



ALABASTER
CITY SCHOOLS

CHAMPIONS OF OUR FUTURE

HIGH SCHOOL CURRICULUM AND INSTRUCTION POLICIES, PROCEDURES, AND GUIDELINES MANUAL

2023-2024

DR. WAYNE VICKERS
SUPERINTENDENT

WWW.ACSBOE.ORG

BOARD OF EDUCATION

Mr. Adam Moseley, Board President
Mr. Derek Henderson, Vice President
Ms. Misty Johnson, Board Member
Dr. Kristalyn Lee, Board Member
Dr. John Myrick, Board Member

Our Mission

Preparing students for their future.

Our Vision

To partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future.

Our Beliefs

These values and beliefs guide teaching, learning, and working in the Alabaster City Schools:

1. Our schools are safe, caring, learning communities engaged in continuous improvement, committed to the pursuit of excellence, and dedicated to the success of each student.
2. Our employees are qualified, dedicated, innovative, and student-centered, engaged in continued learning.
3. Our schools provide quality instructional programs, enriching extracurricular experiences, and a wide variety of opportunities for students to explore their interests, expand their dreams, and develop their talents.
4. Our schools partner with families, business, industry, post-secondary institutions, community agencies, and government to create and sustain outstanding facilities, technology, learning resources, and experiences to maximize student achievement.
5. Our schools embrace diversity, promote respectful relationships, and have high expectations and performance standards for all students and adults.
6. Our schools value integrity, open communication, shared responsibility, innovation, and accountability.

CURRICULUM AND INSTRUCTION

Dr. Amanda Wilbanks
Chief Academic Officer

Mr. Mark Gray
Coordinator of Elementary Education

Statement of Non-Discrimination

The Alabaster City Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in any of its programs and activities and provides equal access to the Boy Scouts and other designated your groups. The following persons have been designated to handle inquiries regarding nondiscrimination policies.

Dr. Dorann Tanner; *Chief Student Services Officer (Title VI) (Title IX - student concerns)* dorann.tanner@acsboe.org

Dr. Amanda Wilbanks, Chief Academic Officer & Career and Technical Education Director, Title II,

amanda.wilbanks@acsboe.org

Dr. Latanza M. Harrison; *Chief Human Resources Officer (Title IX)*

latanza.harrison@acsboe.org

Ms. Lisa Radcliff; *Exceptional Education & Federal Programs (Section 504)* lisa.radcliff@acsboe.org

Purpose

The purpose of this manual is to assist teachers, counselors, and administrators with the policies, procedures, and guidelines required to maintain excellence in their daily routines. This user-friendly document provides pertinent information and step by step procedures for completing various activities required of teachers and administrators.

Curriculum and Instruction Policy and Procedures Manual

This Alabaster City Schools' Curriculum & Instruction Policy and Procedures Manual is designed to give guidance to teachers, staff, students, and parents regarding the policies and procedures for all teaching and learning that occurs in the district. This guide is a living document, and any suggestion for improvement should be directed to the Coordinator for Curriculum & Instruction. This guide is not exhaustive of all possible policies and procedures regarding curriculum and instruction, but it strives to provide philosophical and practical direction for stakeholders to follow when faced with questions and concerns. Where appropriate, stakeholders should refer to relevant law, codes, and guidelines from governing agencies supervising teaching and learning for circumstances not outlined in the manual (e.g., the Alabama Administrative Code, the State Board of Education or the NCAA Eligibility Clearinghouse.)

ALABAMA HIGH SCHOOL DIPLOMA REQUIREMENTS	8
Advanced Academic Endorsement	9
Advanced Academic Endorsement with Honors	9
Grade Placement	11
Credit Awarded Prior to High School	11
Dropping and Adding Courses	11
Prerequisites	11
Duplicate Credit	11
Subsumed Credit	12
Additional Credit Guidelines	12
Online Courses	12
Requirements for Virtual Courses Enrollment in Champions Virtual Academy	12
Dual Enrollment Courses	13
Alabama Graduation Certificate	13
Course Description and Numbers	13
Adding New Courses to the Valid Course File	13
Class Ranking and Grade Point Average	14
Valedictorian and Salutatorian Selection	14
Commencement Participation/Senior Activities	15
Guidelines for Grading High School Students	15
PowerSchool PowerTeacher Pro	15
PowerSchool Student Progress Reports	15
PowerSchool Report Cards	15
Minimum Number of Academic Grades	15
Grading Parameters Rationale	15
Grading Parameters: Core Content Courses	16
Grading Parameters: Elective Courses	16
Grading Parameters: Physical Education Courses	16
Calculating Semester Averages	16
High School Grading Scale	16
Weighting of Grades	17
Transferring Weighted Grades	17
Grade Correction Guidelines	17
Grade Correction Procedures	18
Attendance Contract Procedures	18
Guideline for Determining Transferring Students' Quarterly Grades	19
Placement of Transferring Students	19
Continuous Attendance for Guardian	19
Transfers from Accredited and Non-Accredited Schools	20

Transfers from HomeSchool	20
Placement Test Procedures	20
Alabaster City Schools Credit Recovery Guidelines	21
Credit Recovery	21
Program Implementation	21
Student Eligibility	21
Application Process	21
Removal Policies	21
Instruction	22
Content and Curriculum	22
Grades and Credits	22
Credit Recovery Request Form	24
High School Graduation Requirement Failure Report	25
Grading Special Education Students	26
Traditional Grades	26
Modifications to Grades	26
Posting Grades for Special Education Students	26
Grading English Learner (ELs)	27
Additional Curriculum & Instruction Guidelines	27
Instructional Time	27
Character Education	27
PowerSchool Textbook/Destiny	28
Attendance	28
Lesson Plans/Calendars	28
Assessments	28
Technology	28
Homework	28
Exam Exemption	29
Educational Field Trip/Excursion Procedures	29
Instructional Videos	31
Education Fees	31
High School Testing	31
Library Media	32
Counseling and Guidance	32
Academic Honor Society	32
Special Population	32
Intervention	32
Section 504 Services	33
Psychological Services	33
Homebound Services	33

Migrant Education Program	33
English as a Second Language (ESL) Program	33
Curriculum Adaptations for Special Education Students	34
Alabama High School Athletic Association (AHSAA) Eligibility	34
Champions Virtual Academy (CVA)	35
APPENDICES	36
APPENDIX 1:	37
New Course Request Form	37
APPENDIX 2:	39
Grading Parameters	39
APPENDIX 3:	41
Grade Correction Form/Attendance Contract	41
APPENDIX 4:	44
Placement Test Documentation Form	44
APPENDIX 5:	46
Field Trip Forms	46
APPENDIX 6:	50
Instructional Video Request Form	50
APPENDIX 7:	52
AHSAA Eligibility:	52
Academic Rule	52
APPENDIX 8:	55
NCAA Freshman Eligibility Standards	55
NCAA Division I Initial-Eligibility Requirements	56
Division II Initial-Eligibility Requirements	58

ALABAMA HIGH SCHOOL DIPLOMA REQUIREMENTS

The Alabama High School diploma removes the need for multiple diplomas. ACS will offer two additional endorsements to encourage students to challenge themselves with Honors and AP courses. The focus will shift from minimum requirements to comprehensive four-year plans.

The following chart provides a reference guide to graduation requirements for students in the Class of 2024 and beyond.

Areas of Study	Requirements	Credits
English Language Arts	English 9, 10, 11, and 12 or any AP/IB/postsecondary equivalent option of these courses.	4
Mathematics	Geometry with Data Analysis, Algebra I with Probability (Accelerated Grade 8 cannot be substituted but Accelerated 7 and Accelerated 8 combined is the equivalent*), Algebra II with Statistics, 1-2 Specialized Courses. Additional specialized course(s) to complete the four credits in mathematics must be chosen from the <i>Alabama Course of Study: Mathematics</i> of CTE/AP/IB/postsecondary equivalent courses.	4
Science	Biology and a Physical Science The third and fourth science credits may be chosen from the <i>Alabama Course of Study: Science</i> or science eligible courses from the CTE/IB/postsecondary equivalent courses.	4
Social Studies	World History, U.S. History I, U.S. History II, and Government/Economics or AP/postsecondary equivalent courses.	4
Physical Education	Beginning Kinesiology One JROTC credit or two years of marching band may be used to meet this requirement.	1
Health Education	<i>Alabama Course of Study: Health Education</i>	0.5
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)	1
CTE and/or Arts Education	Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.	3
Electives		2.5
Total Credits Required for Graduation		24

**Taking Accelerated Math 7 and Accelerated Math 8 in middle school does not earn one of the four math credits required for a high school diploma. Students must take four math courses in high school.*

Based on our current schedule of 7 periods per day, students earn a half (0.5) credit per semester long course to equal one (1) credit per year long course.

