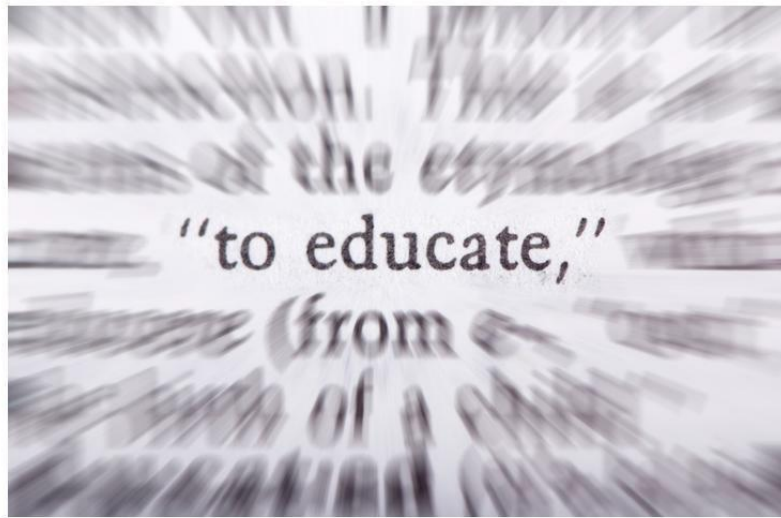


# Educational Planning Guide for High School Students

Twenty-First Edition: 2017-18



**Mobile County**  
PUBLIC SCHOOLS

REVISED 7-19-2017





Mobile County Public School System  
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P.O. Box 180069  
Mobile, Alabama 36618

# Educational Planning Guide for High School Students

Twenty-First Edition: 2017-2018

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## ALABAMA STATE DEPARTMENT OF EDUCATION PLAN 2020

### Every Child a Graduate – Every Graduate Prepared for College/Work/Adulthood in the 21st Century

PLAN 2020 is the strategic plan for education in Alabama with a goal to prepare all students to be successful in college and/or career upon graduation from high school. PLAN 2020 will improve student growth and achievement, close the achievement gap, increase graduation rate, increase the number of students graduating high school who are college and career ready and prepared to be successful in our global society.

Alabama's 2020 Learners:

- **Objectives**

1. All students perform at or above proficiency and show continuous improvement.
2. All students succeed.
3. Every student graduates from high school.
4. Every student graduates high school prepared.

- **Indicators**

1. Increase the 4-year Cohort (on-time) Graduation rate.
2. Increase the number of students who are college and career-ready as measured by receiving an Industry Credential upon graduation.
3. Increase the number of students who are college and career-ready as measured by receiving at least one of the following:
  - Benchmark score on any section of the ACT test.
  - Qualifying score on the AP or IB exam.
  - Approved college or postsecondary credit while in high school.
  - Benchmark level on the ACT WorkKeys.
  - Approved industry credential.
  - Accepted for enlistment into the Military.
4. Reduce the number of students requiring remedial courses in reading and/or mathematics in two- and four-year colleges.
5. Improve the percentage of students performing at or above proficiency in reading and mathematics.

Alabama's 2020 Support Systems:

- **Objectives**

1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group school guidance and counseling services.
4. All students will enter 9th grade prepared with a 4-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.

- **Indicators**

1. Reduce the number of unexcused absences.
2. Reduce the number of disciplinary infractions.
3. Reduce the number of 9th grade failures.

---

Student's Name (Please Print)

---

Grade

## PARENT/GUARDIAN AND STUDENT ACKNOWLEDGEMENT

This guide has been developed to assist your son/daughter to gain the greatest possible benefit from the instructional program and has been designed to help him/her meet the Alabama State Department Education graduation requirements. These guidelines are to be followed by all students in the public school system.

The school system needs your help and cooperation. When you have read and discussed the information with your son/daughter, it is requested that you sign this form, tear it out of the guide and return it to the school. This form will be kept in your son/daughter's cumulative folder.

Parent or guardians have the responsibility for the actions of their children and should be involved in the education of their children. With the graduation requirements, it is even more important that parents become more actively involved and play a major role to insure that their son/daughter is successful.

Each student will sign a list at the school acknowledging receipt of a copy of the Educational Planning Guide, Twenty-First Edition: 2017-18.

**FAILURE TO RETURN THIS ACKNOWLEDGEMENT WILL NOT RELIEVE STUDENTS, PARENTS OR GUARDIANS FROM RESPONSIBILITY TO KNOW THE CONTENTS OF THE EDUCATIONAL PLANNING GUIDE ESPECIALLY ANY SECTION IN REGARDS TO GRADUATION REQUIREMENTS AND PARTICIPATION IN SENIOR ACTIVITIES.**

_____ Parent/Guardian Signature	_____ Date
_____ Parent/Guardian Signature	_____ Date
_____ Student Signature	_____ Date



## MESSAGE TO PARENTS AND STUDENTS

The Mobile County Public School System is committed to excellence in education. This is evidenced through its extensive program offerings and the following goals for the instructional program:

- Increase Student Achievement and Student Success
- Develop and Implement of Academics of Each High School
- Provide Multiple Pathways to Graduation
- Increased Graduation Rate
- Infuse Technology into the Curriculum
- Promote a Safe and Secure Environment
- Build and Improve Facilities which Support Learning
- Provide Adequate Financing to Support Student Achievement

Parents who have concerns or problems or who wish to make suggestions should contact the teacher(s), guidance counselor, or local school administration prior to requesting assistance from the district office. This will facilitate a timely response.

### **WHAT IS THE PURPOSE OF THE EDUCATIONAL PLANNING GUIDE?**

The guide is a method of providing information to parents and students and is designed to outline requirements for graduation and the course options for satisfying those requirements. The guide also, provides various needed and important information for parents and students to optimize the high school years.

### **WHAT IS INCLUDED IN THIS BOOK?**

The educational planning guide includes information covering topics from registration to graduation. The guide begins with general information on specific topics. It also gives concise descriptions of high school course offerings. The guide provides information regarding the academies developed in each high school. Other pertinent information regarding the transition to and continued success are provided. A Parent/Guardian and Student Acknowledgement form (page 2) is provided and needs to be returned as receipt of this guide.

### **HOW CAN STUDENTS USE THE GUIDE?**

The Educational Planning Guide is designed to help students get the most out of their high school experience. With the help of parents and others who can provide counseling, guidance, and assistance, students are encouraged to use the guide effectively by following these suggestions:

- Study the course prerequisites and recommendations.
- Develop a personal four-year/six-year educational plan.
- Study general information to become familiar with terms, procedures, and policies.
- Identify elective courses needed for chosen career plans.
- Check off courses on your four-year/six-year plan after completion of each course.

## ACADEMICS FIRST AND ATHLETIC ELIGIBILITY

### FROM ALABAMA HIGH SCHOOL ATHLETIC ASSOCIATION HANDBOOK

#### Requirements

- (a) Students entering the 10th and 11th and 12th grades must have passed during the last two semesters in attendance and summer school, if applicable, at least six new Carnegie units with a minimum composite numerical average of 70 in those six units.
  - (1) Four core curriculum courses must be included in those units passes and averaged. (English, mathematics, science and social studies are core curriculum courses. Any combination of these courses is acceptable.)
  - (2) Any student that accumulates more than four units of core courses per year may earn less than the required four core courses during the next school year and be eligible as long as the student remains on track for graduation with his/her class.
- (b) Students entering the 8th and 9th grades must have passed during the last two semesters in attendance and summer school, if applicable, at least five new subjects with a minimum composite numerical average of 70 in those five subjects and must have been promoted to the next grade.

**Note:** A new unit is one that has not been previously passed. A semester is half of a school year as defined by the local school system.

Students entering the 7th grade for the first time are eligible.

- (c) Students in high school must complete a STAR Sportsmanship online interactive course one time during their high school careers. Middle/Junior high school students must take the Advanced Middle/Junior High STAR component. Students taking The Advanced Middle/Junior High component will not have to take another component in high school. A certificate of completion must be kept on file in the school principal's office along with other eligibility items. Cheerleaders must also complete the course one time during their high school years.

#### Guidelines

- (1) Eligibility may be determined before the start of each new school year or at the beginning of the second semester. A student that is academically eligible at the beginning of the school year remains eligible for the remainder of that school year so far as grades are concerned. A student that regains eligibility at the beginning of the second semester remains eligible for the remainder of the second semester so far as grades are concerned.
- (2) Students declared ineligible at the beginning of a school year may regain their eligibility at the end of the first semester (or trimester) by meeting the academic requirements listed above during their last two semesters (three trimesters or 2 trimesters and one semester) in attendance and summer school, if applicable. The regained eligibility of any student may be determined any time after the end of the first semester (or trimester), but all course requirements used to determine the eligibility must be completed no later than the fifth day of second semester (or second trimester). A student that regains eligibility at the end of the first trimester may not participate in interscholastic athletics until 88 days of the school year have been completed.
- (3) Only one unit (school subject) of physical education per year may be counted.
- (4) A maximum of two units (or subjects) earned in an approved summer school may be counted. If a unit (or subject) is repeated in summer school, the higher numerical grade for that unit (or subject) may be used to compute the composite grade average.
- (5) An accredited correspondence course may be accepted by a school system but must be completed and grades posted to transcript before Sept. 1 and may be one of the maximum two summer units counted for eligibility purposes.
- (6) Units earned through Credit Recovery may also be among the maximum two summer units counted and must be completed before Sept. 1. If Credit Recovery is used to make up Carnegie units, those units can only be accepted if they are earned through a State Department of Education-approved program.
- (7) For eligibility purposes, special recitation, extra work, make-up work, tests, review, etc., may not be given for the purpose of making a student eligible.

- (8) To be eligible, all students (including repeaters and hold-backs) must be enrolled in a specified number of new units at the school they represent.
  - (a) 9th, 10th, and 11th graders must be carrying at least six new units (three per semester on a 4x4 block schedule).
  - (b) 12th graders that are on track for graduation with more than the required number of units earned must be carrying at least four new units for the school year (two units per semester on a 4x4 block schedule).
  - (c) 7th and 8th graders must be carrying at least five new subjects.
- (9) The eligibility of a student that has attended another school during the preceding year must be established by a transcript from that school before the student is permitted to participate at the new school.

(from AHSAA Handbook)

### **EXTRACURRICULAR ACTIVITY PARTICIPATION (Academic Rule)**

For purposes of definition, athletic events are defined as those recognized and sanctioned by the Alabama High School Athletic Association. Other extracurricular activities are defined as those that are sanctioned by a public school, which are not related to a student's academic requirements or success in a course(s). Regular curricular activities are defined as those that are required for satisfactory course completion. School sponsors are required to submit a request for extracurricular activity that occurs outside the regular school day and/or school to the principal, superintendent, and the local Board of Education for approval. Each request for full participation by all students regardless of academic standing in a curricular activity shall be granted if the principal, superintendent, and the local Board of Education approve it as an extension of a course(s) requirement(s) and it is a sanctioned event by a state/national subject matter association. Student participation in extracurricular activities through math, science, band, choral music, and other courses offered by the school at events such as athletic events (pre-game, game, halftime, or other breaks), club conventions, Christmas parades, amusement park trips and competitions, trips by tour companies, performances at various meetings, etc., are extracurricular, and students academically ineligible under this policy shall not be allowed to participate.

If a performance is included as part of the curriculum the student must meet Academics First Regulations in order to perform. Students who fail to meet eligibility requirements may be required to complete additional assignments in lieu of performance requirements to receive credit.

This policy is effective for all students in Grades 8-12 beginning with the 1999-2000 school year. The local Board of Education shall implement this policy as a minimum for all students in Grades 7-12 under its control.

#### **A. Definitions**

1. Extracurricular activities associated with athletics are defined as those recognized and sanctioned by the Alabama High School Athletic Association, and other extracurricular activities are defined as those that are sanctioned by a public school, which are not related to a student's academic requirements or success in a course(s).
2. Regular curricular activities are defined as those that are required for satisfactory course completion.

#### **B. Eligibility Requirements**

1. Students entering grades 10-12 must, for the last two semesters of attendance and summer school, if applicable, have a passing grade and earn the appropriate number of credits in each of six (6) Carnegie units of credit, including four (4) credits from the four (4) core subjects composed of English, Science, Social Studies and Mathematics with a composite numerical average of 70. Students entering Grades 8 and 9 must, for the last two semesters of attendance and summer school, if applicable, have a passing grade in five (5) subjects with a composite numerical average of 70 with all other rules applying the same as to students in Grades 9-12. Students promoted to the seventh grade for the first time are eligible. A semester is defined as ½ of a school year as defined by the Board's adopted school year calendar.
2. Physical education may count as only one (1) unit per year.

3. No more than two (2) Carnegie units may be earned during summer school. If a unit(s) or subject(s) is repeated in summer school, the higher numerical grade for the unit(s) or subject(s) may be used to compute the composite grade average.

## ACCESS VIRTUAL LEARNING

ACCESS Virtual Learning (Alabama Connecting Classrooms, Educators, and Students Statewide) is an education initiative of the Alabama Department of Education. It provides opportunities and options for Alabama public high school students to engage in Advanced Placement (AP), elective, and other courses to which they may not otherwise have access or be able to schedule. Additional information may be found at <http://accessdl.state.al.us>.

Teachers, local school counselors, local school administrators, and central office administrators have engaged in in-service training. To enroll in an ACCESS Distance Learning course, students must be enrolled in grades 9-12 in an Alabama public high school. The State Department of Education reserves the right to deny enrollment to student who have been expelled from previous courses due to misconduct or failure to abide by academic integrity or Internet acceptable use policies. Credit Restrictions are as follows:

- On-line courses must warrant 140 clock hours of instruction if one credit is to be earned and 70 clock hours if one-half credit is to be earned.
- All online and interactive videoconferencing courses are to be included in calculating total credits earned during the academic year, including summer school (August – July).
- On-line courses qualifying for credit in required courses must contain all required content identified in Alabama course of study.

More information regarding distance learning courses offering can be obtained from the local school counselors.

Enrollment in a distance learning course is a privilege not an obligation. Certain procedures, policies and rules apply taking a course through Web-Based (On-line) Courses or Interactive Videoconferencing (IVC) Courses. The following information outline the procedures, policies, and rules that must be followed.

The **Policies for Students** with regard to the ACCESS Distance Learning program are outlined as follows (taken from the published ACCESS Distance Learning Policy Manual):

- **Characteristics of Students** – Generally student adapt rapidly to the distance learning format. More successful Web-based learners are those who are independent learners, computer literate, and effective written and open communicators. Student should also be interested in the concept of on-line learning and be willing to ask for help and share problems and/or concerns with others.
- **Code of Conduct** – Students will be responsible for their own behavior, will properly handle and use all classroom equipment, and will show respect for others in the classroom. Students must adhere to the Mobile County Public School System Code of Conduct. Students will be responsible for all homework, assignments, projects, and assessments on time. Students must follow all rules established by the school and delivery teacher. Students must adhere to zero tolerance for academic dishonesty. The administrators have the rights and responsibility to discipline offenders of misconduct.
- **Transfer Credit** – Grade for students taking an ACCESS Course will be transferred in the same manner as those for any other course taken at the local school level.
- **Exam Exemption** – Students taking ACCESS Distance Learning courses will follow the semester/final exam exemption policies of their home schools.
- **Etiquette/Acceptable Use Policy (AUP)** – Internet access is required for students enrolled in ACCESS Distance Learning courses taught by both Web-based and interactive videoconferencing methods. The Internet and other on-line resources provided by ACCESS Distance Learning are intended to be used to support the instructional program

and further student learning. ACCESS retains the right to monitor all computer usage and files for compliance with regulations and/or procedures.

On-line learning resources, including the Internet, are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of ACCESS Distance Learning. ACCESS cannot guarantee the accuracy of the information or the appropriateness of any material on the Internet. Therefore, a signed, local AUP must be on file with the local school. This agreement must be signed by both the student and his/her parent/guardian, shall specify user (student) responsibilities, and shall indemnify the local school and the ACCESS program from any damages. By signing, the parent/guardian understands that ACCESS Distance learning is not responsible for materials acquired by the student on the Internet, for violations of copyright, users' mistakes or negligence, or any cost incurred by the user.

The use of email is essential for communication between teachers and students. Students must use computers appropriately, agree to all rules of etiquette established by ACCESS, and sign a statement acknowledging their understanding and acceptance of these rules. These rules will include the following:

- Students will use ACCESS Distance Learning and its resources only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.
- Students will use computers with consideration and respect. They are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is obscene, threatening, disruptive, or sexually explicit; that could be construed as harassment, disparagement, or cyber bullying of others (based on their race, national origin, sexual orientation, age, disability, religion or political beliefs); or that is intended to annoy, harass, or intimidate another person.
- Vandalism will result in the cancellation of user privileges. Vandalism includes the intentional uploading, downloading, or creating of computer viruses and/or any malicious attempt to harm or destroy materials, data, or equipment.
- Students will give credit to others whose work is used. Neither Internet content nor the work of on-line classmates will be cut, copied, or plagiarized. Students will abide by all copyright rules and regulations.
- Students will consider the social consequences of work completed and any programs written in conjunction with classroom assignments.
- Students will communicate via email cautiously and with discretion. ACCESS Distance Learning reserves the right to monitor any on-line communication(s) for improper use. Electronic communications and downloaded materials, including files deleted from a user's account, may be monitored or read by ACCESS official or their designee. Student responsibility include, but are not limited to, the following:
  - Refrain from including information in email messages that is not appropriate for printing or discussion in a public setting. Privacy cannot be assured in email communications.
  - Send no unsolicited email to distance learning classmates. All email communication among classmates should be course related.
  - Protect the confidentiality of other users' mail or files. Students will not read the mail or files of others and shall not attempt to interfere with another user's ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge the mail of others.
  - Keep personal account numbers, home addresses, and telephone numbers private.
  - Protect and keep secret passwords issued for course access.
  - Report any communications that are inappropriate or which make them feel uncomfortable to the classroom teacher, facilitator, or other local school officials. Students should exercise caution in supplying information requested in email communications, especially when such emails are from adults who ask for personal information, attempt to schedule meetings, or encourage personal contact.

Students will accept responsibility for any charges incurred for phone usage, line costs, or usage fees incurred as a result of using the Internet for any purpose other than that required as a part of the course take. ACCESS will assume no responsibility for such charges.

The use of ACCESS Distance Learning resources is a privilege, not a right and inappropriate use may result in cancellation of those privileges. Students who fail to abide by ACCESS Distance Learning policies shall be subject to disciplinary action, revocation of the user account, and legal action as deemed appropriate.

