

## Board Policy 2605: Advancement Requirements (6 through 9)

Original Adopted Date: 8/18/25 | Last Reviewed Date:

The District has established a set of advancement requirements for 6th through 9th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District sets the following advancement requirements:

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the District's attendance policy.
2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the District's attendance policy.
3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the District's attendance policy.

Additionally, unless the student's parent/guardian provides the District with a written request that the plan not be developed, the student must develop a career pathways plan which outlines the student's plans for high school and beyond as required by IDAPA 08.02.03.104.02.a. The District shall make a good faith effort to notify each student's parent/guardian of their responsibility for assisting in the development and approval of the student's career pathways plan. Each year following the development of the plan until the student graduates or leaves the District, the policy shall be reviewed by the student and the counselor. If any modifications are made to the plan, the student's parent shall be provided with a revised copy of the plan. Students must also meet the 8<sup>th</sup> grade mathematics standards.

Students denied credits due to attendance may appeal the loss of their credits to the building administrator or designee. Further appeals may be made to the Superintendent. If they do not agree with his/her decision they may appeal to the District Board of Trustees.

To be considered for promotion to the next grade, students must earn

1. Two credits of math;
2. Two credits of English Language Arts;
3. At least one credit in science; and
4. One credit in social studies during a school year. In order to receive credit, students must achieve a grade of 60% (D- or better) in any class and not miss more than 10% of the class time—seven days—each semester.

Students who have failed more than 20 percent of the courses attempted in the 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted. Students and their parents/guardians will be responsible for initiating all credit recovery. The middle schools will assist students and parents/guardians in choosing the most appropriate alternative method for each individual. All materials for credit recovery must be submitted to the school by no later than August 1, prior to the beginning of the next school year.

~~Students must use at least two of the following alternate methods to recover credits:~~

- ~~1. Forfeit an elective and retake the failed credit during the school year along with the next course in the sequence.~~
- ~~2. Attend and complete summer school with a grade of 60% (D- or better).~~
- ~~3. Pass an online or correspondence class and present a transcript demonstrating completion with a grade of 60% (D- or better). All online and correspondence classes must be preapproved by the building administrator or designee.~~
- ~~4. Retake the exit exam and pass with a grade of 60% (D- or better).~~
- ~~5. Demonstrate a proficient score on the ISAT Idaho Student Achievement Test in the deficient subject area(s).~~

A student who does not meet the minimum credit requirements may recover credit by obtaining a passing grade for an approved course in summer school (if offered) or through the Idaho Digital Learning Academy (IDLA) or other online course. The parent or guardian of the student is responsible for any fees associated with attendance at summer school, IDLA, or other online courses. Interventions may also involve providing opportunities for additional instruction to students who, at mid-term, do not have a passing grade in the course, as determined appropriate by the principal.

The Individualized Education Plan (IEP) teams for qualified Special Education students may establish alternate credit requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

The Educational Learning Plan (ELP) team for a student with limited English proficiency may establish alternate credit requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

All alternative requirements or accommodations will be clearly outlined for IEP and ELL students.

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<b>Legal References</b>	<b>Description</b>
IDAPA 08.02.03.104	Career Exploration Instruction
IDAPA 08.02.03.107	Middle Level Credit System
<b>Cross References</b>	
<b>Code</b>	<b>Description</b>
2600	<a href="#">Promotion/Retention</a>
3050	<a href="#">Attendance Policy (Alternatives)</a>