

Montgomery Public Schools

Montgomery, Alabama

GRADING, PROMOTION, and RETENTION PROCEDURES

2014-2015



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."

Contents

1) Numerical Basis for Grades:.....	3
2) Grading.....	3
3) Report Cards/ Section Sheets	6
4) Progress Reports/Placement of Grades in INOW.....	6
5) Academic Promotion and Credits	7
6) Academic Honor Rolls	7
7) Transfers into the System.....	7
8) Grading/Promotion/Retention for Students with Disabilities	8
9) Evaluation of Students with Disabilities	9
10) Gifted Program	9
11) General Grading Procedures/Regulations Related to English Learners – Els	12
12) State Regulations for Testing Students of Special Populations	14
13) Summer School	14
15) Exchange of Information and Transfer of Records	14
a) Transfer During The Year.....	14
b) Special Education Records	15
c) End-of-the-Year Transfer to the Next Grade Span	15
d) Obtaining Accurate Dropout Data.....	16
Credit Recovery Plan.....	17
Rtl Implementation Plan.....	23
GLOSSARY	31
Elementary School GPR Specific Information	37
1) Reporting of Progress in Kindergarten	37
Promotion/Retention in Kindergarten	37
2) Code for Reporting Progress in Core Subjects (Grades 1-5)	38
3) Code for Reporting Student Progress in Music, Physical Education, Technology, Health, and Visual Arts (Grades 1-5)	38
4) Conduct Grades.	38
Middle School GPR Specific Information	40
1) Grade Reporting.	40
2) Pre-AP Algebra I Placement Criteria	40
High School GPR Specific Information	42
1) Grade Reporting.....	42

e) Semester Examination Exemptions.....	42
2) Class Rank/Valedictorian and Salutatorian	43
3) Graduation Options:	44
4) Online Experience	46
5) Computer Challenge Exam	46
6) Pertinent Excerpt from State BOE Resolutions:	46
7) Foreign Exchange Students	46
8) Diploma/Exit Options for Special Education Students.	47
APPENDIX 1	50
APPENDIX 2	53

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). INOW 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. If the average is below 60, the subject is failed.

2) Grading

Any student in grades K-8 who has accumulated more than ten (10) unexcused absences per year will be retained.

Any secondary student who has accumulated more than ten (10) unexcused absences per year per one (1) credit course will be denied credit for that course. (*Guidelines are listed in Policy JBC 04/11/06*)

Any student in grades 9-12 who has accumulated more than five (5) unexcused absences per semester per one-half (1/2) credit course will be denied credit for that course.

- 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. 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. The

documentation of the review and intervention should take place throughout the grading period.

- c. Grades must be determined on the basis of several factors (projects, class assignments, activities, etc.) rather than one source such as a test. Quarter grades will be determined by the following scale: 65% major grades (tests projects, etc.), 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.
- d. A minimum of 4 different major and 9 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. 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.
- e. All secondary grades will be calculated in INOW using the Category Points Method.
- f. All elementary grades will be calculated in INOW using the Category Average Method.
- g. The emphasis and importance of an activity or test should be reflected in the value assigned to it in the overall evaluation design which is used by the teacher and is communicated to the class. That is, a major test should receive more value than a daily grade.
- h. A student whose absence from class is *excused* is to be allowed to make up missed work without penalty. 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 teacher to make up work. This means, for example, if an end-of-chapter test is missed, an *alternate but equal form of the test* taken by the class should be given as the make-up test. Adding value to a quarter test to substitute for a make-up test or other assignment is *not* in keeping with the system's procedure. This plan yields different evaluation designs for students in the same class. Make-up work shall be permitted only when written excuses from parents, guardians, or legal custodian have been received in accordance with this policy.
- i. **Students who miss school as a result of a suspension and/or students without legitimate written excuses, will receive unexcused absences, no makeup work will be provided, and a grade of zero will be given for missed graded assignments. Teachers will not allow students to make-up work given on days where an unexcused absence is marked in the gradebook.** If a suspension is

modified or reversed through the suspension appeal process, related absences will be excused and the student will receive make-up work for those excused days.

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 permission of the principal with request from the parent, guardian, or legal custodian. Parent 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. (Montgomery Public Schools Code of Student Behavior)
-
- j. 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 11 points per day.
 - k. Conduct is **not** to be considered in determining academic grades.
 - l. The 'bell-shaped curve' concept is not included in the procedure for grading or promotion.
 - m. 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.
 - n. The teacher will have the numerical average in the grade book, scholarship records, and/or section reports for academic work for quarter periods. The numerical average and letter grade for each quarter period will be recorded on report cards.
 - o. 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.
 - p. 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.
 - q. 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)

- r. If a course is offered at a Montgomery public 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.

3) Report Cards/ Section Sheets

- a. INOW will not accept grades above an average of 100.
- b. Schools should follow the guidelines established by the Office of Technology Support for generating report cards.
- c. The numerical average and letter grade for each quarter period will be recorded on the report cards.
- d. Grades on report cards will not be changed without written authorization from the principal.
Once grade posting is complete for any quarter / semester, grade changes must be made through the office of Instructional Support Services. The principal will submit documentation for any post-quarter grade changes to the ISS office.
- e. Principals will devise a method of documenting the student/parent's receipt of report cards. (i.e., Students will sign for receipt of report cards.)
- f. **(Elementary Only)** Each teacher is to evaluate students on conduct. Letter grades are used to evaluate conduct. Teachers may give effort remarks using the comment codes in INOW.

4) Progress Reports/Placement of Grades in INOW

- a. Progress reports generated by INOW will be provided to parents at the midpoint of each grading period for **all** students. These reports should be signed by the parents and returned to the school.
- b. Major grades must be placed in INOW no more than 7 days (weekdays) after the assignment is received. Minor Grades must be placed in INOW no more than 5 days (weekdays) after the assignment is received. This will be monitored by both school administrators and central office personnel.
- c. Technology Support Services using INOW will generate standardized grade record card labels for a given year. (both semesters in high school)
 - a. Data entry personnel will be responsible for generating grade labels for other times as needed (i.e., transfer students)

5) Academic Promotion and Credits

Elementary A student in grades 1-2 must pass reading 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 and science or social studies to be promoted to the next grade level. Details for Kindergarten promotion are found in the Elementary section of this manual. Promotion for a student who is under a 504 plan, an Individualized English Language Plan, or an Individualized Education Program may be determined by a committee.