.5 credit = 1 semester

1 credit = 1 semesters (full year)

Beginning with students entering the **9th grade during the 2013-2014** school year, **ALL** students will have as their default diploma the **Alabama High School Diploma**. However, to meet the needs of all students, Alabaster City Schools does offer the Alabama High School Diploma with two different endorsements. Students will have the opportunity to choose the Alabama High School Diploma with Advanced Academic Endorsement or Advanced Academic Endorsement with Honors. The chart below distinguishes between the two different endorsements.

ACS Advanced Academic Endorsement (26 Credits)	ACS Advanced Academic Endorsement with Honors (26 Credits)
<ul style="list-style-type: none"> • Must meet all requirements for an Alabama diploma • One Foreign Language Credit • Algebra II with Statistics, Honors Credit • 2 Semesters of AP or Dual Enrollment • Must earn 26 credits 	<ul style="list-style-type: none"> • Must meet all requirements for an Alabama diploma • Two Foreign Language Credits (of the same language) • One higher math (Pre-Calculus, Honors Pre-Calculus, college credit eligible AP or Dual Enrollment Math, or AP Computer Science Credit) • Chemistry • 6 Semesters of AP or Dual Enrollment • Must maintain a GPA of 3.2 • Must earn 26 credits • Valedictorian/Salutatorians must qualify for this endorsement.

Advanced Academic Endorsement

In order for students to receive the Advanced Endorsement, they must meet the diploma requirements PLUS the specific endorsement requirements as follows:

- Opt-out signatures required from student and parent/guardian as needed
- Students must pass all standard coursework.
- Students must pass Geometry with Data Analysis, Algebra I with Probability, Algebra II with Statistics, honors, and one to two other SDE approved mathematics course.
**Taking Accelerated Math 7 and Accelerated Math 8 in middle school does not earn one of the four math credits required for a high school diploma. Students must take four math courses in high school*
- Students must pass 1 credit of foreign language.
- Students must pass at least 2 semesters of AP or dual enrollment credit.
- Students must earn a minimum of 26 total credits.
- Students must pass all other Alabama High School Diploma requirements.

Advanced Academic Endorsement with Honors

In order for students to receive the Advanced Honors Endorsement, they must meet the diploma requirements PLUS the specific endorsement requirements as follows:

- Opt-out signatures required from student and parent/guardian as needed
- Students must pass Geometry with Data Analysis, Algebra I with Probability, Algebra II with Statistics, Honors, one higher math (includes Pre-Calculus, Honors Pre-Calculus, college credit eligible AP or Dual Enrollment Math, or AP Computer Science Credit)
**Taking Accelerated Math 7 and Accelerated Math 8 in middle school does not earn one of the four math credits required for a high school diploma. Students must take four math courses in high school*

- Students must pass Biology, Chemistry, and two other Science courses
- Students must pass 2 credits in the same Foreign Language
- Students must pass at least 6 semesters of AP or dual enrollment credits
- Students must maintain a 3.2 GPA, have acceptable attendance and an acceptable conduct record
- Students must earn a minimum of 26 credits
- Students must pass all other Alabama High School Diploma requirements

If a student and his/her parent/guardian determines that an endorsement is not appropriate for the student's educational needs, the parent/guardian may remove the student from the endorsement by meeting with the student's counselor and completing the appropriate paperwork. The change in endorsement may occur prior to the student entering high school, at the end of a semester, or prior to a new school year throughout the student's high school experience. If this change in the endorsement is an IEP or 504 committee decision, the parent/guardian and case manager will need to meet with the student's counselor to complete the appropriate paperwork.

Prospective graduating students shall be advised of their diploma status at the end of their sophomore year. This procedure provides the student with two full summers and two full academic years for diploma adjustment. Students participating in the graduation ceremony must meet all requirements prescribed by the State of Alabama and Alabaster City Schools.

College and Career Readiness

On November 10, 2022, the Alabama State Board of Education amended the Alabama Administrative Code, Rule No. 290-3-1.02, which added a College and Career Readiness (CCR) Indicator to the Alabama High School Graduation Requirements. Effective for students of the graduating Class of 2028 who will enter Grade 8 for the first time in the 2023-2024 school year, the Alabama High School Diploma—General Education Pathway shall be issued to students who earn the required credits and earn one or more of the following college or career readiness indicators:

- Earn a benchmark score in any subject area on the ACT® College Entrance Exam.
- Earn a qualifying score of three or higher on an Advanced Placement® Exam.
- Earn a qualifying score of four or higher on an International Baccalaureate® Exam.
- Earn college credit while in high school.
- Earn a silver or gold level on the ACT® WorkKeys® Exam.
- Complete an in-school youth apprenticeship program.
- Earn a career technical industry credential listed on the compendium of valuable credentials of the Alabama Committee on Credentialing and Career Pathways.
- Military enlistment.
- Attain Career and Technical Education (CTE) completer status.
- Any additional College and Career Readiness (CCR) indicator approved by the Alabama State Board of Education.

Grade Placement

Effective for all High School Students as of August 4, 2008, and thereafter:

Grade 9 (Freshman) - Successful completion of Middle School

Grade 10 (Sophomore) - Successful completion of 6 credits

Grade 11 (Junior) - Successful completion of 12 credits

Grade 12 (Senior) - Successful completion of 18 credits

Credit Awarded Prior to High School

Eighth grade students may earn high school credits for the following Board approved courses:

Algebra I (only for the classes of 2021-2025), Spanish I, Symphonic Band I, Concert Band I, Men's Chorus I, Women's Chorus I, Dance I, and Visual Arts I, and Orchestra I. The general rule on courses taken and credits earned prior to ninth grade is as follows:

1. The course must be taken in eighth grade and will become part of the student's high school transcript.
2. The course must follow the Alabama Course of Study guidelines and include high school content and rigor. The course must be taught by a certified teacher.
3. The course cannot supersede required courses.
4. Middle school students earning high school credits from non-accredited settings will follow the same guidelines as high school students attempting to transfer courses. Validation is required.
5. Students may be allowed to repeat one of these courses in the 9th grade if satisfactory progress is not made. Decisions will be made on a case-by-case basis. The grade earned in 8th grade will stand for the student's transcript and grade point average (GPA).

Dropping and Adding Courses

Students and parents should make every effort to select and request appropriate courses during the course selection/registration process each spring. The master schedule for all students is determined by early summer, so changing course requests after early summer is not easily accommodated. Students wanting to change requested courses need to refer to the timelines provided by the school and pay any applicable fees. After the published deadlines have passed, any student wanting to drop and/or add a course should see the school counselor. All course changes beyond the published deadlines will require administrative approval and may incur a fee.

Prerequisites

Any course that lists prerequisites should follow the stated sequence. Concurrent classes may be considered on a case-by-case basis.

Duplicate Credit

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

Once a student completes courses required for graduation in each subject area (ex. Math - Geometry with Data Analysis, Algebra I with Probability, Algebra II with Statistics; Science - a Biology, a Physical Science), the 3rd/4th and/or 5th course credit for each subject will be considered courses of choice and may include dual enrollment courses.

Subsumed Credit

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

Additional Credit Guidelines

A student may earn more than 7 credits in a calendar year which includes the regular academic year plus the following summer. This includes credits earned in the regular school program, summer school program, distance learning program, or correspondence programs. All school system procedures for each program must be strictly followed. Approval must be received from the principal and/or the Coordinator of Curriculum and INstruction prior to beginning any of these programs. Careful scheduling and consideration must be followed when approving additional credits. Credits earned must be reasonable.

Online Courses

See Champions Virtual Academy Manual for specific information on virtual school. Students are allowed to take online classes if eligibility requirements are met. Eligibility for taking online courses is determined by the following procedures:

Requirements for Virtual Courses Enrollment in Champions Virtual Academy

General Eligibility Requirements

- Reside in the city limits of Alabaster, Alabama
- Be highly responsible in time management, organization, self-directions, and self-regulation
- Maintain consistent, daily access to the Internet (minimum 1.5 Mbps)
- Have access to a compatible computer/device, either a personally owned computer or Warrior Device Initiative Chromebook
- Be a rising 9th through 12th grade student
- Have consistent transportation to and from the student's assigned school for mandatory state testing and other required attendance events
- Have no expulsions or suspensions and no Class II or higher disciplinary infractions as denied by the ACS Code of Conduct and Attendance Elementary, Middle, & High Schools from the previous academic year (or semester if applying at mid-year)
- Have no more than 3 full day unexcused absences from the previous academic year (or semester if applying at mid-year).

