12. **CREDIT RECOVERY (CR)** - is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion.

- 13. CUMULATIVE CARD** - the official cumulative record of a student's scholarship.
- 14. ENGLISH LEARNERS (ELs)** - any student who is not fluent in English because it is not their first (primary) language.
- 15. EXCUSED ABSENCE** - any absence not falling into the categories listed below or otherwise excused by the superintendent, principal or the superintendent's designee will be unexcused.
- a. Personal illness
  - b. Serious illness in the family verified by an Attendance or District Resource Officer
  - c. Death in the immediate family (not to exceed one week)
  - d. Absence for the observance of recognized holidays of the child's own faith
  - e. Inclement weather which makes it dangerous to attend school
  - f. Court-required appearances
  - g. Emergency conditions as determined by the superintendent or principal
  - h. Prior permission of the principal with request from the parent, guardian, or legal custodian. Parents/Guardians should complete the "Prior Approval of Absence" form (obtained from the school office) which must be signed by the principal before the absence takes place.
- 16. HOME LANGUAGE SURVEY** - a questionnaire required of all students enrolling in a Montgomery Public School. It identifies students whose primary language is one other than English.
- 17. INDIVIDUALIZED EDUCATION PROGRAM (IEP)** - a written plan for the provision of special education and related services for a student with disabilities.
- 18. INDIVIDUALIZED EDUCATION PROGRAM (IEP) team** - a team consisting of the parent(s) of a student with a disability, at least one general education teacher of the student, the special education teacher serving the student, the Local Education Agency (LEA) representative, an individual who can interpret the instructional implications of evaluations, the student (when appropriate), and others at the discretion of the parent or LEA. This team writes the Individualized Education Program (IEP) for the student.
- 19. INDIVIDUALIZED ENGLISH LANGUAGE PLAN (I-ELP)** - a plan required for all language minority students who qualify for ESL services. Each plan determines the level and range of services for identified students.
- 20. INDIVIDUALIZED ENGLISH LANGUAGE PLAN (I-ELP) team** - a team consisting of the administrator, parent, ESL teacher (if available), ESL facilitator, the regular classroom teacher, special education teacher (if needed). This team writes the I-ELP for the student.
- 21. INTERVENTION / STRATEGIES** – Response to Instruction (RtI) is a framework that combines core instruction and ongoing formative assessment, progress monitoring,

and intervention/acceleration within a three tiered system of support to maximize student achievement and reduce behavior problems.

Examples of Intervention Strategies can be, but are not limited to the following: ABC Brainstorm, Anticipation Guide, Chunking the Text, Comparison-Contrast Charts, Frayer Model Graphic Organizer, Guided Reading, Inquiry Chart, Jigsaw, K – W – L, Prereading Plan, Problem-Solution Chart, Retell, Sequential Order, Summarizing, Think Aloud, Think-Pair-Share, Turn and Talk, Venn Diagrams, Vocabulary Quilts, Word Wall

- 22. MAJOR GRADES** - may include chapter tests, unit tests, teacher made tests, projects, essays, speeches, post-tests, and other local assessments.
- 23. MINOR GRADES** - may include daily classroom work, quizzes, checklists, observations, and homework.
- 24. MODIFICATIONS** - a change to the delivery of instruction or method of student performance that changes the content or conceptual difficulty of the curriculum.
- 25. POWERSCHOOL** - the data management software used to report student data.
- 26. PROBLEM SOLVING TEAM (PST)** – a model to guide general education intervention services for all students who have academic and/or behavioral difficulties. The PST is central to the school’s successful implementation of the Response to Instruction (RtI) framework.
- 27. QUARTER** - one of four periods of instruction within an academic year.
- 28. RESOURCE TIME** - this environment includes children with disabilities who receive special education and related services outside the general education setting from 0-21 hours per week.
- 29. RESPONSE TO INSTRUCTION (RtI)** – Refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavioral problems.
- 30. RESPONSE to INSTRUCTION (RtI) Tiers:**
  - Tier 1 – Classroom teachers will use a variety of instructional strategies and positive behavioral supports within the core curriculum to address individual instructional needs
  - Tier 2 – Based on assessments, discipline, grades, attendance, and other data, students who are unsuccessful with Tier 1 will be provided additional research-based interventions

- Tier 3 – Students who continue to misbehave or struggle in Tier 2 will be referred to the PST and receive more intensive interventions
- 31. SALUTATORIAN** - the student having the second highest grade point average in the graduating senior class.
  - 32. SCHOOL AUTHORIZED ACTIVITY** - any school function authorized by the school principal.
  - 33. SELF-CONTAINED** - this environment includes children with disabilities who receive special education and related services outside the general education setting for more than 21 hours per week.
  - 34. SEMESTER** - one of the two 18-week periods of instruction into which the academic year is divided.
  - 35. STAR ASSESSMENT** - a computer adaptive assessment for preK-12 students that measure reading, math, and early literacy skills.
  - 36. TESTS** - anything used for measuring the skill, knowledge, or aptitudes of an individual or group (tests, worksheets, projects, term papers, and authentic assessments such as portfolios).
  - 37. UNDERAGE STUDENT** - a student that is not age appropriate for attendance in a public school according to the Code of Alabama 16-28-4.
  - 38. UNEXCUSED ABSENCE** - any absence for which a written excuse was not provided within three (3) days of the absence. In addition, truancy, missing a bus or ride, unauthorized trips, birthday or other celebrations will be considered unexcused.
  - 39. VALEDICTORIAN** - the student having the highest grade point average in the graduating senior class.
  - 40. WEIGHTED** - having extra value added to a final grade for advanced classes. For Advanced Placement, International Baccalaureate, and Dual Enrollment courses, students will receive 1.0 extra quality point and high school students will receive 0.5 extra quality point for Advanced/Honors courses

GRADING, PROMOTION, and RETENTION  
PROCEDURES  
in  
ELEMENTARY SCHOOLS  
(Grades K-5)

## Elementary School GPR Specific Information

### 1) Reporting of Progress in Kindergarten

- a. The scale for determining the quarter grade, semester grade, and the yearly grade for a subject is stated below:

<b>PROFICIENCY LEVEL</b>	<b>PERCENTAGE SCALE</b>	<b>PERFORMANCE SCALE</b>
<b>Mastering Standards</b>	<b>90 - 100</b>	<b>5</b>
<b>Meeting Standards</b>	<b>80 - 89</b>	<b>4</b>
<b>Partially Meeting Standards</b>	<b>70 - 79</b>	<b>3</b>
<b>Approaching Standards</b>	<b>60 - 69</b>	<b>2</b>
<b>Not Meeting Standards</b>	<b>0 - 59</b>	<b>1</b>

**Note: The maximum number of points allowed for grading purposes is one hundred (100). PowerSchool will not accept grades over 100. "I" (Incomplete) is not to be inserted in lieu of a grade.**

- b. Teachers will assign grades in the areas of English Language Arts, Math, Science, Social Studies, Visual Arts, Health, Technology, and Physical Education.
- c. Teachers are expected to assign a minimum number of five grades in the areas of English Language Arts, Science, Social Studies, and Math, with a minimum of two grades by the midpoint.
- d. The teacher will use the 1 to 5 performance scale when entering grades in the grade book. The graded activities in PowerSchool should be set up as follows; Total: 100 points, Weight Multiplier: 1.0, and Weight Addition: 0.0. The digital gradebook will automatically convert the grade to the appropriate scale.
- e. All activities should be assigned a gradebook category of KINDERGARTEN, which carries a weight of 100%.
- f. The teacher must always be able to provide evidence to justify grades given for a quarter period, semester, or for a year (e.g. student work samples, graded materials, student checklist).

- g. Before any student can receive a failing grade in any core content area, the teacher must document that a review of the student's performance and possible formal interventions have been completed.

### **Promotion/Retention in Kindergarten**

State rules and regulations, as well as District requirements, will be followed regarding assessment procedures and criteria used to determine the readiness of a kindergarten student for first grade. Multiple sources of data will be used to identify each student's strengths and needs, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods. Because kindergarten is not required in the state of Alabama, the teacher, parent or guardian, and principal must agree upon the necessity for retention of a kindergarten child based on records kept by the teacher. Appeal of the decision may be made to the Department of Curriculum and Instruction in writing prior to July 1<sup>st</sup>. The student's parent(s)/guardian(s) will be notified of the final placement decision.

### **2) Code for Reporting Progress in Core Subjects (Grades 1-5)**

- a. Basic Social and English Language Arts core subjects are defined as:
  - 1. math
  - 2. science
  - 3. social studies
  - 4. reading
  - 5. language arts-(includes grammar/spelling/handwriting)
- b. A student's academic performance is to be evaluated based on grade level proficiency criteria in regular program classes. For example, if a student is in third grade, evaluation is to be based on success at the third grade level.
- c. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.