Middle School A student in grades 6-8 must pass English-Language Arts, mathematics and science or social studies to be promoted to the next grade level.

High School Promotion per grade level shall be determined by the number of academic credits earned.

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. Conduct, 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, 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. Guidelines are listed in the MPS Policy JBCD (April 22, 2008) (See Appendix 1) and the *Alabama Administrative Code (AAC) 290-3-1-.02(7) (k)* (See Appendix 2).

c. 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) 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 a document 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:

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

- 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 IEP.

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 for 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, electives, extracurricular activities on-site in the middle schools.
- 9-12 Advanced classes, electives, extracurricular activities on site in the high schools
- Magnet Schools K-12 Enrichment and/or acceleration through the magnet program

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:

- | | |
|------------------------|---|
| Aptitude | Assessed through an individual or group test of intelligence or creativity. |
| Characteristics | A behavior rating scale designed to assess gifted behaviors is completed by a classroom teacher. |
| Performance | At least three indicators at a gifted level such as achievement test scores, grades, products, work samples, and/or portfolios. |

- (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 Pullout

- 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. However, gifted students are expected to complete all homework assignments.
- 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).

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. 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.
- b. 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.
- c. 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.

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 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) Blue Card

(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 1, 6, 7 (As Applicable)
- (4) Cumulative Record card – send original, keep copy
- (5) Immunization Certificate
- (6) Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- (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 5th graders being promoted to the 6th grade to the receiving middle school.)

(2) Within fifteen (15) working 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) Educational Planning Worksheet
- (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) Copy of Social Security Card
- (i) Copy of Birth Certificate
- (j) 504 records, ESL records, RTI records (all hand delivered and signature receipt received).
- (k) ESL folders, if applicable, must be hand-delivered
- (l) Final Grade Summary Report (report card)
- (m) Registration card (students with disabilities only)
- (n) Academic/Career Plan folder & Career Interest Inventory (Grade 8)

(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.

(6) After the 20th day of the school year, all schools will have returned student records to the sending schools (within the Montgomery Public Schools for students who did not enroll.)

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.

Montgomery Public Schools System School Based Credit Recovery Plan

Montgomery Public Schools System School Based Credit Recovery Plan

In accordance with the guidelines of the Alabama Department of Education, the Montgomery County Public Schools System will offer students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply, and the Credit Recovery Program must be operated under the guidelines established by this document.

Credit Recovery 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.

This option can help to reduce dropout rates by enabling students to recover the credits they need to graduate. A full 6-12 standards-aligned curriculum allows students to recover entire levels in one or more subject areas and allow them to graduate with their cohort.

Parents, Students, and Guidance Counselors should be aware that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit and athletes must be advised accordingly or prohibited from participating.

Student Failure Reports for Credit Recovery

Teachers who assign failing grades to students in courses that are necessary for graduation will be required to submit a student-specific report which identifies course standards that were met, not met, or not covered in the applicable grading term (Attachment A – in complete manual, available on intranet). These reports may be used in combination with course and skill-specific diagnostic tools provided through software vendors and/or school or school-system assessments, all of which must be aligned with the Alabama Course of Study and the College and Career Readiness Standards for the course being pursued through Credit Recovery.

Student Eligibility, Admission, and Removal

Students are eligible to apply for Credit Recovery if the final grade earned in a course required for graduation was between 40% and 59%. Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term.

Students must complete an application (Attachment B in complete manual, available on intranet) to request placement in a Credit Recovery Program. The student and parent/guardian must sign the application to consent to placement in the program and to acknowledge agreement with the terms of admission and program requirements.

Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.

Application Process

Each student will be required to complete:

Credit Recovery Request Form (*Attachment B, Form 1, page 76 of complete manual, available on intranet*)

Parent/Student Contractual Agreement for Participation Form (*Attachment B, Form 2, page 77 of complete manual, available on intranet*)

Once the forms are received by the school counselor and proper signatures are obtained, the counselor will then submit the application packet to the Credit Recovery District Administrator.

The Credit Recovery District Administrator will:

- Verify the signature of the counselor, principal, student, and parent
- Verify student eligibility, sign the Program Referral Form, and scan it into the digital server as a PDF. Each school will have an electronic folder on the network.
- Inform the school counselor if/when the student may begin working

Once the student is approved and registered for the course, he/she will be added to the Odyssey class and assigned the appropriate coursework. This will be done at the school by the Credit Recovery teacher.

Credit Recovery/Grade Recovery Program Authorization and Operation

Credit Recovery programs may operate during the school day or outside normal school hours.

Credit Recovery programs operating during the summer term or outside the normal school hours must be supervised by an administrator.

Teachers working with students in Credit Recovery programs must be certified and highly qualified in the content area they are teaching or in one content area if they are facilitating a software-based program. In situations where online courses are being utilized, a facilitator may be used who is an approved adult employee of the school system.

Credit Recovery Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

Instructional Content and Curriculum

Instruction will be delivered through a combination of computer-based instructional software and targeted small-group instruction supervised and managed by a certified and highly qualified teacher in the subject area or through direct instruction from a teacher who is certified and highly qualified in the subject/course being recovered or earned. Credit Recovery teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.

Students in the Credit Recovery Program will be given an individual student prescription that will be developed by the Credit Recovery teacher based on failure reports completed by the students' teacher of record and skill-specific diagnostic tools which are offered by the computer-based instructional software. The Credit Recovery teacher will use his or her professional judgment of this data along with any further diagnostic device deemed necessary to develop a prescriptive plan for specific standards for remediation targeted to individual students.

The student must complete his or her individual remediation plan within the published operating dates and hours of the Credit Recovery Program. Students may attempt to recover multiple credits, but one credit must be completed before attempting the next.