Academic Eligibility Requirements

- For the previous academic year (or semester if applying at mid-year):
 - Have an average of 75 or greater in every class (Rising 6-9)
 - Have a GPA of 2.5 or greater (Rising 10-12)
 - Have no credit deficiencies in required courses (Rising 10-12)
 - Be on track to graduate with their cohort (Rising 9-12)
 - Earn a College and Career Ready Indicator prior to graduation (Rising 10-12)

Dual Enrollment Courses

Through partnerships with Jefferson State Community College, Lawson State Community College, The University of Alabama, and the University of South Alabama, students may earn college credit while also earning credit at Thompson High School. Students pay a tuition as set and required by the college. Some courses may be available as early as 10th grade.

In order to be eligible to receive credits toward graduation through dual enrollment or Early College Programs students must:

1. Meet the college entrance requirements and submit an application
2. Have an overall GPA of 3.0 or higher
3. Obtain written approval from the College Counselor

Thompson High School will offer Dual Enrollment courses on campus each year. High School credit will be awarded when college credit is earned. For example, if a student earns college credit for English 101, one high school English credit is also earned. Students may only apply dual enrollment credits towards the credits that are required for graduation. However, there is no limit to the amount of college credit that may be earned. See the college counselor for a full list of Dual Enrollment courses along with their college equivalency.

Alabama Graduation Certificate

If this exit document is chosen by the student's IEP Team, opt-out signatures are required from the student, parent/guardian, and LEA representative. The recipient of this certificate must meet one of the following requirements:

- Earn 24 credits, or
- Complete the individualized Education Plan (IEP)

Note: A student with a disability who graduates with the Graduation Certificate can continue to work towards the Alabama High School Diploma to age 21 with IDEA services.

Course Description and Numbers

The high school course descriptions and numbers are selected from the Subject and Personnel Codes Document that is developed and revised annually by the Alabama State Department of Education. A course selection guide listing courses offered each year is available on the Thompson High School website and Alabaster City Schools website.

Adding New Courses to the Valid Course File

In order to add a new course to the valid course file, the principal will submit the Alabaster City Schools Course Request Form to the Chief Academic Officer for approval in the fall of each school year. After the course is approved, the Chief Technology Officer or designee will manually enter it in the valid course file.

Class Ranking and Grade Point Average

Class rank is determined by ranking each student's overall grade point average within the graduating class. Final senior class ranking is done at the end of the first semester of the senior year. The grade point average (GPA) is computed using the following:

Regular Courses	Honors Courses (Quality point +1.0)	AP Courses (Quality Points +1.5)	Dual Enrollment Courses (Quality Points +.75 per semester)
A = 4.0	A = 5.0	A = 5.5	A = 4.75
B = 3.0	B = 4.0	B = 4.5	B = 3.75
C = 2.0	C = 3.0	C = 3.5	C = 2.75
D = 1.0	D = 2.0	D = 2.5	D = 1.75
F = 0.0	F = 0.0	F = 0.0	F = 0.0

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. The procedures for ranking students are as follows:

1. Tentative rank will be made at the end of the eleventh grade and final rank at the end of first semester of the senior year after first semester exams are administered and grades are averaged.
2. Letter grades (A, B, C, D, and F) for all subjects will be used in computing the grade point average.
3. All students within a grade level shall be included in determining class rank.
4. Transfer students arriving with Honors/AP courses will receive the weight they received at their former school for Honors/AP courses. The student's transcript will **not** be recalculated by Thompson High School.
5. Transfer students will be given weight for Honors/AP courses taken at THS even if the former school did not give weight. This may change the GPA.

Valedictorian and Salutatorian Selection

To be considered for Valedictorian or Salutatorian, the student must receive the Diploma with Advanced Academic Endorsement with Honors, ACS will recognize multiple valedictorian and salutatorians. The requirements for valedictorian will be any student who earns a 4.0 and above, and salutatorian will be any student who earns a 3.8-3.99. The students with the highest grade point average will be recognized as the Top Valedictorian of the graduating class. In order to be the Top Valedictorian, the student must be enrolled at Thompson High School for both junior and senior years.

Commencement Participation/Senior Activities

Students who receive an approved diploma and special education students who receive a diploma or a graduation certificate as prescribed in their IEP may participate in the graduation ceremony. Traditional education students who do not meet the requirements of graduation may not participate in the graduation ceremony itself or any other activity where the cap and gown are worn. They may; however, participate in all other related events (i.e., Senior Breakfast, prom, etc.)

Guidelines for Grading High School Students

PowerSchool PowerTeacher Pro

Teachers are required to use PowerSchool PowerTeacher Pro when recording and averaging student grades. Teachers must record grades on a weekly basis. It is strongly suggested that teachers print grades and store them in a binder/folder.

PowerSchool Student Progress Reports

A mid-quarter progress report is a valuable means of teacher-parent communication. Parents are informed and given the opportunity to assist their child toward improvement prior to the end of the quarter. The school generates the progress reports using PowerSchool.

PowerSchool Report Cards

Report cards are available at the end of each quarter. An email is sent to students and parents when the report card is available for viewing. Fourth quarter report cards are mailed and/or made available online. The only valid report card for students in Grades 9-12 is the PowerSchool generated report card.

Minimum Number of Academic Grades

Grading parameters, including the minimum number of grades given in different categories, have been established for all core academic courses and must be entered into the PowerSchool PowerTeacher Pro each nine weeks for all academic courses. In non-core courses, a minimum of 10 grades should be entered into the gradebook to determine the student's average. A semester exam, which is recorded separately from the minimum required grades, may be administered at the end of each semester. ***Semester exams do not apply to AP courses or performance-based electives.***

Grading Parameters Rationale

The purpose of the parameters is to ensure students are receiving an adequate number of grades per course and that the recorded grades focus on the standards stated in the Alabama Course of Study. As a general rule, grades should be recorded in PowerTeacher Pro no later than 7 days from the assignment date, although long-term projects or papers may take longer to grade. By mid-quarter, one-half of the required grades per category should be recorded in the PowerTeacher Pro Gradebook for each course. For special education students pursuing the Graduation Certificate, the special education teacher in collaboration with the general education teacher will modify assessments, class work, and homework within each content area's grading categories. A student receiving regular grades only gets accommodations. For English Language Learners (ELLs), the teacher will modify assessments within each content area's grading categories as needed.

Grading Parameters: Core Content Courses

Categories will be set at the district level and pushed down to teachers for setting up their gradebooks in PowerTeacher Pro Gradebook.

Grading Parameters: Elective Courses

Categories will be set at the district level and pushed down to teachers for setting up their gradebooks in PowerTeacher Pro Gradebook.

Grading Parameters: Physical Education Courses

Categories will be set at the district level and pushed down to teachers for setting up their gradebooks in PowerTeacher Pro Gradebook.

Calculating Semester Averages

The semester average is calculated using the formula below. Each nine weeks will count as 45% and semester will count as 10%.

$(\text{Nine weeks grade} \times .45) + (\text{Nine weeks grades} \times .45) + (\text{Semester Exam} \times .10)$

Calculating Average for 0.5 credit courses will be derived from the two quarter averages as shown below.

Term 1 (Q1 Avg. + Q2 Avg.) divided by 2 = 0.5 Course Average

Term 2 (Q3 Avg. + Q4 Avg.) divided by 2 = 0.5 Course Average

High School Grading Scale

The grading scale for ninth through twelfth grades is as follows:

A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% or below

Important Points to Remember

- Grades must be posted in PowerSchool no later than 7 days from the assignment due date. Long-term assignments and papers may take longer to grade, but should be recorded in PowerTeacher Pro within a reasonable time period. Parents should be notified in writing if an assignment will not be posted within the nine weeks in which the assignment or test was due.
- Teachers should contact parents throughout each grading period and prior to the end of each grading period to address the needs of students receiving a 60 D or below. Documentation of the contact should be kept and submitted to administration at the end of the school year. Failure to contact parents for this type of academic difficulty could result in a written reprimand from the principal.
- Students who have excused absences will be administered all make-up work and/or semester exams as soon as possible. Make-up work for all other absences will be administered at the discretion of the principal.

Weighting of Grades

College Preparatory Courses (Honors/AP Courses*) and Dual Enrollment* receive additional quality points on the GPA for students who complete the courses successfully.

Honors Course (Quality Points + 1.0)	AP Courses (Quality Point + 1.5)	Dual Enrollment Courses (Quality Points + .75 per semester)
A = 5.0	A = 5.5	A = 4.75
B = 4.0	B = 4.5	B = 3.75
C = 3.0	C = 3.5	C = 2.75
D = 2.0	D = 2.5	D = 1.75
F = 0.0	F = 0.0	F = 0.0

*Honors = + 1 quality point

*AP (Advanced Placement) = + 1.5 quality point

*Dual Enrollment = + .75 quality points per semester and + 1.5 quality points per 2 semesters

Transferring Weighted Grades

Transfer students arriving with Honors/AP courses will receive the weight they received at their former school for Honors/AP courses. The student's transcript will **not** be recalculated by Thompson High School.