Students will abide by all local, state, and federal laws and policies related to Internet usages. ACCESS administrators will cooperate fully with local, state, and federal officials in the investigation of illegal activities conducted through the use of the Internet.

Students suspected of violating the Netiquette/Acceptable Use Policy will be notified of the suspected violation and given an opportunity to respond. If violations are confirmed, students can be removed from the course, assigned a failing grade, and subject to other disciplinary and/or legal consequences as determined by local, state, and federal authorities.

- **Drop Policy** – Students may drop a course within the timeline established by the State Department of Education (SDE) without penalty, unless local school policy establishes an earlier date. Students dropping a course after the date established by the SDE will be assigned zeros for all graded assignment not submitted. Any zero awarded will be used in calculating a student's final average.
- **Rights to Privacy** – Students will be provided a unique password that provides access to their online courses. Protecting the confidentiality of the password is the responsibility of the student.

ACCESS will not publish or display the names of students, their images, or their coursework on its Web site, in videos, or publications without the consent of the students and their parents/guardians.

In accordance with the Family Educational Rights and Privacy Act (FERPA), ACCESS will allow access to student records only to those authorized. These include State Department of Education staff, school system and local school professional staff (principal or designee, teacher, facilitator, counselor), support center administrative staff, and others with a legitimate educational or legal interest in student records.

- **Grades** – Official numerical grades will be provided to the student's school for placement on official school records and distribution to students and to parents/guardians in accordance with local policies. Grades will be issued for regularly scheduled progress reports and upon the completion of a course. Honor points, weighting, and other special considerations will be made, when appropriate, at the discretion of the local school administration.
- **Academic Integrity** – ACCESS Distance Learning students must sign a commitment form attesting to academic integrity regarding each of the following topics. If a student fails to abide by these policies, the student may be removed from the course with a failing grade and will be subject to other consequences as determined by ACCESS and local school administration.
  - All work must be completed by the student alone.
  - Any collaboration among students must be pre-approved by the teacher.
  - Plagiarism will not be allowed in any form. This will include copying or using the ideas or words of others and presenting them as one's own.
  - Students will not allow others to copy their work.
  - Content from the Internet will not be misused or misrepresented.

## **ATTENDANCE POLICY**

### **RESPONSIBILITY OF PARENT – Grades 9-12**

- A. Students are required to be on time for school. It is the responsibility of the parents or guardians to make sure that their children arrive on time each day.
- B. Any time that a student is absent, the parent or guardian must send a written note to school satisfactorily explaining the absence. A satisfactory note from a parent or guardian meets the following State guidelines: illness, death in the immediate family, inclement weather (as determined by the principal) which would be dangerous to the life and health of the child, legal quarantine, emergency conditions as determined by the principal, and prior permission of the principal and consent of the parent or guardian. The note or doctor's excuse must be sent to school *within three (3) days* of the student's return to school to be counted as an excused absence.
- C. On the fifth unexcused absence, a referral will be made to the Early Warning Truancy Program. Attendance at the Early Warning Truancy Program shall be mandatory except where prior arrangements have been made or an emergency exists.
- D. A written note from a parent or guardian, as described above, will excuse absences for up to but not exceeding *four (4) absences for any full credit course per term* and not exceeding *two (2) absences for any half credit course per term*. Further absences will require a doctor's note in order to be coded excused.
- E. Parents or guardians of any student having a chronic ailment that may cause the child to miss school during the year are required to provide the school with a doctor's statement verifying the child's condition. This must be done as soon as the problem occurs and repeated at the beginning of each semester. Even though student may have chronic ailment letter on file, the parent/guardian must provide note for each absence due to the chronic ailment.
- F. Prior permission must be obtained from the principal in order for absences for out-of-town trips to be excused.
- G. Students must be in attendance one-half of the instructional day to be counted present. An early dismissal before ½ day (3½ hours) or a tardy after ½ day is counted as an absence. Tardies and early dismissals are strongly discouraged.
- H. Students over age seventeen (17) who accumulate more than ten (10) consecutive or fifteen (15) days total unexcused absences during a single term may be withdrawn from school. Parents will be notified of pending withdrawal and given one (1) week to appear before the principal or attendance officer to show cause as to why the student should not be withdrawn from school.

### **EARLY WARNING TRUANCY PROGRAM**

Parents and students will be referred to the Early Warning Truancy Program on the fifth (5<sup>th</sup>) unexcused absence and on the fifteenth (15<sup>th</sup>) tardy to school. Referral to the program includes the following steps:

- 1. The parent will receive official notification by U.S. Mail. The notice will require the parent and students to report to the Municipal Court located at the City/County Government Plaza.
- 2. The parent and student will meet with the Attendance Officer and the District Attorney. The Attendance Officer will review the system's Attendance Policy; the District Attorney will review the State of Alabama's Attendance Laws and consequences of breaking the laws.
- 3. If the parent and student fail to appear at the scheduled Early Warning Truancy Program, the parent shall receive legal notice and a court referral.

### **HEADLICE**

Students are allowed three (3) excused absences for each occurrence of head lice.



## **HIGH SCHOOL CREDIT RESTRICTED ON THE BASIS OF EXCESSIVE, UNEXCUSED ABSENCES FROM CLASS**

- A. Students are responsible for reporting to school and to each class in accordance with their approved schedules.
- B. Teachers shall be responsible for checking the rolls daily in their assigned classes and properly recording attendance.
- C. A student approved by the principal or his designee to participate in or attend a school sponsored or other approved activity during the school day shall be counted present. Students are responsible for all assignments missed while participating in or attending said activities.
- D. The principal shall notify teachers in advance about students who will be attending approved activities and who will be counted present.
- E. **A student absent from class more than *four (4) unexcused days for any full credit course per term or two (2) unexcused days for any half credit course per term* shall not receive credit for the course, unless otherwise approved by the principal. Four (4) tardies to the same class shall constitute one (1) absence for said class. For each course that credit is not awarded based on attendance issues, the designation of “500” will appear on the report card. A student must clear a non-credit (NC)/500s by the end of the following semester. If a student fails to clear the NC within the time period, the NC will be changed to an “E” and computed in the GPA as a failure. First semester NC must be completed by the end of the year and second semester by the end of the following semester. The “500” code will be used in INOW to designate a NC.**
- F. In cases of prolonged absence due to illness, the parent or guardian should seek assistance from the Homebound Program or make other reasonable arrangements with the principal of the school. **If the student is planning a medical leave of absence (i.e. surgery, pregnancy), he/she is required to complete a Planned Medical Leave Contract (see counselor and/or school nurse) { See Student Support Services Handbook – Planned Medical Leave Contract is available.}**
- G. The principal or his designee should make every reasonable effort to contact (by telephone or in writing) the parents of any absent students on the day of the absence.
- H. The principal shall notify the parent or guardian of the student’s attendance record after the first (1st)<sup>day</sup> of unexcused absence per term for any full credit course and after the first (1st) day of unexcused absence per term for any half credit course. This should be documented and kept on file for future reference.
- I. On the fifth (5th) day of unexcused absence per term for any full credit course or on the third (3rd) day of unexcused absence per term for any half credit course per term, the principal shall notify the parent or guardian of the student’s loss of credit because of excessive absences and his/her right to bring evidence as to why credit should not be denied. This notification shall be in writing, by U.S. Mail, and shall provide an opportunity for a conference as well as information regarding the parent’s right to an appeal to the Superintendent, provided settlement cannot be reached.
- J. In cases where extreme emergencies exist and can be verified, the principal may extend the maximum number of unexcused absences per term that a student may accumulate before credit is withheld.
- K. The principal is encouraged to establish an alternative plan by which students may redeem their credits.
- L. The parent or guardian may appeal a decision to withhold credit for any individual student based upon excessive, unexcused absences to the Superintendent by writing the Division of Student Support Services, setting forth the reasons for the absences and attaching any supporting documentation. The appeal is to be considered by a three member panel consisting of an Attendance Supervisor/Attendance Officer, a representative of the Division of Curriculum and Instruction, and the Executive Director of the Division of Student Support Services or her/his designee. The Committee can exercise one of the following:
  - 1. Uphold the principal’s decision and withhold credit.
  - 2. Reject the principal’s decision and award credit.
  - 3. Approve or revise the principal’s offer of a Contingency Plan.



- M. The principal shall develop and implement local school procedures necessary for the proper implementation of these procedures. Each teacher shall be provided a copy of the local school procedure. Included in these procedures will be written notification to parents outlining their right of appeal.

## **CAREER PORTFOLIO REQUIREMENT**

Board Approved 5/29/2013

Beginning in the 2013 – 2014 school year, MCPSS seniors will be required to complete a career portfolio to meet graduation requirements. Based on knowledge gained while exploring career opportunities in KUDER, the minimum career portfolio requirements are as follows:

- Typed letter of introduction
- Typed resume/ career pursuit information
- Evidence of career exploration

Student-developed career portfolios highlight academic, community, and personal accomplishments. Career portfolios should support evidence of education, job skills, community services, references, work experience, and career goals. Career portfolios are valuable tools in students' pursuit of career/education opportunities. Development of the career portfolio encourages students to engage in self-reflection, career exploration, decision-making, goal setting, and planning. The career portfolio can serve as the foundation for college and career success for students.

## **CONTINUOUS ATTENDANCE FOR GRADUATION**

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

—Alabama Administrative Code, Chapter 290-3-1-.02-(8.1)(h-1)

## **CREDIT ADVANCEMENT**

### **What is credit advancement?**

Credit advancement allows students who already know most of the standards taught in a particular course to prove mastery of course content by successfully completing a pretest and posttest in that subject.

### **In which classes can students attempt credit advancement?**

Students can attempt credit advancement in most regular level core classes (math, science, English, and social studies). A complete list of credit advancement courses is available in the counselors' office at each high school and on the MCPSS website.

### **What tests are used for credit advancement?**

GradPoint Pretests and Posttests

**What is the process for attempting credit advancement?**

The process for attempting credit advancement includes the following:

- Students should complete the Credit Advancement Request Form found on the MCPSS website. Parents/Guardians, grade-level counselor, and principal must sign this form.
- Students should return the completed form to the grade level counselor who will forward it to the Secondary Coordinator at central office. The student will be contacted to schedule an appointment to take the pretest credit advancement exam. Students should allow approximately 1.5 hours to take this pretest exam.
- All credit advancement exams will be at central office in the Academic Affairs Envision Computer Lab and will be proctored by the secondary coordinator or subject supervisor. There is no fee to participate in credit advancement.
- Students attempting credit advancement will take a pretest for the course. If the student earns at least an 80 on the pretest, then he/she will take a comprehensive posttest. If the student makes at least an 80 on the posttest, then he or she will receive credit for the course. If the student earns below an 80 on the pretest, then he or she is not eligible to take the posttest or to receive credit for the course.
- Results for tests taken through GradPoint will be available immediately. Once the student has passed the pretest, he or she will need to schedule an appointment to take the posttest. This appointment must be scheduled before leaving the computer lab. The student should allow approximately 1.5 hours to take a posttest. The posttest must be taken within **one week** of the results of the pretest being released to the student. Students are permitted to take the posttest on the same day as the pretest if an appointment to do so is available.
- Students who do not earn at least an 80 on the pretest and an 80 on the posttest will not earn credit through credit advancement, and nothing will be posted to the transcript.

**How will students' grades for credit advancement courses be calculated?**

The grade earned on the pretest and the posttest will be averaged. The numeric average will serve as the final grade and will be posted directly to the transcript in a separate column indicating that the credit was earned through credit advancement. **Credit advancement courses are not weighted.**

**How many credits can students earn through credit advancement?**

There is no limit on the number of credits that a student can earn through credit advancement.

**Who is eligible to attempt credit advancement?**

All rising ninth grade through twelfth grade Mobile County Public School students are eligible to attempt credit advancement. Before the request for credit advancement testing is granted, approval must be given by the subject area supervisor which will be based on the student's overall academic record.

**How many times can students attempt credit advancement in each course?**

Students will be permitted to attempt credit advancement one time per course, per academic year.

**When can students take credit advancement exams?**

Credit advancement exams must be taken during the month of June for currently enrolled MCPSS students. Transfer students from another district or state may apply for credit advancement in December of Quarter 2 or in June.

**How can I prepare for credit advancement exams?**

All credit advancement exams are based on the Alabama courses of study, which are located at [www.alsde.edu](http://www.alsde.edu) and click on the tab below the box labeled College and Career Ready Standards. Students may prepare for credit advancement exams by reviewing the standards in the related course of study.

**Are credit advancement classes approved by NCAA, the Alabama High School Athletic Association and other organizations?**

Admission and eligibility requirements of various organizations are subject to change, and it is the student's responsibility to consult with outside organizations such as universities, the Alabama High School Athletic Association, NCAA, etc. to determine how credits earned through credit advancement might affect eligibility, admissions, or status. **Credit Advancement courses are not approved by NCAA.**

## Credit Advancement Request Form

I, \_\_\_\_\_, would like to request the opportunity to obtain credit for  
(Student Name)  
\_\_\_\_\_ through credit advancement.  
(Course Name)

Phone Number \_\_\_\_\_ Email Address \_\_\_\_\_

I have read the credit advancement question/answer document and understand the process for attempting credit advancement. I understand that credit earned through credit advancement will be posted on my transcript in a separate column identified as credit advancement, and the final grade earned will be used in the calculation of my grade point average. I understand that I cannot retake the class after receiving credit and that credit advancement courses are not weighted.

Admission and eligibility requirements of various organizations are subject to change, and it is the student's responsibility to consult with outside organizations such as universities, the Alabama High School Athletic Association, military branches, NCAA, etc. to determine how credits earned through credit advancement might affect eligibility, admissions, or status. **Credit advancement courses are not approved by NCAA.**

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
Grade Level Counselor Signature Date

\_\_\_\_\_  
Principal Signature Date

\_\_\_\_\_  
Subject Area Supervisor Signature Date

**Note:** Grade level counselor should send the completed form to the Secondary Coordinator for final approval by the subject area supervisor. A complete transcript must be attached to this form. The secondary coordinator will call the student to set up an appointment for the pretest.

## CREDIT ADVANCEMENT COURSES

**All courses are full credit unless otherwise specified. Credit advancement courses are not weighted. These courses do not satisfy NCAA when completed through credit advancement or honors diploma requirements.**

English 9	English 10	English 11	English 12
Algebra I	Algebra II	Geometry	
Physical Science	Biology	Environmental Science	Earth Science
World History	US Government	Economics	
US History 10 – The beginnings to the Industrial Revolution			
US History 11 – The Industrial Revolution to the Present			
French I	French II	German I	German II
Spanish I	Spanish II		

## CREDIT AWARDED PRIOR TO GRADE 9

Beginning with the 1997-98 school year, students may earn high school credit for the following courses taken prior to Grade 9: Algebra 1 HR and Foreign Language; and in some approved schools Geometry and Biology 1 HR. These courses/grades do count in calculating GPA, but not rank. (Exception: A student may only earn 1 math credit in middle school). The general “Rule of Thumb” on courses taken and credits earned prior to ninth grade is as follows:

1. The course must be taken in the eighth grade.
2. The course must follow the Course of Study guidelines, be of high school content and rigor, and be taught by certified/highly qualified teachers.
3. The course cannot supersede required courses (i.e. 8th grade English cannot be substituted for high school English; 8th grade Physical Education cannot be substituted for the required unit of high school Physical Education, etc.).
4. Middle school students earning high school credits from non-accredited settings shall follow the same guidelines as high school students attempting to transfer courses. (see page 54-57) Validation is required.
5. **Middle School students earning high school credit for Algebra 1 HR and/or Biology 1 HR will receive the credit. However, they must earn a minimum of four (4) math credits and science credits, respectively, in grades 9 – 12 in the high school program. Students must earn at least one math credit each school year in high school.**

## CREDIT RECOVERY PROGRAM

Credit Recovery is a course-specific, skill-based extended learning opportunity for students who have been unsuccessful in mastering content or skills required to receive course credit or earn promotion. Credit Recovery courses are based on deficiencies rather than a repeat of the entire course or courses failed. Students enrolled at local high schools will attend classes where the GradPoint software program is utilized for Credit Recovery. **High school administrators, counselors, and teachers should be aware that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit, and athletes should not be allowed to participate in the MCPSS Credit Recovery Program**

1. **Student Eligibility Admission and Removal**
  - a. Student must have consent from parent or guardian.
  - b. Student must be recommended by principal/counselor.
  - c. Student must complete the Credit Recovery Program Application in its entirety and submit to high school principal.
  - d. Student must be working toward the Standard Diploma Option.
  - e. **Student is eligible for credit recovery if the final grade in the course required for graduation is between 45% - 59%.**

- f. If the final grade earned in a course required for graduation is between 0% - 44%, the student must retake the course in the regular program or may recover the credit during the summer.
- g. Students may be removed from the Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated unacceptable behavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.
- h. Credit recovery program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses. There is no guarantee that all courses required for graduation may be served by the Credit Recovery Program.

2. **Instruction.**

- a. The Credit Recovery Program will utilize GradPoint as the system approved software.
- b. Program Facilitators (HQ Teachers) will participate in Professional Development training provided by Pearson and will receive refresher training yearly.
- c. Facilitators will be certified in an assigned content area and highly qualified in at least one of the specific subjects within the content area.
- d. A diagnostic assessment will be administered through the GradPoint software for each course targeted for credit recovery which identifies standards not mastered by the student.
- e. The instructional lesson paths developed from the diagnostic assessments will target only those skills listed as deficient or skill specific goals.
- f. At the end of each module within a given course an assessment will be required with the student scoring 70 or better on the module before he/she may move to the next module.
- g. Program Facilitators will maintain a notebook of the completed module reports generated by the GradPoint software.
- h. When a student has successfully completed all modules (score of 70 or above) within a given course, the GradPoint Manager/Facilitator will send a final grade of 70 to the designated counselor to be recorded on the transcript under "Term 5 (T5 Credit Recovery)."

3. **Content and Curriculum.**

- a. 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.
- b. An individual prescription will be developed based on skill-specific diagnostic tools which are offered by the computer based software.
- c. Students may attempt to recover multiple credits, but one credit must be completed before attempting the next.
- d. Credit Recovery curriculum is aligned with Alabama academic content standards approved by the State Board of Education and the MCPSS Board of Commissioners.

4. **Grades.**

- a. A minimum grade of 70% on the end-of-course(s) assessment on skill specific goals is required for credit recovery.
- b. Students who complete their credit recovery course work and achieve a grade of "C" (70) for the course will have the credit recorded in their transcript files under "Term 5 (T5 Credit Recovery)."
- c. The original course grade will remain "as is" in students' transcript files and will be included in computing the student's overall GPA.