### **3) Code for Reporting Student Progress in Music, Physical Education, Technology, Health, and Visual Arts (Grades K-5)**

- a. Grades for these areas will be reported numerically using the same grading scale as core academics. The grades will all be weighted equally, as 100%, and entered as the category Elementary Elective Grade.
- b. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.
- c. Teachers are expected to assign a minimum of four grades during each grading period for all non-core courses.



#### **4) Citizenship Grades.**

- a) One citizenship grade should be given by each teacher on a student's schedule. (Core and Non-Core) Students will receive a citizenship grade from each core teacher as well as non-core teachers (i.e. music, P.E., visual arts, technology). Citizenship grades will be reported numerically using the same grading scale as core academics. The grades will all be weighted equally, as 100%.
- b) The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.
- c) Teachers are expected to assign a minimum of four grades during each grading period for all non-core courses.

#### **5) Progress Reports**

- a) Parents/guardians are informed regarding student progress by receiving work samples every two weeks beginning the first week in September.  
\*Please note that during the COVID-19 Health Crisis, comprehensive progress reports will be sent home in lieu of the packet exchange.\* If comprehensive progress reports become available, it can be used in lieu of packets.
- b) All elementary school students will receive a mid-quarter report of academic progress. Schools may issue progress reports more often than this minimum requirement. This is used to notify parents/guardians of all students of their progress.

\*Note - Beginning with the 2016-2017 school year, instruction in handwriting for elementary school students shall include instruction in cursive writing by the end of the third grade year. (*Alabama Code Section 16-6B-2*)

GRADING, PROMOTION, and RETENTION  
PROCEDURES  
in  
MIDDLE SCHOOLS  
(Grades 6-8)

## Middle School GPR Specific Information

### 1) Grade Reporting.

The numerical averages for each quarter period are used at the end of the year (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>) to determine the letter grade for the year.

### 2) Progress Reports

All middle school students will receive a mid-quarter report of academic progress each grading period. Schools may issue progress reports more often than this minimum requirement.

### 3) Accelerated Math Placement Criteria

Accelerated Math 7 readiness is determined by the student's past academic math performance and teacher recommendations. Students desiring to take Accelerated Math as their eighth grade mathematics course must have completed the Accelerated Math 7 course. Students who have completed Accelerated Math 7 may choose to take Math 8, instead of progressing to Accelerated Math 8.

Students will **not** earn a Carnegie Unit in middle schools for Accelerated Math beginning August 2021.\* Students who successfully complete the middle school Accelerated 7 and Accelerated 8 will satisfy the Algebra I with Probability requirement and will be prepared to enter directly into Geometry with Data Analysis in Grade 9 and Algebra II with Statistics in Grade 10.

\*Contingent upon an ALSDE approved waiver request, accelerated/gifted students taking Geometry with Data Analysis in Grade 8 may earn a Carnegie Unit. Such a student is expected to take four math courses while in high school.

### 4) Courses earning Carnegie Units

A semester examination is to be given in all middle school courses for which a student will earn a Carnegie Unit (High School Credit). Each student will receive a numerical grade on the examination. The semester average is obtained by using three grades: the numerical average for each of the two quarters and the numerical grade on the examination using the formula  $40 \cdot 40 \cdot 20$ .

For the 2022-2023 school year, eighth grade students completing Geometry with Data Analysis or a foreign language with a final grade of 60 or above (a minimum of 60 each semester) will receive high school credit.\* No middle school courses taken in English, Science, or History will earn a high school credit.

\*Contingent upon an ALSDE approved waiver request\*

GRADING, PROMOTION, and RETENTION  
PROCEDURES  
in  
HIGH SCHOOLS  
(Grades 9-12)

## High School GPR Specific Information

### 1) Grade Reporting.

a) Grading in Advanced Placement (AP)/Dual Enrollment/Dual Credit (any Post-Secondary Course) courses taken for dual credit is the same as in all other courses. Grades, however, are to be weighted for purposes of honor roll, eligibility for honor clubs, rank in class, and GPA. That is, for example, a grade of an “A” is to be one (1.0) point higher than a regular “A”; a grade of a “B” is to be weighted as an “A”; a grade of a “C” is to be weighted as a “B”; a grade of a “D” is to be weighted as a “C”; *a grade of an “F” is not to be weighted.* A student who is enrolled in an AP or Dual Enrollment course must complete the entire scope and sequence of the course to fulfill requirements for graduation.

- Dual enrollment (DE) occurs when a student is enrolled in a college-level course while still in high school. College credit is earned and recorded on college transcript only.
- Dual enrollment for dual credit (DE/DC) courses allow students to earn both high school and college credit at the same time. These credits are recorded on both high school and college transcripts.

Students who meet the criteria for initial admission for a dual enrollment for dual credit program will maintain continuous eligibility so long as they earn a grade of C or better in all attempted college courses. Students who fail to meet this minimum grade requirement or who withdraw from a course will be suspended from the program for a minimum of one term. The one-term suspension may not be served during the summer. The student may not re-enroll until the suspension has been served. For re-entry, the student must reapply to the program and must meet the minimum grade point average requirements. (ALSDE May 2019)

b) Grading in Honors courses is the same as in all other courses. Grades, however, are to be weighted an additional one point (1.0) for purposes of honor roll, eligibility for honor clubs, rank in class, and GPA. *A grade of an “F” is not to be weighted.* A student who is enrolled in Honors courses must complete the entire scope and sequence of the course to fulfill the requirements.

c) Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year. Students must earn the minimum number of Carnegie units (credits) necessary for grade placement above grade 9 as indicated below:

10<sup>th</sup> Grade – 6 credits to include 1 English Language Arts and 1 Math credit

11<sup>th</sup> Grade – 12 credits to include 2 English Language Arts and 2 Math credits

12<sup>th</sup> Grade – 18 credits

\*And must be able to complete all graduation requirements within the year.

d) A semester examination is to be given in all courses. Each student will receive a numerical grade on the examination. The semester average is obtained by using three grades: the numerical average for each of the two quarters and the numerical grade on the examination using the formula  $40 \cdot 40 \cdot 20$

## **2) Semester Examination Exemptions**

- a) Any senior whose class average is at least 80 (B) when the two quarters' grades are averaged and has five (5) or fewer combined excused or unexcused absences, check-ins, tardies, and/or check-outs may be exempt from the semester examination. Any junior whose class average is at least 90 (A) when the two quarters' grades are averaged and has five (5) or fewer combined excused or unexcused absences, check-ins, tardies, and/or check-outs may be exempt from the semester examination.
- b) There will be NO exemptions for freshmen and sophomores, unless they meet the criteria listed below in subsection (d) Advanced Placement.
- c) Students who miss a class while participating in a principal-authorized activity on or off the campus will not be considered absent for exemption purposes. No more than two authorized university visits shall be considered within the exemption.
- d) Students who have taken Advanced Placement national exams and have five (5) or fewer combined excused or unexcused absences, check-ins, tardies, and/or check-outs may be exempt from final course equivalent exams when the student's average is at least 75 (C) when the two quarter grades are averaged.
- e) In determining the term grade for those who qualify and elect to exempt examination(s), the teacher will average the two quarters' grades.

## **3) Progress Reports**

All high school students will receive a mid-quarter report of academic progress each grading period. Schools may issue progress reports more often than this minimum requirement.