Grade Correction 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. Teachers are the only ones who can make grade corrections in PowerSchool.
3. Grade correction may occur for the following reasons:
 - a. Teacher error
 - b. Incomplete projects/assignments
 - c. Failure to take semester exam
 - d. Excessive absences
4. 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.
5. All grades must be corrected and posted by the posting deadline set by the local school. If a teacher has a student with incomplete work due to unusual circumstances, the teacher should communicate with the principal, grade level administrator and grade level counselor.

Grade Correction Procedures

1. The registrar verifies the Grade Correction/Attendance Contract Form is completed and signed.
2. The registrar verifies grade corrections made by the teacher in PowerTeacher Pro. Teachers are the only ones who can make grade corrections in PowerSchool.
3. The registrar 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 places 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 will give a copy of the updated transcript to the grade level counselor.
6. The registrar will maintain a notebook of all grade corrections with accompanying documentation collected during the school year.
7. All grades must be posted by the posting deadline set by the local school. If a teacher has a student with incomplete work due to unusual circumstances, the teacher should communicate with the principal, grade level administrator, and grade level counselor.

Attendance Contract Procedures

A student absent for ten (10) or more unexcused days per semester may not receive credit for the course, unless otherwise approved by the principal. A student absent five (5) or more unexcused days from a semester course may not receive credit for the course, unless otherwise approved by the principal. The principal must follow the steps listed below in order for a student to receive credit. Five (5) unexcused tardies to the same class shall constitute one (1) unexcused absence for said class.

As stated in the above attendance policy, principals have the discretion to clear noncredit (NC) received in courses for excessive absences. In order to clear an NC, the principal will follow these steps:

1. For year-long courses, direct teachers to generate a list of students with ten (10) or more unexcused absences and their final numerical average at the end of the fourth quarter. For semester courses, direct teachers to generate a list of students with five (5) or more unexcused absences and their final numerical average at the end of second quarter or fourth quarter. The principal will verify the unexcused absences before the teacher is allowed to assign a NC for the final grade.
2. Direct teachers to indicate NC for final grade instead of a numerical grade in PowerTeacher Pro after verifying the unexcused absences.
3. Conduct a conference with student and parent/guardian to complete Sections A and C of the Grade Correction/Attendance Contract Form as soon as the NC is recorded in PowerSchool.
4. Complete Section B of Grade Correction/Attendance Contract Form after the student has finished his/her contractual obligations.
5. Give completed Grade Correction/Attendance Contract Form to the registrar who will then follow the grade correction procedures.
6. A student must clear a non-credit (NC) within the time period allotted by the principal. If a student fails to clear the NC within the time period, the NC will be changed to an "F" and computed as a failing grade.

Guideline for Determining Transferring Students' Quarterly Grades

The local school registrar will contact the student's previous school to request grades. Teachers will manually enter the grades into their PowerTeacher Pro Gradebook. The previous school system may not require the same number of grades per quarter as Alabaster City Schools; therefore, teachers may not have the required number of grades for these students by the end of the quarter. After manually entering the grades obtained from the previous system, teachers will average the grades to determine the quarterly average. If the previous school's grading system does not include numeric grades, the school is unsuccessful in obtaining the numeric grades, then the local school principal will make the final grade determination. If a student coming from out-of-system has been enrolled for 10 or fewer days, and the school is unsuccessful in obtaining grades from the previous school system, then the student will not receive a report card for that quarter.

Placement of Transferring Students

Students transferring from another school system must submit the follow documents in order to enroll in an Alabaster City School:

1. Birth Certificate
2. Alabama Certificate of Immunization
3. One primary proof of residence
4. Parent/guardian photo ID
5. Custody documents , if applicable

The local school registrar should contact the student's previous school to request all records. Students transferring from an accredited school should not be administered placement tests for core subjects.

The enrollment of homeless, immigrant, and limited English proficient children shall not be denied due to any of the following barriers: lack of birth certificate, lack of school records or transcripts, lack of immunization records, lack of proof of residency, lack of transportation, unaccompanied, no guardian.

Continuous Attendance for Guardian

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/she 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 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 students 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 students record from the discharging school. In case of doubt as to procedure or appropriate action in such a 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-i)*

Transfers from Accredited and Non-Accredited Schools

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

- AdvancED/Cognia Accreditation
- Middle State 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 these accrediting agencies can be viewed by visiting their websites. A complete list of schools accredited by AdvancED/Cognia can be viewed by visiting www.advan-ed.org. Public or non-public schools that are accredited by any other accrediting program or agency are considered to be non-accredited schools. Appropriate credit/placement of students transferring from non-accredited schools shall be determined by utilizing end-of-course-tests, nationally standardized tests, and official records. All students transferring from homeschool situations will be administered placement tests. Elective purses are transferred without validation. All transfer students must meet the local Board of Education graduation requirements.

Transfers from HomeSchool

When a student enters or re-enters a public school setting, the guardian will be required to provide documentation of the school years enrolled in a home school program, courses completed, and grading information. 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.

Placement Test Procedures

After the principal verifies that a student has transferred from a non-accredited school or home school situation, the following procedures must be followed:

1. Administrator or counselor explains the following to parents:
 - a. Placement tests that will be required (i.e., language arts, math, social studies, and science)
 - b. The ALCOS serves as the study guide for the tests
 - c. The tests will only be administered once
2. After explaining the testing process to parents, the administrator or counselor administers the placement test to the student at the local school. Tests will be administered as follows:
 - a. Administer eighth grade test to incoming ninth grade students
 - b. Administer ninth grade tests to incoming tenth grade students
 - c. Administer tenth grade tests to incoming eleventh grade students
 - d. Administer eleventh grade tests to incoming twelfth grade students

Note: Teachers and classified employees cannot administer placement tests.

3. An administrator or counselor scores the assessment to determine placement. A score of 60 or higher will indicate that the student has passed a course. The passing grades will become part of the student's high school transcript.

4. An administrator or counselor completes the High School Placement Test Documentation Form. The form will be attached to the test documents and kept on file in the student's cumulative folder.

Note: At the end of the school year, the documentation form will be kept in the cumulative folder, but the test documents must be destroyed (shredded).

5. An administrator or counselor notifies that parent/guardian of the results and makes necessary adjustments to the student's transcript and placement.

Alabaster City Schools Credit Recovery Guidelines

Credit Recovery

- Credit recovery is based on deficiencies rather than a repeat of the entire course. Credit recovery addresses the course of study content standards that were not met by the student. Students must have failed the course with a baseline score of 40-59 on a 100-point scale. Credit recovery students may not be awarded a final grade that exceeds a 70 (on a 100-point scale).
- Alternatively, if a student seeks a higher grade, he/she will be required to take the entire course through traditional methods.
- Students who have **not** achieved a baseline average of 40 or above (on a 100-point scale) *must* repeat the entire course.

Program Implementation

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

Student Eligibility

Eligible students must meet all of the following criteria:

- Currently enrolled in Alabaster City Schools
- Must be classified in Grades 9-12
- Must complete an application process
- Must receive consent from parent/guardian
- Must have lost one or more credits in high school career
- Must have failed the course with a baseline score of 40-59 on a 100-point scale

Application Process

In order to participate in credit recovery, students must complete a credit recovery application. Student and parent/guardian signatures on the application serve as their agreement to abide by the credit recovery rules. A plan of study for each student will be designed with input from teachers, school counselors, and administrators, all of whom will sign the credit recovery application.

Removal Policies

Students are expected to abide by all school rules while in credit recovery. Students may be dismissed from the program for lack of attendance, disruptive behavior, lack of effort, or any

other circumstance that prevents the student from successfully mastering the required course content. Parents/guardians will be contacted by administration regarding any issues that may lead to the removal of the student from the program. The final decision for removal will be made by the school principal.

Instruction

The credit recovery program will be monitored by Alabaster City Schools' staff as appointed by the principal. Approved, certified teachers trained in the use of computer-based instructional software will serve as program facilitators. The facilitators will be responsible for training students on the credit recovery software, collaboration with teachers and school counselors, monitoring student progress, providing assistance to students, and compiling pertinent information on student progress and scoring.

The student's teacher(s) of record will be required to submit a student-specific report which identifies course standards that were not met in the applicable grading term.

In addition to the certified facilitator, students will have access to highly qualified, certified teachers in the content area of the course they are attempting to recover. The credit recovery class schedule will be decided at the discretion of the principal.

Content and Curriculum

Alabaster City Schools will use computer-based instructional software supervised and managed by certified and highly qualified teachers to offer credit recovery to students in Grades 9-12. Credit recovery teachers will receive training pertaining to effective course organization and operational management of the computer-based software. Computer-based instructional software is aligned with the Alabama Course of Study content standards for the courses being pursued through credit recovery.