5. **Credits.**

- a. Credit Recovery courses in which students are enrolled will be included in calculating the total credits and GPA for the school year.
- b. **High school administrators, counselors, and teachers should be aware that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit, and athletes should not be allowed to earn any credits through the MCPSS Credit Recovery Program**
- c. Courses in the GradPoint software program may not be assigned to a student for initial credit (sequential) without prior permission from the Secondary Coordinator of Curriculum and Instruction.

### **COURSE CODES FOR CREDIT RECOVERY PROGRAM**

Strategies for Academic Success (CR) will be the designated courses to allow the scheduling of students through Credit Recovery.

<u>Valid Course Number</u>	<u>Long Course Name</u>	<u>Short Course Name</u>	<u>Credit</u>
802111	Strat for Acad Success 5NC	Stra5NC	0.0
802111aa	Strat for Acad Success 5NCSB	Stra5NCSB	0.0
802111ab	Strat for Acad Success 6NC	Stra6NC	0.0
802111ac	Strat for Acad Success 6NCSB	Stra6NCSB	0.0
802111ad	Strat for Acad 7NC	Stra7NC	0.0
802111ae	Strat for Acad 7NCSB	Stra7NCSB	0.0

### **COURSES CURRENTLY AVAILABLE FOR CREDIT RECOVERY**

<u>English</u>	<u>Science</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>Electives</u>
English 9	Biology	Algebra 1	World History 9	Contemporary Issues
English 10	Physical Science	Geometry	US History 10	Health
English 11	Environmental Science	Algebraic Connections	US History 11	Mythology
English 12	Earth/Space Science	Algebra 2	United State Government	Parenting
			Economics	Physical Education
				Psychology
				Sociology

\*\* No Honors, AP, or IB courses may be taken through Credit Recovery.

### **CREDIT RESTRICTIONS**

#### **PREREQUISITES**

Any course offered for registration purposes that lists prerequisites must be followed as stated. (English 10 cannot be taken until the student passes English 9, US History from the Industrial Revolution to Present cannot be taken until the student passes US History to the Industrial Revolution.)

#### **DUPLICATE CREDIT**

In accordance with Alabama Administrative code Rule 290-3-1-.02(8)(d)1., a student cannot earn credit toward graduation for a course that duplicates the course content for which credit has already been awarded.

#### **SUBSUMED CREDIT**

In accordance with Alabama Administrative Code Rule 290-3-1-.02(8) (d) 2., a student cannot earn credit toward graduation for a course whose content is subsumed (included) by a course for which credit has already been awarded. (i.e. credit for physical science cannot be awarded after credit has been awarded for chemistry, etc.) Therefore, if a student does take a subsumed course, credit will not be awarded.

#### **ONLINE COURSES**

- Written approval must be given by both the principal and superintendent or designee before the on-line course is begun.
- On-line courses qualifying for credit in required courses must contain all required content identified in Alabama course of study.
- On-line courses taken from any program/institution other than ACCESS Distance Learning must be validated.

MCPSS validation procedures must be followed.

### **CREDITS ATTEMPTED AWAY FROM SCHOOL CAMPUS**

All courses for high school credit taken away from school campus on another/alternate school organizational site must receive prior approval by the high school principal and guidance services supervisor (as superintendent designee).

The student must requisition approval by submitting a written request along with the supporting information/documentation regarding course and/or program to the principal. The principal should forward the request to the guidance services supervisor.

## **DIPLOMA REQUIREMENTS**

(ALABAMA STATE DEPARTMENT OF EDUCATION)

Beginning Freshmen 2013-2014 through 2015-2016

### **ALABAMA HIGH SCHOOL DIPLOMA**

This diploma type includes multiple endorsement options. Each endorsement has specific requirements that must be met. The recipient of this diploma must meet the following requirements:

- 28 units of credit in grades 9-12 and in certain courses in grade 8, as required by the Alabama State Board of Education and the Mobile County Board of School Commissioners, including 21 ½ units of specifically required credit.
- 6½ units of elective credit.
- 4 units of credit in English instruction.
- 4 units of credit in Mathematics to include Algebra I, Geometry, and Algebra II or Algebra II with Trigonometry, and 1 (one) Mathematic elective.
- 4 units of credit in Social Studies to include World History, U.S. History – Beginning to Industrial Revolution, U.S. History – Industrial Revolution to Present, U.S. Government, and Economics.
- 4 units of credit in Science to include Biology, Physical Science, and 2 (two) Science electives.
- 1 unit of LIFE (Personal Fitness).
- ½ unit of Health Education.
- 1 unit of Career Preparedness Course (Career and Academic Planning, Computer Applications, and Financial Literacy).
- 3 units of CTE, Arts Education, and/or Foreign Language – students are encouraged to complete two courses in sequence.

### **ENDORSEMENT**

To earn this endorsement students must meet the above diploma requirements PLUS the following specific additional requirements:

#### **Advanced Honors Endorsement**

- Student must pass all core requirements at HR, AP, DE, or IB level.
- Student must pass 4 years of English instruction at HR, AP, DE or IB level.
- Student must pass Algebra 1 and Geometry as one-semester courses.
- Student must pass HR Algebra II with Trigonometry and one other HR Mathematics elective.

- Student must pass HR Biology, CP Chemistry I, CP or AP Physics, and one other upper level Science elective.
- Student must pass 4 units of Social Studies credit at HR, AP, DE, or IB level.
- Student must pass 2 credits in same Foreign Language.
- Student must participate in the (ASPIRE and ACT) State Assessment Program.
- Student must earn minimum of 30 Total Credits.
- Student must maintain 3.5 GPA, have acceptable attendance, and acceptable conduct record.

## **PATHWAYS TO ALABAMA HIGH DIPLOMA**

- Regular, Honors, Advanced Placement (AP), Dual Enrollment (DE), and/or Baccalaureate (IB) Pathways.
- Essentials / Life Skills Pathway
  - 4 units of English – English Essentials 9, 10, 11, and 12
  - 4 units of Mathematics – Essentials Mathematics – to include Algebraic Essentials, Geometry Essentials, Essentials Algebra II or an equivalent
  - 4 units of Science – Essentials - to include Essentials Biology, Essentials Physical Science, 2 (two) Science electives
  - 4 units of Social Studies – Essentials World History, Essentials U.S. History to 1877, Essentials US History 1877 to Present, Essentials American Government, and Essentials Economics
  - 1 unit of LIFE (Personal Fitness)
  - ½ unit of Health Education
  - 1 unit of Career Preparedness (Career and Academic Planning, Computer Applications, and Financial Literacy)
  - 2 units of CTE
  - 1 unit Workforce Essentials or Transition Services II
  - 6½ units of Electives – required elective course Cooperative Education Seminar/Work-Based Experience.
  - 28 units of credit in grades 9-12
- Alternative Achievement Standards (AAS) Pathway (special education)
  - 4 units of English – AAS English 9, 10, 11, and 12.
  - 4 units of Mathematics – AAS Mathematics, 9, 10, 11, and 12.
  - 4 units of Science – AAS Science 9, 10, 11, and 12.
  - 4 units of Social Studies – AAS Social Studies 9, 10, 11, and 12.
  - 1 unit of LIFE (Personal Fitness) or Adapted Physical Education.
  - 1 unit of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Course.
  - 2 units of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Courses 1 unit AAS Life Skills. (12)
  - 4 units of AAS Life Skills. (9, 10, 11, 12)
  - 24 units of AAS Life Skills. (9,10,11)

Note: Beginning in the 2013-2014 school year, MCPSS seniors will be required to complete a career portfolio to meet graduation requirements (see section for specifics).

**Note: Middle school students earning high school credit for Algebra 1 HR and/or Biology 1 HR will receive the credit. However, they must earn minimum of (4) four math credits and science credits, respectively, in grades 9-12 in the high school program. Students must earn at least one math credit each school year in high school.**



## **Beginning Freshmen 2016-2017**

### **ALABAMA HIGH SCHOOL DIPLOMA**

This diploma type includes multiple endorsement options. Each endorsement has specific requirements that must be met. The recipient of this diploma must meet the following requirements:

- 28 units of credit in grades 9-12 and in certain courses in grade 8, as required by the Alabama State Board of Education and the Mobile County Board of School Commissioners, including 21 ½ units of specifically required credit.
- 6½ units of elective credit.
- 4 units of credit in English instruction.
- 4 units of credit in Mathematics to include Algebra I, Geometry, and Algebra II or Algebra II with Trigonometry, and 1 (one) Mathematic elective.
- 4 units of credit in Social Studies to include World History, U.S. History – Beginning to Industrial Revolution, U.S. History – Industrial Revolution to Present, U.S. Government, and Economics.
- 4 units of credit in Science to include Biology, a Physical Science (Physical Science, Chemistry, or Physics), and 2 (two) Science electives.
- 1 unit of LIFE (Personal Fitness).
- ½ unit of Health Education.
- 1 unit of Career Preparedness Course (Career and Academic Planning, Computer Applications, and Financial Literacy).
- 3 units of CTE, Arts Education, and/or Foreign Language – students are encouraged to complete two courses in sequence.

### **ENDORSEMENT**

To earn this endorsement students must meet the above diploma requirements PLUS the following specific additional requirements:

#### **Advanced Honors Endorsement**

- Student must pass a minimum of 3 years English instruction at HR, AP, DE or IB level, beginning in the 10th grade.
- Student must pass Algebra 1 and Geometry as one-semester courses.
- Student must pass HR Algebra II with Trigonometry and one other HR Mathematics elective.
- Student must pass HR Biology, CP Chemistry I, CP or AP Physics, and one other Science elective.
- Student must pass a minimum of 3 years Social Studies credit at HR, AP, DE, or IB level, beginning in the 10th grade.
- Student must pass 2 credits in same World Language.
- Student must participate in the (ASPIRE and ACT) State Assessment Program.
- Student must earn minimum of 30 Total Credits.
- Student must maintain 3.5 GPA, have acceptable attendance, and acceptable conduct record.

## **PATHWAYS TO ALABAMA HIGH DIPLOMA**

- **Regular, Honors, Advanced Placement (AP), Dual Enrollment (DE), and/or Baccalaureate (IB) Pathways**
- **Essentials / Life Skills Pathway**
  - 4 units of English – English Essentials 9, 10, 11, and 12
  - 4 units of Mathematics – Essential Mathematics to include Algebraic Essentials, Geometry Essentials, Essentials Algebra II, or an equivalent
  - 4 units of Science – Essentials Science to include Essentials Biology, Essentials Physical Science, 2 (two) Science electives
  - 4 units of Social Studies – Essentials World History, Essentials U.S. History to 1877, Essentials US History 1877 - Present, Essentials American Government, and Essentials Economics
  - 1 unit of LIFE (Personal Fitness)
  - ½ unit of Health Education
  - 1 unit of Career Preparedness (Career and Academic Planning, Computer Applications, and Financial Literacy)
  - 2 units of CTE
  - 1 unit Workforce Essentials or Transition Services II
  - 6 ½ units of Electives – to include required elective course Cooperative Education Work-Based Experience OR Essentials Career Preparation
  - 28 units of credit in grades 9-12
- **Alternative Achievement Standards (AAS) Pathway (special education)**
  - 4 units of English – AAS English 9, 10, 11, and 12
  - 4 units of Mathematics – AAS Mathematics, 9, 10, 11, and 12
  - 4 units of Science – AAS Science 9, 10, 11, and 12
  - 4 units of Social Studies – AAS Social Studies 9, 10, 11, and 12
  - 1 unit of LIFE (Personal Fitness) or Adapted Physical Education
  - 1 unit of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Course
  - 2 units of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Courses 1 unit AAS Life Skills (12)
  - 4 units of AAS Life Skills. (9, 10, 11)
  - 24 units credit in grade 9-12

Note: Beginning in the 2013-2014 school year, MCPSS seniors will be required to complete a career portfolio to meet graduation requirements (see section for specifics).

**Note: Middle school students earning high school credit for Algebra 1 HR and/or Biology 1 HR will receive the credit. However, they must earn minimum of (4) four math credits and science credits, respectively, in grades 9-12 in the high school program. Students must earn at least one math credit each school year in high school.**

# Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma

(Please check as all items are discussed.)

\_\_\_\_\_ The IEP Team has considered the **General Education pathway** with access to Advanced Placement (AP)/International Baccalaureate (IB)/Postsecondary equivalent courses leading to the Alabama High School (HS) Diploma. This diploma is designed to prepare students for college and career (four-year college).

\_\_\_\_\_ The IEP Team has considered the **Essentials/Life Skills pathway** with access to meet the required courses in English Language Arts, Science, Social Studies, and Math; the student **must** participate in Community-Based Work Training or have documentation of previous work experience (prior to co-op) and complete two Career Technical Education (CTE) courses in the same strand, Workforce Essentials or Transition Skills II, and Cooperative Education and/or Essential Career Preparation leading to the Alabama High School Diploma. Students that who four or more Essential Core Classes must complete all requirements of the pathway including the work component. This pathway is designed to allow students to participate in career/competitive employment. This pathway is accepted by most state community colleges, but may not be accepted by most four-year institutions, and will not be accepted by the National Collegiate Athletic Association (NCAA) for eligibility purposes.

\_\_\_\_\_ The IEP Team has considered the **Alternative Achievement Standards (AAS) pathway** with access to credit-eligible courses in English Language Arts, Science, Social Studies, and Math; the student will participate in AAS Life Skills, AAS Pre-Vocational, AAS Vocational, AAS Community-Based Work Instruction and AAS Elective Course leading to the Alabama High School (HS) Diploma. This pathway is designed to prepare the students for supported/competitive employment.

**This form should be completed at the end of the eighth grade school year, and reviewed annually with the student's four-year plan and current transition information.**

- The pathways leading to the Alabama High School (HS) Diploma have been explained to me.
- I have read and understand the information above about selecting the highest, most appropriate pathway leading to the Alabama High School (HS) Diploma.
- The IEP Team has considered all possible pathways and matched the student's postsecondary goals to the appropriate course of study leading to the Alabama High School (HS) Diploma.
- I understand that students with disabilities who have participated in graduation activities with their age appropriate peers who are following the Essentials/Life Skills pathway or the Alternative Achievement Standards pathway and who have not earned the Alabama High School (HS) diploma are entitled to FAPE until he/she exits school with a regular diploma or to age 21, even if it means that services are provided in excess of 12 years.

\_\_\_\_\_  
**Parent's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Case Manager's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Counselor's Signature**

\_\_\_\_\_  
**Date**

## **DIPLOMAS/ENDORSEMENTS/CERTIFICATE ISSUED**

Exit Documents offered to students entering grade nine during the following years:

### **1998-1999 through 1999-2000**

- Advanced Diploma with Honors (30 credits)
- Diploma with Advanced Academic Endorsement (28 credits)
- Regular Diploma (28 credits)
- Alabama Occupational diploma (24 credits)
- Certificate of Education (24/28 credits) (Special Education Students Only)

### **2000-2001 through 2006-2007**

- Advanced Diploma with Honors (30 credits)
- Diploma with Advanced Academic Endorsement (28 credits)
- Regular Diploma (28 credits)
- Alternate Adult High School Diploma (28 credits)
- Alabama Occupational Diploma (24 credits)
- Certificate of Education (24/28 credits) (Special Education Students Only)

### **2007-2008**

- Advanced Diploma with Honors (30 credits)
- Diploma with Advanced Academic Endorsement (28 credits)
- Diploma with Career/Technical endorsement (28 credits)
- Regular Diploma (28 credits)
- Diploma with Credit-Based Endorsement (28 credits)
- Alternate Adult High School Diploma (28 credits)
- Alabama Occupational Diploma (24 credits)
- Certificate of Education (24/28 credits) (Special Education Students Only)

### **2008-2009 through 2012-2013**

- Alabama High School Diploma
- Advanced Honors Endorsement (30 credits)
- Advanced Academic Endorsement (28 credits)
- Advanced Career/Technical Endorsement (28 credits)
- No endorsement (28 credits)
- Career/Technical Endorsement (28 credits)
- Alabama Occupational Diploma (24 credits)
- Certificate of Education (Special Education Students Only)

### **2013-2014 and Thereafter**

Alabama High School Diploma (28 credits) – See information regarding pathways in previous section  
Advanced Honors Endorsement (30 credits)

## DIPLOMAS/ENDORSEMENTS/CERTIFICATE STATUS ADVISEMENT

- Prior to registration for the 9th grade, a student and his/her parent/guardian must make the decision regarding pursuit of the high school diploma and pathway to pursue.
- Options should be discussed with high school counselor.
- Prospective graduating students shall be advised of their graduation status at the end of the **sophomore year**.
- Students participating in the graduation ceremony must meet all requirements prescribed by the State of Alabama and the Mobile County Public School System.
- If they choose students with disabilities in school until age 21 must be allowed to participate in graduation activities with their class. The LEA determines whether the student is given a blank sleeve or a locally developed certificate during the ceremony with their class, but they should not be awarded the diploma until the year of their agreed upon date of exit.

**(Memo from Alabama State Superintendent of Education, dated April 24, 2014)**

## DROPPING AND ADDING COURSES

Students will be allowed to drop and add courses *prior to the beginning of school opening*. Course change request must be turned in to the grade level counselor before the end of the second full day of the school term. Courses may be dropped or added for legitimate reasons, but may not include the right to select teachers. The principal has final approval of any schedule changes.

Preliminary schedules will be provided to students prior to the opening of the school semester. The principal shall provide the final schedule to all students before the second full day of each semester. Schedules should be complete for both semesters.

## EARLY EXIT PATHWAY

### Guidelines

Students may elect to exit high school early if the following criteria are met:

1. Upon completion of twenty-four credits, students must complete Section 1 of the High School Early Exit application and return the form to the school (See counselor for application).
2. Students must complete all graduation requirements and earn a minimum of twenty-eight credits.
3. Students must have met at least one College and Career Ready Indicator:
  - Benchmark score on any section of the ACT test.
  - Qualifying score on the AP or IB exam
  - Approved college or post-secondary credit while in high school.
  - Benchmark level on the ACT WorkKeys.
  - Approved industry credential.
  - Accepted for enlistment into the Military.

4. Complete courses as required by high school's Academies Program.
5. The Early Exit Pathway will be documented on the students' transcripts by utilizing the end of the first semester (December) as the graduation date.

The following guidelines should be considered as students and parents consider the High School Early Exit pathway:

1. Students who utilize the Early Exit Pathway and graduate from a MCPSS high school will not be permitted to participate as students in any school sponsored activities or programs during the second semester. They will be considered graduates/alumni of their high schools.
2. Early Exit graduates may, however, participate in the graduation ceremonies of that existing year.
3. Students who exit early will not be eligible for valedictorian or salutatorian.
4. Students who opt to participate in the Early Exit Pathway are considered graduates in December; therefore they will not be allowed to attend high school the second semester of their senior year.

