

Bullock County Schools

Union Springs, Alabama

GRADING, PROMOTION, and RETENTION PROCEDURES

2021-2022



The Bullock County Board of Education operates under the following policy: "No person shall be denied employment, be excluded from participation in, or denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age."

Our Mission

The Mission of the Bullock County School System is to facilitate learning in a safe, nurturing and developmentally appropriate environments and to produce college and career-ready students.

Our Vision

The Vision of the Bullock County School System is to serve as an educational leader in the preparation of STEM/STEAM (Science, Technology, Engineering, Arts, and Mathematics) professionals, with a strong emphasis on literacy.

Belief Statement

The following principles guide the Bullock County School System in its responsibility to provide a quality education for each child:

1. All students can learn.
2. All children should be able to read according to developmentally appropriate grade levels.
3. The community, school and home (parents) connection is essential for a productive learning environment.
4. A safe and physically attractive environment enhances student learning.
5. Building and strengthening relationships with stakeholders is important for the community's success.
6. The school system should keep the community informed about its successes and challenges.
7. Every student is a valued individual with unique intellectual, physical, social and emotional needs.
8. Teachers should be knowledgeable, prepared and motivated to facilitate quality learning experiences.

Core Values

- Safety
- Integrity
- Communication
- Transparency
- Commitment
- Respect
- Accountability
- Diversity
- Discipline
- Financial Stability
- Continuous Improvement

Preface

The Bullock County Schools grading, promotion, and retention procedures are published for the following reasons:

- Law and policy require that we establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school within the district to assure fairness.
- Students and their parents have a right to know exactly how grades are determined.
- Grading has serious implications for individual students, for the school, and for the district and the community as a whole.
- Regulations are important support for teachers in the event a grade is challenged.

These guidelines, supported through Board policies, outline broad parameters that allow teachers enough flexibility to fit the needs of their particular course requirements. This applies to all teachers in all subject areas across the district. Teachers must become familiar with the contents of this document to ensure fairness and standardization across the district. The principal and teacher will be held responsible for compliance with these procedures. Parents will have access to these guidelines through the district Internet site.

*Virtual School grading will follow the procedures outlined within the Bullock County School District's Virtual School Policy.

Any exception to the procedures outlined in this document must be approved and obtained in writing from the Superintendent. The document must be kept on file in the office of Teaching and Learning and must be renewed on a yearly basis

Contents

- Numerical Basis for Grades..... 4
- Grading..... 4
- Report Cards/ Section Sheets 7
- Progress Reports/Placement of Grades in PowerSchool 8
- Academic Promotion and Credits 8
- Academic Honor Rolls 8
- Transfers into the System 9
- Grading/Promotion/Retention for Students with Disabilities 10
- Evaluation of Students with Disabilities 10
 - Gifted Program..... 11
 - General Grading Procedures/Regulations Related to English Learners – ELs 13
 - State Regulations for Testing Students of Special Populations 14
 - Summer School 15
- Exchange of Information and Transfer of Records 15
 - Transfer During the Year..... 16
 - Special Education Records 17
 - End-of-the-Year Transfer to the Next Grade Span..... 17
 - Obtaining Accurate Dropout Data 18
- Scheduling..... 18
- Military Interstate Compact Agreement..... 18
- Converting Letter Grades and Standards-Based Grades to Numerical Grades... .. 18
- GLOSSARY..... 21
- Elementary School GPR Specific Information..... 27
 - 1) Reporting of Progress in Kindergarten..... 27
- Promotion/Retention in Kindergarten 28
 - 2) Code for Reporting Progress in Core Subjects (Grades 1-4)..... 28
 - 3) Code for Reporting Progress in Physical Education, Health, and Fine Arts 28
 - 4) Grades. 28
 - 5) Progress Reports... .. 28
- Middle School GPR Specific Information..... 30

1) Grade Reporting	30
2) Progress Reports.....	30
High School GPR Specific Information.....	32
1) Grade Reporting	32
2) Progress Reports.....	32
3) Class Rank/Valedictorian and Salutatorian	32
4) Sample GPA Calculation Transcript.....	34
5) Sample GPA Worksheet.....	36
6) Graduation Options..	37
7) Pertinent Excerpt from State BOE Resolutions.....	41
8) Foreign Exchange Students.....	41
9) Diploma Pathways for Special Education Students	41
10) The Essentials Pathway.....	42
11) The Alternative Achievement Standards (AAS) Pathway	42
12) Civics Test	42
Alabama High School Diploma/Substitute Courses for Students with Disabilities.....	43
APPENDIX 1	44
APPENDIX 2	49
APPENDIX 3	51
APPENDIX 4.....	56
APPENDIX 5.....	58

BULLOCK COUNTY SCHOOLS

Grading, Promotion and Retention Procedures

1) Numerical Basis for Grades

- a. The scale for determining the quarter grade, semester grade, and the yearly grade for a subject is stated below:

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

Note: The maximum number of points allowed for grading purposes is one hundred (100). Grades will not be accepted over 100. "I" (Incomplete) is to be inserted in lieu of a grade. Students must make up Incomplete grades by the midterm of the following nine weeks.

- b. The numerical scale for the quarter grade, semester grade, and yearly grade shall determine the values assigned for learning activities (reports, projects, portfolios, and other criterion-based assignments).
- c. In averaging grades, any fractional part .5 (1/2) or over will be rounded *up* to the next whole number (examples: 90.5 = 91; 81.6 = 82; 59.51 = 60).
- d. The determination of passing or failing a subject is made by converting the letter grades and getting the average of the quarter grades and semester exams. If the average is below 60, the subject is failed.

2) Grading

Excessive unexcused absences may result in a loss of academic credit or referral of the matter to juvenile court or other appropriate legal authorities for investigation. Extenuating circumstances will be considered. (*Bullock County Board Policy 5.41*)

- a. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.
- b. Assignments made via any online platform may not have a due date and time outside of normal school hours. It is recommended that the work be made due at the beginning of the school day or class period.

