

CUSD 300 MIDDLE SCHOOL PROMOTION REQUIREMENTS

Middle school students are required to take four core academic classes per day with ELA being a double period course. In addition, students participate in PE/Health daily and either an exploratory class, AVID, Spanish I (grades 7 and 8 only) or an intervention if needed. Band, orchestra, and choir are considered elective courses and students select to participate in these by choice. These courses are most commonly scheduled during their Extended Learning Time (ELT) period but in some unique situations may take the places of the exploratory period.

Middle School Promotion Requirements:

A minimum of 3.0 credits (1.0 credit per year) must be earned in each of the core academic courses in order to be promoted from eighth grade into high school for a total of 12.0 credits for incoming sixth grade students and a total of 13.0 credits for students who entered middle school grade 6 in 15-16*.

Course	Grade	Length	Credits
ELA*	6, 7, 8	4 Quarters/Two Semesters	3.0 Credits
Mathematics	6, 7, 8	4 Quarters/Two Semesters	3.0 Credits
Science	6, 7, 8	4 Quarters/Two Semesters	3.0 Credits
Social Studies	6, 7, 8	4 Quarters/Two Semesters	3.0 Credits

**Change in two separate courses to a double period course – formerly Literature and Language Arts. Students who entered sixth grade in 15-16 received 1.0 credit for Literature and 1.0 credit for Language Arts.*

Course	Semester Credit	Determination of Semester Earned Credit	
		Points Needed to Earn Semester Credit	Average Percentage Needed to Earn Semester Credit
ELA	0.5 Fall and 0.5 Spring= 1 per year	2	60% or higher
Math	0.5 Fall and 0.5 Spring= 1 per year	2	60% or higher
Science	0.5 Fall and 0.5 Spring= 1 per year	2	60% or higher
Social Studies	0.5 Fall and 0.5 Spring= 1 per year	2	60% or higher

**Students must receive the minimum points listed above OR average 60% or higher between the two quarters to successfully earn the semester credit for each course.*

GRADE PROMOTION/RETENTION GUIDELINES:

Any student who does not pass at least two of the four core courses (*two of four academic credits*) in a school year or is not making progress toward District/State Learning Standards will be considered by the principal/educational team for retention (Core courses are defined as ELA, Math, Science, Social Studies). Other factors considered in the promotion/retention decision-making process include:

- Initial evaluation process in motion but not complete
- Participation in credit recovery options
- Local/State assessments and student growth
- Prior retention
- Educational interventions
- Attendance history
- Age appropriateness
- Parent/Guardian concerns
- LEP
- Other factors at the principal/educational team’s discretion

CREDIT COMMUNICATION & INTERVENTIONS:

A. Stage One (End of First Quarter)

- Students who fail one or two core academic courses and are not on track to earn their first semester credits will receive a letter from the guidance counselor and/or designee and a student/team conference will be held. The conference will result in outcome(s) detailed on the “Stage One Academic Solutions Template.” All parties are provided a copy of this after the conference.
- Students who fail three or more academic courses and are not on track to earn their first semester credits will have a school conference with an administrator or designee, the teacher(s) and parent(s)/guardian(s). The conference will result in outcome(s) detailed on the “Stage One Academic Solutions Template.” All parties are provided a copy of this after the conference.

B. Stage Two (End of Second Quarter/First Semester)

- Students who did not earn their first semester credit for each of their academic core courses and are in danger of failing the academic course(s) for the year will receive a letter from the guidance counselor and will have a school conference with the teacher, support staff, building administrator and the parent(s)/guardian(s). Credit recovery options for third quarter/second semester will be discussed at this conference and a plan will be developed to help the student earn their needed semester credit and avoid failing the course(s) for the year. A “Stage Two Academic Solutions Template” will capture the plan and all parties are provided a copy of this after the conference.

C. Stage Three (End of Third Quarter)

- Students who did not earn their first semester credit for each of their academic core courses, have not earned the credit through credit recovery and are still in danger of failing the academic course(s) for the year will receive a letter from the guidance counselor and will have a school conference with the teacher, support staff, and the parent(s)/guardian(s). Credit recovery options for fourth quarter/second semester will be discussed at this conference and a plan will be developed to help the student earn their needed semester credit and avoid failing the course(s) for the year. A “Stage Three Academic Solutions Template” will capture the plan and all parties are provided a copy of this after the conference.
- Students who earned their first semester credit for each of their academic core courses and fail one or two core academic courses third quarter and are not on track to earn their second semester credits will receive a letter from the guidance counselor and or designee and a student/team conference will be held. A “Stage One Academic Solutions Template” will capture the plan and all parties are provided a copy of this after the conference.
- Students who earned their first semester credit for each of their academic core courses and who fail three or more academic courses third quarter and are not on track to earn their second semester credits will receive a letter from the guidance counselor and or designee and have a school conference with an administrator or designee, the teacher(s) and parent(s)/guardian(s). A “Stage One Academic Solutions Template” will capture the plan and all parties are provided a copy of this after the conference.

D. Stage Four (End of Fourth Quarter/Second Semester)

- Students who did not earn their first and second semester credits for one or two of their academic core courses (or are have not earned the credit through credit recovery) will receive a letter from the school principal and will have a school conference with the teacher, support staff, building administrator and the parent(s)/guardian(s). Credit recovery options for summer and or fall of the next year (grade 6 and 7 only) will be discussed at this conference and a plan will be developed to help the student earn their needed credit(s) and stay on track for Middle School Promotion at the end of eighth grade. A “Stage Four Academic Solutions Template” will capture the plan and all parties are provided a copy of this after the conference.
- Students who did not earn their first and second semester credits for three or more of their academic core courses (or are have not earned the credit through credit recovery) will receive a letter from the school principal and will have a school conference with the teacher, support staff, building administrator and the parent(s)/guardian(s). Retention criteria will be reviewed and discussed. Credit recovery options for summer and or fall of the next year will be discussed at this conference and a decision will be made regarding retention. If the student will be moving to the next grade level (grade 6 and 7 only), a plan will be developed to help the student earn their needed credit(s) and stay on track for Middle School Promotion at the end of eighth grade. A “Stage Four Academic Solutions Template” will capture the plan and all parties are provided a copy of this after the conference.
- Eighth grade students who do not have all of their needed credits for Middle School Promotion will receive a letter from the school principal and will have a school conference with the teacher, support staff, building administrator and the parent(s)/guardian(s). Retention criteria will be reviewed and discussed. Credit recovery options and alternative education options will be discussed at this conference and a decision will be made regarding retention. The decision will be documented on the “Stage Four Academic Solutions Template” and all parties are provided a copy of this after the conference.