Instructional assignments, whether computer-based or teacher-based will be aligned with the Alabama Academic Content Standards approved by the State Board of Education.

Students will be released from the Credit Recovery Program upon successful completion of individual remediation plans regardless of the number of hours of instruction.

Grades and Credit

- A maximum grade of 70 may be awarded in a Credit Recovery course.
- The Credit Recovery grade will be calculated as an average of the failed grade with the Credit Recovery grade, up to a 70 average.
- Grade forgiveness will be used, whereby the original failing grade is replaced by the Credit Recovery grade for computing grade-point averages.

- A maximum of ten (10) credits may be earned by a student in a school year which includes subsequent summer-school terms.
- Criteria for awarding final grade(s) on transcript are as follows:

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

Grade assignment:

Upon completion of the assigned course, The Credit Recovery Grade Certification Form (*Attachment B, Form 3, page 78 of complete manual, available on intranet*) must be signed by the Credit Recovery teacher and core teacher, certified by the school principal, and submitted to the counselor. This form is to be scanned into the system as a PDF and placed in the school's electronic folder on the network. The hard copy is to remain in the student's cumulative record.

The school counselor will then complete a Credit Recovery Transcript Request Form (*Attachment B, Form 4, page 79 of complete manual, available on intranet*) and submit it, along with the grade verification sheet, to the Credit Recovery District Administrator. The District Administrator will verify all grade changes/assignments for eligibility and verify that all signatures are present. The Credit Recovery District Administrator will then scan the Grade Request form into the system as a PDF and placed in the school's electronic folder on the network. The guidance counselor will then post the credit recovery grade earned to the student's transcript under the school term Credit Recovery.

Roles and Responsibilities

Credit Recovery District Coordinator:

A Credit Recovery District Coordinator is typically a certified teacher with effective leadership skills, hired by a school district to oversee multiple Credit Recovery sites. This individual works with each school site within a district to ensure that teachers and students are successful in the district Credit Recovery implementation.

The coordinator must be able to facilitate effectively in one-on-one situations, or conversely with large groups of teachers. As with any leadership role, communication is a key factor in the success of a Credit Recovery District Coordinator. This person will interact with students and teachers, building and district administrators and provide support. The Credit Recovery District Coordinator works closely with the district Credit Recovery Planning team to monitor goals, measures and timelines for the District Credit Recovery Program.

District Administrator:

- Has a global view of district program goals to integrate all schools' needs within the overall program
- Understands the goals for each site and ensures effective processes within each school
- Is well-versed in curriculum issues
- Has some budget experience
- Is well-organized and can work on short-term and long-term projects, while maintaining day to day operations
- Has moderate to strong technology skills (should be able to work with a variety of software products required for data collection, newsletters curriculum documents, websites, etc.)
- Should have an understanding of the district Credit Recovery plan and anticipate budgetary issues for implementation or expansion of the program
- Communicates well with all levels of administrators and school personnel

Principal:

- Oversees the design and implementation of the Credit Recovery school-based program
- Provides opportunities for school staff to obtain professional development
- Plans trainings and encourages and provides opportunities for teachers to attend regional and/or national conferences regarding alternative education and credit recovery
- Communicates effectively with staff using a variety of formats; i.e., newsletter, scheduled lab manager meetings, email, etc.;
- Approve all Credit Recovery forms and grade certification forms
- Has effective knowledge and skills to provide an annual program evaluation, based upon district and program goals, indicating strengths, as well as areas of need, with recommendations for improvement

School Counselor:

- Shares responsibility for scheduling, assessing data, and providing necessary reports to students and parents
- Maintains students' historical profile and documentation for Credit Recovery program
- Completes and submits Credit Recovery grade certification forms
- Secures a Student Listing with averages ranging from 40 to 59 for programmatic recommendations

School-Based Program Director:

- Is an essential component for student progress and success
- Understands classroom management in a non-traditional setting
- Sets the tone for an effective, success-driven program
- Must be primarily student-oriented, with a basic knowledge of alternative teaching forms
- Has 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
- Strives to implement best practices
- Takes responsibility for scheduling, assessing data, and providing necessary reports to other entities within the school community
- Exports Grade Book weekly

Credit Recovery Teacher:

- Administers the diagnostic and uses data to determine student's learning path
- Is accountable for appropriate curriculum selection

- Provides opportunities for extension of curriculum
- Provides student orientation for all new students; explains rules and outcomes, contained within the student contract
- Monitors student progress
- Provides weekly progress reports to students (and/or parents, if requested)
- Works closely with classroom and/or subject area teachers reporting on student progress/grades
- Records student work, notebook scores/progress, track/objective progress, if applicable
- Monitors program goals, measures and timelines
- Creates end of year reports and presents to administration
- Has experience as a teacher in a non-traditional setting

Core Teacher:

- Is accountable for appropriate curriculum selection and submission of Student Course Failure Report for all students failing the course taught by them
- Submission of a Student Listing with averages ranging from 40 to 59 to Counselors
- May make recommendations to Counselors for Credit Recovery

Student:

- Will submit application to Counselors for Credit Recovery program
- Must meet all program requirements
- Must enter into learning contract agreement

Forms available in the complete manual, located on the intranet:

- Science Failure Reports
- History Failure Reports
- Economics Failure Reports
- Government Failure Reports
- English Language Arts Failure Reports
- Math Failure Reports
- Credit Recovery Request Form
- Contractual Agreement for Participation
- Grade Certification Form
- Credit Recovery Transcript Request
- Notice of Removal

The complete Credit Recovery Plan for 2014 can be found in the Instructional Support Services Folder in the documents section of the MPS Intranet.

Montgomery Public Schools System RtI Implementation Plan

Response to Instruction

Core Principles of RTI

RTI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families, and communities is the foundation of effective problem solving, and on-going academic and behavioral performance data (all behavior forms can be found in the Code of Student Behavior) should inform instructional decisions. Effective leadership at all levels is crucial for RTI implementation.