- c. The teacher must document that a review of the student's performance and formal intervention have been completed for any student failing a core content course including but not limited to re-teaching and reassessing on standards not mastered. Re-teaching is an integral part of good instruction. Teachers should continuously monitor the progress of students to make sure the concepts and skills are mastered. When teachers identify students who do not understand the concepts presented, either by formal or informal assessment, they will select re-teaching activities that present the content in a new or different learning modality. When a student receives a failing grade, a re-test may be given. Standalone standards-based assessments should not be administered strictly to obtain a passing grade. Re-teaching should be continued throughout the year on standards previously taught, and not mastered by students. These standards may be included on new or comprehensive assessments administered to all students. The documentation of the review and intervention should take place throughout the grading period.
- d. Grades K-12, with the exception of Elementary Physical Education, Music, Technology, Health, Visual Arts, and Conduct, all teachers in all subject areas are expected to administer a minimum of 2 different major and 7 different minor grades during a grading period to give an overall indication of the student's performance. A minimum of 1 major and 3 different minor grades must be administered by the middle of the nine week grading period. The number of minor grades must exceed the number of major grades. (If an adopted school calendar has a quarter with less than 9 weeks, the number of required assignments can be altered at the principal's discretion for that particular marking period.) Major grades are defined as tests, projects, essays, research papers, etc. Minor grades are defined as daily classroom grades, i.e., progress monitoring, quizzes, checklists, observations, etc. The number of grades should not exceed the number of days in the grading period. If more than 2 major and 7 minor grades are given, the same 2:7 ratio must be met.
- e. There should be a grade recorded for each student for each activity (3 daily grade (minor) and 1 major grade at progress report time). The exceptions to this would include the transfer grade column, activities done prior to a transfer student's arrival, students receiving homebound services, or students out for extended periods of time due to injury or acute illness.
- f. Lesson plans must be uploaded into PowerSchool and must not exceed a five-day time span from the start date to end date. That is to say that the same lesson plan is not to be copied for more than five days.
- g. All elementary and secondary grades will be calculated in PowerSchool using the Category Average Method.
- h. Each graded assignment must be recorded in the PowerSchool. The activity name for each graded assignment in PowerSchool will include the standard covered, as well as the task performed. For example - L.10.12 Dickinson Vocabulary Quiz. In addition to referencing the standard in the activity name, all standards covered in the assessment must be attached to the activity.

- i. The emphasis and importance of an activity or test should be reflected in the value assigned to it in the overall evaluation design used by the teacher and communicated to the class. That is, a major test should receive more value than a daily grade.
- j. A student will have the opportunity to make up missed assignments which occurred during an excused absence or suspension. Students will have one (1) instructional day for each excused absence or suspension day to complete and return make up work. For grades 9-12, if a student is absent on Black Day, then Gold Days are not counted as instructional days. All make up may be an alternate but equal form of the work done by the class.
- k. Students who miss school as a result of an unexcused absence will receive a placeholder zero for any graded assignments missed. Students will have three (3) days to turn in an excuse to allow work to be made up. If an excuse is not turned in within the three (3) days of returning to school, the zero will remain.

Any absence not falling into the categories listed below or otherwise excused by the superintendent, the superintendent's designee, or principal will be unexcused.

1. Illness
2. Death in the immediate family
3. Inclement weather which would be dangerous to the life and health of the child as determined by the principal and/or superintendent
4. Legal quarantine
5. Emergency conditions as determined by the principal and/or superintendent
6. Prior permission of the principal with the consent of the parent or legal guardian

For these absences to be excused, a parent note or doctor's excuse must be sent to the school within three (3) days of the student's return to school to be counted as an excused absence.

- If a student is absent five (5) consecutive days, a doctor's excuse may be required.
- Parental excuses are limited to five (5) per semester and no more than ten (10) per school year.

18 excused and/or unexcused days from school constitutes chronic absenteeism as defined by the Alabama State Department of Education (ALSDE) and consequences may apply if a student accumulates 18 excused and unexcused absences with the school year.

- i. An assignment that has a specific due date may have points deducted if the student is present at school but does not adhere to the specified date and time. Assignments must be turned in the next instructional day. **The maximum amount that can be deducted for the late assignment is 10 points. (This is NOT per day.)**

m. Conduct is not to be considered in determining academic grades.

- n. The 'bell shaped curve' concept is not included in the procedure for grading or promotion.

- o. Progress reports and nine-week report cards will be monitored by both school administrators and central office personnel to prevent and address high failure rates.
- p. The teacher will have the numerical average in the grade book for academic work for nine weeks periods. The numerical average and letter grade for each quarter period will be recorded on report cards. Students doing work via ACCESS/Virtual Classes will have one numerical grade per semester, which will be provided to the facilitator. Mid-term grades and final progress report, obtained from ACCESS/Virtual Classes, must be kept in the student's file to document the work done.
- q. The teacher will retain student papers for the documentation of grades earned during a given year and will keep these papers until report cards are distributed after the first semester of the following year. Student records must be readily available to school and district administrators throughout the school year, including summer months. Teachers must not delete any work done in Google Classroom or any other online platform from the previous year.
- r. A student will not participate in classes offered for grade/credit recovery during the school day if he/she is required to miss regular classroom instruction in any core subjects.
- s. If a course is offered at a Bullock County School's summer program, credit will not be given for that course taken at another school. Any exception must be approved in writing by the principal prior to enrollment.

3) Report Cards/ Section Sheets

- a. PowerSchool will not accept grades above an average of 100.
- b. The final/yearly grade will be an average of the two semester grades for one year courses.
- c. Schools should follow the guidelines established by the Board Policy for generating report cards.
- d. The numerical average and letter grade for each nine weeks grading period and semester will be recorded on the report cards.
- e. The principal or assistant principal authorizes and makes the direct entry available to a teacher after the teacher has provided written documentation stating the rationale for over-riding the grade book grade earned.
- f. Grades on report cards will not be changed without written authorization from the principal following the grade correction procedures.
- g. Principals will devise a method of documenting the student/parent's receipt of report cards. (i.e., Students will sign for receipt of report cards.)

- h. **(Elementary Only)** Each teacher is to evaluate students on conduct. Teachers may give effort remarks using the comment codes in PowerSchool.