## **4) Class Rank/Valedictorian and Salutatorian**

- a) Seniors will be given a Grade Point Average (GPA) and a class ranking in the fall of their senior year for college applications and college scholarships. This GPA will only be inclusive of attempted Carnegie units. Final GPA and class ranking will be determined at the end of the senior year. If a student repeats a course for enrichment or makeup, the first grade earned (not the second and not both) is to be used for GPA calculations.
- b) The Valedictorian and Salutatorian will be selected at the completion of the senior year so that all course work is included in the calculation of the final GPA. The criteria for selection follows:
  - i) The student must have been in attendance at the high school for a minimum of three consecutive semesters.
  - ii) The first level of selection will be the standard weighted GPA calculated using alphabetic grades earned for courses on a four-point (4) scale. The GPA will be calculated to the fourth (4<sup>th</sup>) decimal place. If there is a tie, the numeric weighted GPA using numeric averages earned for courses will be calculated to the fourth (4<sup>th</sup>) decimal place.

c) Yearly GPA will be calculated by dividing the number of points for both semesters by the total number of courses for both semesters. \*Please note that you cannot use a transcript for this task, as the transcript only reports the final grade, and not the second semester grade.\*

i) The final GPA will be calculated by dividing the number of points for each semester for all four years by the total number of courses for all four years.

ii) A GPA worksheet (Appendix 4) will remain in the cumulative record and will be updated yearly to ensure GPA accuracy.

iii) Sample:

### Ninth Grade:

\* = Withdrawn

Term: 4th Nine Weeks		Grd Period: 4th Nine Weeks									
Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
220011.015	Biology	PATTON, KEITH N	84.00 B	82.00 B	80.00 B	82.00 B	81.00 B	84.00 B	100.00 A	86.00 B	84.00 B
230013.014	W H 1500-P	HART, WILLIE	58.00 F	79.00 C	70.00 C	69.00 D	71.00 C	90.00 A		81.00 B	75.00 C
240002.009	LIFE PE 9-12	MCKENNEY,	21.00 F	95.00 A	86.00 B	64.00 D	60.00 D	84.00 B	80.00 B	74.00 C	69.00 D
400025.015	Career Prep	Frazier, Tangelia	86.00 B	72.00 C	78.00 C	79.00 C	64.00 D	41.00 F	82.00 B	58.00 F	69.00 D
210005.007	Algebra I	SMITH, ANTONIO	81.00 B	85.00 B	89.00 B	84.00 B	80.00 B	78.00 C	80.00 B	79.00 C	82.00 B
200005.004	English Gr 9	WILLIAMS,	61.00 D	81.00 B	63.00 D	69.00 D	75.00 C	65.00 D	63.00 D	69.00 D	69.00 D
280093.006	Vis Arts I	PRICE, VALENCIA	13.00 F	75.00 C	92.00 A	54.00 F	86.00 B	57.00 F		72.00 C	63.00 D

### Tenth Grade:

\* = Withdrawn

Term: 4th Nine Weeks		Grd Period: 4th Nine Weeks									
Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
290001.007	D&TSafetyEd	LAWRENCE,					74.00 C	88.00 B	EXT	81.00 B	81.00 B
250002.011	Health 9-12	MITCHELL, JOHN A	98.00 A	85.00 B	90.00 A	91.00 A					
220061.005	Chemistry	SUMMERLIN,	73.00 C	69.00 D	68.00 D	70.00 C	64.00 D	61.00 D	87.00 B	67.00 D	69.00 D
280094.002	Vis Arts II	JOHNSON, DUANE	85.00 B	78.00 C	84.00 B	82.00 B	66.00 D	80.00 B	88.00 B	76.00 C	79.00 C
210010.010	Geometry	THOMAS, HOLLEE	71.00 C	85.00 B	36.00 F	70.00 C	78.00 C	40.00 F	72.00 C	62.00 D	66.00 D
200009.008	English Gr10	GREGG, DE ONE M	91.00 A	86.00 B	81.00 B	87.00 B	82.00 B	90.00 A	88.00 B	86.00 B	87.00 B
230016.009	US His-1877	KODA, DAVID	71.00 C	84.00 B	74.00 C	77.00 C	81.00 B	89.00 B	66.00 D	81.00 B	79.00 C
<b>Grade Comment: 1: EXCELLENT CONDUCT (95-A)</b>											
410016.006	Multimed Des	CANNON, JUANITA	46.00 F	72.00 C	88.00 B	65.00 D	60.00 D	74.00 C	82.00 B	70.00 C	68.00 D

Eleventh Grade:

\* = Withdrawn

Term: 4th Nine Weeks			Grd Period: 4th Nine Weeks								
Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
802208aq.002	HS Band I	DAVIS, LAFRANCIS	98.00 A	95.95 A		97.00 A	93.00 A	91.00 A		92.00 A	95.00 A
210017.010	Alg II/Trig	FRAZIER, ZELVA	70.00 C	70.90 C	86.00 B	73.60 C	87.00 B	80.00 B	66.00 D	80.00 B	77.00 C
200013.004	English Gr11	BARTHOLOMEW,	81.00 B	67.86 D	69.00 D	73.40 C	71.00 C	74.00 C	64.00 D	71.00 C	72.00 C
240002ac.004	PE Elec 9-12	MCKENNEY,	9.00 F	96.47 A	85.00 B	59.00 F	31.00 F	77.00 C		54.00 F	57.00 F
220029.010	Enviro Sci	HEARD, EBONY	58.00 F	71.44 C	86.00 B	68.80 D	77.00 C	82.00 B	77.00 C	79.00 C	74.00 C
450031.002	Adv BTA	WALTON, KENDALL	48.00 F	81.13 B	90.00 A	69.60 C	68.00 D	89.00 B		79.00 C	75.00 C
230019.001	USHis 1877-P	HART, WILLIE	95.00 A	91.74 A	100.00 A	94.80 A	85.00 B	91.00 A	95.00 A	89.00 B	92.00 A

Twelfth Grade:

\* = Withdrawn

Term: 4th Nine Weeks			Grd Period: 4th Nine Weeks								
Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
220026.009	Anat/Physio	PATTON, KEITH N	74.00 C	85.81 B	86.00 B	81.27 B	81.00 B	89.00 B		86.00 B	84.00 B
400017.001	Entreprnshp	ROBERTS, STEVE	75.00 C	88.00 B	96.00 A	84.00 B	73.00 C	69.00 D	58.00 F	68.00 D	76.00 C
480041.003	Army LET I	MURRY, STANLEY	82.00 B	77.00 C		80.00 B	74.00 C	96.00 A		85.00 B	83.00 B
200017.002	English Gr12	CLARKE, DEIDRA	73.00 C	95.00 A	90.00 A	85.00 B	75.00 C	60.00 D	100.00 A	74.00 C	80.00 B
210019.002	MathInvestgn	SALARY, KENDALL	91.00 A	91.00 A	91.00 A	91.00 A	69.00 D	100.00 A	100.00 A	88.00 B	90.00 A
400122.003	Coop/WBE1	ROBERTS, STEVE	90.00 A	98.00 A	EXT	94.00 A	91.00 A	93.00 A	EXT	92.00 A	93.00 A
230051.001	Economics	LEWIS, RONALD					75.00 C	63.00 D	85.00 B	72.00 C	72.00 C
230041.001	US Gov	LEWIS, RONALD	82.00 B	78.00 C	85.00 B	81.00 B					



Student Name \_\_\_\_\_

GPA Worksheet

9th Grade

WA		x	5	=	0
Pre-AP A		x	4.5	=	0
A		x	4	=	0
WB		x	4	=	0
Pre-AP B		x	3.5	=	0
B	4	x	3	=	12
WC		x	3	=	0
Pre-AP C		x	2.5	=	0
C	4	x	2	=	8
WD		x	2	=	0
Pre-AP D		x	1.5	=	0
D	4	x	1	=	4
F	2	x	0	=	0

Total 14 24  
9th Grade GPA 1.71

10th Grade

WA		x	5	=	0
Pre-AP A		x	4.5	=	0
A	1	x	4	=	4
WB		x	4	=	0
Pre- AP B		x	3.5	=	0
B	5	x	3	=	15
WC		x	3	=	0
Pre- AP C		x	2.5	=	0
C	5	x	2	=	10
WD		x	2	=	0
Pre- AP D		x	1.5	=	0
D	3	x	1	=	3
F		x	0	=	0

Total 14 32  
10th Grade GPA 2.29

11th Grade

WA		x	5	=	0
PreAp A		x	4.5	=	0
A	3	x	4	=	12
WB		x	4	=	0
PreApB		x	3.5	=	0
B	2	x	3	=	6
WC		x	3	=	0
PreAP C		x	2.5	=	0
C	6	x	2	=	12
WD		x	2	=	0
PreAP D		x	1.5	=	0
D	1	x	1	=	1
F	2	x	0	=	0

Total 14 31  
11th Grade GPA 2.21

12th Grade

WA		x	5	=	0
Pre-AP A		x	4.5	=	0
A	3	x	4	=	12
WB		x	4	=	0
PreApB		x	3.5	=	0
B	8	x	3	=	24
WC		x	3	=	0
PreAP C		x	2.5	=	0
C	2	x	2	=	4
WD		x	2	=	0
PreAP D		x	1.5	=	0
D	1	x	1	=	1
F		x	0	=	0