Response to Instruction Definition

RTI is an integrated approach that includes general, remedial, gifted, and special education in providing high-quality instruction in all core subjects that is matched to individual student needs. It is based on a three-tiered model that monitors student progress with different levels of intervention intensity. By providing scientifically-based intervention to students, monitoring progress of interventions, and using this information to determine who is in need of more intensive services, RTI further builds on the requirements of the No Child Left Behind (NCLB) Act. The Individuals with Disabilities Education Act (IDEA) 2004 encourages utilizing the RTI process as an alternative approach for the identification of students with learning disabilities. Implementation of Response to Instruction (RtI) processes is best suited as part of Montgomery Public School's comprehensive improvement efforts. It is important to realize that consensus building is necessary and will likely be ongoing over a period of time. Both consensus building and developing an infrastructure are critical at the school and central office level. The following protocol will be used to get started.

Response to Instruction Framework

- Send home parent letters
- Assign each student a case manager.
- Develop electronic files on all students on the school's public server.
- Review student profile data to determine specific needs.
- Identify instructional levels of all students. This determination should be objectively determined from available data sources including teacher-made tests, standardized tests, report cards, behavior logs, attendance reports, quarterly or unit assessments, etc. Utilize this information to determine which students may be at risk for failure or may be underachieving.
- Place students into instructional groups based on previously gathered data, and provide each student a core curriculum on strategic, research-based instructional practices aligned to College and Career Readiness Standards and Alabama Course of Study standards for each specific content area. (e.g., Tier 1 instruction) Principals are expected to support sound classroom management and instructional strategies through observations and leadership.
- Monitor student progress, identify specific areas of need, and provide instructional strategies and interventions to enhance the students' opportunity for success, whether it is a student who is misbehaving, deemed at risk or a student who is underachieving. Document the concern, the intervention, and the monitored progress on the electronic forms.
- Prescribe a research-based intervention plan for those students who are not successful with Tier 1 instruction. This intervention will be in addition to the core curriculum, and will have as its

goal, moving these students to grade-level standards mastery. The format for this Tier 2 level of intervention may be small group, computer-based, or one-on-one instruction. This instruction and intervention is primarily delivered by the classroom teacher.

- Consult the RtI Facilitator to schedule a Problem Solving Team (PST) meeting regarding those students who are not successful after receiving Tier 2 interventions. The team may prescribe an additional more intensive program of intervention that is research-based. This Tier 3 intervention should be provided outside the regular classroom, but should be aligned with the core curriculum with the goal of accelerating the growth of these students in order to reach grade level mastery. The team should monitor student progress regularly to determine if an additional program/strategy is needed, or if possible referral for diagnostic testing is necessary.

Major Components of RtI

- **Leadership:** Leadership at the state, district, and building level is crucial to the fidelity of RTI implementation. It is important to establish a long-term commitment to resources and time, as well as to move the focus of RTI from philosophical understanding to actual classroom practices. The impact of RTI involves significant systematic changes which will need to be supported throughout implementation at all levels.
- **Curriculum & Instruction:** RTI involves a tiered system of interventions designed to meet the needs of all students. A strong curriculum aligned with state and national standards and high-quality strategic instruction are essential for student success.
- **School Climate & Culture:** A positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. Positive Behavior Interventions and Supports (PBIS) will provide systematic strategies for achieving important social and learning outcomes, while preventing problem behavior with all students.
- **Problem-Solving Process:** The purpose of the Problem Solving Team (PST) is to provide a decision-making process that will lead to the development of behavioral, instructional, and intervention strategies with a high probability of success. The system must integrate the use of data, both to guide the development of effective interventions and to provide frequent monitoring of progress. A school – level PST is mandatory.
- **Assessment/Progress Monitoring:** Using reliable and on-going data to drive the decision-making process, at the individual student, classroom, and school levels, is a major component of any RTI system.
- **Community Involvement:** When families, schools, and communities work together, children are more successful. Forming collaborative partnerships with families and communities is more than simply working together; it involves continuous collaboration to achieve mutually desired outcomes.
- **Special Education and RTI:** IDEA 2004 states, “when determining whether a child has a specific learning disability ... a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability” ... a school “may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures ...” (Section 1414(b)(6)).

Montgomery Public Schools will ensure that:

- a. Prior to, or as a part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and
- b. Data-based documentation of repeated assessments and of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child’s parents.

If the child has not made adequate progress after an appropriate period of time during which the conditions have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

RESPONSE TO INSTRUCTION (RTI) PROTOCOL

Based on the Alabama State Department of Education's *Alabama's Core Support Model for Response to Instruction, (Rtl)*, and *Alabama's Plan 20/20*, Montgomery Public Schools will provide a multi-tiered system of supports to address the academic and behavioral needs of our students in all core subject areas.

TIER 1 – Core Instruction will be designed to address the needs of ALL students through a research-based curriculum.

Step 1 – Implement College and Career Standards Based Instruction

Step 2 – Employ Strategic Teaching using Scientifically Research- Based Strategies

Step 3 – Formatively Assess for Learning

Step 4 - Conduct Weekly Problem Solving Team Grade Level and/or Department Meetings

Step 5 - Analyze Student Work and Daily Grades

Step 6 – Use Data to Modify Curriculum, Instruction and Assessment

Step 7 - Differentiate Instruction As Needed

Step 8- Employ Tier 2 Strategies if targeted intervention is needed

Step 9 - Monitor for Progress

Step 10 – Document Above Through Inow Lesson Plans and Student Work Samples

TIER 2 – Targeted Instruction will be provided to students who do not master standards or meet benchmarks. Students will receive additional small group instruction.

Step 1 – Continue Tier 1

Step 2 – Provide Explicit Instruction

Step 3 – Provide Small Group Instruction and Intervention

Step 4 – Use technology to teach standards

Step 5 – Differentiate processes, products and content

Step 6 - Increase time on task

Step 7 – Assign Homework for Practice

Step 8 – Monitor Progress Weekly

TIER 3 –Intensive Intervention will be provided to students who do not respond positively to instruction, strategies or interventions used in Tiers 1 and 2. Each week, the problem solving team will monitor all students receiving tier 3 services. These students will be provided core instruction and intensive intervention and monitored weekly for 8 weeks. If they are still not mastering standards, a special education referral may be completed.