4) Progress Reports/Placement of Grades in PowerSchool

- a. Progress reports generated by PowerSchool will be provided to parents at the midpoint of each grading period for **all** students. These reports should be signed by the parents and returned to the school.
- b. Major grades must be placed in PowerSchool no more than 7 days (school days) after the assignment is received. Minor Grades must be placed in PowerSchool no more than 5 days (school days) after the assignment is received. This will be monitored by both school administrators and central office personnel. Please note that this applies to work done via blended learning programs as well as work done by students receiving homebound services.

5) Academic Promotion and Credits

Elementary Details for Kindergarten promotion are found in the Elementary section of this manual. A student in grades 1-2 must pass reading and math for the year to be promoted to the next grade. A student in grades 3-4 must pass English-language arts, reading, mathematics, science, and social studies to be promoted to the next grade level. Promotion for a student may be determined by a committee consisting of a school administrator, counselor, and two grade-level and/or content teachers, if the student does not meet the minimum requirements due to extenuating circumstances that occurred during the current school year.

Middle School A student in grades 5-8 must pass English-language arts, mathematics, science, and social studies and one additional course in order to be promoted to the next grade level. Promotion for a student may be determined by a committee school administrator, counselor, and two grade level and/or content teachers, if the student does not meet the minimum requirements.

High School Promotion per grade level shall be determined by the number of academic credits earned. Please refer to the High School section of this document for specific information.

6) Academic Honor Rolls

- a. Any student with all “A”s in all academic subjects will qualify for the “A” Academic Honor Roll.
- b. Any student with any combination of “A”s and “B”s in all academic subjects will qualify for the “A-B” Academic Honor Roll.
- c. Any student with “B”s in all academic subjects will qualify for the “B” Academic Honor Roll.
- d. Conduct, effort, and attendance will not be factors in identifying students for academic honor rolls.

7) Transfers into the System

a. Transfers from district approved Accredited Schools (State or Regional)

A student entering the Bullock County Schools from an accredited school is placed conditionally until his/her records are received from the school previously attended.

If a student transfers to another school during the school year, records will not be forwarded until the receiving school makes a request. Transfer Records should not be given to parents to deliver to the receiving school.

If a student transfers to another school not in the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.

b. Transfers from Non-Accredited Schools (State, Regional, or Home)

A student entering Bullock County Schools from a non-accredited school should be evaluated for grade/course placement by the school principal or his/her designee. Placement will be determined by using a variety of data sources including transcripts and standardized test scores. For students in grades 9-12, academic core courses will be validated by the student passing a content-based, course specific test developed by the school system. The validation test may be administered in the school setting. Guidelines are listed in BC Policy 4.80.

c. Absence of Records

In the event of controversial records/transcripts or the absence of records, students in grades 9-12 shall take placement tests consisting of the school's previous semester tests for core courses. Guidelines are listed in the BC Policy 4.80. Students in grades 1-8 shall take placement tests consisting of the school's previous quarterly tests for core courses.

d. Transfers of Students with Disabilities

1. A student with a disability who transfers from a system in Alabama, within the same school year, and enrolls in Bullock County Schools (BCS), with a current IEP, must be provided a free and appropriate public education. These services will be comparable to those described in the child's previously held IEP until such time as BCS adopts the previously held IEP or develops, adopts, and implements a new IEP.
2. A student with a disability who transfers from out of state, within the same school year, and enrolls in Bullock County Schools, with a current IEP, must be provided a free and appropriate public education. These services will be comparable to those described in the child's previous IEP, until BCS conducts a new evaluation and determines eligibility. If an evaluation is determined to be necessary by the IEP Team, that evaluation will be considered to be an initial evaluation.
3. If a reasonable attempt is made to obtain the student's records and an IEP is not available, BCS is not required to provide services. BCS must place the child in a general education program and conduct an initial evaluation. The IEP team will determine eligibility and appropriate special education services.

8) Grading/Promotion/Retention for Students with Disabilities

- a. At the beginning of each school year, the case manager will assess all data available on each student to determine subjects significantly affected by the disability. A copy of the appropriate section of the Individualized Education Program (IEP) will be given to the student's general education teacher(s).

The case manager will inform each teacher of his/her specific responsibilities including the specific accommodations, modifications, and/or supports related to implementing the student's IEP. General education teachers must sign the student's *Persons Responsible for IEP Implementation* verifying they have been given access to the IEP and have been informed of their responsibility in implementing the IEP.

- b. The scale to be used in determining grades for a student is:

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

- c. Each annual goal on the IEP will be evaluated in terms of the criteria stated.
- d. Progress reports (indicating whether the progress, if continued, is sufficient to meet the annual goal) will be sent to parents in accordance with timelines established in the IEP.

The teacher(s) must be able to provide evidence to justify all subject area grades. Evidence must be available to justify the evaluation listed for an IEP goal.

9) Evaluation of Students with Disabilities

- a. General education teachers are to ensure that students with disabilities in general education courses are not penalized because of time spent out of the general education program for resource instruction.
- b. A student with a disability should not be expected to do all the class activities missed while participating in a resource program. If a test is missed because of participation in a resource program, provision is to be made for a make-up test without penalty to the student.
- c. Self-contained students will receive instruction at the appropriate level and will be graded on their progress according to their specified pathway.

10) Gifted Program

- a. Definition

Gifted students are those who perform at high levels in academic and/or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata and in all areas of human endeavor.

The Alabama Administrative Code requires that LEAs must utilize a variety of service delivery options that may include but are not limited to resource room pull out, consultation, mentorships, advanced classes, and independent study. Gifted students' need for complexity and accelerated pacing must be accommodated for in the general education program. Accommodations may include strategies such as flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and advanced classes. Each LEA must establish and implement a procedure for considering any requests for subject or grade acceleration.

b. Service Delivery

Bullock County has selected the following service delivery options in senior high schools:

- K-2 Consultation (gifted specialist consults with general education teachers to address the needs of gifted students in the general education classroom)
- 3-5 Resource room pull out in the elementary/middle schools
- 6-8 Advanced classes/ Pull Out
- 9-12 Advanced classes

c. Referral Process

- (1) A student may be referred for the gifted program by teachers, counselors, administrators, parents or guardians, or other individuals with knowledge of the student's abilities.

For each student referred, information is gathered in the following three areas:

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

- (2) Tests and evaluative materials selected should be sensitive to cultural, economic, and linguistic differences and must be administered by qualified personnel under the supervision of an LEA.