Total 14 41  
12th Grade GPA 2.93

Total Points

128

Total Classes

56

2.28571

**7. Graduation Options:**

a. Listed below are the diplomas awarded by the Montgomery Public Schools

<p style="text-align: center;"><b>Option #1</b></p> <p style="text-align: center;"><b>Alabama High School Diploma with the following MPS Endorsements</b></p>	<p style="text-align: center;"><b>Requirements</b></p>
<p>Alabama High School Diploma *with Advanced Academic Endorsement *with Highest Honors</p> <p>Alabama High School Diploma *with Advanced Academic Endorsement *with High Honors</p> <p>Alabama High School Diploma *with Advanced Academic Endorsement (State Requirements)</p> <p>Alabama High School Diploma</p> <p>Alabama High School Diploma *with Advanced Career Technical Endorsement</p> <p>Alabama High School Diploma *with Career Technical Endorsement</p>	<p>State requirements for AAE 7 AP courses; 1 sem. Research, Speech, Debate; 3 years foreign lang. (same); Calc.-based math by Sr. Year; 6 science credit; 25 Credits</p> <p>State requirements for AAE 4 AP courses; 24 credits</p> <p>State required coursework including Alg II w/ Trig; 2 years foreign Lang. in the same Lang.; 24 credits</p> <p>State Requirements; 24 credits</p> <p>AAE requirements except foreign lang.; 3 Career Tech courses; 24 credits</p> <p>State required coursework; 3 career tech courses.;24 credits</p>
<p style="text-align: center;"><b>OPTION #2</b></p> <p style="text-align: center;">Essentials Pathway</p> <p style="text-align: center;"><b>OPTION #3</b></p> <p style="text-align: center;">Alternate Achievement Standards Pathway (AAS)</p>	

# ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

*(Alabama Administrative Code 290-3-1-02(8) and (8)(a))*

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

## COURSE REQUIREMENTS

	<u>Four credits to include:</u>	<u>Credits</u>
<b>English Language Arts</b>	English 9	1
	English 10	1
	English 11	1
	English 12	1
	<i>Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	
<b>English Language Arts Total Credits</b>		<b>4</b>
<b>Mathematics</b>	<u>Three credits to include:</u>	<u>Credits</u>
	Algebra I or its equivalent	1
	Geometry or its equivalent	1
	Algebra II w/Trigonometry or Algebra II, or its equivalent	1
	<u>One credit from:</u>	
<i>Alabama Course of Study: Mathematics or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	1	
<b>Mathematics Total Credits</b>		<b>4</b>
<b>Science</b>	<u>Two credits to include:</u>	<u>Credits</u>
	Biology	1
	A physical science (Chemistry, Physics, Physical Science)	1
	<u>Two credits from:</u>	
	<i>Alabama Course of Study: Science or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	2
<b>Science Total Credits</b>		<b>4</b>
<b>Social Studies*</b>	<u>Four credits to include:</u>	<u>Credits</u>
	World History	1
	United States History I	1
	United States History II	1
	United States Government	0.5
	Economics	0.5
	<i>Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	
<b>Social Studies Total Credits</b>		<b>4</b>
<b>Physical Education</b>	Lifelong Individualized Fitness Education (LIFE)	1
<b>Health Education</b>		0.5
<b>Career Preparedness</b>		1
<b>Career and Technical Education and/or Foreign Language and/or Arts Education</b>		3
<b>Electives</b>		2.5
<i>Local boards shall offer foreign languages, arts education, physical education, wellness education, career and technical education, and driver education as electives.</i>		
<i>*All four credits shall comply with the current Alabama Course of Study: Social Studies</i>		
<b>Total Credits</b>		<b>24</b>

## Course Requirements for Alabama Essentials Pathway Diploma

English Language Arts	Four credits to include:	Credits
	English 9 or English Essentials 9	1
	English 10 or English Essentials 10	1
	English 11 or English Essentials 11	1
	English 12 or English Essentials 12	1
	<i>Options include: General Education or SDE approved Essentials courses</i>	
Mathematics  Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry	Four Credits to include:	Credits
	Algebra I or Algebraic Essentials	1
	Algebra IA or Algebraic Essentials A, and Algebra IB or Algebraic Essentials B	2
	Geometry or Geometry Essentials	1
	Geometry A or Geometry Essentials A, and Geometry B or Geometry Essentials B	2
	Algebra II w/Trig/Algebra II/Algebra w/Finance/Career Math or Essentials Algebra II/Essentials Algebra II with Trig/Essentials Algebra with Finance	1
	Additional Credit from <i>Alabama Course of Study: Mathematic or Curriculum Guide to the Standards: Mathematics (Algebraic Concepts)</i>	1
	<i>Options include: Alabama Course of Study: Mathematics or mathematics credit-eligible courses from Career &amp; Technical Education or SDE approved Essentials courses</i>	
Science	Four credits to include:	Credits
	Biology or Essentials Biology	1
	A Physical Science (Chemistry, Physics, or Physical Science) or Essentials Physical Science	1
	Additional Science Credit: Earth and Space Science or Essentials Earth and Space Science	1
	Additional Science Credit: Environmental Science or Essentials Environmental Science	1
	Additional Science Credit: Human Anatomy & Physiology or Essentials Human Anatomy & Physiology	1

	<i>Options include: Alabama Course of Study: Science or science credit-eligible courses for Career &amp; Technical Education</i>	
Social Studies	Four credits to include:	Credits
	World History or Essentials I: World History	1
	United States History I or Essentials II: US History to 1877	1
	United States History II or Essentials III: US History from 1877	1
	United States Government or Essentials IV: US Government	0.5
	Economics or Essentials IV: Economics	0.5
	<i>Options include: Alabama Course of Study: Social Studies or SDE approved Essentials courses</i>	
	Eight credits to include	Credits
Required Electives	Lifelong Individualized Fitness Education (LIFE PE)	1
	Health Education	0.5
	Career Preparedness	1
	Career and Technical Education	2
	Workforce Essentials or Transition Services II	1
	Cooperative Education/Work-Based Learning or Essentials Career Preparation	1
	Additional Electives	1.5
<b>Total Credits Required for Graduation</b>		<b>24</b>
<b>Course Requirements for Alternate Achievement Standards Pathway Diploma</b>		
English Language Arts	Four credits to include:	Credits
	AAS: English Language Arts-9	1
	AAS: English Language Arts-10	1
	AAS: English Language Arts-11	1
	AAS: English Language Arts-12	1
	Four Credits to include:	Credits
	AAS: Mathematics-9	1

Mathematics	AAS: Mathematics-10	1
	AAS: Mathematics-11	1
	AAS: Mathematics-12	1
Science	Four credits to include:	Credits
	AAS: Science-9	1
	AAS: Science-10	1
	AAS: Science-11	1
	AAS: Science-12	1
Social Studies	Four credits to include:	Credits
	AAS: Social Studies-9	1
	AAS: Social Studies-10	1
	AAS: Social Studies-11	1
	AAS: Social Studies-12	1
	Three credits to include	Credits
Required Electives	Lifelong Individualized Fitness Education (LIFE PE)	1
	AAS: Life Skills-9 (aligned with Health for one semester)	1
	AAS: Life Skills-10 (aligned with Career Preparation)	1
Vocational and Community-Based	Five Credits to include	Credits
	AAS: Prevocational-9 (or 10, 11, or 12)	1
	AAS: Vocational-10 (or 9, 11, or 12)	1
	AAS: Community-based Instruction-11 (or 9, 10, or 12)	1
	AAS: Life Skills-11	1
	AAS: Life Skills-12	1
<b>Total Credits Required for Graduation</b>		<b>24</b>

## **8) Pertinent Excerpt from State BOE Resolutions:**

Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein, during the entire high school year immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth-grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education."

## **9) Foreign Exchange Students**

A foreign exchange student may qualify as a candidate for graduation if the student meets the following requirements:

- (a) The student must have successfully completed at least eleven prior years of school, not including kindergarten. (Allowance can be made for accelerated students who have advanced more rapidly because of outstanding academic achievement.)
- (b) The student must schedule a full-day curriculum, which includes at least one unit of English (exact course to be determined by the admitting school) and ½ unit each of Government and Economics.
- (c) To receive a diploma, a foreign exchange student must pass all scheduled subjects and meet all requirements for the Alabama High School Diploma.
- (d) The curriculum selected and successfully completed will determine the type of diploma the student will receive.

## **10) Diploma Pathways for Special Education Students**

- a) Students with disabilities have three pathways for earning the Alabama High School Diploma: General Education Pathway, Essentials/Life Skills Pathway, and Alternate Achievement Standards (AAS) Pathway.
- b) Students with disabilities may choose between the General Education Pathway and Essentials/Life Skills Pathway.
- c) Core content area courses for students with disabilities can be General Education courses, Essentials/Life Skills courses, or a combination of both.

- d) Movement between the General Education Pathway and the Essentials/Life Skills Pathway is allowed.
- e) Students with significant cognitive disabilities who meet the criteria for the Alabama Alternate Assessment are eligible for the AAS Pathway.
- f) Only students whose coursework was fully aligned to the state's core academic content standards will count as graduates.