Step 1 – Continue Tiers 1 and 2

Step 2 – Schedule a Problem Solving Team Meeting

Step 3 – Identify and implement intensive, frequent interventions

Step 4 – Monitor Progress Weekly

Step 5 - Refer to Special Education Facilitator, if little or no progress is shown

Step 6 – Print Students' Electronic File (s)

Step 7 - Notify District Rtl Coordinator

Step 8 – Contact Parents

Step 9 – Refer to Student Social Services

Step 10 – Refer to Student Support Services

Documentation Needed from PST for a Referral for Evaluation for Special Education

Tier I Instruction:

- Offer evidence that the student was provided appropriate instruction in the areas of reading, math, science, social studies, and LEP-Limited English Proficiency, in a regular education setting. (Provide a portfolio of student growth in areas such as oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation and/or mathematics problem solving and/or behavior.)
- Include Evidence of Participation in:
 - Scientifically research-based reading and/or math programs
 - Scientifically research-based instructional strategies
 - Small group instruction
 - Differentiated Instruction
 - Screening Process (Benchmark Tests, State Assessments, Graduation Tracking System Data, Office Referrals, etc.)
 - Daily Formative Assessment via anecdotal notes from teacher observations and student writing samples
- Offer evidence that instruction was delivered by qualified personnel

Tier 2 Intervention:

- Offer evidence of Tier 2 Targeted Interventions in Self-contained Classrooms (These are Short-term Interventions)
 - Small Group Instruction Based on Skill Deficit
 - Multiple and Flexible Grouping Formats
 - Additional Intervention Time When Appropriate
 - Tutorial Program
 - Drop-out Intervention Program
 - Participation in a software/web-based intervention program
- Offer evidence of Tier 2 Targeted Interventions in Departmentalized Classrooms (These are Short-term Interventions).
 - Targeted Small Group Literacy Instruction in All Content Area Classrooms
 - Opportunities in all Content Area Classrooms for Additional Modeling, Practice, Review and corrective feedback.

Tier 3 Intensive Intervention:

- Offer evidence that the student has participated in a process that assesses the student's response to scientific, research-based intervention.
- Indicate the frequency and duration of interventions
- Provide recommendations made from the Problem-Solving Team
- Provide data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during intervention instruction
- Documentation of Parent Notification
- Student baseline level and goals are calculated for each intervention, and a sufficient number of data points are collected during progress-monitoring to judge accurately whether the intervention has been successful.
- Offer evidence that the student was provided with at least eight weeks of intensive intervention by a teacher who is **highly skilled** in teaching basic reading and/or math skills.
- Provide evidence of teacher's training and/or experience.
- Provide evidence of duration of intervention.

Characteristics of Tier 3 Intensive Interventions (usually takes place outside regular classroom)

- Intervention tailored to meet student's learning needs

- Intervention Provided by Teacher **highly skilled** in teaching basic reading and/or math skills. (show evidence of teacher's training and/or experience teaching specific intervention strategies)
- Analysis of environmental /instructional conditions and skill deficits
- Flexible grouping based on skill deficit
- Instruction is increased by increasing the amount of time provided to student per day and decreasing the group size.

Response to Instruction for EL students

With the recent emphasis on standards-based instruction, there has been much discussion about what constitutes appropriate content, instruction, and assessment for English language learners. As educators have grappled with this issue, it has become clear that educational parity can only be achieved if ELs have an opportunity to learn the same rigorous academic content as native English speakers. The best way to achieve that goal is through differentiated instruction that takes into account ELs' English language proficiency, as well as the many other factors that can impact learning (Fairbairn & Jones-Vo, 2010).

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELs. Therefore, the same Rtl protocol will be used for ALL students.

Samples of forms, intervention strategies, pyramids, and other resources will be available on the Intranet

Parental Notification

Montgomery Public Schools strives to keep our parents informed of their children's progress. Parents are notified of students' performance via progress reports, report cards and teacher conferences. Each parent will receive a letter notifying them of the Rtl process. Further, parents will receive notification if a student is not successful with Tier 1 and Tier 2. A sample parent letter should include the following:

Dear Parent/Guardian:

In compliance with *Alabama Administrative Code*, Chapter 290-8-9.01 (4), Montgomery Public Schools has implemented RtI or Response to Instruction. Response to Instruction (RtI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

Struggling students are provided with interventions at increasing levels of intensity to accelerate their rate of learning or behavior. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The parent will be kept informed of and included in all efforts being made to improve their child's achievement once they have been referred to the Problem Solving Team. If a student does not make adequate progress or improvement through interventions provided through the problem-solving model, the team, including parents, can plan to collect further information to assist in determining whether the child has a disability and is eligible for special education services.

Students who miss school as a result of suspension and/or students without legitimate written excuses will receive unexcused absences, no make-up work will be provided, and a grade of zero will be given for missed assignments.

School Name:

Principal Signature:

Notice of Receipt of Response to Instruction Parent Letter

Parent/Guardian Signature

Date

Child's Name

Grade

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 assess students' academic readiness for college.
6. **ACT Aspire** – a longitudinal assessment for students in grades 3-8. Aspire is aligned to common core curriculum standards in the content areas of English, math, reading and science with direct writing at all grades.
7. **ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)** - a five-part exam that measures competencies in mathematics, science, reading, language and social studies.
8. **ALABAMA SCIENCE ASSESSMENT (ASA)** - a state mandated, criterion-referenced assessment administered in Grades 5 and 7.
9. **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).
10. **BENCHMARK** - a point of reference from which a student's progress may be measured.
11. **BEL-SHAPED CURVE** - the characteristic shape of a graph for the normal distribution of grades.
12. **CARNEGIE UNITS** – a “unit” earned toward high school graduation based upon a student demonstrating mastery of academic standards.
13. **CORE SUBJECTS** - Mathematics, Science, English, and Social Studies are core subjects.
14. **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.