- (3) For students who exhibit creative thinking, the Torrance Test of Creative Thinking must be administered unless the student has been determined eligible with a verbal or nonverbal assessment. The scores from the assessment/items used are entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.
- (4) To initiate a referral for gifted services, contact the gifted specialist assigned to the school.

11) Evaluation of Gifted Students Elementary Students Only Elementary Resource Room Pullout

- i. General education teachers are to ensure that students are not penalized because of time out of the regular program to participate in the gifted program.
- ii. A gifted student should not be expected to do the class activities missed while participating in the program and the number of grades should be adjusted accordingly.
- iii. If a test is missed because of participation in the program, provision is made for a make-up test without penalty to the student. Since a student will miss the same day of regular class each week, provision may need to be made for the student to make up scheduled tests on a regular basis (e.g., Friday spelling tests could be administered on Thursday)
- iv. The student will receive an evaluation from the gifted teacher at the end of each unit of study. Units of credit are not to be awarded for participation in the gifted program as in the regular program.
- v. If a gifted student does not perform satisfactorily in the majority of his/her regular program classes, the provision will be made for a parent conference. A Gifted Specialist should participate in the conference. A gifted student may not be denied gifted services because of classroom performance or behavior without written consent from the parent.

12) Acceleration

Accommodations for acceleration are available to students who perform above grade level in grades K-12. All requests for acceleration must be made to the principal. Requests for acceleration follow the process in the Bullock County Schools Acceleration Procedure guidelines. A copy of these guidelines may be obtained from the school principal or the gifted coordinator.

General Grading Procedures/Regulations Related to English Learners – ELs

Each school will follow specific procedures for identifying ELs. These procedures are outlined in the Bullock County School District English Learner Plan. All faculty and administrators should be familiar with this document which is in accordance with the requirements established by the Alabama State Department of Education regarding programs and services for English language learners.

a. Guidelines for Classroom Teachers of ELs

(Also read “Grading and Grading Systems” in the current EL Plan carefully)

- (1) The same methods and criteria applied to the peers of ELs cannot always be used to assess students who lack English language proficiency.
- (2) Teachers should maintain high expectations for student learning while providing accommodated lessons and assignments so that ELs can progress.
- (3) Assessments should be accommodated so that ELs can demonstrate their knowledge and skills. Accommodations must be documented on all assignments and/or assessments.
- (4) Grades should be based on work that has been accommodated to diminish language barriers. Teachers will use the ESL Grading Guidelines document for guidance.
- (5) If a student can demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade.
- (6) ELs must not be failed in a content area on the basis of lack of English language proficiency. Appropriate instructional accommodations are the key to appropriate grading.
- (7) Language-minority students may receive failing grades and may be retained when their failure is due to problems other than those caused by lack of language proficiency (e.g. participation). Participation in the learning process, in direct or accommodated methods, is required for all students. Failure to participate requires that a failing grade be sent to parents. No student should be left behind in the learning process, and no EL should be failed or retained without proof of accommodated instruction being provided.
- (8) Involvement of ELs in the learning process should not be postponed because of language limitations. Teachers should find ways to include ELs in the learning process. Non-meaningful grades should not be assigned to ELs.
- (9) Specific accommodations and strategies are outlined in the student’s Individualized English Language Plan and should be followed in all schools. Specific training in how to accommodate ELs will be provided to grade level and content area teachers through Professional Development from the Teaching and Learning Office, District ESL Coach and Alabama State Department of Education EL Regional Coach.
- (10) For beginning ELs (non-English proficient or Limited-English proficient) alternative assessment is a preferred option. Examples include, but are not limited to; asking students to prepare portfolios, present projects or oral reports, make lists and other products that express what students have learned.

- (11) Teachers, under the leadership of the EL Committee, will document instructional services provided to and progress made by each EL.
- (12) All progress reports and daily or weekly grades sent home by the teacher should be explained on the EL progress report so that the parents will understand exactly where the student is performing in terms of educational goals. Copies of graded work should be kept in the profile folder of each EL with documentation of accommodations provided.
- (13) Students in Grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on accommodated work as outlined above.

b. Summary

- (1) ELs must receive accommodated content work when needed.
- (2) Grading is based on accommodated work.
- (3) ELs must not be failed on the basis of lack of English language proficiency.
- (4) Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- (5) All schools serving ELs must be able to demonstrate progress in the achievements of their language-minority students. Accommodations should be measurably effective.

c. State Mandated Testing

Only ELs who are in their first year of enrollment in an English-speaking US school may be excluded from certain tests. At this time, all other ELs participate in state assessments. The Testing Coordinator and ESL Coach will keep schools apprised of current requirements.

13) State Regulations for Testing Students of Special Populations

- a. All students of special populations must have the opportunity to participate in the existing Alabama testing program as well as to earn the necessary Carnegie units to meet high school graduation requirements.
- b. In administering any of the tests included in the state program, appropriate accommodations will be made to ensure that students of special populations receive individual consideration of their disabilities or barriers without changing the nature, content, or integrity of the test.
- c. All decisions regarding participation in the testing program and/or accommodations must

be made on an individual basis and will be justified and documented in the IEP, 504 Plan, and/or LEP Plan. Accommodations are only those that have been practiced regularly in the classroom when the student receives instruction and/or takes subject area tests. These decisions must be reviewed on an annual basis or more often as needed.

14) Summer School

- a. Any summer school in the Bullock County School system will be conducted in accordance with the Southern Association of Colleges and Schools (AdvancED) accreditation standards.
- b. Time requirements governing one unit of credit during summer school shall not exceed 140 clock hours of instruction, or students may demonstrate mastery of Alabama course of study content standards without specific instructional time. *Alabama Administrative Code (AAC) 290-3-1-10(6)*
- c. A student must secure written approval from the principal of the school he/she is presently attending prior to enrollment in any other summer school program than the school he/she is presently attending, if course credit is desired.
- d. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year. This evidence is to remain at the host site.
- e. The teacher will retain student papers for the documentation of grades earned during a given year and will keep these papers until report cards are distributed after the first semester of the following year. Student records must be readily available to school and district administrators throughout the school year including summer months. This documentation is to remain at the host site.
- f. Students must meet the Summer School criteria to be eligible to participate. The school principal may submit, to the chief academic officer, a written request to grant exceptions to the eligibility criteria. The request may be granted on a case-by-case basis.