#### **11) The Essentials Pathway**

The Essentials Pathway allows students access to participate in career/competitive employment.

#### **12) The Alternate Achievement Standards (AAS) Pathway**

The Alternate Achievement Standards (AAS) Pathway allows students access to credit-eligible courses to meet the required courses in English Language Arts, Science, Social Studies, and Math. Students in this pathway take the Alabama Alternate Assessment.

#### **13) Civics Test**

All graduating seniors are required to pass the Civics test provided by the district in order to be eligible for graduation. (Code of Alabama Section 16-1-11.1) Graduating seniors must achieve a minimum passing score of 60. Those students not achieving the minimum mastery for passing on the first attempt will be afforded additional opportunities to retest. Results of the new Civics test will be posted on the student's transcript as a "Pass" or "Fail" rather than the numerical test score.



**ALABAMA HIGH SCHOOL DIPLOMA  
SUBSTITUTE COURSES FOR STUDENTS WITH DISABILITIES**

AREAS OF STUDY	REQUIREMENTS	CREDITS
English Language Arts	English 9, 10, 11, and 12 or any AP/IB/postsecondary equivalent courses. <a href="#">or</a> *English Essentials 9, 10, 11, and 12. <a href="#">or</a> **AAS English 9, 10, 11, and 12.	4
Mathematics	Algebra I, Geometry, and Algebra II with Trig or Algebra II or CTE/IB/postsecondary equivalent courses. Additional course(s) to complete the four credits in mathematics must be chosen from the <i>Alabama Course of Study Mathematics</i> or CTE/AP/IB/postsecondary equivalent courses. <a href="#">or</a> *Algebraic Essentials A & B and Geometry Essentials A & B (students taking Algebraic Concepts in Grade 9 are not required to take Geometry B). <a href="#">or</a> **AAS Mathematics 9, 10, 11, and 12.	4
Science	Biology and a physical science. The third and fourth science credits may be used to meet both the science and CTE requirement and must be chosen from the <i>Alabama Course of Study: Science</i> or CTE/AP/IB/postsecondary equivalent courses. <a href="#">or</a> *Life Skills Science I, II, III, and IV. <a href="#">or</a> **AAS Science 9, 10, 11, and 12.	4
Social Studies	World History, U.S. History x 2, and Government/Economics or AP/IB/postsecondary equivalent courses. <a href="#">or</a> *World History for Living, U.S. History for Living 10, U.S. History for Living 11, and Economics for Living/U.S. Government for Living . <a href="#">or</a> **AAS Social Studies 9, 10, 11, and 12.	4
Physical Education	LIFE (Personal Fitness) One JROTC credit may be used to meet this requirement. <a href="#">or</a> Adapted Physical Education.	1
Health Education	<i>Alabama Course of Study: Health Education.</i> <a href="#">or</a> **AAS Pre-Vocational, AAS Vocational, AAS Community Based Instruction, and/or AAS Elective Course.	0.5
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy) <a href="#">or</a> **AAS Life Skills	1
CTE and/or Foreign Language and/or Arts Education	Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence. <a href="#">or</a> *two CTE courses and Workforce Essentials (or Transition Services II in school systems that do not offer Workforce Essentials). <a href="#">or</a> **AAS Life Skills.	3
Electives	*Students earning core credit through the Essentials/Life Skills courses are required to take Cooperative Education Seminar/Work-Based Experience (or LS Occupational Preparation in school systems that do not have a Cooperative Education Program). **AAS Pre-Vocational, AAS Vocational, AAS Community Based Instruction, and/or AAS Elective Course.	2.5
<b>Total Credits Required for Graduation</b>		<b>24</b>

\* Course sequence for students with disabilities earning core credit through the Essentials/Life Skills courses. Students pursuing an Alabama High School Diploma through this pathway must participate in Community-Based Work Training or have documentation of previous work experience in addition to the course requirements described above.\*\* Course sequence for students with significant cognitive disabilities earning core credit through Alternate Achievement Standards (AAS) courses.

# APPENDIX 1

Montgomery County Board of Education Policy Manual Excerpt  
Adopted February 26, 2019

# I. Students

6.1.1 Compulsory Attendance and Entrance Age – All persons between the age of six (6) and seventeen (17) years of age are required by state law to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Superintendent or is otherwise exempt under state law.

- a. *Kindergarten Age Requirement* – A student must be five years old on or before September 1, the date set by State guidelines, to be admitted for kindergarten for the current school year.
- b. *First Grade Age Requirement* – To be admitted to the first grade for the current school year, a student must be six years old on or before December 31st of that school year, which is the date set by the State guidelines.

However, a student who has successfully completed a qualified out-of-state kindergarten, according to that state's entrance code, during the past year and is not six years old by the date set by the State guidelines can attend Grade 1 in the Montgomery County Schools. In addition, a student who started Grade 1 in another state, according to that state's entrance code, and is not six years old by the date set by the State guidelines, is considered a transfer and admitted to school to continue in Grade 1. Appropriate documentation must be presented. A student transferring to Montgomery Public Schools from private schools within Alabama may enter first grade only if the state age requirement for entry has been met.

[Reference: ALA. CODE §16-28-3 (1975)]

6.1.2 Admission to Schools -

- a. *Resident Students* – School-age children who reside within Montgomery County, Alabama, and not within the limits of a city operating an independent municipal school system, may be admitted to Montgomery County Schools. For purposes of this policy, the residence of the student will be the residence of the custodial parent or legal guardian. If custody of the child is shared, alternating, or unclear, or if the child does not reside with a custodial parent or legal guardian, the domicile or actual physical residence of the child will control, except when there is evidence that the claimed residence of the child is not his actual residence, or that the claimed residence is fraudulently given as a means of avoiding or violating admission, enrollment, attendance, and residency standards and requirements.

- b. *Admission Policy for Homeless, Migratory, Immigrant, and Limited English Proficient Students and Children in Foster Care* – All homeless, migrant, and immigrant students, children in foster care, and English language learners will have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth and will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, migrant, and immigrant students, children in foster care, and limited English proficient children and youth shall not be denied or delayed due to any barriers that are specifically prohibited by applicable law, which may include the following:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements
- Lack of social security card

- c. *Homeless Students* –

- (i) *Enrollment.* Homeless students will be permitted to enroll without regard to residency status and will not be denied services offered to other students in the school system. Homeless students may also be entitled to other accommodations under federal law.

Homeless students may continue in the school they attended before becoming homeless for the duration of their homelessness, or for the remainder of the academic year if the student becomes permanently housed during an academic year. Otherwise, a homeless student may be enrolled in any school in the system that non-homeless students who live in the attendance area in which the student is living are eligible to attend.

- (ii) *Dispute Resolution.* When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The principal of the school will notify the Board's Homeless Liaison of the dispute.

The Homeless Liaison will expeditiously carry out the system's dispute resolution procedures as detailed in the Board's homeless student plan.

- d. *Students in Foster Care* – A student in foster care will enroll or remain in the student's school of origin, unless it is determined that remaining in the school of origin is not in such student's best interest.

If it is not in a student's best interest to stay in the school of origin, a student in foster care may be enrolled in any school in the system that serves the attendance area in which the student is living, even if the student is unable to produce records normally required for enrollment.

[Reference: 20 U.S.C. §§6311(g)(1)(E)]

- e. *Students Expelled or Suspended from Other School Systems* – Any student who is under suspension or expulsion from another school system or a private, parochial, or other school will not be permitted to enroll until the student has satisfied the conditions for readmission set by the expelling or suspending board or authority in addition to generally applicable admission requirements established by the Board which may include temporary attendance at the alternative school.

- f. *Required Documentation* – Students entering the school system for the first time, regardless of grade level, are not required to submit a birth certificate, but may be requested to submit a birth certificate or another form of acceptable documentation (e.g., religious, hospital, or physician's documents showing date of birth; a baptismal certificate; an entry in a family Bible; an adoption record; an affidavit from a parent; or previously verified school records) to verify the student's age. A social security number may also be requested, but such request is voluntary and is not a requirement of enrollment.

In addition, students may also be required to submit other registration materials as school officials may reasonably require including, but not limited to, a certificate of immunization or an exemption as prescribed by the Department of Public Health and signed by a private physician or appropriate health department official and documentation regarding the primary residence. The Superintendent may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate migrant, immigrant, limited English proficient or homeless students.

- g. *Placement of Students* – The Board will determine the placement of newly enrolled students in accordance with state law.

### 6.1.3 Attendance Zone and Class Assignment -

- a. *Attendance Zone Assignment* – Students will be assigned to the school serving the attendance zone in which his parent(s) or legal guardian reside(s). For purposes of determining the appropriate attendance zone for students of the same household, the custodial parent or legal guardian must identify one primary residence.