## **Procedures**

Students who wish to exit early from high school must follow the steps indicated below:

1. After completing twenty-four credits, students exiting high school early must complete Section 1 of application form and give it to their counselor. Please maintain a copy of your application.
2. The counselor will complete Section 2 of the application form.
3. Initial and exit conferences must be conducted in Section 3. The initial conference must include the parents/guardians.
4. The required signatures listed in Section 4 must be obtained no later than the last day of the applicant's first term of the senior year. Please maintain copy of your completed application.
5. Students and parents must understand that the Early Exit Pathway is available to students only if course/teacher capacity/availability are accessible. Course offerings must be balanced among all grade levels for both semesters of a school year. Classes cannot be over-crowded to accommodate early exit of student.

## MCPSS HIGH SCHOOL EARLY EXIT PATHWAY APPLICATION

**Section I:** To be completed when the applicant has a minimum of twenty-four credits

**Student #** \_\_\_\_\_ **Telephone #** \_\_\_\_\_

**Name of Applicant** \_\_\_\_\_  
*First Middle Last*

**Address** \_\_\_\_\_  
*Street, Route or PO Box*

\_\_\_\_\_  
*City State Zip*

As the applicant, my signature verifies that I have received, read, and understand the guidelines and procedures of the Mobile County Public School System Early Exit Pathway.

**Signature of Applicant** \_\_\_\_\_ **Date** \_\_\_\_\_

As the parent or guardian, my signature verifies that I have received, read, and understand the guidelines and procedures of the Mobile County Public School System Early Exit Pathway and give my permission for my student to apply and be considered for the Early Exit Pathway.

**Signature of Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

**Section II:** To be completed by the counselor

### A. Course Requirements

___ English 9	___ World History
___ English 10	___ US History Beg 10 to Industrial Revolution (IR)
___ English 11	___ US History IR to Present
___ English 12	___ American Government
	___ Economics
___ Algebra 1	___ Biology
___ Geometry	___ Physical Science _____
___ Algebra II or Algebra II w/Trig.	___ Science Elective
___ Math Elective _____	___ Science Elective
___ L.I.F.E (or equivalent)	___ Health
___ CTE/Foreign Lang/Fine Arts (3 credits)	___ Career Preparedness (or equivalent)

Number of earned credits \_\_\_\_\_

Senior Year Schedule (1<sup>st</sup> Semester)

1 <sup>st</sup> block	
2 <sup>nd</sup> block	
3 <sup>rd</sup> block	
4 <sup>th</sup> block	
5 <sup>th</sup> block (½ cr.)	

**B. Diploma Type:**

**C. Postsecondary Plan** (choose)

- ( ) Postsecondary Institution  
 ( ) Military  
 ( ) Work Place

**Applicant's Name** \_\_\_\_\_ **Student #** \_\_\_\_\_

Section III: To be completed before the applicant exits high school

**Counseling Session – Initial:** Following Junior Year (parents/guardians must attend)

**Date** \_\_\_\_\_ **Counselor** \_\_\_\_\_ /  
*Parent Initials Student Initials*

**Topics Discussed**

- ☐ Competition for scholarships may be affected if student exits high school midyear.
- ☐ The applicant may not re-enroll in a Mobile County public high school after exiting and may not participate in extracurricular activities with the exception of the graduation ceremony.
- ☐ The applicant will not be eligible to qualify for valedictorian or salutatorian.
- ☐ The information included in Section II of the application.
- ☐ The applicant's final schedule of courses.
- ☐ The type of diploma to be earned.
- ☐ The procedures for ordering the diploma and any applicable charges.
- ☐ High school's Academics completion / status

**Counseling Session – Exit:** **Exit Year** \_\_\_\_\_

**Date** \_\_\_\_\_ **Counselor** \_\_\_\_\_  
*Student Initials*



## EXEMPTION PROCEDURE

Earning exemption from the final quarter exam means that a student has performed to an exceptional standard throughout a quarter. The exam exemption gives students an incentive for demonstrating strong effort in assignments, major and minor tests, projects, and class participation. By establishing academic excellence each day, the student has proven his/her overall understanding of the course subject areas. With the addition of attendance and behavior requirements, exemption from the final quarter exam becomes an honor and a privilege earned by the students who attend school regularly, follow the student code of conduct, master the required content of a course, and demonstrate required grades.

As a means of inspiring student motivation, achieving excellent course grades, meeting attendance requirements, and having an exceptional behavior record, high school students in grades 9-12 would not be required to take the end of quarter exams provided they meet the following requirements.

### End of the Quarter Exam Requirements

#### 1. Minimum Course Average Requirement

- Grade 12: A minimum grade of 85 overall must be maintained throughout each quarter.
- Grades 11-9: A minimum grade of 90 overall must be maintained throughout each quarter.

#### 2. Attendance Requirement

- All students must maintain regular attendance with limited absences, tardies, and early dismissals and no unexcused absences.
- The absence limit is two days for excused absences per quarter.
- Exceptions to the two-day limit include student hospitalization, death in the student's immediate family (parents, grandparents, and siblings of the student), or extended absence due to illness with appropriate medical documentation.
- Absences are coded excused only if proper documentation is submitted to the school within the three-day time frame for the day of the absence.
- For purposes of this exemption procedure, a student may have no more than three tardies and/or early dismissals per quarter.
- Pre-approved college visits and school field trips will not impact exemption eligibility. Absences are counted each period missed. Individual classroom teachers will keep track of student absences for the purpose of determining exemption eligibility.

#### 3. Behavior Requirement

- Appropriate behavior is required to earn the exam exemption in every class.
- Misconduct that results in in-house suspension, out of school suspension, Saturday school, or placement in an alternative school disqualifies the student from all test exemptions per quarter.

#### 4. General Information Requirements

- Exam exemption does not include exception from regular attendance requirements throughout the entire quarter
- To qualify for the exam exemption, students must be present in class for each exam exemption. Various activities should be planned at this time for students qualified to use exemptions.
- A student who meets the exemption requirements for a class may choose to take the exam regardless of his/her grade in a particular class. If she/he takes the exam, the grade will be counted to determine the final course grade.
- Certain classes that cannot be exempted include GradPoint on-line courses, courses that have a state mandated assessment, and performance-based courses.
- All student fines, fees, and textbook responsibilities must be cleared.
- Teachers will submit a list of students who qualify for exam exemptions to the curriculum assistant principal the day before the exam is to be given.

## FOUR – YEAR EDUCATION/PLAN OF STUDY

MCPSS Board Approved 06/26/2013

Beginning with the 2013-14 school year, a completed MCPSS Four – Year Education Plan of Study will be required for students to be promoted to tenth grade and to be classified as high school sophomores. This is accomplished through ACPS (Alabama Career Planning System).

Students and parents need a clear understanding regarding student learning expectations and the courses necessary for students to graduate college and career ready. A plan of study that serves as a roadmap through high school must be in place by the end of ninth grade. This roadmap will guide students to stay on track toward graduation with the knowledge and skills necessary for postsecondary success. This requirement that students have an individualized Four-Year Education/Plan of Study, based on postsecondary/career interests and plans, will support high school success and the development of college and career readiness skills.

## GRADING

### GRADING SCALE

The following grade scale is used in all public high schools in Mobile County:

Letter Grade		Numerical Percentage
A	=	90 – 100
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
E	=	0 – 59

### GRADE COMPUTATION FOR NINE-WEEK COURSES

All students must take a final examination at the end of the nine-week course. The final exam will count one-fifth of the final grade as follows:

$[(4 \times \text{Class Avg.}) + \text{Final Exam}] \text{ divided by } 5 = \text{Final Grade}$

### GRADE COMPUTATION FOR EIGHTEEN-WEEK COURSES

All students (no exemptions) will take a mid-term exam which is at the end of the first nine weeks of a term. The mid-term examinations will cover objectives taught the first nine weeks of the term. The final examinations will cover objectives taught the second nine weeks of the term. Compute the grades as follows:

1. First Nine-Week Grade  
 $[(4 \times \text{Class Avg.}) + \text{EQT/Mid-term Exam}] \text{ divided by } 5 = \text{First Nine-Week Grade}$
2. Second Nine-Week Grade  
 $[(4 \times \text{Class Avg.}) + \text{EQT/Final Exam}] \text{ divided by } 5 = \text{Second Nine-Week Grade}$
3. Final Course Grade  
 $(\text{First Nine-Week Grade} + \text{Second Nine-Week Grade}) \text{ divided by } 2 = \text{Final Grade}$

Note: Seniors are NOT to be exempted from EQTs or final examinations as per Board/Superintendent's recommendation during Division of Curriculum & Instruction's presentation to the Board of School Commissioners on June 28, 2005.

### NC – NON CREDIT

A student must clear a non-credit (NC)/500s by the end of the following semester. If a student fails to clear the NC within the time period, the NC will be changed to an "E" and computed in the GPA as a failure. First semester NC must be completed by the end of the year and second semester by the end of the following semester. The "500" code will be used in I-NOW to designate a NC.

### COMPUTING OF GRADE POINT AVERAGE (GPA)

Courses that are half (½) credit are given the appropriate quality points once. Courses that are one (1) full credit are given the appropriate quality points twice. Courses that are two (2) full credits are counted four times (i.e. Career/Technical courses taught at Bryant and Faulkner). See following example:

Course	Credit	Grade	Quality Points
HR English 12	1	B	4.0
American Government	½	A	2.0
Economics	½	C	1.0
Automotive Tech	2	B B	3.0 3.0
Totals		4	13

QUALITY POINTS TOTAL		TERM GRADES TOTAL		GPA
13		÷	4	= 3.25
Course	Credit	Grade	Quality Points	
AP English 12	1	B	4.5	
HR American Government	½	A	2.5	
HR Economics	½	C	1.5	
Forensic Science	1	A	4.0	
HR Precalculus	1	B	4.0	
Totals		4	16.5	

QUALITY POINTS TOTAL		TERM GRADES TOTAL		GPA
16.5		÷	4	= 4.125

GPA equals the quality points divided by the number of the term grades. The above example includes both weighted and unweighted GPA.

### PROGRESS REPORTS

Progress reports should be sent home four and half weeks after the beginning of each quarter. It is expected that all parents benefit from reports of student progress. Teachers are encouraged to send progress reports home with every student receiving a grade of C for the quarter. *All students making a D or an E at 4½ weeks into the quarter and/or are in jeopardy of failing for the quarter MUST receive a report.* Copies should be maintained and teachers should have each student sign a duplicate copy or a signature log to show proof of distribution. Additional reports to parents may be designed and approved by the local school. Communication is essential to the educational process and is encouraged whether through letters, reports, conferences, or phone calls.

## GRADE CORRECTION / ATTENDANCE GUIDELINES

### Guidelines

1. Principals are responsible for the management and the integrity of the school grading process and transcripts by acting only in an oversight capacity, not as the change agent.
2. Principals are to ensure that access to the grade correction program is limited to the following personnel as the only staff members authorized to manually make grade corrections:
  - One designated counselor
  - Registrar
3. Principals will submit in writing to the Chief Academic Officer of Academic Affairs and Secondary Coordinator of Curriculum and Instruction the names of the counselor and registrar who have been given access to the grade correction program.
4. Grade corrections may occur for the following reasons:
  - Teacher Error
  - Incomplete projects/assignments
  - Failure to take semester exam/EQT
  - Excessive absences
5. If the grade correction is due to excessive absences, the Attendance Contract part of the Grade Correction/Attendance Contract Form must be completed during a conference with the student, parent, teacher, and principal or assistant principal.
6. The Grade Correction Procedure must be completed by the teacher no later than **three weeks from the last day of the grading period**. Only **teachers** may complete and submit to the registrar the Grade Correction/Attendance Contract Form.
7. Any grade correction requires the completion of the MCPSS Grade Correction/Attendance Contract Form. **Any unsigned form will not be processed.**
8. The Grade Correction/Attendance Contract Form must be returned to the registrar.
9. Grade Recovery and Grade Correction are two different procedures in the Mobile County Public School System.

### Procedures for Grade Correction

1. The registrar/designated counselor verifies the Grade Correction/Attendance Contract Form is completed and signed.
2. The registrar/designated counselor Completes the grade correction in I-Now.
3. The registrar/designated counselor makes a copy of the Grade Correction/Attendance Contract Form and places it in the student's cumulative folder with the updated transcript attached.
4. The registrar/designated counselor place the original grade correction form with the teacher's grade verification roster to be filed with the grade book at the end of the school year.
5. The registrar/designated counselor will give a copy of the updated transcript to the grade level counselor.
6. The registrar/designated counselor will maintain a notebook of all grade corrections with accompanying documentation made during the quarter.

## **PROTOCOL FOR ATTENDANCE CONTRACT PORTION OF THE GRADE CORRECTION PROCEDURES**

Listed below is the Attendance Policy for the Mobile County Public School System:

A student absent from class more than four (4) unexcused days for any full credit course per term or two (2) unexcused days from any half credit course per term shall not receive credit for the course, unless otherwise approved by the principal. Four (4) tardies to same class shall constitute one (1) absence for said class.

As stated in the above attendance policy, principals have the discretion to clear non-credits (NC) received in courses for excessive absences. In order to clear an NC, the principal/designee should observe the following steps:

1. Direct teachers to generate a list of students with five or more unexcused absences and their final numerical average (see attached form).
2. Direct teachers to indicate 500 for final grade instead of a numerical grade in INOW Manual Grade Entry.
3. Conduct conference with student to complete the attendance contract section of the Grade Correction/Attendance Contract Form.
4. Complete the Grade Correction/Attendance Contract Form after the student has finished his/her contractual obligations.
5. Give the completed Grade Correction/Attendance Contract Form to the designated counselor or registrar who will then follow the grade correction procedures.

**(SEE FOLLOWING PAGE FOR GRADE CORRECTION/ATTENDANCE CONTRACT FORM)**

**School Year:** \_\_\_\_\_

**I have reviewed and concur with the Grade Correction request:**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## GRADE ENHANCEMENT

On recommendation from the Alabama State Department of Education, Mobile County Public School System will no longer offer grade enhancement opportunities to students. **Effective 2011-12 School year, no grade enhancement options will be allowed.**

## GRADE PLACEMENT/HOMEROOM ASSIGNMENT

Effective (August 4, 2008) and Thereafter

Grade 9 (Freshman)	Successful completion of Middle School
Grade 10 (Sophomore)	Successful completion of 7 credits – and beginning with 2013-2014, a completed MCPSS Plan of Study (see section for specifics)****
Grade 11 (Junior)	Successful completion of 14 credits
Grade 12 (Senior)	Successful completion of 20 credits – and must be able to complete all graduation requirements within the year.

\*\*\*\* Board Approved June 26, 2013, 6 p.m., Regular Board Meeting.

## GRADUATION EXAM INFORMATION

### ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) REQUIREMENTS

Freshman Entering High School 1998 – 1999	Graduation Exam 11th Grade level
	• Reading
	• Language
	• Mathematics
	• Science
Freshman Entering High School 1999 – 2000	Graduation Exam 11th Grade Level
	• Reading
	• Language
	• Mathematics
	• Science
Freshman Entering High School 2001 – 2002 through 2005 – 2006	Graduation Exam 11th Grade Level
	• Reading
	• Language
	• Mathematics
	• Science (Biology and Physical Science Subject Are Test)
	• Social Studies
Freshman Entering High School 2006 – 2007 and 2009 – 2010 (Graduating Class of 2013)	Graduation Exam 11th Grade Level
	• Reading
	• Language
	• Mathematics
	• Science (Biology Subject Are Test)
	• Social Studies
Freshman Entering High School 2010 – 2011 and beyond	Not required to pass Alabama High School Graduation Exam

# GRADUATION REQUIREMENTS FOR BEGINNING FRESHMEN 2013-14 THROUGH 2015-2016

## DIPLOMA OPTIONS FOR STUDENTS OF MOBILE COUNTY PUBLIC SCHOOL SYSTEM

<u><b>ALABAMA HIGH SCHOOL DIPLOMA</b></u> (Approved by the Alabama State board of Education on 01-10-2013)	
This diploma n Mobile County Public School System has one endorsement option. The endorsement has specific requirements that must be met.	
<b>English</b>	<b>4</b>
<u>Four credits to include:</u>	
English 9	1
English 10	1
English 11	1
English 12	1
<b>Mathematics</b>	<b>4</b>
<u>Four credits to include:</u>	
Algebra I	1
Geometry	1
Algebra II or Algebra II with Trigonometry	1
Math Elective	1
<b>Science</b>	<b>4</b>
<u>Four credits to include:</u>	
Biology	1
Physical Science	1
Science Electives	2
<b>Social Studies</b>	<b>4</b>
<u>Four credits to include:</u>	
Modern world History & Geography 1500 to Present	1
U.S. History & Geography Beginning to Industrial Revolution	1
U.S. History & Geography Industrial Revolution to Present	1
Government	½
Economics	½
L.I.F.E (Personal Fitness)	1
(Two JROTC credits may be used to meet this requirement)	
Health Education	½
Career Preparedness	1
(Career and Academic Planning, Computer Applications, and Financial Literacy)	
CTE, and/or Foreign Language, and/or Arts Education	3
3 credits taken from these areas in any combination.	
However, students are encourage to complete two courses in sequence.	
Electives	6½
<b>Total Credits</b>	<b>28</b>

<u><b>ONLY ENDORSEMENT OPTION</b></u>
<u><b>ALABAMA HIGH SCHOOL DIPLOMA WITH ADVANCED HONORS ENDORSEMENT</b></u>
<u>Advanced Honors Endorsement</u>
<ul style="list-style-type: none"> <li>• Student must pass core requirements at HR, AP, DE, or IB level.</li> <li>• Student must pass 4 years of English instruction at HR, AP, De, or IB level.</li> <li>• Student must pass Algebra I and Geometry as one-semester courses.</li> <li>• Student must pass HR Algebra II with Trigonometry and one other HR, AP, or DE Level Mathematics credit.</li> <li>• Student must pass HR Biology, CP Chemistry 1, CP or AP Physics, and one other upper level Science elective.</li> <li>• Student must pass 4 years of Social Studies instruction at HR, AP, or DE level.</li> <li>• Student must pass 2 credits in same World Language.</li> <li>• Student must earn minimum of 30 Total Credits.</li> <li>• Student must maintain 3.5 GPA (cumulative grade point average), have acceptable attendance, and acceptable conduct record.</li> </ul>
<div> <p>Note:</p> <ol style="list-style-type: none"> <li>1) Beginning in the 2013-2014 school year, all MCPSS seniors will be required to complete a career portfolio to meet graduation requirements.</li> <li>2) Middle school students earning high school credit for Algebra I HR and/or Biology I HR will receive the credit. However, they must earn minimum of four (4) math credits and science credits respectively, in grades 9-12 in the high school program. Students must earn at least one math credit each school year in high school.</li> </ol> </div>