15) Exchange of Information and Transfer of Records

a) Transfer During the Year

- (1) If a student transfers to another school during the school year, records will not be forwarded until the receiving school makes a request. Transfer Records should not be given to parents to deliver to the receiving school.
- (2) If a student transfers to another school outside the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.
- (3) If a student transfers from another school outside the system, the guidance counselor must ensure receipt of records from the previous school in a timely

manner. The counselor or designated employee must put incoming records on the transcript in PowerSchool within three weeks of transfer.

(4) If a student transfers to another school system during the school year, the originating school should send copies of the following and keep originals:

(a) With Transfer Form

- (1) Transfer/Withdrawal Notice (form)
- (2) Grade Summary Sheet (report card)
- (3) Immunization Certificate (a copy must remain at the school)

(b) Written Request of Records from the receiving school: (Should be provided within 48 hours by the receiving school)

- (1) Withdrawal Form
- (2) State Standardized Test Results (labels should be placed on the cumulative records by the sending school.)
- (3) Grade/Credit Recovery Documentation Forms (As Applicable)
- (4) Cumulative Record Card – send original, keep a copy
- (5) Immunization Certificate
- (6) Student Health Folder, Annual Health Screening Record, and Individual Medication Chart – send copy, keep original
- (7) Educational Planning Worksheet
- (8) Copy of Social Security Card
- (9) Copy of Birth Certificate
- (10) 504 Records, ESL Records, RTI Records, (all hand delivered and signature receipt received).
- (11) ESL Folders, if applicable, must be hand-delivered
- (12) Final Grade Summary Report (report card)
- (13) Registration Card (students with disabilities only)
- (14) Academic/Career Plan Folder and Career Interest Inventory,

Grade 8

(15) Documentation of Parental Understanding of High School Graduation Requirements.

b) Special Education Records

Eligibility and IEP folders for students with disabilities must be delivered according to guidelines established by the Department of Special Education.

c) End-of-the-Year Transfer to the Next Grade Span

(1) Within fifteen (15) work days after the end of the school year, “sending” school principal must furnish all “receiving” schools with a comprehensive list, with

addresses, of all regular program students being promoted to the “receiving” school. (Example an elementary school would send the list of regular program 4th graders being promoted to the 5th grade to the receiving middle school.)

- (2) Within fifteen (15) working days after the end of the school year, copies of the following records must be sent to the receiving school for that student:
 - (a) Immunization Certificate
 - (b) Kuder Inventory Profile
 - (c) Cumulative Record Card
 - (d) Grade/Credit Recovery Documentation
 - (e) State standardized test results (labels should be placed on the cumulative records by the sending school.) Since assessment results may not be received before August in the succeeding academic year, Assessment results should be sent within 15 days of receipt.
 - (f) Home Language Survey Form
 - (g) 504 Records, ESL Records, RTI Records (all hand delivered and signature receipt received).
 - (h) ESL Folders, if applicable, must be hand-delivered
 - (i) Final Grade Summary Report (report card)
 - (j) Registration Card (students with disabilities only)
- (3) Include all items listed above, with each student’s cumulative record. Alphabetize the folders. (labels should be placed on cumulative records by the sending school)
- (4) All records from sending school must be forwarded to receiving schools within five (5) working days after the end of summer school.
- (5) Within fifteen (15)) work days after the end of the school year, eligibility folders for students with disabilities, ELs, and 504 plans, and all records listed in 15.b.(2) will be hand delivered to the receiving schools. Records must be signed for by receiving schools.
- (6) After the 20th day of the school year, all schools will have returned student records to the sending schools (within the Bullock County Schools for students who did not enroll.)

d) Obtaining Accurate Dropout Data

Secondary school principals will follow procedures established by the school district for documenting student movement out of their buildings. Documentation includes student exit interview forms, monthly dropout reports, the summer completer report, no-show reports and letters of request and other records verifying the new location for the exiting student.

16) Scheduling

High School

Student schedule changes may occur at any time throughout the year to accommodate extenuating needs of the school and student. However, no schedule changes involving course changes may occur after the fifth day of the semester for arbitrary reasons. For example, a secondary school student may ***NOT*** request a schedule change from Environmental Biology to Physical Science after the fourth week of the school year because the student does not like the course or is failing the course.

Elementary School

An elementary student may ***NOT*** be moved to a lower grade level after the fourth week of the school year.

17) Military Interstate Compact Agreement

All 50 states have signed the Interstate Compact on Educational Opportunity for Military Children. The goal of the compact is to replace the widely varying policies affecting transitioning military students. The compact leverages consistency:

-It uses a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.

-The compact addresses key educational transition issues encountered by military families including enrollment, placement, attendance, eligibility, and graduation.

-Children of active duty members of the United States uniformed services, National Guard, and Reserve on active duty orders, and members or veterans who are medically discharged or retired for one year are eligible for assistance under the compact.

For more information regarding the application of the Military Interstate Compact Agreement, contact the Office of Teaching and Learning.

18) Converting Letter Grades and Standards-Based Grades to Numerical Grades

When students transfer into the district from an accredited school that utilizes letter grades or standards-based grades for the report cards and transcripts, they can be converted to numeric grades using the following procedure.

- a. First, contact the sending school/district and ask for any conversion table that they use for their records. If the school is able to provide this information, use their system for conversion.
- b. If the sending school's conversion system is non-existent or unavailable, use the following recommendation for converting grades for the transferring student.

Average Scale Score Across Multiple Goals*	Traditional Grade*	Recommended Percentage Equivalent For Traditional Grades
3.75-4.00	A+	99
3.26-3.74	A	95
3.00-3.25	A-	90
2.84-2.99	B+	89
2.67-2.83	B	85
2.50-2.66	B-	80

2.34-2.49	C+	79
2.17-2.33	C	75
2.00-2.16	C-	70
1.76-1.99	D+	69
1.26-1.75	D	65
1.00-1.25	D-	60
Below 1.00	F	55

*From *Formative Assessment & Standards Based Grading* by Robert J. Marzano, Chapter 6, Table 6.1.