A student whose parent or legal guardian moves from one attendance zone to another during the school year will be transferred to the school attendance zone in which the new residence is located. The student may be permitted to remain in the school attendance zone that serves the former residence until the end of the semester with the approval of the Superintendent or designee. A parent or legal guardian who has documented plans to move to a new attendance area during the first or second grading period of the school year may have his child enrolled in the school serving the new residence upon approval by the Superintendent or designee.

- b. *Class Assignment* – Principals will assign students to classes in keeping with school accreditation standards and any procedures or criteria that may be established at the system or school level.

### 6.1.4 Absences and Excuses – Students are not permitted to be absent from school without a valid excuse. Absences will be designated as excused or unexcused. Excused absences will be permitted for reasons listed in the Student Conduct Manual.

Documentation supporting an excused absence must be submitted in a timely manner as outlined in the Student Conduct Manual or the absence will be deemed to be unexcused. Excessive unexcused absences may result in a loss of academic credit or referral of the matter to juvenile or other appropriate legal authorities for investigation.

### 6.1.5 Truancy – Parents or guardians are required to ensure that students under their care, custody or control attend school regularly. Habitual or excessive absence from school may require Board officials to refer the matter to juvenile authorities or to initiate truancy proceedings.

# APPENDIX 2

Code of Alabama Chapter 290-3-1 Senior Transfer Students

7. Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation. If so desired, a local board of education may require students residing within its attendance zone and transferring from a non-accredited school/school setting to attend its school(s) for two (2) entire high school years immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth-grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education.



# APPENDIX 3

Code of Alabama Chapter 290-3-1 Student Placement

(k) Transfers from Non-Accredited Schools/School Setting(s). Any school/school setting not accredited by an accrediting agency recognized by the State Board of Education shall be considered a non-accredited school for the purpose of transfer of class/grade credit. Core courses shall be defined as English, mathematics, science, and social studies.

1. The transfer of credits and/or appropriate placement shall be as follows:

(i) Credit for elective courses shall be transferred without validation.

(ii) Non-contested credit for core courses shall be transferred as follows:

(I) Using all official records and nationally standardized tests, the principal or his/her designee shall determine placement and notify the student and the parent(s)/guardian(s).

(II) If the parent(s)/guardian(s) agrees with the placement decision, the student shall be placed.

(III) Following placement, for any initial core course successfully completed, transfer of previous credit earned at a non-accredited school(s) in that subject area shall be accepted without further validation.

(iii) Contested credit for core courses shall be transferred as follows:

I. If the parent(s)/guardian(s) disagree with the placement decision, the principal or his/her designee shall supervise the administration of the school's most recent semester test for each prerequisite core course in which the parent/guardian is requesting enrollment. For each test the student passes as determined by the school grading scale, the student shall be placed in the next level core course and credit shall be transferred for prerequisite courses.

II. For any test failed, placement shall be made as originally recommended by school officials and no credit shall be transferred for the prerequisite course(s) in that subject.

2. In the event of controversial records/transcripts or the absence of records, the student shall take placement tests consisting of the school's previous semester tests for core courses.

(l) Transfers from Accredited Schools: A student transferring to an Alabama public school from a public or nonpublic school accredited by an accrediting agency recognized by the State Board of Education will have all credits and current class/grade placement accepted without validation upon the receipt of an official transcript(s).

# APPENDIX 4

Blank GPA Calculation Worksheet

### GPA Worksheet

#### 9th Grade

WA	<input type="text"/>	x	5	=	<input type="text"/>	0
Pre-AP A	<input type="text"/>	x	4.5	=	<input type="text"/>	0
A	<input type="text"/>	x	4	=	<input type="text"/>	0
WB	<input type="text"/>	x	4	=	<input type="text"/>	0
Pre-AP B	<input type="text"/>	x	3.5	=	<input type="text"/>	0
B	<input type="text"/>	x	3	=	<input type="text"/>	0
WC	<input type="text"/>	x	3	=	<input type="text"/>	0
Pre-AP C	<input type="text"/>	x	2.5	=	<input type="text"/>	0
C	<input type="text"/>	x	2	=	<input type="text"/>	0
WD	<input type="text"/>	x	2	=	<input type="text"/>	0
Pre-AP D	<input type="text"/>	x	1.5	=	<input type="text"/>	0
D	<input type="text"/>	x	1	=	<input type="text"/>	0
F	<input type="text"/>	x	0	=	<input type="text"/>	0

**Total**            0                            0  
**9th Grade GPA**                           

#### 10th Grade

WA	<input type="text"/>	x	5	=	<input type="text"/>	0
Pre-AP A	<input type="text"/>	x	4.5	=	<input type="text"/>	0
A	<input type="text"/>	x	4	=	<input type="text"/>	0
WB	<input type="text"/>	x	4	=	<input type="text"/>	0
Pre- AP B	<input type="text"/>	x	3.5	=	<input type="text"/>	0
B	<input type="text"/>	x	3	=	<input type="text"/>	0
WC	<input type="text"/>	x	3	=	<input type="text"/>	0
Pre- AP C	<input type="text"/>	x	2.5	=	<input type="text"/>	0
C	<input type="text"/>	x	2	=	<input type="text"/>	0
WD	<input type="text"/>	x	2	=	<input type="text"/>	0
Pre- AP D	<input type="text"/>	x	1.5	=	<input type="text"/>	0
D	<input type="text"/>	x	1	=	<input type="text"/>	0
F	<input type="text"/>	x	0	=	<input type="text"/>	0

**Total**            0                            0  
**10th Grade GPA**                           

#### 11th Grade

WA	<input type="text"/>	x	5	=	<input type="text"/>	0
PreAp A	<input type="text"/>	x	4.5	=	<input type="text"/>	0
A	<input type="text"/>	x	4	=	<input type="text"/>	0
WB	<input type="text"/>	x	4	=	<input type="text"/>	0
PreApB	<input type="text"/>	x	3.5	=	<input type="text"/>	0
B	<input type="text"/>	x	3	=	<input type="text"/>	0
WC	<input type="text"/>	x	3	=	<input type="text"/>	0
PreAP C	<input type="text"/>	x	2.5	=	<input type="text"/>	0
C	<input type="text"/>	x	2	=	<input type="text"/>	0
WD	<input type="text"/>	x	2	=	<input type="text"/>	0
PreAP D	<input type="text"/>	x	1.5	=	<input type="text"/>	0
D	<input type="text"/>	x	1	=	<input type="text"/>	0
F	<input type="text"/>	x	0	=	<input type="text"/>	0

**Total**            0                            0  
**11th Grade GPA**                           

#### 12th Grade

WA	<input type="text"/>	x	5	=	<input type="text"/>	0
Pre- Ap A	<input type="text"/>	x	4.5	=	<input type="text"/>	0
A	<input type="text"/>	x	4	=	<input type="text"/>	0
WB	<input type="text"/>	x	4	=	<input type="text"/>	0
PreApB	<input type="text"/>	x	3.5	=	<input type="text"/>	0
B	<input type="text"/>	x	3	=	<input type="text"/>	0
WC	<input type="text"/>	x	3	=	<input type="text"/>	0
PreAP C	<input type="text"/>	x	2.5	=	<input type="text"/>	0
C	<input type="text"/>	x	2	=	<input type="text"/>	0
WD	<input type="text"/>	x	2	=	<input type="text"/>	0
PreAP D	<input type="text"/>	x	1.5	=	<input type="text"/>	0
D	<input type="text"/>	x	1	=	<input type="text"/>	0
F	<input type="text"/>	x	0	=	<input type="text"/>	0

**Total**            0                            0  
**12th Grade GPA**                           

**Total Points**                            0

**Total Classes**                        0

# APPENDIX 5

Retention/Placement/Consideration Form K-5th grades



# Montgomery County Board of Education

307 South Decatur Street • P.O. Box 1991 • Montgomery, AL 36102-1991 Phone (334) 223-6700 • Fax (334) 269-3076 www.preparingstudentsforlife.com

## MONTGOMERY PUBLIC SCHOOLS

### Retention/Placement/Promotion Consideration Kindergarten to 5th Grade

\*All decisions made by the promotion committee must be made prior to the summer school start date. Any decisions made after the summer school start date must be approved by the Chief Academic Officer\*