**GRADUATION REQUIREMENT FOR BEGINNING FRESHMAN 2013-2014 THROUGH 2015-2016  
PATHWAY OPTIONS FOR STUDENTS OF MOBILE COUNTY PUBLIC SCHOOL SYSTEM**

<p style="text-align: center;">Multiple Pathways to High School Diploma</p> <ul style="list-style-type: none"> <li>• Honors Advanced Placement (AP), Dual Enrollment (DE) International Baccalaureate (IB)</li> <li>• Regular</li> <li>• Essentials/Life Skills Pathway (Special Education) <ul style="list-style-type: none"> <li>– 4 units of English – English Essentials 9, 10, 11, 12</li> <li>– 4 units of Mathematics – Essentials Mathematics to include Algebraic Essentials, Geometry Essentials, Algebra II or an equivalent</li> <li>– 4 units of Science – Essentials Science to include Essentials Biology, Essentials Physical Science, 2 (two) Science electives</li> <li>– 4 units off Social Studies – Essentials World History, Essentials US History to 1877, Essentials US History 1877 to Present, Essentials American Government, and Essentials Economics</li> <li>– 1 unit of LIFE (Personal Fitness)</li> <li>– ½ unit of Health Education</li> <li>– 1 unit of Career Preparedness (Career and Academic Planning, Computer Applications and Financial Literacy)</li> <li>– 2 units of CTE</li> <li>– 1 unit of Workforce Essentials or Transition Services II</li> <li>– 6 ½ units of Electives – to include required elective course Cooperative Education Work-Based Experience OR Essentials Career Preparation</li> <li>– 28 units of credit in grades 9-12</li> </ul> </li> </ul> <p>Note: if any student takes a minimum of 4 credits in this Pathway, he/she must take Cooperative Education Work-Base Experience. Pursing this Pathway will affect student’s post – secondary options.</p>	<ul style="list-style-type: none"> <li>• Alternative Achievement Standards Pathway (special education) <ul style="list-style-type: none"> <li>– 4 units of English – AAS English 9,10,11,12</li> <li>– 4 units of Mathematics – AAS Mathematics 9,10,11,12</li> <li>– 4 units of Science – AAS Science 9,10,11,12</li> <li>– 4 units of Social Studies – AAS Social Studies 9,10,11,12</li> <li>– 1 unit of LIFE (Personal Fitness)</li> <li>– 1 unit of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Course</li> <li>– 4 units of AAS Life Skills(9,10,11, 12)</li> <li>– 2 units of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective.</li> <li>– 24 Units of credit in grades 9-12</li> </ul> </li> </ul> <p>Note: Pursuing this Pathway will affect student’s post-secondary options.</p>
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# GRADUATION REQUIREMENTS FOR BEGINNING FRESHMEN 2016-17 AND THEREAFTER

## DIPLOMA OPTIONS FOR STUDENTS OF MOBILE COUNTY PUBLIC SCHOOL SYSTEM

### ALABAMA HIGH SCHOOL DIPLOMA

(Approved by the Alabama State board of Education on 01-10-2013)

This diploma n Mobile County Public School System has one endorsement option. The endorsement has specific requirements that must be met.

<b>English</b>	<b>4</b>
<u>Four credits to include:</u>	
English 9	1
English 10	1
English 11	1
English 12	1

<b>Mathematics</b>	<b>4</b>
<u>Four credits to include:</u>	
Algebra I	1
Geometry	1
Algebra II or Algebra II with Trigonometry	1
Math Elective	1

<b>Science</b>	<b>4</b>
<u>Four credits to include:</u>	
Biology	1
A physical science (Physical Science, Chemistry, or Physics)	1
Alabama Course of Science or equivalent/substitute from Career Technical Education/advanced placement/international baccalaureate/post-secondary/SDE approved science.	2

<b>Social Studies</b>	<b>4</b>
<u>Four credits to include:</u>	
Modern world History & Geography 1500 to Present	1
U.S. History & Geography Beginning to Industrial Revolution	1
U.S. History & Geography Industrial Revolution to Present	1
Government	½
Economics	½

L.I.F.E (Personal Fitness)	1
(Two JROTC credits (1a and 1b) may be used to meet this requirement)	
Health Education	½
Career Preparedness	1
(Career and Academic Planning, Computer Applications, and Financial Literacy)	
CTE, and/or Foreign Language, and/or Arts Education	3
3 credits taken from these areas in any combination. However, students are encourage to complete two courses in sequence.	

**Electives** **6½**

**Total Credits** **28**

### ONLY ENDORSEMENT OPTION

### ALABAMA HIGH SCHOOL DIPLOMA WITH ADVANCED HONORS ENDORSEMENT\*\*

#### Advanced Honors Endorsement

- Student must pass core requirements at HR, AP, or DE, or IB.
- Student must pass a minimum of 4 years English instruction at HR, AP, DE, or IB level beginning in the sophomore year.
- Student must pass Algebra I and Geometry as one-semester courses.
- Student must pass HR Algebra II with Trigonometry and one other HR, AP, or DE Level Mathematics credit.
- Student must pass HR Biology, CP Chemistry 1, CP or AP Physics, and one other ~~upper-level~~ Science elective.
- Student must pass a minimum of 4 years Social Studies instruction at HR, AP, DE, or IB level.
- Student must pass 2 credits in same World Language.
- Student must earn minimum of 30 Total Credits.
- Student must maintain 3.5 GPA (cumulative grade point average), have acceptable attendance, and acceptable conduct record.

**\*\* Exceptions to the Freshman year requirement MAY be made in certain circumstances:**

#### **Transfer Students; Scheduling Errors; Teacher Recommendation**

Note:

- 1) Beginning in the 2013-2014 school year, all MCPSS seniors will be required to complete a career portfolio to meet graduation requirements.
- 2) Middle school students earning high school credit for Algebra I HR and/or Biology I HR will receive the credit. However, they must earn minimum of four (4) math credits and science credits respectively, in grades 9-12 in the high school program. Students must earn at least one math credit each school year in high school.

**GRADUATION REQUIREMENT FOR BEGINNING FRESHMAN 2016-2017 AND THEREAFTER  
PATHWAY OPTIONS FOR STUDENTS OF MOBILE COUNTY PUBLIC SCHOOL SYSTEM**

<p style="text-align: center;">Multiple Pathways to High School Diploma</p> <ul style="list-style-type: none"> <li>• Honors Advanced Placement (AP), Dual Enrollment (DE) International Baccalaureate (IB)</li> <li>• Regular</li> <li>• Essentials/Life Skills Pathway (Special Education) <ul style="list-style-type: none"> <li>– 4 units of English – English Essentials 9, 10, 11, 12</li> <li>– 4 units of Mathematics – Algebraic Essentials to include Algebraic Essentials, Geometry Essentials, Essentials Algebra II or an equivalent</li> <li>– 4 units of Science – Essentials Science to include Essentials Biology, Essentials Physical Science, 2 (two) Science electives</li> <li>– 4 units off Social Studies – Essentials World History, Essentials US History to 1877, Essentials US History 1877 to Present, American Government for Living, and Economics for Living</li> <li>– 1 unit of LIFE (Personal Fitness)</li> <li>– ½ unit of Health Education</li> <li>– 1 unit of Career Preparedness (Career and Academic Planning, Computer Applications and Financial Literacy)</li> <li>– 3 units of CTE</li> <li>– 6 ½ units of Electives – required elective course Cooperative Education Seminar/Work-Based Experience</li> </ul> </li> </ul> <p>Note: if any student takes a minimum of 4 credits in this Pathway, he/she must take Cooperative Education Seminar/Work-Base Experience. Pursing this Pathway will affect student’s post – secondary options.</p>	<ul style="list-style-type: none"> <li>• Alternative Achievement Standards Pathway (special education) <ul style="list-style-type: none"> <li>– 4 units of English – AAS English 9,10,11,12</li> <li>– 4 units of Mathematics – AAS Mathematics 9,10,11,12</li> <li>– 4 units of Science – AAS Science 9,10,11,12</li> <li>– 4 units of Social Studies – AAS Social Studies 9,10,11,12</li> <li>– 1 unit of LIFE (Personal Fitness) or Adapted Physical Education</li> <li>– 1 unit of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective</li> <li>– 3 units of AAS Life Skills(9,10,11)</li> <li>– 1 unit of AAS Life Skills (12)</li> <li>– 2 units of AAS Pre-Vocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective.</li> </ul> <p>Note: Pursuing this Pathway will affect student’s post-secondary options.</p> </li> </ul>
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### **HIGH SCHOOL COURSES TAUGHT IN MIDDLE SCHOOL**

<b>SCHOOL</b>	<b>ALGEBRA I</b>	<b>FOREIGN LANGUAGES</b>	<b>NAME</b>	<b>OTHER SUBJECTS</b>	<b>NAME</b>
ALBA	YES	NO		NO	
BURNS	YES	NO		NO	
CALLOWAY-SMITH	YES	NO		NO	
CAUSEY	YES	NO		NO	
CHASTANG	NO	NO		NO	
CLARK-SHAW SCHOOL OF MATHEMATICS, SCIENCE, AND TECHNOLOGY	YES	YES	FRENCH 1 HR SPANISH 1 HR	YES	HR BIOLOGY 1
DENTON MAGNET SCHOOL OF TECHNOLOGY	YES	NO		NO	
DUNBAR MAGNET	YES	YES	FRENCH 1 HR	NO	
WILLIAMSON PREPARATORY	NO	NO		NO	
GRAND BAY	YES	NO		NO	
HANKINS	YES	NO		NO	
LOTT	NO	NO		NO	
MOBILE COUNTY TRAINING	NO	NO		NO	
NORTH MOBILE	NO	NO		NO	
PHILLIPS PREPARATORY	YES	YES	FRENCH 1 HR SPANISH HR GERMAN HR	NO	
PILLANS	YES	NO		NO	
SCARBOROUGH MODEL MIDDLE	NO	NO		NO	
SEMMES	YES	NO		NO	
WASHINGTON	NO	NO		NO	

## HIGH SCHOOL DIRECTORY

SCHOOL	PHONE	PRINCIPAL	COUNSELOR	GRADE
Baker	221-3000	Clem Richardson	Terry Noojin Kim Walker Heather Weaver Christy Melton Alice Cowan	Lead 12 11 10 9
Blount	221-3070	Jerome Woods	Monica Davis Judith Dunning April Reed	11/12 10 9
Bryant	824-3213	Doug Estle	Sherry Hart Hoyland Fields Gina McDaniel	12 11 9/10
Bryant Area CTC	957-2845	Thomas Reed	Mico Lucious	ALL
Citronelle	221-3444	Randy Campbell	Kristie Matthews Jaclyn Stringer	ALL (A-M) ALL (N-Z)
CLC	221-2122	Dr. William Smith	Celesta Williams	M.S./H.S.
Davidson	221-3084	Lewis Copeland	Leslie Franklin Jennifer Fields Cassandra Holman	12 10/11 9
Envision Academy	221-6700	Vacant	Sheniqua Roberson	9 - 12
Faulkner Area CTC	221-5431	William White	Latoya Skanes	ALL
LeFlore	221-3125	William Henderson	Gabarel Lambert Francheska Reiss	11/12 9/10
Montgomery	221-3153	Marlon Firle	Michelle Steiner Joshua Coburn Tiffany Dixon Megan Adams	12 11 10 9
Murphy	221-3186	Joe Toomey	Jennifer Lee Tyra Johnson Holly Norris Gwen Bethea	12 11 10 9
Rain	221-3233	Ed Sanderson	Shaniki Dailey Lacenia Hill	11/12 9/10
Theodore	221-3351	Chip Menton	Jimise Mitchell April McGuff Sheri Holderfield	12 11 9/10
Vigor	221-3045	Gerald Cunningham	Lakasha Robinson Ebony McDowell	11/12 9/10
Williamson	221-3411	Kirven Lang	Temeka Washington Sandra Hunt	10/12 9/11

## ONLINE CORRESPONDENCE COURSES

Credit for online courses **may be allowed only** on the following conditions:

- ***Written approval must be given by both the Principal and Superintendent/or designee (Guidance Supervisor) before the online work is begun.***
- Credits can be earned through online courses from institutions recognized by the State Department of Education and from institutions accredited by the national accrediting agency, AdvancED, recognized by the U.S. Office of Education.

The following represents how the State Department of Education will interpret the existing Alabama Administrative Code (AAC) rule on the topic of accredited and non-accredited schools (memorandum from Joseph Morton, June 24, 20014):

- Accredited schools in Alabama by AdvancED through all of its stated accreditation recognition methods.
  - Any school accredited by an agency that is not recognized by AdvancED is not considered an accredited school in Alabama by the State Board of Education or the State Department of Education.
  - Any student transferring to an Alabama public school from a private or public school that is AdvancED recognized as being accredited shall have all credits and current class/grade placement accepted without validation upon the receipt of an official Transcript(s).
  - Any student transferring to an Alabama public school from a private or public school that is not AdvancED recognized, as being accredited shall follow the AAC procedures for Credit Transfers and class/grade placement of students from non-accredited schools
- Only one credit may be earned during the regular school year and only one the following summer by a student, and these credits shall be included in calculating his/her program of study and GPA/rank. The year runs from August through July.
  - **Online work should be taken only when the curricular offerings deny a student a course he/she particularly needs. – Alabama Administrative Code Rule 290-3-1-.02(11)(a-d)**
  - Online work **should not** be used to accelerate graduation.
  - Core courses completed by online must be validated by testing conducted by the Mobile County Public School System.

Make sure all of the above guidelines are followed before making any requests or beginning a online course.

For a student requesting permission to take a correspondence course, the principal should submit an approval letter with his/her signature. All requests for correspondence courses from principals should be forwarded to the Guidance Services Supervisor who will sign as the Superintendent's designee.

# NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)



## NCAA ELIGIBILITY CENTERS QUICK REFERENCE GUIDE

### NCAA Division I Initial-Eligibility Requirements

#### Core Courses (16)

- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - **Sixteen (16) core courses are required** (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English math or natural/physical science.
      - ♦ These courses/grades are “locked-in” at start of the seventh semester (cannot be repeated grade point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be able to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

#### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see page No.2):
  - **SAT:** critical reading and math sections.
    - Best sub-score from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
- All ACT and SAT before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

#### Core Grade – Point Average:

- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-courses GPA. Use this list as a guide:
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Student must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (Minimum 2.300) on Sliding Scale B (see page No. 2)
  - Core-course GPA is calculate using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; “locked in”) and subject-area requirements.

DIVISION I	DIVISION I – 2016	DIVISION I – 2016
Core-Course Requirement (16)	Qualifier Requirements	Academic Redshirt Requirements
4 years of English 3 years of math (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered) 1 year of additional English, math or natural/physical science 2 years of social science 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)	*Athletics aid, practice, and competition <ul style="list-style-type: none"> <li>• 16 Core courses               <ul style="list-style-type: none"> <li>▪ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.</li> <li>▪ “Locked in” for core-course GPA calculation.</li> </ul> </li> <li>• Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (Minimum 2.3000) on Sliding Scale B (See pg.2)</li> <li>• Graduate from High School.</li> </ul>	*Athletics aid and practice (no competition) <ul style="list-style-type: none"> <li>• 16 Core courses               <ul style="list-style-type: none"> <li>▪ No grades/credit “locked in” (repeated courses after the seventh semester begins may be used for initial eligibility.</li> </ul> </li> <li>• Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (Minimum 2.3000) on Sliding Scale B (See pg.2)</li> <li>• Graduate from High School.</li> </ul>

<b>Sliding Scale B</b>		
<i>Use for Division I beginning August 1, 2016</i>		
<b>NCAA DIVISION I SLIDING SCALE</b>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	740	60
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.25	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	970	81
2.100	980	82
2.075	990	83
2.050	1000	84
2.025	1010	85
2.000	1020	86

Highlighted Information means Academic Redshirt  
For more information, visit the NCAA  
Eligibility Center Website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3org](http://www.2point3org).





## NCAA ELIGIBILITY CENTERS QUICK REFERENCE GUIDE

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### NCAA Division II Initial-Eligibility Requirements

#### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-courses requirement.