Glossary

GLOSSARY

1. **ACCELERATION** - the process of enabling a student to advance in an academic course of study.
2. **ALABAMA CONNECTING CLASSROOMS, EDUCATORS, & STUDENTS STATEWIDE (ACCESS)** – A statewide distance learning initiative that provides high school students with basic courses and electives.
3. **ACCOMMODATIONS** - a change to the delivery of instruction or a method of student performance that does not significantly change the content or the conceptual difficulty of the curriculum.
4. **ACCREDITED SCHOOLS** - schools that meet the necessary requirements and standards set by the State Department of Education to improve student performance.
5. **ACT** – a curriculum and standards-based educational and career planning tool that assess students' academic readiness for college.
6. **ASSESSMENTS** - anything used for measuring the skill, knowledge, or aptitudes of an individual or group (tests, worksheets, projects, term papers, and authentic assessments such as portfolios).
7. **BENCHMARK** - a point of reference from which a student's progress may be measured.
8. **BELL-SHAPED CURVE** - the characteristic shape of a graph for the normal distribution of grades.
9. **CARNEGIE UNITS** – a “unit” earned toward high school graduation based upon a student demonstrating mastery of academic standards.
10. **CORE SUBJECTS** - Mathematics, Science, English, and Social Studies are core subjects.
11. **CREDIT RECOVERY (CR)** - is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion.
12. **CUMULATIVE CARD** - the official cumulative record of a student's scholarship.
13. **DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS Next)** - a set of procedures and measures for assessing the acquisition of early literacy skills.
14. **ENGLISH LEARNERS (ELs)** - any student who is not fluent in English because it is not their first (primary) language.

- 15. EXCUSED ABSENCE** - any absence not falling into the categories listed below or otherwise excused by the superintendent, principal or the superintendent's designee will be unexcused.
- a) Illness
 - b) Death in the immediate family
 - c) Inclement weather which would be dangerous to the life and health of the child as determined by the principal and/or superintendent
 - d) Legal quarantine
 - e) Emergency conditions as determined by the principal and/or superintendent
 - f) Prior permission of the principal with the consent of the parent or legal guardian
- 16. GLOBAL SCHOLAR ACHIEVEMENT SERIES ASSESSMENT** – Standardized tests that measure student mastery of grade specific content standards.
- 17. GLOBAL SCHOLAR PERFORMANCE SERIES** – Computer adaptive assessments used to identify student efficiency in four subjects: math, reading, language arts, and life science.
- 18. HOME LANGUAGE SURVEY** - a questionnaire required of all students enrolling in a Bullock County School. It identifies students whose primary language is one other than English.
- 19. INDIVIDUALIZED EDUCATION PROGRAM (IEP)** - a written plan for the provision of special education and related services for a student with disabilities.
- 20. INDIVIDUALIZED EDUCATION PROGRAM (IEP) team** - a team consisting of the parent(s) of a student with a disability, at least one general education teacher of the student, the special education teacher serving the student, the Local Education Agency (LEA) representative, an individual who can interpret the instructional implications of evaluations, the student (when appropriate), and others at the discretion of the parent or LEA. This team writes the Individualized Education Program (IEP) for the student.
- 21. INDIVIDUALIZED ENGLISH LANGUAGE PLAN (I-ELP)** - a plan required for all language minority students who qualify for ESL services. Each plan determines the level and range of services for identified students.
- 22. INDIVIDUALIZED ENGLISH LANGUAGE PLAN (I-ELP) TEAM** - a team consisting of the administrator, parent, ESL teacher (if available), ESL facilitator, the regular classroom teacher, special education teacher (if needed). This team writes the I-ELP for the student.
- 23. INSTRUCTIONAL DAY** – a school day that the student is scheduled to attend a specific class

24. INTERVENTION / STRATEGIES – Response to Instruction (RTI) is a framework that combines core instruction and ongoing formative assessment, progress monitoring, and intervention/acceleration within a three tiered system of support to maximize student achievement and reduce behavior problems.

Examples of Intervention Strategies can be, but are not limited to the following:
ABC Brainstorm, Anticipation Guide, Chunking the Text, Comparison-Contrast Charts, Frayer Model Graphic Organizer, Guided Reading, Inquiry Chart, Jigsaw, K – W – L, Pre-reading Plan, Problem-Solution Chart, Retell, Sequential Order, Summarizing, Think Aloud, Think-Pair-Share, Turn and Talk, Venn Diagrams, Vocabulary Quilts, Word Wall

25. MAJOR GRADES - may include chapter tests, unit tests, teacher made tests, projects, essays, speeches, post-tests, and other local assessments.

26. MINOR GRADES - may include daily classroom work, quizzes, checklists, observations, and homework.

24. MODIFICATIONS - a change to the delivery of instruction or method of student performance that changes the content or conceptual difficulty of the curriculum.

25. PROBLEM SOLVING TEAM (PST) – a model to guide general education intervention services for all students who have academic and/or behavioral difficulties. The PST is central to the school’s successful implementation of the Response to Instruction (RTI) framework.

26. QUARTER - one of four periods of instruction within an academic year.

27. RESOURCE TIME - this environment includes children with disabilities who receive special education and related services outside the general education setting from 0-21 hours per week.

28. RESPONSE TO INSTRUCTION (RTI) – Refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs. RTI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavioral problems.

29. RESPONSE to INSTRUCTION (RTI) TIERS:

- Tier 1 – Classroom teachers will use a variety of instructional strategies and positive behavioral supports within the core curriculum to address individual instructional needs
- Tier 2 – Based on assessments, discipline, grades, attendance, and other data, students who are unsuccessful with Tier 1 will be provided additional research-based interventions
- Tier 3 – Students who continue to misbehave or struggle in Tier 2 will be referred to the PST and receive more intensive interventions