Name of Student	School	Current Grade	
<b>Rationale for Consideration for Retention/Placement/Promotion</b>			
<p><b>Check the items that apply</b></p> <ul style="list-style-type: none"> <li>● <b>Promotion:</b> The student did not meet academic requirements due to extenuating circumstances. The student will receive intensive support (Tier III) beginning the next academic year.</li> <li>● <b>Retention:</b> This student is in <b>Kindergarten</b> and demonstrates the need for additional time to develop. His/Her parent/guardian is requesting the student be retained (attach letter).</li> <li>● <b>Retention:</b> The student is in 1st - 5th grade and <b>did not</b> meet one or more of the following criteria (check all that apply): <ul style="list-style-type: none"> <li>● Academic requirements for promotion</li> <li>● 3rd grade reading proficiency</li> </ul> </li> <li>● <b>Placed:</b> The student is in 1st - 5th grade and <b>did not</b> meet one or more of the following criteria (check all that apply): <ul style="list-style-type: none"> <li>● Academic requirements for promotion</li> <li>● 3rd grade reading proficiency</li> </ul> </li> <li>● <b>Placement Decision:</b> The student is being placed for the following reason: <ul style="list-style-type: none"> <li>● Uncontrollable situation (i.e. long term substitute, health crisis, etc.)</li> <li>● Other: _____</li> </ul> </li> </ul>			
<b>Parent Contact/Conference Information</b>			
List the dates that parents were contacted about the student's academic progress. You may attach additional documentation.			
Date: _____	Contacted by/Position: _____	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conference <input type="checkbox"/> Letter/Agenda	
Comments: _____			
Date: _____	Contacted by/Position: _____	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conference <input type="checkbox"/> Letter/Agenda	
Comments: _____			
Date: _____	Contacted by/Position: _____	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conference <input type="checkbox"/> Letter/Agenda	
Comments: _____			
<b>Administrator Checklist (Attach Documents)</b>			
<input type="checkbox"/> Report Card <input type="checkbox"/> Assessment Information <input type="checkbox"/> RTI Minutes Describing Intervention <input type="checkbox"/> Parent Appeal Documentation <input type="checkbox"/> Parent Request for Retention <input type="checkbox"/> Promotion Committee Member Minutes with Names and Signatures			
<b>Signatures</b>			
_____	_____	_____	_____
Parent/Legal Guardian Signature	Date	Administrator Signature	Date

# APPENDIX 6

Retention/Placement/Consideration Form 6th-8th grades



# Montgomery County Board of Education

307 South Decatur Street • P.O. Box 1991 • Montgomery, AL 36102-1991 Phone (334) 223-6700 • Fax (334) 269-3076 www.preparingstudentsforlife.com

## MONTGOMERY PUBLIC SCHOOLS

### Retention/Placement/Promotion Consideration 6th- 8th Grades

\*All decisions made by the promotion committee must be made prior to the summer school start date. Any decisions made after the summer school start date must be approved by the Chief Academic Officer\*

Name of Student	School	Current Grade	
<b>Rationale for Consideration for Retention/Placement/Promotion</b>			
<p><b>Check the items that apply</b></p> <ul style="list-style-type: none"> <li>● <b>Promotion:</b> The student did not meet academic requirements, due to extenuating circumstances. The student will receive intensive support (Tier III) beginning the next academic year.</li> <li>● <b>Retention:</b> The student is in 6th - 8th grade and <b>did not</b> meet academic requirements for promotion in the following course(s): <ul style="list-style-type: none"> <li>● Math</li> <li>● English</li> <li>● Science</li> <li>● History</li> </ul> </li> <li>● <b>Placement Decision:</b> The student is being placed for the following reason: <ul style="list-style-type: none"> <li>● Uncontrollable situation (i.e. long term substitute, health crisis, etc.)</li> <li>● Other: _____</li> </ul> </li> </ul>			
<b>Parent Contact/Conference Information</b>			
List the dates that parents were contacted about the student's academic progress. You may attach additional documentation.			
Date: _____ Contacted by/Position: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conference <input type="checkbox"/> Letter/Agenda			
Comments: _____			
Date: _____ Contacted by/Position: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conference <input type="checkbox"/> Letter/Agenda			
Comments: _____			
Date: _____ Contacted by/Position: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conference <input type="checkbox"/> Letter/Agenda			
Comments: _____			
<b>Administrator Checklist (Attach Documents)</b>			
<input type="checkbox"/> Report Card <input type="checkbox"/> Assessment Information <input type="checkbox"/> RTI Minutes Describing Intervention <input type="checkbox"/> Parent Appeal Documentation <input type="checkbox"/> Intervention Log <input type="checkbox"/> Parent Request for Retention <input type="checkbox"/> Promotion Committee Member Minutes with Names and Signatures <input type="checkbox"/> Grade Recovery			
<b>Signatures</b>			
_____	_____	_____	_____
Parent/Legal Guardian Signature	Date	Administrator Signature	Date



# APPENDIX 7

MPS Grade Recovery Process

## **Montgomery Public Schools**

### **2022-2023 Response to Instruction: Grade Recovery Process**

In accordance with the guidelines of the Alabama Department of Education, the Montgomery Public Schools System will offer students an opportunity to recover non-mastered standards by utilizing the Response to Instruction (RtI) process.

#### **Definitions**

- ***Synchronous*** learning is an instructor's method for engaging students at the same time but in different locations.
- ***Asynchronous*** learning is a method of instruction that allows students and teachers to work independently at different times and locations.
- The ***RtI*** process is used by educators to help students who are struggling with a skill or lesson.
- ***Grade Recovery*** is an educational strategy and programs that give students who have NOT obtained mastery in a class an opportunity to redo their assignments/work.

#### **Description**

Montgomery Public Schools (MPS) provides both synchronous and asynchronous learning for all students. Teachers will utilize the RtI process and supplement instruction with appropriate intervention for students who are not responding successfully to instruction. Intervention will be provided during Extended Day, Intervention-Time, Saturday School, and/or tutoring (virtual and/or face-to-face). Schools have the flexibility to select the method of instructional delivery for intervention.

This document provides the required procedures to implement RtI//Intervention/Grade Recovery. Through the RtI process, students will engage in formative assessment, flexible grouping and individual learning paths in an effort to close achievement gaps. To address the needs of students, MPS has incorporated a Grade Recovery Option into Response to Instruction/Intervention plan. Our goal is for all students to experience multiple opportunities to receive in-depth instruction to support academic achievement.

#### **Student Failure for Grade Recovery**

Teachers will be required to utilize a student-specific report which identifies standards that were met, not met, or not covered in the applicable grading term for each student who has received a failing grade for a nine week grading period. These reports will be used in combination with skill-specific diagnostic tools by utilizing computer-based programs approved by the district or district assessments, all of which must be aligned with the Alabama Course of Study.

- The classroom teacher will add the student to the class and assign appropriate coursework.
- The classroom teacher will implement and monitor RtI plans.

#### **Grade Recovery Program Authorization and Operation**

Grade Recovery programs will operate during the school day or outside normal school hours. Grade Recovery programs operating during the summer term or outside the normal school hours must be supervised by an administrator. Teachers working with students in Grade Recovery programs must be certified in the core content area they are teaching or in any content area if they are facilitating a software based program. ***Grade Recovery is intended to recover an entire grading period and not specific grades within the grading period. If students need to recover grades within a grading period, then that is when the teacher re-teaches and may re-assess students.***

## Standard Operating Procedures

- If a student does not have a final average of 60 or above in a core class during a grading period, the classroom teacher will reteach non-mastered standards using blended instruction.
- Re-teaching could consist of computer assisted instruction, direct instruction, small groups, or one-on-one instruction. After re-teaching has occurred, the teacher will administer a different assessment (minor or major) for the student to complete. These new assignments/assessments are to be an alternate but equal form of the previous assignment/assessment. The grade earned on this assessment may not exceed a 70/C (See **ALSDE Grade Recovery Manual**).
- The teacher will go to the appropriate grading period in PowerSchool and create a new activity (Transfer/First Attempt/GR; make a note to identify which category). They should name the activity according to what is being recovered. This grade should represent the culmination of all recovered grades for the grading period and will be the new nine-week average. The teacher must then drop (**not delete**) the other grades previously earned for the grading period. **NOTE: This process is only applicable to individual and multiple teacher-created assignments, so that student grades can properly be calculated in the INOW gradebook.**
- If the student recovers grades using a computer-assisted program only, the teacher must complete a grade correction form for that student for the appropriate nine weeks to be open
- When the grade recovery process is complete, the teacher will complete a grade recovery form and submit it to the principal.