An individual student prescription will be developed by the credit recovery teacher based on documentation of course of study content standards that were not met by the student and completed by the teacher who assigned the failing grade of record. Course and skill-specific diagnostic tools, which were offered by the computer-based instruction software, may also be used by the credit recovery teacher to identify the standards for instruction.

Grades and Credits

Only students who are currently enrolled in Alabaster City Schools with a baseline score of 40-59 on a 100-point scale in a core academic course are eligible to enroll in the credit recovery program.

A maximum grade of seventy (70) is available through the credit recovery program. The final grade for the course will be recorded along with the letters "CR" to indicate that the grade was earned in credit recovery. The student's original grade will also remain on the transcript. ACS uses the grade forgiveness option for credit recovery in which an original grade of F may be replaced, for calculation of grade point average, with a grade of D or C dependent upon the student's performance in credit recovery. The student's failing grade will never be removed from the permanent record.

Credit Recovery Grading Scale

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

Limitations

The NCAA does not recognize credit recovery for course credit. Accordingly, student athletes will not be eligible for credit recovery.



Credit Recovery Request Form

I, _____, request consideration for Credit
(Student Name)

Recovery in _____, I have read the requirements for
(Name of Course Failed)

admission to the Credit Recovery Program and understand my responsibilities if admitted. I am aware that a maximum grade of 70 is available through Credit Recovery and that should I desire a higher grade, I will be required to take the entire course through traditional means. I

understand that the National Collegiate Athletic Association (NCAA) does not recognize credit recovery for course credit and that my original failing grade will remain on my permanent record.

My signature and that of my parent/guardian convey our understanding of this grading procedure and all other requirements associated with the Credit Recovery program of Thompson High School.

Student Signature Date

Parent Signature Date

Teacher of Course Failed Signature Date
Attached Documentation of Standards Not Met

Counselor Signature Date

Principal Signature Date



Thompson High School High School Graduation Requirement Failure Report

This form will be completed by the core teacher for each student who did not master the course of study content standards and is seeking credit recovery.

Student Name:

Teacher Name:

Subject:

Final Grade: _____%

Semester (Circle): 1st 2nd

Course of Study Title:

Year of Course of Study: _____

List of Course of Study Standards that were NOT MET by the student:

Teacher Signature

Date

Grading Special Education Students

If a student's Individualized Education Plan (IEP) specifies modified instruction, teachers must adhere to the IEP. If the plan states that content must be modified, then a student will receive grade(s) based on the modification in that specific content area(s). Students following the general education course of study will be graded as any other general education student with the exception of specific accommodations that are in the student's IEP.

Traditional Grades

Traditional grades are administered when a student with disabilities is provided the grade-level curriculum based on the Alabama Course of Study. This curriculum is not modified (the standards are not changed). Students who are provided a College Preparatory curriculum receive a traditional grade. If a student does not make an average grade of 60% or pass a specific content area, he/she will receive the grade earned. A routine review of the IEP should be considered in order to ensure appropriate accommodations.

Modifications to Grades

Students will receive a modified grade if the curriculum based on the Alabama Course of Study is modified (standards have been taken out of the requirements or altered for the student). The grades earned are based on identified ALCOS standards or in some cases the Alabama Course of Study Extended Standards to be taught via the IEP. These students will receive a grade based on the mastery of the identified standards. If a student receives an average grade of less than 60%, the grade may be given on the report card. If a student receives less than passing scores when standards are accessed, the IEP must be reviewed for appropriateness.

It is highly recommended that before a special education student receives a failing grade, the IEP team should convene to review the IEP. When possible, the classroom teacher should notify the special education teacher who manages the student's IEP when the student is struggling. At this point, the IEP team should convene to determine if or what additional support is needed. These students should not fail unless the IEP team has determined that the IEP requirements were fulfilled faithfully.

Posting Grades for Special Education Students

Based on past and/or current practices, the general education teacher awards the grades for all students on roll. Collaboration between the general educator and the special education case manager must take place to determine grades of students with disabilities.

Please use the following scenarios if in doubt as to who should record grades:

- If the student attends the resource room for the entirety of the subject's coursework, the special education teacher will record the grade. Note: The special education teacher must be highly qualified to teach core academic classes and certain electives in order to administer grades.
- If the student attends the general education classroom and receives accommodations while in the classroom, the general education teacher will record the grade along with the other students in that class period. The special education teacher(s) may provide input on the awarding of grades for assignments for which they provided support.

- If the grade is modified and the student is in the general education classroom, he/she should be listed on the general education teacher's roll. The general and special education teachers should be working collaboratively to determine a student's grade.

Grading English Learner (ELs)

ELLs who are enrolled in the English as a Second Language (ESL) Program may not fail solely on the basis of their lack of English proficiency. ELLs must receive accommodation of content work when needed. Grading is based on accommodated work. If an EL student is currently receiving ESL accommodations, the content-area teacher should indicate that the student has received ESL accommodation in the comments section of the computerized learning management system gradebook. This indicates that the grade reflects the student's mastery of the subject matter at his or her level of English proficiency. The ESL teacher sends home a translation of the Report Card Comments, which includes an explanation of the procedures for grading ELLs.

Retention of ELLs shall not be based entirely upon level of English language proficiency. Prior to considering retention of an ELL, the following points should be addressed by the ELL committee:

- What is the level of English proficiency?
- Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
- Are classroom accommodations being made in the area of lesson delivery, activities and assignments, homework, and formal/informal assessments?
- How much English language instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (checklist, portfolio, observation, etc.)?
- Has the student's teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-ELPs?

Additional Curriculum & Instruction Guidelines

Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes. (Alabama Administrative Code, 1975, 16-1-1). A minimum of 140 clock hours of instruction is required for one (1) unit of credit and a minimum of 7 clock hours is required on one-half (½) unit of credit.

Character Education

For all grades, no less than 10 minutes of embedded instruction per day shall focus upon the student's development of the following character traits: courage, patriotism, citizenship, honesty, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience creativity, sportsmanship, loyalty, and perseverance.

PowerSchool Textbook/Destiny

The PowerSchool OR Destiny textbook application must be used to issue and collect student textbooks. Teachers should periodically check students for possession of all textbooks.

Attendance

Teachers are required to post their attendance each class period using PowerSchool. If a teacher does not have access to the network, he/she must send an attendance list to the office.

Lesson Plans/Calendars

All teachers are required to develop and implement lesson plans each day that accommodate student needs. Lesson plans should include at least four components:

1. Objectives and/or learning targets
2. Material needed for successful completion of the lesson
3. Activities/strategies that align to the standards, and
4. Evaluation of those standards taught

Teachers must update their school webpage and/or virtual learning platform (i.e., Google Classroom) with due dates for assignments and assessments at least a week. Students and parents must be made aware of how to access this information.

Assessments

Teachers are required to keep a master copy of the assessments administered to students for the year. Individual student assessments must be kept on file for the school year. These assessments must be retained by the teacher until the end of the first semester of the following year.

Technology

Technology is an essential tool for learning and should be integrated into the classroom curriculum. Classroom teachers are to develop meaningful classroom activities that provide students with opportunities to use technology for (1) learning and reflecting, (2) obtaining and communicating information, and (3) applying critical and creative thinking skills for solving problems. Appropriate student use of school provided and personal devices for learning is encouraged. Teachers should plan for the use of technology in daily lesson planning and determine the appropriateness of the use of all devices in their daily teaching environment.

Homework

The time required to complete homework should be reasonable. Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework must reflect practices that have been taught in the classroom and provide reinforcement and/or remediation for students. The work should be appropriate for students to complete on their own with little guidance, and the amount should be age appropriate to encourage learning through problem solving and practice. Parental support and supervision should be encouraged to reinforce the quality of practice and the products produced by the student.

Home resources must be considered when making assignments. Students are not to be penalized for limited home resources. Homework is not to be used as a punishment.

Teachers should use homework in one of four main ways:

1. Independent Practice: The assignment requires students to practice skills thoroughly taught in the classroom. Students should be successful in completing the assignment without parental assistance or re-teaching.
2. Extension or Enrichment: The assignments furthers student learning of a topic currency ceiling taught. A minimal amount of parental assistance may be necessary.
3. Student Interest: The assignment is one selected by the student based on personal interests or preferences.
4. Study: The assignment involves concentrated thought in an effort to learn. The assignment can be used to preview material and/or prepare for an assessment. This type of homework may not require a written product.

Exam Exemption

The privilege of exempting exams is based on academic performance, exemplary attendance, and positive behavior. Exam exemption policies will be developed by the school administration and will be communicated with teachers, parents, and students.