- 30. SALUTATORIAN** - the student having the second highest grade point average in the graduating senior class.
- 31. SCHOOL AUTHORIZED ACTIVITY** - any school function authorized by the school principal.
- 32. SELF-CONTAINED** - this environment includes children with disabilities who receive special education and related services outside the general education setting for more than 21 hours per week.
- 33. SEMESTER** - one of the two 18-week periods of instruction into which the academic year is divided.
- 34. TESTS** - anything used for measuring the skill, knowledge, or aptitudes of an individual or group (tests, worksheets, projects, term papers, and authentic assessments such as portfolios).
- 35. UNDERAGE STUDENT** - a student that is not age appropriate for attendance in a public school according to the Code of Alabama 16-28-4.
- 36. UNEXCUSED ABSENCE** - any absence for which a written excuse was not provided within three (3) days of the absence. In addition, truancy, missing a bus or ride, unauthorized trips, birthday or other celebrations will be considered unexcused.
- 37. VALEDICTORIAN** - the student having the highest grade point average in the graduating senior class.
- 38. WEIGHTED** - having extra value added to a final grade for advanced classes.
- For Advanced Placement, International Baccalaureate, and Dual Enrollment courses, students will receive 1.0 extra quality point and high school students will receive 0.5 extra quality point for Advanced/Honors courses

**GRADING, PROMOTION, and RETENTION
PROCEDURES
in
ELEMENTARY SCHOOLS
(Grades K-4)**

Elementary School GPR Specific Information

1) Reporting of Progress in Kindergarten

- a. The scale for determining the quarter grade, semester grade, and the yearly grade for a subject is stated below:

Alpha Grade	Numerical Grade
Good	86-100
Satisfactory	76-85
Needs Improvement	60-75
Unsatisfactory (Not Passing)	0-59.5

Note: The maximum number of points allowed for grading purposes is one hundred (100). PowerSchool will not accept grades over 100. "I" (Incomplete) is not to be inserted in lieu of a grade Copy previous statement.

- b. Teachers will assign grades in the areas of English Language Arts, Math, Science, Social Studies, Visual Arts, Health, Technology, and Physical Education.
- c. Teachers are expected to assign seven (7) minor and two (2) major grades in the areas of English Language Arts, Science, Social Studies, and Math, with a minimum of three (3) grades by the midpoint.
- d. The graded activities in PowerSchool should be set up as follows; Total: 100 points, Weight Multiplier: 1.0, and Weight Addition: 0.0. The PowerSchool will automatically convert the grade to the appropriate scale.
- e. All activities should be assigned a grade-book average to a weight of 100%.
- f. The teacher must always be able to provide evidence to justify grades given for a nine weeks period, semester, or for a year (e.g. student work samples, graded materials, student checklist).
- g. Before any student can receive a failing grade in any core content area, the teacher must document that a review of the student's performance and possible formal interventions have been completed. (RTI Documentation)

Promotion/Retention in Kindergarten

State rules and regulations, as well as District requirements, will be followed regarding assessment procedures and criteria used to determine the readiness of a kindergarten student for first grade. Multiple, state approved, sources of data will be used to identify each student's strengths and needs, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods. Because kindergarten is not required in the state of Alabama, the teacher, parent or guardian, and principal must agree upon the necessity for retention of a kindergarten child based on records kept by the teacher. Appeal of the decision may be made to the Department of Teaching and Learning in writing prior to July 1st. The student's parent(s)/guardian(s) will be notified of the final placement decision.

2) Code for Reporting Progress in Core Subjects (Grades 1-4)

- a. Basic Social and English Language Arts core subjects are defined as:
 - ii) math
 - iii) science
 - iv) social studies
 - v) reading
 - vi) language arts-(includes grammar/spelling/handwriting)
- b. A student's academic performance is to be evaluated based on grade level proficiency criteria in regular program classes. For example, if a student is in third grade, evaluation is to be based on success at the third grade level.
- c. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.

3) Code for Reporting Student Progress in Physical Education, Health, and Fine Arts (Grades K-5)

- a. Grades for these areas will be reported numerically using the same grading scale as core academics. The grades will all be weighted equally, as 100%, and entered as the category Elementary Elective Grade.
- b. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.
- c. Teachers are expected to assign a minimum of nine (9) grades during each grading period for all non-core courses.

4) Grades

- a) The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a nine weeks period, semester, or year. Teachers are expected to assign a minimum of nine (9) grades during each nine weeks period for all non-core courses.

5) Progress Reports

- a) All elementary school students will receive a mid-nine weeks report of academic progress. Schools may issue progress reports more often than this minimum requirement. This is used to notify parents/guardians of all students of their progress.

**GRADING, PROMOTION, and RETENTION
PROCEDURES
in
MIDDLE SCHOOLS
(Grades 5-8)**

Middle School GPR Specific Information

1) Grade Reporting

- a) The numerical averages for each quarter period are used at the end of the year (5th, 6th, 7th, and 8th) to determine the letter grade for the year.
- b) A final examination/test will be administered in each course according to the end of the quarter.
- c) The actual testing time will be approximately one class period in length.
 - i) The final examination/test will count as a major test and will be included as a part of the final quarter grade.

2) Progress Reports

All middle school students will receive a mid-quarter report of academic progress each grading period. Schools may issue progress reports more often than this minimum requirement.

**GRADING, PROMOTION, and RETENTION
PROCEDURES
in
HIGH SCHOOLS
(Grades 9-12)**

High School GPR Specific Information

1) Grade Reporting

- a) Grading in Advanced Placement (AP)/Dual Enrollment courses taken for dual credit is the same as in all other courses. Grades, however, are to be weighted for purposes of honor roll, eligibility for honor clubs, rank in class, and GPA. That is, for example, A is to be one (1) point higher than a regular A; B is to be weighted as A; C is to be weighted as B; D is to be weighted as C; *“Fs” are not to be weighted.* A student who is enrolled in an AP or Dual Enrollment course must complete the entire scope and sequence of the course to fulfill requirements for graduation.
- b) Grading in Honors/Advanced courses is the same as in all other courses. Grades, however, are to be weighted an additional one-half point (0.5) for purposes of honor roll, eligibility for honor clubs, rank in class, and GPA. *“Fs” are not to be weighted.* A student who is enrolled in Honors/Advanced courses must complete the entire scope and sequence of the course to fulfill the requirements.
- c) Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year. Students must earn the minimum number of Carnegie units (credits) necessary for grade placement as indicated below:
 - 10th Grade – 6 credits to include ALL four (4) cores to move to the next grade level
 - 11th Grade – 12 credits to include ALL four (4) cores to move to the next grade Level
 - 12th Grade – *18 credits to include ALL four (4) cores*And must be able to complete all graduation requirements within the year.
- d) A semester examination is to be given in all courses. Each student will receive a numerical grade on the examination. The semester average is obtained by using three grades: the numerical average for each of the two quarters and the numerical grade on the examination using the formula 45:45:10.