## Grades

- A maximum grade of 70 may be awarded in a Grade Recovery course.
- Criteria for awarding final grade(s) on transcript are as follows:

Grade Recovery Grading Criteria	
Grade Recovery Grade	Final Grade
100% - 90%	70
89% - 80%	67
79% - 70%	65
69% - 60%	60
59% and below	F (Failure)

- If a student is recovering a grade from a previous marking period in a current course:
  - A maximum grade of 70 may be awarded in a Grade Recovery course.
  - The Grade Recovery grade will be calculated as an average of the failed grade up to a 70 average (grade forgiveness will be used, whereby the original failing grade is replaced by the Grade Recovery).
- Grade Recovery will continue to be a form of RtI for the classroom teacher.

## **Roles and Responsibilities**

### **Principal**

- Oversees the design and implementation of the Grade Recovery school-based program
- Approves all Grade Recovery forms
- Ensures proper submission of student course failure reports
- Ensures all timelines are met

### **School Counselor**

- Shares responsibility with the grade recovery teachers for scheduling, assessing data, and providing necessary reports to students and parents
- Maintains students' documentation for Grade Recovery
- Completes and submits Grade Recovery grade change/grade assignment forms
- Secures a student listing with averages below 59% for program recommendations

### **Extended Day Administrator**

- Oversees the extended day program guaranteeing student progress and success
- Sets the tone for an effective, success-driven program
- Understands the classroom management in a non-traditional setting
- Communicates effectively with staff using a variety of formats; i.e. newsletters, scheduled lab manager meetings, email, etc.
- Possesses a general knowledge of curriculum with excellent facilitative skills
- Provides enthusiastic, motivational, imaginative leadership and guidance
- Utilizes resources to keep the best interest of the student in mind
- Provides ongoing communication with all stakeholders (counselor, students, teachers, principals, and parents)
- Takes the responsibility for scheduling, assessing data, and providing necessary information or reports to other stakeholders

### **Grade Recovery Teacher**

- Administers the diagnostic and uses data to determine student's learning path
- Provides accountability for appropriate curriculum selection
- Provides opportunity for extension of curriculum
- Provides student orientation for all new students; explains the rules and outcomes, contained within the student contract
- Monitors student progress
- Provides weekly progress reports to student (an/or parents, if requested)
- Works closely with classroom and/or subject area teachers reporting on student progress/grades
- Monitors program goals, measures, and timelines
- Creates and presents completed Grade Recovery documents to counselor and administration
- Possesses general experience as a teacher in a non-traditional setting

**Classroom (Core) Teacher**

- Submits a student listing with 59% or below to Counselor
- Makes student recommendation(s) to Counselor for Grade Recovery

**Student**

- Submits application to Counselor for Grade Recovery Program
- Adheres to all requirements for completing the Grade Recovery Program
- Completes learning contract agreement

**Parent**

- Enforces school rules and guidelines
- Enforces school attendance
- Ensures assignments are completed
- Attends Open House, parent conferences, and other programs and activities that support learning

**Montgomery County Public Schools  
Parent/Student  
Contractual Agreement for Participation**

**Purpose:**

The purpose of this contract is to provide opportunity for students to participate in the RtI/Intervention/Grade Recovery Program.

**Understandings and Responsibilities of the Grade Recovery School Site Program:**

The school will have several options for students to participate in the Grade Recovery such as Intervention, Tutoring/Enrichment, Extended Day (RAMP), and/or Saturday School. Grade Recovery will be taught by certified teachers. Teachers will develop lesson plans, take attendance, maintain grades, and administer assessments as needed. The following deadlines have been established based on each nine weeks failed:

- 1st nine weeks: December 16, 2022
- 2nd nine weeks: March 10, 2023
- 3rd nine weeks: May 12, 2023
- 4th nine weeks: Summer School (June 5, 2023)

**Responsibilities and clarification for parents enrolling their student into the Grade Recovery Program:**

- Submit the completed application to the school counselor for each nine weeks.
- I understand that my student must successfully complete the assignments within the nine weeks in which the work is assigned.
- I understand that my student must attend this program at the school site. However, I also acknowledge that, for my student to be successful in completing the grade recovery, he or she may need to work offsite to complete the required learning plan of the grade recovery program.
- I understand that my student must abide by all rules as outlined in the Student Handbook and Montgomery Public School Code of Conduct.
- I, the parent/guardian, \_\_\_\_\_, give my consent for my child to participate in the Grade Recovery Program. My child and I have read, understand, and agree with the procedures and guidelines listed as reasons for removal from the program.

Parent's Signature	Parent's Printed Name	Date
Student's Signature	Student's Printed Name	Date
Counselor's Signature	Counselor's Printed Name	Date

**Montgomery County Public Schools  
Grade Recovery School Referral**

To the Parent/Guardian of \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_  
Referring Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Your child has been identified as a student who has not obtained grade-level standards mastery. Montgomery Public Schools System has developed a plan to assist your child in recovering failing grades during this school year. In alignment with the MPS plan, your son/daughter is being referred to the Grade Recovery Program to assist your child with this effort.

**In order to provide additional support, we are referring your son/daughter to attend our Grade Recovery Program in the following subject area(s):**

- English Language Arts
- History/Social Studies
- Mathematics
- Reading (Elementary Schools only)
- Science

**Your child is being referred to the following program(s):**

- Extended Day
- Intervention
- Saturday School
- Tutoring/Enrichment

This correspondence will not guarantee that your child will pass, but it will provide us an opportunity for us to work together to assist your child. Working together as a team, we will provide your child the best opportunity for passing.

- Yes, I give permission for my child to participate in the Grade Recovery Program
- No, I do not give my child permission to participate in Grade Recovery Program

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX 8

MPS Grading Guidance for Elementary



## Elementary Grade Requirements per Semester

Please adhere to the following schedule for grades Powerschool Grades (Grades 1-5):

A minimum of 4 different major and 8 different minor grades shall be administered during a grading period to give an overall indication of the student's performance. A minimum of 2 different major and 4 different minor grades must be administered by the middle of the nine week grading period. Kindergarten students must have 5 Major grades for the nine weeks. They should have 2-3 major grades by the middle of the nine week grading period. Major grades are defined as tests, projects, research papers, math tasks, etc. Minor grades are defined as daily classroom grades, i.e., progress monitoring assignments, quizzes, observations, etc. Major grades must be placed in Powerschool no more than 7 days (weekdays) after the assignment is received. Minor grades must be placed in Powerschool no more than 5 days (weekdays) after the assignment is received. This will be monitored by both school administrators and central office personnel.

1st Nine Week		2 <sup>nd</sup> Nine Weeks		3 <sup>rd</sup> Nine Week		4th Nine Week	
Powerschool Checkpoint	Minimum Grades	Powerschool Checkpoint	Minimum Grades	Powerschool Checkpoint	Minimum Grades	Powerschool Checkpoint	Minimum Grades
8-9-22	Beginning of the Grading Period	10-11-22	1 minor grade	1-4-23	1 minor grade	3-13-23	1 minor grade
8/26/22	2 minor grades	10-21-22	2 minor grades 1 major grade	1-20-23	2 minor grades 1 major grade	3-31-23	2 minor grades 1 major grade
9/2/22	3 minor grades 1 major grades	10-28-22	3 minor grades 1-2 major grades	1-27-23	3 minor grades 1-2 major grades	4-7-23	3 minor grades 1-2 major grades
9/6/22	4 minor grades 2 major grades	11-4-22	4 minor grades 2 major grades	2-3-23	4 minor grades 2 major grades	4-14-23	4 minor grades 2 major grades
<b>Progress Reports: 9-8-22</b>		<b>Progress Reports: 11-10-22</b>		<b>Progress Reports: 2-9-23</b>		<b>Progress Reports: 4-20-23</b>	
9/16/22	5 minor grades 2-3 major grades	11-18-22	5 minor grades 2-3 major grades	2-17-23	5 minor grades 2-3 major grades	5-5-23	5 minor grades 2-3 major grades
9/23/22	6 minor grades 2-3 major grades	12-2-22	6 minor grades 3 major grades	2-24-23	6 minor grades 3 major grades	5-12-23	6 minor grades 3 major grades
9/30/22	7 minor grades 3-4 major grades	12-9-22	7 minor grades 3-4 major grades	3-3-23	7 minor grades 3-4 major grades	5-19-23	7 minor grades 3-4 major grades
10-6-22	<b>End of Grading Period</b> 4 Major grades 8 Minor grades	12-16-22	<b>End of Grading Period</b> 4 Major grades 8 Minor grades	3-10-23	<b>End of Grading Period</b> 4 Major grade 8 Minor grades	5-25-23	<b>End of Grading Period</b> 4 Major grade 8 Minor grades
<b>Report Cards</b>	<b>10-13-22</b>	<b>Report Cards</b>	<b>1-5-23</b>	<b>Report Cards</b>	<b>3-16-23</b>	<b>Report Cards</b>	<b>5-25-23</b>