#### Test Scores: (ACT/SAT)

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68.
- Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade point average (GPA). The sliding scale for those requirements is shown on page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purpose is a **sum** of the following four sections. English, mathematics, reading and science.
- **When you register for the SAT or ACT scores, use the NCAA Eligibility Center Code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA to the NCAA Eligibility Center form the testing agency. Test scores on transcripts will not be used.**

#### Core Grade – Point Average:

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Used the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on page No. 2 of this sheet).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.00 (corresponding test-score requirements are listed on the Sliding Scale on page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

#### **DIVISION II 16 Core Courses**

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural/physical science  
(1 year of lab if offered)
- 3 year of additional English, math or  
Natural / physical science
- 2 years of social science
- 4 years of additional courses (any area  
above, foreign language or  
comparative religion/philosophy)

<b>DIVISION II</b> <b>COMPETITION SLIDING SCALE</b> <i>Use for Division II beginning August 1, 2018</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & Above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	59
2.450	730	60
2.425	740	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & Above	70 & Above

<b>DIVISION II</b> <b>PARTIAL QUALIFIER SLIDING SCALE</b> <i>Use for Division II beginning August 1, 2018</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & Above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.25	730	59
2.200	740	60
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & Above	68 & Above

For more information, visit the NCAA  
Eligibility Center Website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## **FURTHER INFORMATION REGARDING NCAA INITIAL ELIGIBILITY**

1. Prospective student athletes should obtain a copy of the booklet, Guide for the College Bound Student Athlete, from the NCAA website at [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org). This booklet contains valuable information about the NCAA Initial-Eligibility.
2. An athlete's initial-eligibility is determined by the NCAA Eligibility Center. If a student intends to participate in Division I or Division II athletics as a college freshman, he/she must register and be certificated by the NCAA Eligibility Center. For more information about registering, go to the website at [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org). Remember that the core GPA used to figure initial-eligibility is the GPA based on the NCAA core Courses, not the high school cumulative GPA. Some of the courses taught in Mobile County Public School System may not meet the NCAA eligibility requirements. It is the student's responsibility to register with the NCAA Eligibility Center and to make sure that they have all documents to certify eligibility. Students are encouraged to talk with athletic coaches and counselors for further information regarding NCAA.
3. All prospective student athletes, intending to enroll in a NCAA Division I or II institution for the first time after August 1, 2007, must complete the NCAA Amateurism Certification questionnaire. Both the academic and amateurism status must be certified by the Eligibility Center.
4. If a student athlete enrolls in a Division I college or university on or after August 1, 2008, and wants to participate in athletics or receive an athletics scholarship during his/her first year, he/she must:
  - Graduate from high school;
  - Complete these 16 core courses:
    - 4 years of English
    - 3 years of mathematics (Algebra I or higher)
    - 2 years of natural or physical science (including one year of lab science if offered by your high school)
    - 1 additional year of English, mathematics, or natural or physical science
    - 2 years of social science
    - 4 years of additional core courses (from any category above, or world language, non-doctrinal religion or philosophy)
  - Earn a minimum required grade-point average in his/her core courses; and
  - Earn a combined ACT or SAT sum score that matches his/her core course grade-point average and test score sliding scale.
5. Beginning in 2007 and thereafter for Division I, a student must graduate from high school on schedule (in eight semesters) with his/her incoming ninth grade class.
6. Beginning on or after August 1, 2018, if a student enrolls in a Division II college and wants to participate in athletics or receive an athletic scholarship during his/her first year, he/she must:
  - Graduate from high school;
  - Complete the 16 core courses
    - 3 years of English
    - 2 Years of mathematics (Algebra I or higher)
    - 2 Years of natural or physical science (including one year of lab science if offered by your high school)
    - 3 additional years of English, mathematics, or natural or physical science
    - 2 years of Social Science
    - 4 years of additional core courses (from any category above, or world language, non-doctrinal religion or philosophy)
  - Earn a 2.00 GPA or better in your core courses (minimum of 2.200 GPA to compete)
  - Earn a combined SAT score of 820 or an ACT sum score of 68

### **Juniors**

- Register to take the ACT, SAT, or both and use Eligibility Center Code 9999 as a score recipient.
- Work hard to get the best grade possible. Continue to take college preparatory courses.
- Remember you must graduate on time in eight semesters.
- Double check to make sure the courses you have taken match your high school's NCAA list of approved core courses.
- Ask your Guidance Counselor to send an official transcript to the Eligibility Center after completing your junior year. The Eligibility Center DOES NOT accept faxed transcripts or test scores. If you attend more than one high school, the NCAA Eligibility Center will need official transcripts from all high schools attended.
- Prior to registration for classes for your senior year, check with your Guidance Counselor to determine the amount of core courses that you need to complete your senior year.

### **Seniors**

- Take the ACT and/or SAT again. The Eligibility Center uses the best scores from each section of the ACT or SAT to determine your best cumulative score.
- Continue to take college-prep courses.
- Check that the courses you have taken match your high school's NCAA list of approved core courses.
- Review your amateurism questionnaire response and request final amateurism certification on or after April 1<sup>st</sup> for Fall enrollees or October 1st for Spring enrollees
- Continue to work hard to get the best grades possible.
- Graduate on time (in eight semesters).
- After graduation, ask your Guidance Counselor to send your final transcript with proof of graduation.

## **NATIONAL HONOR SOCIETY**

The National Honor Society (NHS), established in 1921, is recognition program for American high school students who show achievement in scholarship, leadership, service and character.

Students are selected for membership through an established school chapter in secondary public and accredited private schools by a five member Faculty Council. Candidates must meet the chapter's requirement for scholarship, service, leadership and character in order to be selected for membership.

Continued participation in service projects required to retain membership. Members must also maintain the chapter's required cumulative GPA.

Listed below are the MCPSS guidelines for National Honor Society High School Chapters.

### **NATIONAL HONOR SOCIETY – MCPSS GUIDELINES**

1. Grade Levels
  - 2nd Semester Sophomore (optional)
  - Junior
  - Senior
2. Grade Point Average
  - Overall unweighted (3.5)
3. Character
  - No Class B, C, or D Discipline Offenses
  - Four Teacher Recommendations from previous semester teachers
  - No more than three Class A Discipline Offenses
4. Service
  - Verification of specific form
  - Three positive service contacts
5. Induction
  - Set own Induction Date by March 31st
6. Completed Student Activity Information Form

## **PROGRAM ENHANCEMENTS**

### **INTERVENTIONS**

Intervention opportunities available to students include core course assistance, subject enhancement, night school and summer school. ACCESS Distance Learning provides students with additional opportunities for intervention. GradPoint, the computer-assisted instructional program used for Credit Recovery, has the capacity to provide a variety of intervention opportunities for students.

### **FEEDER PATTERNS**

All schools are organized in elementary-middle-high school feeder patterns to provide continuity in the Pre-K – 12 educational program and to ensure student academic success defined by increased high school graduation rates. The schools in feeder patterns work together in Professional Learning Communities to enhance the instructional program at each school level through vertical planning and collaborative educational activities and programs.

### **MCPSS ELECTIVES RECEIVE UN-WEIGHTED STATUS**

Beginning with the 2009-2010 school year, elective courses (including Gifted and Social Studies electives) will no longer receive weighted quality points. The only exceptions are designated courses required within specific theme programs.

### **EVENING EDUCATIONAL OPPORTUNITY PROGRAM**

Initiated during the 2009-2010 school, this evening program provides students who are over-aged and under-credited with a non-traditional educational setting. The objective is high school graduation for students who need alternatives from the traditional high school setting. The program utilizes a combination of GradPoint and direct teaching to provide students with course instruction.

### **ENVISION VIRTUAL ACADEMY**

Envision Virtual Academy's (EVA) mission is to maximize academic achievement for students in grades 9-12 and provide an alternative to the traditional classroom setting. Envision Virtual Academy will reach students by using 21st Century technological resources to educate and prepare students for a technological and global society.

Envision Virtual Academy's desire is to educate and inspire academically-talented, motivated students through intensive, interactive online instruction. EVA prepares students to be college and career ready in order to contribute significantly and responsibly to our global society.

#### **Staff Contact Information**

Sheniqua Roberson – Counselor

sroberson@mcpss.com

Cathi Clarke – Secretary/Registrar

cclarke@mcpss.com

251-221-6700

## **PROMOTION/GRADUATION REQUIREMENT**

The following Board policies must be adhered to by MCPSS students. Failure to comply will affect students' promotion and/or graduation status. Both of these requirements are completed using [www.alcareerinfo.org](http://www.alcareerinfo.org).

1. Beginning with the 2013-2014 school year, a completed MCPSS Four-Year Education/Plan of Study will be required for students to be promoted to tenth grade and to be classified as high school sophomores. This requirement that students have an individualized Four-Year Education/Plan of Study, based on post-secondary/career interests and plans, will support high school success and the development of college and career readiness skills. (MCPSS Board approved 6/26/2013).

2. Beginning in the 2013-2014 school year, MCPSS seniors will be required to complete a career portfolio to meet graduation requirements. Based on knowledge gained while exploring career opportunities in KUDER, the minimum career portfolio requirements are as follows:
  - Typed letter of introduction,
  - Typed resume/career pursuit information,
  - Evidence of career exploration.(MCPSS Board approved 5/29/2010)

## **RANKING OF STUDENTS**

*Rank-in-Class* is an indication of the student's academic standing in relation to that of the other students in the class. Grades in the identified course levels shall be weighted and grade point averages determined:

Schools will observe the following procedure for ranking students:

- Tentative rank will be made at the end of the tenth and eleventh grades and final rank at the end of the first term of the senior year; however, no Top Ten, Valedictorian, nor Salutatorian results will be revealed until the 1st week of the 4th quarter.
- Top ten (10) students will be advised of their ranking at the end of each year in grades 10-11.
- The top ten (10) positions may be filled by more than ten students in the case of ties for any positions.
- Letter grades (A-E & NC [not cleared =E]) for all subjects will be used in computing the grade-point average.
- All students within a grade level shall be included in determining class rank.
- All students must take a full schedule (maximum course load).
- All high school level courses attempted prior to grade 9 will be used when calculating high school grade point average (GPA), but NOT for class rank. Only courses attempted in the high school program (Grades 9-12) will be used to calculate grade point average for class rank. (Beginning with Freshmen 2016-2017)

### **VALEDICTORIAN AND SALUTATORIAN SELECTION**

(Effective for Beginning Freshman 1999-2000)

To be considered for valedictorian or salutatorian, the student must receive the Diploma with Advanced Honors Endorsement. The student with the highest grade point average will be the valedictorian of the graduating class. The student with the second highest grade point average will be the salutatorian. In the case of a tie in either position, students will be declared co-valedictorians/co-salutatorians. The grade point average will be carried to five decimal places with no rounding. The following criteria will be used:

- Valedictorian and Salutatorian will be determined at the end of the first term of the senior year by using the approved "Rank-in-Class" system; however, no Top Ten, Valedictorian, nor Salutatorian will be revealed until the 1st week of the 4th quarter.
- Out-of-system transfer students must be enrolled in the current school starting with the first term of the junior year and complete three (3) consecutive terms in this system prior to ranking to be considered for Valedictorian and Salutatorian.
- For 3 years following consolidation of two or more schools, there may be co-valedictorian and co-salutatorian selected from each former attendance area.
- All students must take a full schedule (maximum course load).

Top 10 students will come from those students receiving the Diploma with Advanced Honors Endorsement.

## REGISTRATION ITEMS NEEDED

- **Parent/Legal Guardian Photo Identification**
- **Alabama Immunization Certificates**  
All students must have an IMM-50 Certificate of Immunization or an IMM-52 Certificate of Religious Exemption. A physical examination verified on Form SS-517 is also recommended.
- **A Copy of Student's Certified Birth Certificate**
- **Student's Social Security Number**
- **Two Proofs of Residence**  
Information regarding Provisions for Determining Proof of Residence may be received by contacting the Division of Student Services or any local public school.
- **Report Card and/or Withdrawal Paper**
- **Copy of Transcript/Record from Previous School**
- **Custody Papers (if applicable)**

## SCHEDULING REQUIREMENT

Pursuant to Section 16-13-231, Code of Alabama of 1975, the Flexible School Calendar Act of 2012 mandates that all schools must have at least 180 instructional days or the hourly equivalent of no less than 1080 instructional hours per academic year.

## SENIOR ACTIVITIES/COMMENCEMENT PARTICIPATION

Only students who receive an approved diploma and special education students who are following program requirement as prescribed in their Individual Education Plan shall participate in the graduation exercise.

## SENIOR EARLY RELEASE

Board Approved 02/19/09

Beginning in the 2010-11 school year, MCPSS **will no longer** have the Senior Early Release option for students. As per the 02/24/2010 memo from Dr. Thomas Bice, Deputy State Superintendent of Education, the only Early Release options during the prescribed school day will be for students who are released to a planned and supervised educational or work experience, i.e., Cooperative Education or Early College Enrollment. The exception is fifth-year seniors.

<b>SIGNATURE ACADEMIES</b>	<b>KRISTI JULY</b>	<b>251-221-4054</b>
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SIGNATURE ACADEMIES of Mobile County Public School System are small learning communities that afford all 10<sup>th</sup> - 12<sup>th</sup> grade students the opportunity to participate in real-world hands-on assignments connected to a specific career theme. Signature Academies offer students college and career ready opportunities such as paid and unpaid internships, job shadowing, workplace tours, worksite training, business mentors, etc. Students compete a minimum of one course each year beginning in the 10<sup>th</sup> grade. Students may submit for an academy change during their 10<sup>th</sup> grade year after consulting with the school's academy specialist.

8<sup>th</sup> graders that are not zoned to attend a high school that offers the Signature Academy they are interested in pursuing may apply to that school during the Signature Academy Application period. All applicants will receive written notification of their acceptance status. Students that are accepted to the Signature Academy will be provided with transportation.

Below are a list of each high school's Signature Academy. In addition to the signatures, each school offers additional academies that are available to students that are zoned to attend that particular school. Information regarding all of the academies offered at each school can be found on each school's website, by visiting [signatureacademies.mcpss.com](http://signatureacademies.mcpss.com), or by contacting the academy coordinator, Kristi July at 4054 or [kjuly@mcpss.com](mailto:kjuly@mcpss.com).

### **SIGNATURE ACADEMIES**

#### **Baker High School**

Academy of Advanced Careers is designed to provide students with rigorous curriculum to develop productive citizens and life-long learners who are prepared to compete in a global society.

- As Baker High School's signature academy, the Advanced Placement Capstone program cultivates curious, independent, and collaborative scholars. Students work both individually and within a team setting to study topics of relevance and interest. Students will be trained to propose logical, evidence-based solutions to research questions of their own choosing. Students will master both argument-based writing skills and persuasive speech. Finally, students will be challenged to defend their findings at the conclusion of a multimedia presentation. The AP Capstone program is comprised of two courses: AP Seminar and AP Research. These two courses are designed to complement and enhance the discipline-specific study of other AP courses. Students who successfully complete AP Seminar and AP Research along with at least four other AP courses will earn the prestigious AP Capstone Diploma. Successful completion is deemed as receiving a score of three or better on all six AP exams.

#### **Blount High School**

Academy of Allied Health (Clinical Services) Entry and Advanced is a specialized program designed to expose students to a wide range of careers in health care.

- Allied Healthcare Entry / Advanced (HCAP) is designed to provide the student with multiple opportunities to learn and acquire skills necessary for various levels of careers within the healthcare occupations. Students will have the opportunity to earn the credentials for Certified Nursing Assistant (CNA).
- Emergency Medical Technology (EMT) is designed to provide the student with knowledge of emergency medicine. Students will have the opportunity to earn credentials for the Alabama EMT Certification.
- Sports Medicine is designed to provide students with knowledge and skills needed to assist with first aid and therapeutic medical services. Students will be given the opportunity to earn credentials in Cardiopulmonary Resuscitation Certificate (CPR) / First Aid/ AED.

#### **Bryant High School**

Academy of Coastal Studies provides students with the opportunities to acquire knowledge and skills needed to protect and preserve the environment and livelihood of the Gulf Coast.



- Coastal Environmental Sciences provides students an opportunity to focus on the coastal environment surrounding them. Through classroom and hand-on learning experiments, students will study the various aquatic ecosystems within the marine environment.
- Environmental Management – Plant Systems is designed for students to learn about plant physiology, plant identification and classification, growing media, pest control, greenhouse and nursery production, landscape establishment and maintenance, and business management. Students will learn through classroom and hand-on learning experiences.
- Fisheries Management & Aquaculture is designed to provide students with the knowledge and skills necessary to move beyond the harvesting of wild seafood to an industry of seafood production and harvesting. Students will learn about aquaculture systems, water chemistry and management, system design and maintenance, health and sanitation, and other aquaculture issues.
- Maritime & Industrial Technologies is designed for students interested in the shipbuilding industry. Through collaboration with the Bryant Career Technical Center, students will participate in courses in welding, pipefitting, engine repair, and electrical/wiring systems.
- Recreation, Travel, & Tourism is designed to introduce students to hospitality and tourism, recreation, travel and tourism, lodging, restaurants/food and beverage services, customer relations, and quality services. Students will learn about development, marketing, and promotion of this vital area in the gulf coast economy.

### **Citronelle High School**

Academy of Advanced Manufacturing is to provide students various opportunities to obtain the knowledge and skills necessary to become proficient in the areas of construction and manufacturing.

- Automotive is designed to provide knowledge and skills related to the automotive repair industry.
- Engineering is designed to prepare students to enter the science, technology, engineering, and mathematics (STEM) workforce.
- Manufacturing Technologies is designed to prepare students for entry level positions in manufacturing including safety, quality practices and measurement, manufacturing production & processes, maintenance awareness and green production.
- Welding is designed to develop the knowledge and skills necessary in the welding industry.

### **Davidson High School**

Engineering Pathways Integrated Curriculum (EPIC) is a specialized math and science program that prepares students for post-secondary education in engineering, medicine, geological, physical, meteorological, information technology, and environmental fields. EPIC's strong math and science components allow interested students to go beyond the required curriculum to take extra courses and to participate in enrichment activities related to their interests in math and science. EPIC students choose one of four pathways which best suits their interests and goals for the future.

- Biomedical Engineering is designed to prepare students for the pursuit of careers related to medicine and medical research.
- Computer Science is designed to provide students with opportunities to develop knowledge and skills for the informational technology field.
- Engineering is designed to provide students with experiences in developing skills and awareness of engineering concepts.

### **LeFlore Magnet High School**

The Academy of Law, Arts, and Health Sciences is designed to allow opportunities for developing the sound communication as well as critical thinking skills needed to pursue careers within these areas of focus.

- The Academy of Law provides students with the knowledge and skills to pursue fields in the areas of practicing criminal and civil law and legal research/writing.
- The Academy of Arts exposes students to and participation in the performing and visual arts. It also engages students in challenging curricula where they are able to develop technical skills in the areas of graphic arts, television production, and commercial photography within a safe and innovative setting.
- The Academy of Health Science will provide students with essential knowledge and skills for entering the health care field. It is a competency-based program that utilizes learner-centered instruction and provides opportunities for students to learn skills necessary for a career path in Health Sciences.

### **Mary G Montgomery High School**

STEAM Academy, Science-Technology-Engineering-Arts/Agriculture-Math/Manufacturing is designed to encourage students to explore and pursue careers in multiple fields of interest. Students will have multiple opportunities to participate in project-based learning, community service, and extracurricular activities that support the theme of the school. This Academy is organized with pathways that students can choose:

- Agriculture provides students with a general overview of the Agriculture, Food and Natural Resources Cluster with an opportunity for classroom and greenhouse learning.
- Biomedical Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail.
- Business is designed to assist students in developing technological proficiencies in word processing, spreadsheets, data bases, presentations, communications, Internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills. Financial management is designed to help students to become financially responsible, conscientious members of society. To reach that end, this course develops students understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities.
- Computer Science this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. The course curriculum is a College Board-approved implementation of AP CS A.
- Engineering course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. These courses give students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning.
- Performing Arts provides a wide variety of performing groups that engage students in all areas of: Theater Arts, Instrumental and Vocal Music and Theory programs.

### **Murphy High School**

Murphy University Center Signature Academy is designed for high motivated students who have a record of academic ability beginning in middle school.

- International Baccalaureate is an advanced level curriculum. The IB curriculum follows the guideline set by the International Baccalaureate Organization.
- University of Alabama Early College program, through the Murphy University Center, provides the opportunity for qualified students to take college courses while in high school with college professors.

### **Rain High School**

Signature Academy of Aviation and Aerospace encourages students to explore and pursue careers in the field of aviation.