Educational Field Trip/Excursion Procedures

Field trips are defined as educational experiences conducted during the school hours and planned by a teacher to correlate with the regular classroom instructional program. Field trips should be an integral part of the classroom instruction. Teachers are to plan excursions that correlate with the Alabama Course of Study. **Out of state field trips must have cancellation insurance.**

Local schools are responsible for planning field trips, securing transportation, and collecting required fees. It is the responsibility of the school and principal to check the system calendar before planning trips. Testing and academics will take priority.

Alabaster City Schools Field Trip/Excursion Procedures are as follows:

1. For out-of-state and/or overnight field trips, principals must submit the following documents to the Superintendent for Board approval at least six weeks prior to the date of the trip:
 - Trip Itinerary (short, precise schedule of daily events)
 - Content Standards (ALCOS objectives covered)
 - Emergency Contact Numbers (cell numbers of teachers and administrators)
 - Educational Excursion and Bus Authorization Form (see your school bookkeeper for the current form)
 - Activities Permission Request form
2. **Out-of-state field trips must have cancellation insurance.**
3. Teachers must submit an online Activities permission Request form prior to making plans for any field trip.
4. All information related to the educational trip, including the permission form, is to be sent home only after the principal and/or Superintendent/Board has approved the trip as well as the date, time, and arrangements.
5. All school system sponsored activities are pre-approved and have blanket approval (local school production, etc.)
6. At least 30 days prior to an in-state trip, the teacher will request approval from the principal through the Activities Permission Request Form located on-line and provide

specific information related to date, time, and location. Arrangement for transportation, substitutes, and parental assistance are the responsibility of the teacher organizing the trip. This teacher also is responsible for contacting the CNP manager to arrange for student lunches.

7. Permission/denial for all in-state trips is the responsibility of the principal.
8. Students must have a signed parent permission in order to participate in an off-campus activity. (Verbal permission by telephone will not suffice.)
9. The completed student Emergency and Health Information is located in PowerSchools and may be taken on each field trip. Local nurses must be given a list of all students attending the trip at least two weeks prior to the trip.
10. The following documents will be kept on files at the local school:
 - Copies of signed permission slips (required for all field trips)
 - Student Health Assessment Form (required for all field trips)
 - A copy of the letter from the organization hosting the event outline the terms and costs of the trip for each student and chaperones (required for all field trips)
 - A copy of the letter or contract from the bus company transporting the students or chaperones to and from the trip destination - letter must include cost of trip and terms or agreement (if applicable)
 - A copy of the letter from the vendor estimating the cost of food (if applicable)
 - Copy of the cancellation insurance
11. Trips that require students to pay entrance fees, fares, or any other money should be kept to a minimum. If a student needs assistance with the cost of a field trip, the teacher, student, or parent can contact the grade level counselor for information on available funds.
12. In-state educational trips will be planned and conducted in the manner that would allow students to be back at school for lunch. However, if the distance, length, and purpose of an educational trip necessitate eating away from school, arrangements must be made with the school lunchroom. The teacher is required to notify the cafeteria personnel at least four weeks prior to the trip in the event lunches are needed. Picnics will not be approved as an education trip.
13. Primary supervision for students participating in education excursions is rendered by professional employees of Alabaster City Schools. It is recommended that one adult accompany each group of 10 students to assist in supervision. Chaperones are adults who accompany teachers and students with the understanding that the teacher holds the leadership position and is responsible for all decisions. Principals may determine that a chaperone be excluded from the educational excursion for the following reasons:
 - Parents exhibiting inappropriate behavior
 - Parents who are unable to stay for the duration of the excursion
 - Parents who wish to include other children and babies
 - Parents who did not pass a background check, if applicable
 - Note: No siblings may attend field trips/excursions
14. Daily medication will be kept in the custody of the teacher/trained Medical Assistant if students are not expected to return to the school site prior to the scheduled dosage time. Teachers are required to give the local school nurse two weeks' notice of the scheduled field trip. The school nurse will coordinate all health care with teachers prior to the field trip.

15. In the event a teacher is absent on the day of a trip that is prepaid or is a one-time performance, it is recommended that the principal make necessary adjustments in order to avoid cancellation.
16. The actual education trip will only include those places identified on the request form.
17. Supervising teachers are expected to discuss safety with students' parents before the trip and to adhere to the established safety procedure throughout the trip.
18. Supervising teachers will report in writing to the principal any irregularities or accidents that occur during an education trip.
19. Codes of Conduct and appropriate rules of safety will be thoroughly discussed prior to each educational trip. All system and local school Codes of Conduct will be enforced.
20. Students will be made aware of the importance of behavior and the image they project on trips from school. Special attention will be given to the dress of students and adults. Education trips are school functions. As such, students are expected to adhere to dress code guidelines unless exceptions have been made by the principal.
21. Trips scheduled for weekends and holidays (Christmas, spring, summer vacations) will not be considered as school functions and become the complete responsibility of the sponsor(s) and parents of those students participating in the activity.
22. Trips for recreational or holiday celebration purposes are a parental obligation and should not be undertaken by the school.
23. Educational trips are not recommended during the last two weeks of school or during end-of-quarter testing. Educational trips will not occur for students participating in state or district mandated testing.
24. Teachers are responsible for checking students' grades/eligibility for the field trip before sending home a permission slip for the child. Students with failing grades may not be eligible to attend.
25. Students with excessive absences may not be allowed to attend (i.e., those with more than 5 unexcused absences).
26. Students with discipline incidents may not be allowed to attend.

Instructional Videos

Instructional videos must focus on the curriculum standard(s) being taught. Videos must be approved by an administrator and previewed by the teacher. A video request form must be completed by the teacher and signed by the administrator before a video can be shown to students.

Education Fees

The Thompson High School education fees are available each year during the registration process and will be made available to students and parents.

High School Testing

The Alabaster City Schools Central Office will disseminate specific testing timelines and procedures to the school's test coordinator each school year. All students are expected to complete state-mandated testing and follow all instructions during the testing process. Champions Virtual Academy students will complete state and district mandated testing on-site at Thompson High School. Teachers are expected to participate in testing as requested by the system's and/or building's testing coordinator. Students in Advanced Placement courses are expected to complete the AP Exam for all courses in which they are enrolled. Failure to complete an AP Exam will result in the loss of the quality points added to the GPA for that

course and the completion of a teacher-made final exam that will count toward the student's second semester grade.

Library Media

The Library Media Program furnishes materials that enhance the school curriculum. The program enables students to access, analyze, and use information effectively. The goal of the program is for students to become information-literate, lifelong readers. Library media specialists should collaborate with teachers to develop information literacy lesson plans that correlate to appropriate content standards.

Counseling and Guidance

The Comprehensive School Counseling and Guidance Program is an integral part of the total education process in the school and should be made available to all students. The program should consist of activities that address and meet students' various education and developmental needs.

Academic Honor Society

The National Honor Society (NHS), established in 1921, is a 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. Students must have a 3.7 cumulative grade point average and be on an advanced diploma. The student must maintain that requirement through his/her senior year. Students are also required to participate in Honor Society activities and community service projects to maintain membership in good standing.

Special Populations

Intervention

Intervention is defined as a systematic plan that ensures every student in every core course or grade level will receive additional time and support for learning as soon as he/she experiences difficulty in acquiring essential knowledge and skills. The initial intervention occurs during the school day; in addition, extended day opportunities may be available to targeted students.

The High School Intervention Plan ensures students will receive additional time and support when they initially encounter academic barriers that may result in an unsuccessful school experience. The plan includes three tiers of intervention for students:

Tier I - Classroom Strategies

Tier II - Targeted Strategies

Tier III - Individualized Strategies

The Special Education Program promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. A full range of services, meeting the individual needs of all special education students (Pre-K - 12), is offered in school throughout Alabaster City Schools. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional disability, Hearing Impairment, Intellectual Disability, Multiple disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Section 504 Services

Section 504 of the Rehabilitation Act of 1973 provides services for students with disabilities who, although they do not qualify for special education services, require appropriate educational services to meet the goals established for students without disabilities in the Alabaster City School System. To qualify under Section 504, the student must have a physical or mental impairment, which substantially limits one of more of the following major life activity:

Reading	Concentration
Learning	Communicating
Walking	Breathing
Seeing	Working
Hearing	Caring for oneself
Speaking	Performing manual tasks
Thinking	

Psychological Services

Alabaster City Schools advocates early identification and interventions that prevent learning achievement problems. Students suspected of having a disability are screened by the IEP Team for possible psycho-educational testing.

Homebound Services

Homebound Services provide educational services to school who are medically unable to attend school.