- 15. CUMULATIVE CARD** - the official cumulative record of a student's scholarship.
- 16. DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS Next)** - a set of procedures and measures for assessing the acquisition of early literacy skills.
- 17. End-of-Course Assessment (EOC)** – A state mandated test administered within the last four weeks of the course term to determine competencies in a core body of knowledge. These assessments will be administered in the following content areas: English 9, English Essentials 9, English 10, English Essentials 10, English 11, English Essentials 11, Algebra I, Algebra IB, Algebraic Essentials B, Algebraic Explorations II, Algebra II, Geometry, Geometry B, Geometry Essentials B, Biology, Life Skills Science II, Chemistry, U. S. History (11th grade course), and U. S. History for Living 11. Please note that distinctions are not made for different levels of courses (i.e., English 9 includes Advanced English 9, Honors English 9, Pre-AP English 9)
- 18. ENGLISH LEARNERS (ELs)** - any student who is not fluent in English because it is not their first (primary) language.
- 19. 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. Parent 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. (Montgomery Public Schools 2011-2012 Code of Student Behavior)
- 20. EXPLORE** – A state mandated criterion-referenced test and career interest survey administered to students in Grade 8.
- 21. Global Scholar Achievement Series Assessment** – Standardized tests that measure student mastery of grade specific content standards.
- 22. Global Scholar Performance Series** – Computer adaptive assessments used to identify student efficiency in four subjects: math, reading, language arts, and life science.
- 23. 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.
- 24. INDIVIDUALIZED EDUCATION PROGRAM (IEP)** - a written plan for the provision of special education and related services for a student with disabilities.

- 25. 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.
- 26. 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.
- 27. 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.
- 28. INFORMATION NOW (INOW)** - the data management software used to report student data.
- 29. 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
- 30. MAJOR GRADES** - may include chapter tests, unit tests, teacher made tests, projects, essays, speeches, post-tests, and other local assessments.
- 31. MINOR GRADES** - may include daily classroom work, quizzes, checklists, observations, and homework.
- 32. MODIFICATIONS** - a change to the delivery of instruction or method of student performance that changes the content or conceptual difficulty of the curriculum.
- 33. PLAN** – a state mandated criterion-referenced, curriculum-based, educational and career planning program that measures student achievement in English, math, reading, and science, administered to students in Grade 10.
- 34. PROBLEM SOLVING TEAM (PST)** – team established to guide general education intervention services for all students who have academic or behavior difficulties which *replaces Building Based Student Support Teams (BBSST)*.

The purpose of Problem Solving Teams (PSTs) is to help guide general education intervention services for all students who have academic or behavior difficulties. The PST is essential to the school's successful implementation of the Response to

Instruction (Rtl) framework. The PST is responsible for the day-to-day decisions which ensure that

- (1) students receive instruction and interventions matched to their identified needs,
- (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

- 35. QUARTER** - one of four periods of instruction within an academic year.
- 36. 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.
- 37. Response to Instruction (Rtl)** – The practice of providing research-based, high quality instruction and progress monitoring to address struggling students.
- 38. RESPONSE to INSTRUCTION (Rtl) Tiers:** **Tier I** Instruction is the delivery of strategic, research-based instruction using a standards aligned curriculum and monitored for fidelity of effectiveness by school administration. **Tier 2** Instruction is the delivery of targeted, intentional small group differentiated instruction and intervention for students who are unsuccessful with Tier 1. **Tier 3** is the delivery of intensive, individualized instruction for students who are unsuccessful with Tiers 1 and 2.
- 39. SALUTATORIAN** - the student having the second highest grade point average in the graduating senior class.
- 40. SCHOOL AUTHORIZED ACTIVITY** - any school function authorized by the school principal.
- 41. 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.
- 42. SEMESTER** - one of the two 18-week periods of instruction into which the academic year is divided.
- 43. SOFTWARE TECHNOLOGIES INCORPORATED (STI)** - the software collection used to report student data.
- 44. 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).
- 45. UNDERAGE STUDENT** - a student that is not age appropriate for attendance in a public school according to the Code of Alabama 16-28-4.

- 46. 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, suspension, trips unauthorized by the principal, birthday or other celebrations will be considered unexcused.
- 47. VALEDICTORIAN** - the student having the highest grade point average in the graduating senior class.
- 48. WEIGHTED** - having an extra quality point added to a quarter grade for weighted classes (A is to be one (1) point higher than a regular A; B is to be weighted as A; C is to be weighted as B; D is to be weighted as C; Fs are not to be weighted).

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

Elementary School GPR Specific Information

1) Reporting of Progress in Kindergarten

- a. Beginning with the first quarter, the code used to report student progress is as follows:

E	Excellent (Grade equivalent to an A)
G	Good (Grade equivalent to a B)
S	Satisfactory (Grade equivalent to a C)
N	Needs Improvement (Grade equivalent to a D)
U	Unsatisfactory (Grade equivalent to an F)
X	Has not been taught at this time

- b. 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).
- c. 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, state approved, 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 Instructional Support Services in writing prior to July 1st. 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:
 - ii) math
 - iii) science
 - iv) social studies
 - v) reading
 - vi) 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.

3) Code for Reporting Student Progress in Music, Physical Education, Technology, Health, and Visual Arts (Grades 1-5)

- a. Grades for these areas will be reported numerically using the same grading scale as core academics.

4) Conduct Grades.

- a) One conduct grade should be given by each teacher on a student's schedule. (Core and Non-Core) Each course section will have a corresponding section for conduct. Students will receive a conduct grade from each core teacher as well as non-core teacher (i.e. music, P.E., visual arts, technology). Conduct grades will be reported numerically using the same grading scale as core academics.

5) Progress Reports

- a. Parents/guardians are informed regarding student progress by receiving work samples every two weeks beginning the first week in September.
- a) 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.