- Aviation Technology prepares students for entering an aviation certification program and/or workplace knowledgeable of basic aviation concepts. Students are afforded the experience of building and maintaining aircraft.
- Aerospace Engineering prepares student to enter a university level engineering curriculum based on exposure to Microsoft Excel, Solid Works, and Engineering Design Problem Solving Process. Students will be challenged with upper level science and math courses. Students will learn how to design aircrafts and robots.

### **Theodore High School**

Industry and Engineering Academy is designed to provide students opportunities in the areas of engineering and drafting or in the thirteen career technical programs available at the Bryant Career Technical Center.

- Industrial Multi-Craft is designed to provide students with multiple opportunities to acquire skills necessary for performing various tasks in the vast areas of industrial craftsmanship.
- Engineering is designed to provide students with the knowledge and skills in drafting (computer aided drafting (CAD) as well as hand drafting) as well as an introduction to the different engineering disciplines (civil engineering, mechanical engineering, electrical engineering, etc.) and skills and knowledge pertaining to each.

### **Vigor High School**

Information Technology is designed to develop IT technicians to assist companies grow and become innovative in the ever-changing global technology.

- Programming and Software Development prepares students for further study and careers in the field of computer science through programming, design, and networking issues.
- Networking prepares students with the fundamentals and advanced computer, interpersonal, and problem-solving skills necessary for success in computer fields.
- Interactive Media introduces students to the role of digital media specialists by learning about the essential components of how to create a web site, produce a training video, or design a computer game.

### **Williamson High School**

The Academies of Maritime, Engineering, and Entrepreneurship expose students to the skill set necessary to be successful within a two-or four year college or university and the work place.

- The Maritime Academy will encourage students to explore and pursue careers in the Maritime Industry of Welding Multi-craft and Electrical fields of study.
- The Engineering Academy provides students with the opportunity to gain experience with general engineering design and application as they acquire discipline-specific knowledge that allows them to make informed career choices.
- The Entrepreneurship Academy is comprised of business marketing, hospitality and tourism, music, art and JROTC. The students engage in real-world projects that assist in building the foundation necessary to be successful within these career fields.

For further information regarding the Academy programs available in each high school, please contact the Signature Academy Coordinator in the Career Technical Office at the Central Office or the Signature Academy Specialist at the specific high school

## **SUMMER SCHOOL**

Summer school instruction may be offered for initial credit in Drivers Education (without permission) or for students who have failed. Those students who wish to take initial credit in any other core subject must obtain permission from the Secondary Coordinator of Curriculum and Instruction. Students who participate in the MCPSS Summer School program must adhere to the MCPSS Code of Conduct and the summer school guidelines.

Students must attend summer school at the school in which they are currently enrolled. MCPSS currently utilizes GradPoint online program during the high school summer school program. Courses taken using this type program may negatively affect NCAA eligibility requirements.

## TECHNOLOGY PROFICIENCY

Department of Instructional Technology, Division of Technology

The state mandates that technology standards be integrated throughout the core curriculum. These standards are presented multiple times within the K–12 curriculum. The State Department of Education requires an on-line component to earn a high school diploma. Beginning with first time 9th grade students in 2013-2014 technology proficiency will be one of the objectives of the Career Preparedness Course.

## TIME ALLOTMENT AND CREDIT REQUIREMENT

The basic requirement for a Carnegie unit of credit is 140 clock hours of instruction for a course earning one (1) credit. One-half credit may be granted for an elective course of a minimum for 70 clock hours. However, the State Department of Education has granted local school systems some flexibility with the approval of such programs as Credit Recovery and Forty-five Minute (“Skinny”) Block.

A student may earn more than ten credits in a calendar year which includes the regular academic year plus the following summer (August – July). This includes credits earned in the regular school program, dual enrollment program, summer school program, night school program, distance learning program, or credit recovery program. **All school system procedures for each program must be strictly followed with needed approval received prior to beginning any of these programs.** Careful scheduling and consideration must be followed when approving additional credits. Credits earned must be reasonable.

## TRANSFER STUDENTS

(ACCREDITED SCHOOLS, NON-ACCREDITED SCHOOLS AND HOME SCHOOL SITUATIONS)

### TRANSFERS FROM NON-ACCREDITED AND ACCREDITED SCHOOLS

Students transferring from accredited public or non-public schools/school settings will have all credits and current class/grade placement accepted upon receipt of their official transcript(s) without validation. The Alabama State Department of Education and the U.S. Department of Education recognize the following accrediting agencies:

- AdvancED
- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Western Association of Schools and Colleges
- North Western Association of Schools and Colleges

A complete list of schools accredited by AdvancED can be viewed by visiting [www.advanc-ed.org](http://www.advanc-ed.org) or visiting the regional organization’s website. Public or non-public schools/school settings that are accredited by any other accrediting program or agency are considered to be non-accredited schools/school settings. For transferring core (english, mathematics, science, and social studies) courses from non-accredited schools/school settings, official records, national standardized tests, and locally-administered criterion-reference test or designated end-of-course test should be used to determine placement/credit for students. Elective courses are transferred without validation.

Validation of core-courses/credits from non-accredited (not AdvancED accredited) educational settings is required. All official records and nationally standardized test results (if available) will be used in the validation process. Request for Validation Testing form should be sent to Curriculum and Instruction for middle school grade placement, 8th grade to 9th grade high school placement, and transfer of high school core credits.

The following represents how the State Department of Education will interpret the existing Alabama Administrative Code (AAC) rule on the topic of accredited and non-accredited schools (memorandum from Joseph Morton, June 24, 2014):

- Accredited schools in Alabama by AdvancED through all of its stated accreditation recognition methods.
- Any school accredited by an agency that is not recognized by AdvancED is not considered an accredited school in Alabama by the State Board of Education or the State Department of Education.
- Any student transferring to an Alabama public school from a private or public school that is AdvancED recognized as being accredited shall have all credits and current class/grade placement accepted without validation upon the receipt of an official Transcript(s).

## PROCEDURE FOR TRANSFERRING CREDITS

1. The transfer of credits and/or 9th grade placement shall be as follows:
  - Credit for elective courses shall be transferred without validation.
  - Non-contested credit for core courses shall be transferred as follows:
    - Using all official records and nationally standardized tests (if available), the principal or his/her designee shall determine placement and notify the student and the parent(s)/guardian(s).
    - If the parent/guardian agrees with the placement decision, the student shall be placed.
    - Following placement for any initial core courses successfully completed, transfer of previous credit earned at a non-accredited school(s) in that subject area shall be accepted without further validation.
  - Contested credit for core courses shall be transferred as follows:
    - If the parent/guardian disagrees 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. The grade earned from the non-accredited setting shall be the grade recorded on the transcript upon passing the exam(s).
    - 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/validation tests consisting of the school's previous semester tests for core courses.
3. Transfers from Accredited Schools

A student transferring to an Alabama public school from a public or non-public school accredited by an accrediting agency recognized by the State Board of Education will have all credits accepted without validation upon the receipt of an official transcript(s).
4. Local Board of Education Requirements

All transfer students must meet local board of education graduation requirements.
5. In Mobile County, valid credits are accepted at face value. No accommodations will be made to waive core course requirements for graduation for students transferring from schools not following a block schedule. However, for students in their senior cohort year only, the number of credits required for graduation may be prorated to 24 (ALSDE standard) provided all core requirements are met. This waiver is only granted through Central Office. (Pending Board Approval)
6. All transcripts of students who have withdrawn during the last quarter of a semester from an out-of-district school and have not received credit for those courses should be forwarded to Cheryl Sutton, District Registrar and/or Dr. Brenda Fore, Supervisor of Guidance and Counseling Services immediately upon receipt. (Pending Board Approval)

## HOMESCHOOLING

Parents seeking information regarding home schooling should be directed to the Division of Student Support Services. There are specific guidelines for students taught in the home setting or by a private tutor.

When a child enters or re-enters a public school setting, the guardian will be required to provide documentation of the school years enrolled in a home schooling program, courses completed and grading information, and *either* a promotion statement (i.e. John Doe is promoted to the 9th grade.) *or* a grade completion statement (i.e. John Doe has completed the 8th grade requirements under the supervision of (Name of School)). Once the student has presented documentation of completion of the 8th grade, and passed 8th grade validation tests, the student should be enrolled as a 9th grade student. If the student is entering as a high school student and attempting to transfer credits, the same procedures should be followed as outlined in the section, "Transfers from Non-Accredited and Accredited Schools," located above.

**\*\*Please see the following two pages for the Request for Validation Testing.**

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM**  
**DIVISION OF CURRICULUM AND INSTRUCTION**  
**DIVISION OF STUDENT SUPPORT SERVICES**

REQUEST FOR VALIDATION TESTING  
MIDDLE SCHOOL

The following procedures must be followed for students who are attempting to enroll from non-AdvancED (or affiliated) accredited school situations:

1. Counselor or principal designee request validation testing from Division of Curriculum and Instruction by completing the information below.
2. Counselor or principal designee sends request to fax number, 221-4147, attention Helen Miles.
3. Personnel in Curriculum and Instruction contacts parents to schedule validation testing. Please do not send parents to Central Office without an appointment.
4. Personnel in Curriculum and Instruction sends test results to administrator/counselor originating the request within twenty-four hours after testing is complete.
5. The administrator/counselor notifies parent and student of results and makes necessary adjustments to student's transcript and placement.

Requesting School \_\_\_\_\_ Date of Request \_\_\_\_\_

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

Address \_\_\_\_\_ Phone \_\_\_\_\_

Date of Birth \_\_\_\_\_ Email Address \_\_\_\_\_

Please administer the following validation test/tests to the above named student:

	Test Grade		Test Grade
_____ Language Arts 6	_____	_____ Mathematics 6	_____
_____ Placement Test (ELA6)	_____	_____ Placement Test M6)	_____
_____ Language Arts 6	_____	_____ Mathematics 6	_____
_____ Language Arts 7	_____	_____ Mathematics 7	_____

\_\_\_\_\_  
Signature of Counselor or Principal/Designee \_\_\_\_\_  
Date of Request

\*\*\*\*\*

**Completed by C & I Personnel**

Grade Placement \_\_\_\_\_

Special Instructions \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of C & I Personnel \_\_\_\_\_  
Date of Administration

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM**  
**DIVISION OF CURRICULUM AND INSTRUCTION**  
**DIVISION OF STUDENT SUPPORT SERVICES**

REQUEST FOR VALIDATION TESTING  
HIGH SCHOOL

The following procedures must be followed for students who are attempting to transfer high school credit from a non-AdvancED (or affiliated) accredited school situation or for students transitioning to high school from non-AdvancED (or affiliated) accredited school situations (*see pages 55-56 in Educational Planning Guide for High School Students*):

1. Counselor or principal designee request validation testing from Division of Curriculum and Instruction by completing the information below
2. Counselor or principal designee sends request to fax number, 221-4147, attention Toni Worsham.
3. Personnel in Curriculum and Instruction contacts parents to schedule validation testing. Please do not send parents to Central Office without an appointment.
4. Personnel in Curriculum and Instruction sends test results to administrator/counselor originating the request within twenty-four hours after testing is complete.
5. Grade level counselor notifies parent and student of results and makes necessary adjustments to student's transcript, schedule, and/or placement.

Requesting School \_\_\_\_\_ Date of Request \_\_\_\_\_  
Student Name \_\_\_\_\_ Student Number \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_  
Email \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Address \_\_\_\_\_

Please administer the following validation test/tests to the above named student:

	Test Grade		Test Grade
_____ Language Arts 8	_____	_____ World History 9	_____
_____ English 9	_____	_____ U.S. History to Ind. Rev.	_____
_____ English 10	_____	_____ U.S. History Ind. Rev to Pres	_____
_____ English 11	_____	_____ American Government	_____
_____ English 12	_____	_____ Economics	_____
_____ Honors Biology I	_____		
_____ Biology I	_____	_____ Pre-Algebra 8	_____
_____ Physical Science	_____	_____ Algebra 1	_____
_____ CP Chemistry I	_____	_____ Geometry	_____
_____ Other Science (please specify)	_____	_____ Algebra 2	_____
_____		_____ HR Algebra II/Trigonometry	_____
		_____ Other Math (please specify)	_____
		_____	

Signature of counselor or principal/designee requesting validation test. \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_  
Signature of C & I Personnel

\_\_\_\_\_  
Date of Administration

Grade Placement \_\_\_\_\_



## WEIGHTING OF GRADES

The Board of School Commissioners has approved the following procedures for weighting of grades and ranking of high school students in Mobile County Public Schools.

Regular courses will be entitled regular or have no designation. For example, a “B” in an Honors course would have the point value to an “A” in regular course.

***IB Courses, AP Capstone, and Cambridge Courses	**AP, Dual and Cambridge Enrollment	*Honors, Pre-IB, College Prep, and Cambridge Courses	Regular Courses
A = 6 points	A = 5.5 points	A = 5 points	A = 4 points
B = 5 points	B = 4.5 points	B = 4 points	B = 3 points
C = 4 points	C = 3.5 points	C = 3 points	C = 2 points
D = 3 points	D = 2.5 points	D = 2 points	D = 1 points
E = ineligible/0 points	E = ineligible/0 points	E = ineligible/0 points	E = ineligible/0 points

In the course description section of this guide, IB (International Baccalaureate), AP Capstone, HR (Honors), AP (Advanced Placement), DE (Dual Enrollment), CP (College Prep), and EPIC courses are designated.

Academic courses are organized at expected levels of student achievement. Several levels of expected achievement are included within most courses. Some courses, such as those designated Honors, Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB) and AP Capstone, have high achievement levels.

\*\*If a student does not take the AP exam for a particular AP course, he/she would receive only the weight associated with honors level course. Designated counselor is responsible for this task.

Students may not receive weights for courses, which are considered Advanced in other systems but not in Mobile County.

*Grade Point Average (GPA)* is the average of *all* the grades in *all* the courses the student has taken at the high school level including those courses taken prior to grade 9. (Middle school students can only earn 1 Mathematics credit prior to grade 9 (and are still required to take one (1) math credit each year of high school). See page 16.)

<b>GUIDANCE PROGRAM</b>	<b>DR. BRENDA R. FORE</b>	<b>215-221-4311</b>
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Guidance and counseling is an integral part of each school’s total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The guidance program includes the following:

❖ Guidance Curriculum	❖ Responsive Services
❖ Individual Planning	❖ System Support

The guidance program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and career/technical development.

Educational development is the essence of the school counselor’s mission. A significant portion of the school counselor’s advisement time is spent on educational planning; i.e., course selection and the design of a program of studies for subsequent academic years. Placing students in appropriate courses according to abilities, interest, values, and career aspirations continues to be one of the most serious and vital responsibilities of the school counselor.

The Comprehensive Counseling & Guidance Plan for the Mobile County Public School System emphasizes careers beginning with awareness in kindergarten and culminating with College and Career Readiness in high school. In elementary school, students begin to identify their work methods, aptitudes, interests, goals, and career clusters. Secondary students continue to fine-tune their personal interests and talents by looking at specific career clusters and by making career choices based on their own findings.



## TESTING

The following is a list of tests available to students in Mobile County:

### ***ACCESS: for English Language Learners***

- Administered to students who come from non-English language backgrounds
- Measures proficiency in English
- Used for placement in English as a Second Language Program

### ***ACT: ASPIRE***

- Given to 10th grade students
- Assessment given in English, mathematics, reading, science, and writing.

### ***ACT: American College Testing***

- Administered to all 11th grade students (beginning 2013-2014) in areas of English, mathematics, reading, science reasoning and writing
- May be taken by college-bound students as part of college-entrance requirements
- Measures performance in English, mathematics, reading, and science reasoning with optional writing section
- Given nationally in September, October, December, February, April, and June; must register four weeks in advance with ACT
- Requires a fee when taken on national test dates

### ***PSAT/NMSQT:***

#### ***Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test***

- May be taken by college-bound juniors; sophomores may take for practice
- Tests in Mathematics, Reading, and Writing.
- Given in October
- Used by academically talented students to compete for National Merit Scholarship Semi-Finalist standing
- Requires a fee

### ***SAT: Scholastic Aptitude Test 1 or 2 of College Board Tests***

- May be taken by college-bound students as part of college-entrance requirements
- Required for consideration as National Merit Scholarship Finalist
- Measure performance in mathematics and English
- Given in October, November, December, January, March, May, and June
- Requires a fee

### ***AP: Advanced Placement Examination***

- Should be taken by students enrolled in AP Courses
- Given in May
- May earn college credit
- Requires a fee

### ***IB: International Baccalaureate***

- May be taken by college-bound students as part of college-entrance requirements
- May earn advanced placement and course credit in many colleges and university

### ***ASVAB Armed Services Career/Technical Aptitude Battery***

- Given to juniors

### ***Career Interest Inventory – KUDER***

- Administered to all 8th and 10th graders

***GED: General Equivalency Diploma (Contact Bishop State Community College)***

- Given to students or adults who have not completed their high school program
- Test Mathematics, Science, English, Social Studies, Literature, and Written Language
- Requires a fee

***ACT WORK KEYS***

- Given to seniors
- Measures foundational and soft skills necessary in the workforce
- Assessment in Applied Mathematics, Locating Information and Reading for Information

***Alabama Alternative Assessment (AAA)***

- Administered to students pursuing the Alternate Achievement Standards Pathway
- Measures student performance levels in the areas of reading, English language arts, mathematics and science

<b>SPECIAL PROGRAMS</b>
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**THE PATHWAY STAR ACADEMY**

The Pathway Star Academy offers a program to meet the learning needs of over-aged 8th grade students. These students may be experiencing academic difficulties and may experience other challenges that put them “at risk” for dropping out of school. The program is designed to accelerate the students’ learning to place them on their appropriate graduation track. The goals of the faculty and staff are the following:

- Provide intensive instruction to overage 8th grade students.
- Award high school core and/or elective credit(s) to those students who finish the entire program.
- Maintain rigor in all courses.
- Increase the relevance of education through career and technical education courses.
- Increase intrinsic motivation and responsibility to fostering adult-student relationships through counseling and mentoring.
- Assist students in developing their academic and social skills that will lead to future success.
- Work to eliminate barriers to academic success.

**ACADEMIC DUAL ENROLLMENT**

The Mobile County Public School System, through an agreement with post-secondary institutions, allows eligible high school students to enroll in post-secondary courses in order to dually earn credits for a high school diploma and/or a post-secondary degree at both the high school and participating post-secondary institution. The courses may be offered on the high school campus during the regular school day and taught by qualified teachers who have been certified by the participating post-secondary institution. Eligibility requirements include having a “B” average and having written approval of the principal and superintendent. Students enrolling in a DE Mathematics or DE English course must have a minimum of 20 on the Mathematics and English subtests of the ACT or make a comparable score on the COMPASS placement test given at Bishop State.