Migrant Education Program

To qualify for the Migrant Education Program, a child (3-21) must have moved within the last 36 months to accompany or join a parent spouse or guardian who is seeking temporary or seasonal work in agriculture or the seafood industry. Services funded under Migrant Education Part C fall into two areas: instruction and supportive/advocacy. The program services begin the recruitment and indemnification of the migrant student. Instructional and support services are then planned to meet the identified needs of the students at each school. Instructional services to migrant students are provided through extended day and summer activities and meet the need not addressed by services available from other programs. Migrant services help students overcome the educational disruption caused by frequent moves and prepare migrant students to meet the same challenging standard expected of all students.

English as a Second Language (ESL) Program

To qualify for the ESL program a student must score a 3.9 or below on the WIDA Access Placement Test (W-APT). When a student is placed in the ESL program a combination of strategies is used to teach English, with emphasis on reading, writing, speaking and listening. A variety of materials and equipment are used in instruction. This includes textbooks, computers, games, and language development activities. Curriculum and instructional materials used in the ESL program are aligned with the Alabama Course of Study and are researched based. The WIDA English Language Proficiency (ELP) Standards were developed to facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. By implementing the WIDA ELP Standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they

progress through the stages of language acquisition. The WIDA ELP Standards are designed as a curriculum planning and assessment preparation tool.

Each ESL student is assigned to a regular class in his/her home school. The classroom teacher receives input and support from the ELS staff on strategies to utilize when instructing an ESL student. Primary instructional methodologies recommended for the classroom teacher to employ in working with the ESL student include:

- Individualized instruction
- Graphic organizers
- Cooperative learning
- Dialogue/journals
- Accommodations utilizing a variety of strategies and materials
- Versatility and flexibility
- Interactive lessons with hands-on-activities and cooperative learning
- Encouragement and support of the mainstream curriculum
- Integration of language skill, thinking skill, and content knowledge

Program Goals:

- To assist all limited-English proficient students in acquiring fluency in the English language skills of listening, speaking, comprehension, and writing
- To help limited-English proficient students to master academic content instruction at each grade level.
- To provide limited-English proficient students with equal access to all programs

Curriculum Adaptations for Special Education Students

Curriculum adaptations for special education students are as follows:

- *Modifications* are changes in the content and in standards set for a specified curriculum level. *Example: The standard is the student will multiply two-digit numbers. The modification could be that the student will add two-digit numbers with regrouping.*
- *Accommodations* are strategies used to address the need of students with disabilities to allow access to the general education curriculum. Curriculum content and standards are not changed.

Alabama High School Athletic Association (AHSAA) Eligibility

Academic Rule

Information regarding the AHSAA Academic Rule is located in the appendix of this manual as a reference. The updated Bylaws/Eligibility Handbook can be located at www.ahsaa.com. Always refer to AHSAA for the latest updated policies.

Coaches Education Program

All coaches for athletic teams, including non-faculty coaches, should complete all requirements as mandated by the Alabama High School Athletic Association. The Athletic Director is responsible for ensuring all coaches have completed the appropriate and necessary requirements.

NCAA Freshman Eligibility Standards

Any student interested in possibly for a collegiate athletic team should familiarize themselves with the NCAA Eligibility Standards. A quick reference guide is included in the appendix of this manual as a reference. Always refer to AHSAA for the latest updated policies.

Champions Virtual Academy (CVA)

Students who apply and are accepted into Alabaster City Schools' Champions Virtual Academy will enroll for virtual, at-home instruction. All learning will be digital via an online platform such as Edgenuity with ACS teachers acting as monitors and/or facilitators. Internet access at home and a compatible computer device are required. Students may transition between virtual and traditional settings at the end of the semester. Parents and students who are interested in Champions Virtual Academy should refer to the CVA manual located on ACS and THS websites and contact the school principal.

APPENDICES

APPENDIX 1:

New Course Request Form



New Course Request Form

In order to add a course at the middle or high school level, Section I of this form must be completed. To begin the approval process, the form is to be submitted to the Coordinator of Curriculum and Instruction. Upon completion of the approval process, a copy of the form will be returned to the school principal and the registrar. All new course requests are due to the Chief Academic Officer by December 1.

Section I:

Name of the Course: _____

Course Description: _____

Type of Diploma Credit: (Check One) One Credit _____ Half Credit _____

Projected Teacher: _____

Principal Signature: _____

Section II: *(To be completed by the Chief Academic Officer)*

Subject and Code Personnel Manual Course Name: _____

Subject and Code Personnel Manual Course Number: _____

Subject and Code Personnel Manual Course Description: _____

Type of Diploma Credit: (Check One) One Credit _____ Half Credit _____

Chief Academic Officer Signature: _____

Superintendent Signature: _____

Date Course is added to Valid Course File: _____

APPENDIX 2:

Grading Parameters

High School Grading Parameters: All Core Disciplines

Grade Categories	Grade Book Entries	Total Grade %
Major Tests / Projects	6 or more entries	60%
Teacher Choice**	3 or more entries	30%
Homework	1 or more entries	10%
Required Grades	10 or more	100%

**Teachers Choice Assessments: These assessments may include daily work, quizzes, map skills, current events, logs or journals, projects, and technology-dependent assignments (PowerPoint/word processing/graphics).

APPENDIX 3:

Grade Correction

Form/Attendance Contract



Grade Correction Form

Section A: Student Information

Student Name: _____ Grade: _____

Course: _____ Teacher: _____

School Year: _____

Grade change correction due to the following:

_____ Teacher Error _____ Incomplete projects/assignments

_____ Excessive Absences _____ Failure to take nine weeks exam

Section B: Grade Correction Authorization

I have made the grade assigned to _____ for the
course/term/school year indicated about from _____ to _____.

If applicable: _____ nine weeks, grade _____ resulting in a final grade of _____.

I certify that I was the teacher for this indicated course and that this student was scheduled for
the course during the indicated time period.

Teacher Signature

Date

I have reviewed and concur with the grade correction request.

Principal Signature

Date

For Office Use Only: Registrar confirms corrected grade in PowerSchool: _____



Attendance Contract - Excessive Absences

According to the Alabama State Department of Education, truancy is defined as follows:

- A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following the student's return to school. A failure to furnish such explanation shall be evidence of the child being truant each day he/she is absent. The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual. Five unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the court.

Further, the Alabaster City Schools Code of Conduct addresses school absences as follows:

- A minimum attendance standard of 168 days per school year is recommended. Therefore, a student who accumulates more than 12 absences during a school year is subject to loss of credit and/or retention. Any student enrolled in grades K-12, who accumulates more than 12 absences during the year is subject to being retained in the same grade the succeeding year. Absences beyond 10 must be documented with a doctor's excuse, or permission of the principal.

Student Attendance History:

Days on Roll: _____ Absences: _____ Tardies/Check-outs: _____
Excused: _____ Unexcused: _____ Excused _____ Unexcused

Transfer Student from:

Attendance record as reported by previous school:

Days on Roll: _____ Absences: _____ Tardies/Check-outs: _____
Excused: _____ Unexcused: _____ Excused _____ Unexcused

Date: _____ Student Name: _____

School: _____ Grade: _____

I have been made aware of the attendance guidelines according to the Alabama State Department of Education. I agree to contact the school office and communicate the reason for my child not attending school for a given day, and then provide an appropriate written excuse upon my child's return. Due to the number of school day absences already accumulated, I understand that the school can no longer accept a parent excuse to explain a school absence. For the remainder of the current school year, I understand that only an excuse from the doctor, the court, or the school principal will satisfactorily explain the reason as to why my child is absent from school.

Parent/Guardian Signature _____

Date _____

School Official Signature _____

Date _____

APPENDIX 4:

Placement Test

Documentation Form



Placement Test Documentation

School:

Student:

Test Administrator:

Test Date:

Course(s) Tested	Score

Student place in _____ grade.

Principal Signature

Date

APPENDIX 5:

Field Trip Forms



Alabaster City Schools Field Trip Procedures & Forms

Field Trip Procedures Checklist

The following are procedures that must be followed for all field trips:

- All students must have parental permission in writing
- No students shall be excluded from a trip due to lack of funds
- Discipline problems will be addressed on an individual basis
- Accommodations must be made for all special needs students and provision made for students with medical conditions (i.e., diabetics, etc.)
- You must complete an Activities Permission Request Form (this form is filled out online only)

Use the following checklist to ensure all procedures are completed.

- Make sure the school nurse knows about the trip and has a list of students attending two weeks prior to the trip so medicines are ready and/or other medical information.
- Make sure that you have a certified medication assistant going on the trip if any student requires medication. If one is not available, the nurse will be required to attend the trip.
- Print a detailed class roster from your classroom module. Write in any allergies, medical or health problems for students as needed.
- Email to the registrar a list of all students attending field trips at least 24 hours prior to the trip. Notify registrar day of field trip if a student is not going.
- Field trip lists, chaperone lists with emergency numbers, and permission forms must be left in the office before departure.
- At least one adult should have a cell phone.
- Complete Field Trip Itinerary Form. Include departure time, place and time you will eat lunch, and arrival time back to school. This is due 24 hours before the trip.