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

Middle School GPR Specific Information

1 Grade Reporting.

- b) The numerical averages for each quarter period are used at the end of the year (6th, 7th, and 8th) to determine the letter grade for the year.
- c) Each teacher is required to evaluate student effort and conduct. Letter grades are used to evaluate conduct. Teachers may give effort remarks using the comment codes in INOW.
- d) A final examination/test will be administered in each course according to the published schedule from the Office of Instructional Support Services. The actual testing time will be approximately one class period in length.
 - i) The final examination/test will count as a major test and will be included as a part of the final quarter grade.
- e) Grading in Pre-Advanced Placement (Pre-AP) courses is the same as in all other courses. Grades, however, are to be weighted an additional one-half point (.5) for purposes of honor roll, eligibility for honor clubs, and rank in class and GPA. *Fs are not weighted.* A student who is enrolled in a Pre-AP course must complete the entire scope and sequence of the course to fulfill the requirements. Pre-AP courses are designations used by Montgomery County Schools and are not authorized by the College Board.

2 Progress Reports

- a) 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 Pre-AP Algebra I Placement Criteria

Algebra readiness is determined by the appropriate score on Global Scholar Performance Series (PS). Students desiring to take Algebra I as their seventh grade mathematics course should achieve a SIP score of at least a 90 or better on PS. Students desiring to take Algebra I as their eighth grade mathematics course should achieve a SIP score of at least an 80 or better on PS. If the SIP is at most five points below the required PS score, consideration be given to the student's current cumulative mathematics average, which should be 90 or above for Math 6 students and 85 or above for Math 7 students.

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 courses 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 is to be one (1) point higher than a regular A; B is to be weighted as A; C is to be weighted as B; D is to be weighted as C; *“Fs” are not to be weighted.* A student who is enrolled in an AP course must complete the entire scope and sequence of the course to fulfill requirements for graduation. Similar provisions are made for designated courses in the Loveless Academic Magnet Program High School.
- b) Grading in Pre-Advanced Placement (Pre-AP) courses is the same as in all other courses. Grades, however, are to be weighted an additional one-half point (.5) for purposes of honor roll, eligibility for honor clubs, rank in class, and GPA. *“F’s” are not to be weighted.* A student who is enrolled in a Pre-AP course must complete the entire scope and sequence of the course to fulfill the requirements.
- c) In grades 9 through 11, students must earn a Carnegie unit in the core areas of English, Math, Science and Social Studies plus 1 elective credit to be classified as a student in the next grade.
- 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 $40 \bullet 40 \bullet 20$.
- e) **Semester Examination Exemptions**
 - i) 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.
 - ii) There will be NO exemptions for freshmen and sophomores.
 - iii) 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.
 - iv) 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.

- v) In determining the term grade for those who qualify and elect to exempt examination(s), the teacher will average the two quarters' grades.

2) 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:
- c) The student must have been in attendance at the high school for a minimum of three consecutive semesters.
- d) 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 (4th) decimal place. If there is a tie, the numeric weighted GPA using numeric averages earned for courses will be calculated to the fourth (4th) decimal place.

3) Progress Reports

- a) 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.

3. Graduation Options:

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

ALABAMA'S HIGH SCHOOL DIPLOMA OPTIONS

OPTION #1	Requirements **	Alabama High School Graduation Exam Sections Passed
Alabama High School Diploma		
<u>Endorsements</u>		
Alabama High School Diploma *with Advanced Academic Endorsement *with Highest Honors	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	(Beginning with the 9 th grade class of 2009-10) 5/5
Alabama High School Diploma *with Advanced Academic Endorsement *with High Honors	State requirements for AAE 4 AP courses; 24 credits	5/5
Alabama High School Diploma *with Advanced Academic Endorsement (State Requirements)	State required coursework including Alg II w/ Trig; 2 years foreign Lang. in the same Lang.; 24 credits	5/5
Alabama High School Diploma	State Requirements; 24 credits	5/5
Alabama High School Diploma *with Advanced Career Technical Endorsement	AAE requirements except foreign lang.; 3 Career Tech courses; 24 credits	5/5
Alabama High School Diploma *with Career Technical Endorsement	State required coursework; 3 career tech courses.; 24 credits	5/5
Alabama High School Diploma *with Credit-Based Endorsement Once a student chooses the Credit-Based Endorsement, it may or may not serve as the final endorsement to the Alabama High School Diploma, pending a decision by the local education agency (LEA). ALSDE memorandum dated May 21, 2012 per Dr. Thomas R. Bice, State Superintendent of Education	State required coursework; Min. 1 career tech. course; 24 credits	3/5 (Reading, Math, +1 additional section)

ALABAMA'S HIGH SCHOOL DIPLOMA OPTIONS

OPTION #2	Requirements **	Alabama High School Graduation Exam Sections Passed
Alabama Occupational Diploma		IEP Determined

HIGH SCHOOL CERTIFICATE OPTION

Certificate of Completion		IEP Determined
---------------------------	--	----------------

*Montgomery Public Schools endorsement

** Complete Requirements see MPS First Choice Brochure

Beginning with the 2012-2013 class of 10th graders, the AHSGE will no longer be administered.

ALABAMA'S HIGH SCHOOL DIPLOMA OPTIONS

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

Course Requirements			
English Language Arts	Four credits to include:	Credits	
	English 9	1	
	English 10	1	
	English 11	1	
	English 12	1	
	<i>Equivalent/substitute options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE approved courses</i>		
English Language Arts Total Credits		4	
Mathematics	Three Credits to include:	Credits	
	Algebra I or its equivalent/substitute	1	
	Geometry or its equivalent/substitute	1	
	Algebra II w/Trigonometry or Algebra II, or its equivalent/Substitute	1	
	<i>Equivalent/substitute options may include: Career and Technical Education, Advanced Placement/International Baccalaureate/postsecondary courses/SDE approved courses</i>		
	One Credit from:		
	Alabama Course of Study for Mathematics or equivalent/substitute courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE approved courses.	1	
Mathematics Total Credits		4	
Science	Two credits to include:	Credits	
	Biology	1	
	A physical science (Chemistry, Physics, Physical Science)	1	
	<i>Equivalent/substitute options may include: Career and Technical Education, Advanced Placement/International Baccalaureate/postsecondary courses/SDE approved courses</i>		
	Two credits from:		
Alabama Course of Study for Science or equivalent/substitute courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE approved courses.	2		
Science Total Credits		4	
Social Studies	Four credits to include:	Credits	
	World History	1	
	United States History I	1	
	United States History II	1	
	United States Government	0.5	
	Economics	0.5	
	<i>Equivalent/substitute options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE approved courses</i>		
Social Studies Total Credits		4	
Physical Education	Lifelong Individualized Fitness Education (LIFE) or one JROTC Credit	1	
Health Education		0.5	
Career Preparedness		1	
Career and Technical Education and/or Foreign Language and/or Arts Education		3	
Electives		2.5	
Total Credits Required for Graduation		24	

2. Online Experience

- a. Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one online/technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed. A student may satisfy the online requirement for graduation through one or more of the following options:
 - i) Take an online course.
 - ii) Participate in online experiences incorporated into courses used to fulfill requirements for graduation such as Career Preparedness.