**TECHNICAL EDUCATION DUAL ENROLLMENT**

The Mobile County Public School System, Bishop State Community College and Enterprise Aviation College have an agreement that allows students to receive advanced training in technical fields including Welding, Process and Instrumentation Technology, Electronics, and Aviation Technology, among other choices. The participating students may receive both high school and post-secondary credit for the courses in these programs. This program will provide MCPSS students with quality career pathways that can lead to more advanced education, certification, and more employment opportunities. Documentation of dual enrollment must be on file.

## **ALTERNATIVE EDUCATION**

Alternative education is available for students in grades six through twelve as a viable means of continuing education following a serious Student Code of Conduct violation. Students suspended from school long-term (11 days to the end of the semester) may be recommended by the principal to the Division of Student Support Services. Program placement will be determined after a comprehensive review of the student's record.

➤ ***Twilight School***

Regular education students in grades nine through twelve are served at the regular school site in the evening.

➤ ***Continuous Learning Center***

The Continuous Learning Center serves as an alternative educational program for special education students (grades six through twelve) under long-term suspension whose individualized education program team has determined the center as the student's least restrictive environment.

➤ ***POINTE Academy***

POINTE Academy is a day alternative education program for adjudicated youth through Strickland Youth Center. Regular education students and special education students are referred through the juvenile court system and through the school systems to this program.

Additional information may be obtained through the Division of Student Support Services, Terrence S. Mixon, Executive Director, 251-221-4246.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

English as a Second Language (ESL) is a program offered in Mobile County Public Schools for students who are native speakers of languages other than English. Intensive English classes address student needs in developing listening, speaking, reading, and writing skills. Additional information may be obtained by contacting the ESL Coordinator at 221-5189.

## **THEMED PROGRAMS**

- **THE INTERNATIONAL BACCALAUREATE PROGRAM – MURPHY AND DAVIDSON HIGH SCHOOL**

The Mobile County Public School System is proud to have International Baccalaureate Programs in two (2) high schools: Murphy High School and Davidson High School.

The International Baccalaureate Diploma program (IB) is a rigorous pre-university course of study that meets the needs of the highly motivated secondary school student. The intention of the IB program is to prepare students to do well in the most demanding collegiate programs by equipping them to learn how to learn, how to analyze, how to reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of environment.

To earn an IB diploma, a student must successfully pass international examinations in six areas: Language A (English), Language B, Individuals and Societies, Experimental Sciences, Mathematics, and an elective area. The IB diploma candidate must also take a unique course, Theory of Knowledge, participate in community service, and write an extended essay. Students may apply in the spring of their 8<sup>th</sup> grade year. Additional information regarding the application process may be obtained by contacting Murphy High School or Davidson High School.

- **CENTER FOR INTERNATIONAL STUDIES – MURPHY HIGH SCHOOL**

The Center for International Studies (CIS) is a specialized program designed to offer Mobile County students with an opportunity to meet high international academic standards. The program is a college preparatory with the aim of preparing students for post-secondary career goals. CIS offers students the opportunity to study global issues and gain an international perspective. The program designates the following four pathways as broad career areas:

- The International Baccalaureate Program
- Liberal Arts College Preparation
- International Business and Marketing College Preparation
- Travel, Tourism, and Hospitality Services Preparation

Students are required to pursue a college preparatory curriculum in the required core courses and to take a variety of specialized elective courses depending upon the chosen career pathway. Students are, also, required to take a minimum of three credits of a foreign language.

Interested students must complete an application, submit required grade reports and standardized test results, and supply two letters of recommendation. Criteria for acceptance will be based on grade 7 standardized test scores, middle school grades through first semester of grade 8, teacher recommendations, and acceptable discipline. A selection committee will determine placement in the Center for International Studies program.

- **UNIVERSITY OF ALABAMA EARLY COLLEGE – MURPHY HIGH SCHOOL**

Murphy High School in partnership with the University of Alabama Early College formed the Murphy University Center. The MUC works in conjunction with the signature academy pathways of International Baccalaureate and the Center for International Studies to offer students the opportunity to incorporate University of Alabama Early College classes into their high school curriculum. Starting as early as the sophomore year, students will have the opportunity to qualify and apply for Early College Classes. Requirements are a 3.0 GPA and a benchmark score on the Aspire or ACT standardized test.

The curriculum for Early College students is selected through mutual advising from the MUC and UAEC according to the students planned course of study on the university level. Early College classes will be taken in replacement of or in addition to the regular high school requirements. Early College classes will count as dual (university and high school) credit.

- **ENGINEERING PATHWAYS INTEGRATED CURRICULUM (EPIC) – DAVIDSON HIGH SCHOOL**

EPIC is a specialized math and science path which will arm students to enter post-secondary education qualified for engineering majors, or other geo-technical, geological, physical, meteorological, or environmental fields, as well as those interested in pursuing education majors in those areas. There will be a strong math and science component, and interested students must commit to the required curriculum of additional math and science coursework as well as enrichment activities. However, all students may select electives from the EPIC menu of courses when those courses fulfill an individual need or career interest. Students making such menu selections should complete an application and indicate that they are seeking to qualify for an EPIC Major (full participation) or EPIC Minor (limited participation for related fields).

College credit for EPIC courses can be earned in several ways. First, EPIC students may take Advanced Placement science and mathematics examinations in May, and those scoring high enough can have scores sent to their college of choice to exempt freshman course hours. Secondly, through an arrangement with the University of South Alabama, students may take a freshman level course for college credit. Other college credit opportunities are being developed as we implement EPIC.

Students must complete an application, available at the school, and return it with a copy of their last report card and latest test scores. Applicants must also provide teacher recommendations from their current year math, science, and language arts teachers, and one teacher of choice. Students will be blind-ranked by Grade Average in pre-requisite courses. A committee of teachers, community members, and one Central Office staff member will review the applications and select students beginning with the highest grade average, until all vacancies are filled. Standardized test scores and teacher recommendations will be considered in cases to ties.

- **COLLEGE BOARD'S AP CAPSTONE PROGRAM – BAKER HIGH SCHOOL**

Baker High School is one of more than 300 schools worldwide to implement AP Capstone™ - an innovative diploma program that allows students to develop the skills that matter most for their future college success: research, collaboration, and communication. The program includes a two-course sequence: AP® Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific rigor of Advanced Placement® courses and exams. Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing, will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will receive the AP Seminar and Research Certificate™.

- **CAMBRIDGE INTERNATIONAL EXAMINATIONS – ALMA BRYANT HIGH SCHOOL**

The Cambridge Program is a rigorous, internationally recognized course of study for academically talented students. The program has been in existence for over 150 years and is under the auspices of Cambridge Assessment, a not-for-profit organization and part of the world-renowned University of Cambridge in the United Kingdom, whose international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career.

The first two years in the Cambridge Program are spent studying a broad curriculum of courses designed to emphasize the development of higher order thinking skills, oral and written skills, and extensive problem solving and teamwork while earning the International General Certificate for Secondary Education (IGCSE). The final two years are spent in the advanced program which is comprised of college-level courses leading to the Advanced International Certificate of Education (AICE) diploma.

Students may apply in the spring of their 8th grade year. Additional information about the application process may be obtained by contacting Alma Bryant High School.

## **SPECIAL PROGRAMS**

Special education means individualized instruction that is specially designed to meet the unique needs of students with disabilities and students identified as gifted. A continuum of services is available based upon each student's functioning level and need for specialized educationally-related services. Special education services may be consultative, part-time, or full-time.

The following exceptionalities are served through the Special Education Program:

*Autism \* Deaf/Blindness \* Emotional Disability \* Gifted \* Hearing Impairment*  
*Intellectual Disability \* Multiple Disabilities \* Orthopedic Impairment*  
*Other Health Impairment \* Specific Learning Disability \* Speech/Language Impairment*  
*Traumatic Brain Injury \* Visual Impairment \* Developmental Delay*

<b>CAREER AND TECHNICAL EDUCATION</b>	<b>NANCY PRINE</b>	<b>251-221-4023</b>
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The Mobile County Public School System operates two Career and Technical Centers. The objective of the two centers is to assist students in obtaining necessary technical preparation for entry-level employment and /or post-secondary training. Each center offers a selection of one-credit courses to students from area comprehensive high schools. The following courses are offered at the centers.

#### **Bryant Career and Technical Center**

- Agriscience
- Automotive Technology
- Aviation
- Cosmetology
- Electrical Technology
- Health Science
- Heating and Air Conditioning
- Horticulture
- Network Systems
- Plumbing and Pipefitting
- Welding
- Industrial Maintenance
- Carpentry

#### **Faulkner Career and Technical Center**

- Auto Collision Repair
- Automotive Technology
- Aviation
- Carpentry
- Cosmetology
- Electrical Technology
- Health Science
- Heating and Air Conditioning
- Masonry
- Network Systems
- Welding
- Graphic Arts

### **CAREER AND TECHNICAL EDUCATION PROGRAMS IN COMPREHENSIVE HIGH SCHOOLS**

Each comprehensive high school offers a variety of Career and Technical Education courses.

- Aerospace/Aviation – Rain
- Agriscience – Citronelle, Bryant, Montgomery and Williamson
- Aquaculture – Bryant
- Business, Management, & Administration – Baker, Blount, Bryant, Citronelle, Davidson, LeFlore, Montgomery, Murphy, Rain, Theodore, Vigor and Williamson
- Commercial Photography – LeFlore
- Work-based Learning – Baker, Blount, Bryant, Citronelle, Davidson, Montgomery, Murphy, Theodore and Williamson
- Culinary Arts – Murphy, Williamson, Citronelle, and Vigor
- Hospitality & Tourism – Bryant, Citronelle, Murphy, and Williamson
- Drafting – Davidson, LeFlore, Theodore
- Family Studies & Community Services – Baker, Blount, Davidson, Vigor and Montgomery
- Finance – Theodore
- Health Science – Blount, Citronelle, Theodore, LeFlore, Bryant CTC, and Faulkner CTC, and Murphy
- JROTC (All Schools)
- Marketing – Baker, Blount, Bryant, Davidson, Montgomery, Murphy, Theodore and Williamson
- Network Systems – Baker, Theodore, and Vigor
- Television Production – LeFlore
- Welding – Citronelle, Williamson and Bryant

### **TECHNICAL EDUCATION DUAL ENROLLMENT PROGRAM – BISHOP STATE COMMUNITY COLLEGE AND ALABAMA AVIATION COLLEGE**

This program is an initiative that will allow Mobile County Public School System (MCPSS) students in grades 10 through 12 to receive advanced training in the technical fields including Welding, Process and Instrumentation Technology, Heating/Ventilation/Air Conditioning (HVAC), Aviation, Graphic Arts, Collision Repair Tech, Diesel/Technology, Drafting and Electronics. These initiatives will promote high academic achievement among Career Technical Education students' smooth transitions to post-secondary education, and increase collaboration between MCPSS, Bishop State Community College, and Alabama Aviation College. Through these initiatives, high school students have the opportunity to earn college credits, certification, and prepare for employment opportunities. Further information and a copy of the application for these programs can be obtained from the local school counseling office or by calling 221-4019.

# **CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY BY CAREER CLUSTERS**

## **AGRICULTURE, FOOD AND NATURAL RESOURCES EDUCATION CLUSTER**

Instruction in this cluster provides students with the essential knowledge, high-leveled skills, and training demanded for work. Students interested in this cluster are interested in the planning, implantation, production, and management, or marketing of agriculture, food, and natural resources. Agriscience is the foundations course.

The classroom and laboratory for this cluster provide a safe and appropriate setting for active, structured, and stimulating student learning and assessment. In this cluster, students may choose one of five pathways:

**Agribusiness Systems; Animal Systems; Environmental and Natural Resources Systems; Forestry Plant Systems  
Power, Structure and Technical Systems**

## **ARCHITECTURE, CONSTRUCTION AND MANUFACTURING CLUSTER**

In this cluster, course work leads to careers in drafting design, welding, electrical technology, heating, ventilation, air conditioning, and refrigeration (HVACR), carpentry, cabinetmaking, masonry, plumbing, and pipefitting. Course content includes significant technical depth and incorporates engineering concepts and terminology. Students in grades 9-12 are required to take a foundation course before entering a pathway in this cluster. Foundation courses from all clusters are accepted for entrance into the pathways in this cluster. **Students choose one of three pathways in this cluster.**

**Design and Preconstruction; Construction; Maintenance and Operation**

## **ARTS, AUDIO-VISUAL TECHNOLOGY AND COMMUNICATIONS CLUSTER**

The Arts, Audio-Video Technology and Communications cluster engages students in challenging curriculum whether they are able to develop technical skills in the areas of graphic arts, television production, animation, advertising design, and commercial photography within a safe and innovative setting. Students who chose to complete a pathway in this cluster have the ability to comprehend course materials and laboratory work, projects, and assignments related to the cluster. Courses in this cluster provide students with the knowledge and skills for further education and for employment. The foundation course for this cluster may be offered to all 9-12 grade students; however, it is not required for entering a specific pathway. **Students interested in this cluster choose one of three pathways.**

**Printing Technology; Visual Arts; Audio-Visual Technology and Broadcasting**

## **BUSINESS, MANAGEMENT & ADMINISTRATION CLUSTER**

The Business, Management and Administration cluster prepares students with the fundamental knowledge and skills for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Instruction is flexible and focuses on quality performance in the skill areas of organization, time management, customer service and communication. In addition, students learn ways in which technology, globalization and regulatory issues affect the day-to-day operation of businesses. **One pathway is included in this cluster.**

**Business, Management, and Administration**

## **EDUCATION AND TRAINING CLUSTER**

In the Education and Training Cluster, students choose one of three pathways: Teaching and Training, Early Childhood Education, and Administration and Professional Support Services. One required foundation course, five related pathway courses, and six specialized pathway courses are offered in this cluster. Credentialing opportunities and articulation of courses with post-secondary institutions help provide the basis for identifying courses and course content for each pathway. Each course contains specific content standards indicating what student should know and be able to do upon completion of the course. These courses incorporated knowledge and skills related to the Education and Training Cluster. **Students interested in this cluster choose one of three pathways.**

**Administration and Administrative Support; Education and Training; Professional Support Services**



### **FINANCE CLUSTER**

Courses in the Finance cluster include specific content standards that tell what students should know and be able to do at the end of each course. Students who are likely to be successful in careers in the Finance cluster are those who tend to be focused, analytical and methodical, and who can be trusted with confidential information. **One pathway is included in this cluster.**

**Banking Services; Accounting; Insurance; Corporate Finance**

### **GOVERNMENT AND PUBLIC ADMINISTRATION CLUSTER—JROTC**

This cluster provides students with knowledge and skills that include all areas related to Government and Public Administration. This could include, but is not limited to: JROTC, communications, information technology, leadership, teamwork, including employability and career development. **Students interested in this cluster choose one of two pathways.**

**JROTC-ARMY (All Schools); JROTC-NAVY (All Schools)**

### **HEALTH SCIENCE EDUCATION CLUSTER**

The Health Science cluster provides students with essential knowledge and skills for pursuing a career in a health care field. Student will follow the **Therapeutic Services pathway**. The required foundation course, Foundations of Health Science, is offered to all ninth through twelfth grade students.

### **HOSPITALITY AND TOURISM CLUSTER**

In the Hospitality and Tourism cluster, students choose one of three pathways: Recreation, Travel and Tourism or Restaurant and Food and Beverage Services or Lodging. Each course contains specific content standards indicating what students should know and be able to do upon completing of each course. The foundation course, Hospitality and Tourism, is the prerequisite course for entering any pathway within the cluster. **Students interested in this cluster choose one of three pathways.**

**Lodging; Recreation, Travel, and Tourism; Restaurant and Food and Beverage Services**

### **HUMAN SERVICES CLUSTER**

In the Human Services cluster, students choose among seven pathways: Consumer Services; Fashion; Interior Design; Food, Wellness and Dietetics; Early Childhood Development and Services; Family Studies and Community Services; or Cosmetology. Each course contains specific content standards indicating what students should know and be able to do upon completion of the course. The foundation course for Human Services is Family and Consumer Science. The foundation course for Cosmetology is Introduction to Cosmetology. These courses incorporate knowledge and skills related to the Human Services cluster. **Students interested in this cluster choose one of seven pathways.**

**Consumer Services; Early Childhood Development and Services; Family Studies and Community Services; Fashion; Food, Wellness, and Dietetics; Interior Design; Personal Care Services**

### **INFORMATION TECHNOLOGY CLUSTER**

Courses in the Information Technology cluster include significant technical depth, as well as information technology concepts and terminology concepts. Information is also provided regarding possible credentialing or certification. The Foundation course, IT Fundamentals, may be offered to students in grades ten through twelve. **Students interested in this cluster choose one of two pathways.**

**Network Systems; Programming and Software Development**



### **MANUFACTURING CLUSTER**

These courses provide the knowledge and skills to equip students for careers in industrial maintenance, manufacturing, electronics, precision machining, and robotics. Students must take a foundation course before entering a pathway in this cluster. Foundation courses from all clusters are accepted for entering into pathways in the Manufacturing cluster. **Twenty-two courses are available within the two pathways.**

#### **Production; Maintenance Installation and Repair**

### **MARKETING, SALES AND SERVICE CLUSTER**

The Marketing, Sales and Service cluster prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives. The foundation courses, Business Essentials or Business Technology Applications, may be offered to all students in grades ten through twelve. Although not required, students are encouraged to take one of these courses before entering a pathway. **One pathway is included in this cluster.**

#### **Marketing, Sales and Service**

### **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CLUSTER**

As technology continues its rapid expansion, adequately preparing students for engineering-related careers in essential and serves as the primary purpose of this cluster. The Science, Technology, Engineering, and Mathematics cluster classroom and laboratory provide safe and appropriate setting for student exploration and learning. The structured, yet active environment stimulates students' creativity and helps them develop the necessary skills for future employment. Foundation courses for the cluster include Foundations of Engineering and Career Cluster Technologies II. **This cluster includes one pathway.**

#### **Engineering and Technology**

### **TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER**

The Transportation, Distribution, and Logistics cluster provides students with a range of knowledge and skills that enhance their career opportunities. This pathway includes specialty areas in aviation, power equipment, automotive services, automotive collision repair, diesel engine maintenance and repair, and marine technology. The curriculum is based on recognized industry and professional standards found in national organizations and federal regulations. Foundations of Transportation, Distribution, and Logistics are the foundation course offered to students in grades nine through twelve. **One pathway is included in this cluster.**

#### **Facilities and Mobile Equipment Management**