Be sure to provide the following information in the space provided.

- Bus number your class will be riding on
- Pertinent medical information and parental permission for treatment

POST YOUR ATTENDANCE BEFORE YOU LEAVE ON THE TRIP.

Field Trip Itinerary & Chaperones Forms

Field Trip to: _____ Date: _____
 Teacher: _____ # of students attending field trip: _____
 Teacher Cell Phone Number: _____
 We will eat lunch at (location/time): _____
 Arrival time back to school: _____

1. Each teacher must have a set of class rosters and chaperone list with him/her on the trip.
2. Fill in additional phone numbers on class lists if you have them.
3. Cross out the name of all **absent** students.
4. Indicate any student who is **remaining at school**.

Chaperones

List your chaperones and their emergency phone numbers in the space provided below. Also, indicate if they are going on the bus or in cars by filling in with the bus number they will be riding or their care license number.

Chaperone Name	Person to notify in case of an emergency	Emergency phone number	Bus #/Car License #

A copy of this completed Field Trip Itinerary Form, a class list and ALL student permission notes must be turned in to the registrar **24 hours BEFORE LEAVING ON THE TRIP**.

REMEMBER TO POST YOUR ATTENDANCE BEFORE LEAVING ON YOUR TRIP.



FIELD TRIP

PARENT PERMISSION FORM

Student's Name (Print): _____ Grade: _____

Activity Information

Name of Trip: _____

Date: _____ Time of Activity: _____ Place: _____

Contribution amount (non-refundable): \$ _____

Purpose of Trip: _____

Transportation: _____

Teacher(s) in charge: _____

Return permission form and money to: _____

No student will be allowed to participate if the permission form is not **completed and returned**; **no phone call permissions will be accepted**. Students must travel to and from the trip with their class. Chaperoning parents may ride the bus when space is available. Parents will need to list the student's medication needs during the time away from school. Students with a pattern of behavior problems may be withheld from participation in field trips. Parents of students who have a pattern of school misbehavior may be required to accompany the student on the field trip.

Thank you,

Teacher's Name

Parent/Guardian and Student Consent Information

My child, _____, has permission to attend the above field trip.

My child and I understand that "field trip" behavior is the same as at school.

Parent/Guardian Signature

Date

REMINDER: No siblings, regardless of age, will be allowed to accompany classes on field trips.

APPENDIX 6: Instructional Video Request Form



Instructional Video Request Form

Instructional videos should be appropriate to the content of the curriculum being taught. Videos that show images or address content that requires maturity should be carefully considered, and parents should be given appropriate notification and information about the content prior to viewing. Full-length videos that require multiple days of instructional time to be shown should be limited and possibly avoided. Videos shown for purely entertainment purposes should be avoided.

Teacher: _____ Grade: _____

Name of Video: _____

Length of video: _____ Viewing Date: _____

Content Area: _____

Objective(s): _____

Does this video contain images or address content that requires maturity of the audience?

(Circle one) YES NO

If yes, when will parents be notified of the video's content? _____

Administrator's Signature

Date

APPENDIX 7: AHSAA Eligibility: Academic Rule

Please refer directly to AHSAA for updated policies.

AHSAA Eligibility: Academic Rule

NOTE: Some policies have temporarily changed due to COVID. Students should always consult their grade level counselor and AHSAA for updated policies.

Requirements:

1. 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.
 - a. Four core curriculum courses must be included in those units Bylaws - Eligibility 27 passes and averaged. (English, Mathematics, Science, and Social Studies are core curriculum courses. Any combination of these courses is accepted.)
 - b. 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.
2. 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.

3. Students entering the 7th grade for the first time are eligible.
4. 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 files 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 as 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 two 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 the second semester (or second trimester). A student that gains 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 (or 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 by September 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 to summer units counted and must be completed before September 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, ect., may not be given for the purposes 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 (3 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.

APPENDIX 8:

NCAA Freshman Eligibility Standards

Please refer directly to the NCAA for updated policies.

Students should consult the college counselor on decisions made that may affect NCAA eligibility.

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **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 the start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).

Students who do not meet core-course progression requirements may still be eligible 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 subscore from each section is used to determine the SAT **combined** score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT **sum** score for initial eligibility.
- All ACT and SAT attempts **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) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - Students 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 calculated 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.

<p style="text-align: center;">DIVISION I Core-Course Requirement (16)</p> <p>4 years of English</p> <p>3 years of math (Algebra I or higher)</p> <p>2 years of natural/physical science (1 year of lab if offered)</p> <p>1 year of additional English, math or natural/physical science</p> <p>2 years of social science</p> <p>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</p>	<p style="text-align: center;">DIVISION I – 2016 Qualifier Requirements <i>*Athletics aid, practice, and competition</i></p> <p>- 16 core courses</p> <ul style="list-style-type: none"> - 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. - "Locked in" for core-course GPA calculation. <p>- 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).</p> <p>- Graduate from high school.</p>	<p style="text-align: center;">DIVISION I – 2016 Academic Redshirt Requirements <i>*Athletics aid and practice (no competition)</i></p> <p>- 16 core courses</p> <ul style="list-style-type: none"> - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility). <p>- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).</p> <ul style="list-style-type: none"> - Graduate from high school.
---	--	--

Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT	ACT Sum
Verbal and Math ONLY		
3.500 & above	400	37
3.500	410	38
3.475	420	39
3.450	430	40
3.425	440	41
3.400	450	42
3.375	460	43
3.350	470	44
3.325	480	45
3.300	490	46
3.275	500	47
3.250	510	48
3.225	520	49
3.200	530	50
3.175	540	51
3.150	550	52
3.125	560	53
3.100	570	54
3.075	580	55
3.050	590	56
3.025	600	57
3.000	610	58
2.975	620	59
2.950	630	60
2.925	640	61
2.900	650	62
2.875	660	63
2.850	670	64
2.825	680	65
2.800	690	66
2.775	700	67
2.750	710	68
2.725	720	69
2.700	730	70
2.675	740-750	71
2.650	760	72
2.625	770	73
2.600	780	74
2.575	790	75
2.550	800	76
2.525	810	77
2.500	820	78
2.475	830	79
2.450	840-850	80
2.425	860	81
2.400	870	82
2.375	880	83
2.350	890	84
2.325	900	85
2.300	910	86
2.275	920	87
2.250	930	88
2.225	940	89
2.200	950	90
2.175	960	91
2.150	970	92
2.125	980	93
2.100	990	94
2.075	1000	95
2.050	1010	96
2.025	1020	97
2.000	1030	98

Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT	ACT Sum
Verbal and Math ONLY		
3.500	400	37
3.475	410	38
3.450	420	39
3.425	430	40
3.400	440	41
3.375	450	42
3.350	460	43
3.325	470	44
3.300	480	45
3.275	490	46
3.250	500	47
3.225	510	48
3.200	520	49
3.175	530	50
3.150	540	51
3.125	550	52
3.100	560	53
3.075	570	54
3.050	580	55
3.025	590	56
3.000	600	57
2.975	610	58
2.950	620	59
2.925	630	60
2.900	640	61
2.875	650	62
2.850	660	63
2.825	670	64
2.800	680	65
2.775	690	66
2.750	700	67
2.725	710	68
2.700	720	69
2.675	730	70
2.650	740	71
2.625	750	72
2.600	760	73
2.575	770	74
2.550	780	75
2.525	790	76
2.500	800	77
2.475	810	78
2.450	820	79
2.425	830	80
2.400	840	81
2.375	850	82
2.350	860	83
2.325	870	84
2.300	880	85
2.275	890	86
2.250	900	87
2.225	910	88
2.200	920	89
2.175	930	90
2.150	940	91
2.125	950	92
2.100	960	93
2.075	970	94
2.050	980	95
2.025	990	96
2.000	1000	97
1.975	1010	98
1.950	1020	99
1.925	1030	100

For more information, visit the NCAA
Eligibility Center website at
www.eligibilitycenter.org.

Page No. 2

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-course requirement.

Test Scores

- **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 averages (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 purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

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). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use 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 2.000 (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.

DIV II - COMPETITION SLIDING SCALE		
Use for Division II beginning August 1, 2018		
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	55
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	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

DIV II - PARTIAL QUALIFIER SLIDING SCALE		
Use for Division II beginning August 1, 2018		
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
2.225	730	60
2.200	740	61
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



ALABASTER
CITY SCHOOLS

CHAMPIONS OF OUR FUTURE

07/2022