3. Computer Challenge Exam

- a. The computer challenge exam can be given under special circumstances to meet the required .5 credit of Computer Applications (Does not apply to students entering as first time freshmen in 2013-14. These students fall under the new diploma requirements.)
 - b. The computer challenge exam will NOT be given to students who have failed a technology class.
- b) The student must score at least 70% on the test to qualify for the credit. Administration of the assessment must be approved by the principal and the District Technology Coordinator. After the exam has been given, the score will be documented with a label on the cumulative record and listed in INOW under the student record.

4. 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."

5. 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.

6. 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.

7. Requirements for Students Who Were Pursuing the Alabama Occupational Diploma (AOD)

- a. Students in the 2010-2011 or later cohort are no longer required to pass the AHSGE in order to earn the Alabama High School Diploma.
- b. The exception rule for students with disabilities who pass the graduation exam to be awarded an Alabama High School Diploma is being phased out since the AHSGE is no longer required.
- c. Students in the 2009-2010 or earlier cohort must meet the previous graduation requirements and are still eligible for the exception rule related to the AHSGE and receiving an Alabama High School Diploma.
- d. Students with disabilities in the 2010-2011 or later cohort who meet all requirements for the AOD should be awarded the Alabama High School Diploma.

**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. <u>or</u> *English Essentials 9, 10, 11, and 12. <u>or</u> **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. <u>or</u> *Algebraic Essentials A & B and Geometry Essentials A & B (students taking Algebraic Concepts in Grade 9 are not required to take Geometry B). <u>or</u> **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. <u>or</u> *Life Skills Science I, II, III, and IV. <u>or</u> **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. <u>or</u> *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 . <u>or</u> **AAS Social Studies 9, 10, 11, and 12.	4
Physical Education	LIFE (Personal Fitness) One JROTC credit may be used to meet this requirement. <u>or</u> Adapted Physical Education.	1
Health Education	<i>Alabama Course of Study: Health Education.</i> <u>or</u> **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) <u>or</u> **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. <u>or</u> *two CTE courses and Workforce Essentials (or Transition Services II in school systems that do not offer Workforce Essentials). <u>or</u> **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
Total Credits Required for Graduation		24

* 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

APPENDIX 1

SECTION: STUDENTS	CODE: JBCD	ISSUE DATE 4/22/08
DESCRIPTOR TERM: Transfers, Enrollments, and Withdrawals (Page 1)	RESCINDS: JBCD	ISSUED: 11/21/89

TRANSFER ELIGIBILITY

Students transferring into any school within the system must either fall within the scope of the McKinney-Vento Act or meet all eligibility requirements related to age, residence immunization, etc. In addition, the student must not be suspended, expelled, or pending suspension or expulsion from the school previously attended.

PLACEMENT OF TRANSFER STUDENTS

The following placement procedure shall apply to all students enrolling in the school system:

Previously Enrolled in an Accredited Schools

A student enrolling in Montgomery Public Schools previously attending a public or non-public school accredited by an accrediting agency recognized by the Southern Association of Colleges and Schools (SACS) will have credits and current class/grade placement accepted without validation upon the receipt of official transcript(s). 290-3-1-.02(7) (d)

PREVIOUSLY ENROLLED IN A HOME SCHOOL OR OTHER NON-ACCREDITED SCHOOL/SCHOOL SETTING

Grades 1-8 – Using all official records and nationally standardized tests from the sending school, the principal or his/her designee shall determine placement. If there is a question about a new student's placement, he/she may be assigned to a lower grade level for a three (3) to six (6) weeks evaluation period. Based on the student's performance during this evaluation period, placement may then be changed to the appropriate grade level for a probationary period. Final grade placement will be determined after this probationary period.

Grades 9-12 – Students transferring from a non-accredited public, private, parochial or home school shall be placed in a grade based on demonstrated ability and record of attendance and work done in school(s) previously attended. In accordance with Southern Association of Colleges and Schools (SACS) accreditation standards, credit for courses pursued in a non-accredited school must be validated.

Grades 9-12 – The academic core courses (English, math, science, and social studies) will be validated by the student passing a content-based course specific test developed by the school system. Validation is required for the highest level for which placement is sought. Once a grade-level course has been validated, all preceding courses in that content area are recorded as validated. Credit for elective courses shall be transferred without validation.

SECTION: STUDENTS	CODE: JBCD	ISSUE DATE 4/22/08
DESCRIPTOR TERM: Transfers, Enrollments, and Withdrawals (Page 2)	RESCINDS: JBCD	ISSUED: 11/21/89

SENIOR TRANSFER STUDENTS

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. 290-3-1-.02(8.1) (h-1)

HOMELESS STUDENTS

All students subject to the provisions of the McKinney-Vento Homeless Education Assistance Improvement Act [42U.S.C.S. §11301 etseq. (2007)] will be enrolled pursuant to said act. **Ref: Policy IDDE**

Ref: Code of Alabama, 16-28-3, 16-28-6; Accreditation Standards for Alabama Elementary and Secondary Schools, effective 2007-2008; Southern Association of Colleges and Schools Accreditation Standards; Guidelines for Using Student Cumulative Folders, effective 2007-2008; Administrative Code 290-3-1-.02(8.1)(h-1), 290-3-1-.02(7)(d); 42U.S.C.S.§11301 etseq.(2007)

APPENDIX 2

APPENDIX 2

Chapter 290-3-1

Education

(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).