2) Progress Reports

All high school students will receive a mid-quarter report of academic progress each grading period. Schools may issue progress reports more often than this minimum requirement.

3) Class Rank/Valedictorian and Salutatorian

- a) Seniors will be given a Grade Point Average (GPA) and a class ranking in the fall of their senior year for college applications and college scholarships. This GPA will only be inclusive of attempted Carnegie units. Final GPA and class ranking will be determined at the end of the senior year.
- b) The Valedictorian and Salutatorian will be selected at the completion of the senior year so that all course work is included in the calculation of the final GPA. The criteria for selection follows:

- c) The student must have been in attendance at the high school for a minimum of three consecutive semesters.
- d) The students with highest numerical grade average who qualifies for the Alabama High School Diploma with Advanced Endorsement shall be the class valedictorian. The student with the second highest numerical grade average who qualifies for the Alabama High School Diploma with Advanced Endorsement shall be the class salutatorian in the case of a tie (after carrying the average out to the fourth decimal point and rounding off three places), students having the same average will be recognized as co-valedictorians or co-salutatorians. The Advanced Endorsement means that a student has taken state required coursework including Algebra II with Trig, two years of foreign language in the same language and received 24 Carnegie Units.
 - i) Yearly GPA will be calculated by dividing the number of points for both semesters by the total number of courses for both semesters. *Please note that you cannot use a transcript for this task, as the transcript only reports the final grade, and not the second semester grade.*
 - ii) The final GPA will be calculated by dividing the number of points for each semester for all four years by the total number of courses for all four years.
 - iii) A GPA worksheet (Appendix 4) will remain in the cumulative record and will be updated yearly to ensure GPA accuracy.
 - iv) Sample:

Ninth Grade:

* = Withdrawn

Term: 4th Nine Weeks		Grd Period: 4th Nine Weeks									
Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
220011.015	Biology	PATTON, KEITH N	84.00 B	82.00 B	80.00 B	82.00 B	81.00 B	84.00 B	100.00 A	86.00 B	84.00 B
230013.014	W H 1500-P	HART, WILLIE	58.00 F	79.00 C	70.00 C	69.00 D	71.00 C	90.00 A		81.00 B	75.00 C
240002.009	LIFE PE 9-12	MCKENNEY,	21.00 F	95.00 A	86.00 B	64.00 D	60.00 D	84.00 B	80.00 B	74.00 C	69.00 D
400025.015	Career Prep	Frazier, Tangelia	86.00 B	72.00 C	78.00 C	79.00 C	64.00 D	41.00 F	82.00 B	58.00 F	69.00 D
210005.007	Algebra I	SMITH, ANTONIO	81.00 B	85.00 B	89.00 B	84.00 B	80.00 B	78.00 C	80.00 B	79.00 C	82.00 B
200005.004	English Gr 9	WILLIAMS,	61.00 D	81.00 B	63.00 D	69.00 D	75.00 C	65.00 D	63.00 D	69.00 D	69.00 D
280093.006	Vis Arts I	PRICE, VALENCIA	13.00 F	75.00 C	92.00 A	54.00 F	86.00 B	57.00 F		72.00 C	63.00 D

Tenth Grade:

* = Withdrawn

Term: 4th Nine Weeks		Grd Period: 4th Nine Weeks									
Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
290001.007	D&TSafetyEd	LAWRENCE,					74.00 C	88.00 B	EXT	81.00 B	81.00 B
250002.011	Health 9-12	MITCHELL, JOHN A	98.00 A	85.00 B	90.00 A	91.00 A					
220061.005	Chemistry	SUMMERLIN,	73.00 C	69.00 D	68.00 D	70.00 C	64.00 D	61.00 D	87.00 B	67.00 D	69.00 D
280094.002	Vis Arts II	JOHNSON, DUANE	85.00 B	78.00 C	84.00 B	82.00 B	66.00 D	80.00 B	88.00 B	76.00 C	79.00 C
210010.010	Geometry	THOMAS, HOLLEE	71.00 C	85.00 B	36.00 F	70.00 C	78.00 C	40.00 F	72.00 C	62.00 D	66.00 D
200009.008	English Gr10	GREGG, DE ONE M	91.00 A	86.00 B	81.00 B	87.00 B	82.00 B	90.00 A	88.00 B	86.00 B	87.00 B
230016.009	US His-1877	KODA, DAVID	71.00 C	84.00 B	74.00 C	77.00 C	81.00 B	89.00 B	66.00 D	81.00 B	79.00 C
Grade Comment: 1: EXCELLENT CONDUCT (95-A)											
410016.006	Multimed Des	CANNON, JUANITA	46.00 F	72.00 C	88.00 B	65.00 D	60.00 D	74.00 C	82.00 B	70.00 C	68.00 D

Eleventh Grade:

* = Withdrawn

Term: 4th Nine Weeks

Grd Period: 4th Nine Weeks

Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
802208aq.002	HS Band I	DAVIS, LAFRANCIS	98.00 A	95.95 A		97.00 A	93.00 A	91.00 A		92.00 A	95.00 A
210017.010	Alg II/Trig	FRAZIER, ZELVA	70.00 C	70.90 C	86.00 B	73.60 C	87.00 B	80.00 B	66.00 D	80.00 B	77.00 C
200013.004	English Gr11	BARTHOLOMEW,	81.00 B	67.86 D	69.00 D	73.40 C	71.00 C	74.00 C	64.00 D	71.00 C	72.00 C
240002ac.004	PE Elec 9-12	MCKENNEY,	9.00 F	96.47 A	85.00 B	59.00 F	31.00 F	77.00 C		54.00 F	57.00 F
220029.010	Enviro Sci	HEARD, EBONY	58.00 F	71.44 C	86.00 B	68.80 D	77.00 C	82.00 B	77.00 C	79.00 C	74.00 C
450031.002	Adv BTA	WALTON, KENDALL	48.00 F	81.13 B	90.00 A	69.60 C	68.00 D	89.00 B		79.00 C	75.00 C
230019.001	USHis 1877-P	HART, WILLIE	95.00 A	91.74 A	100.00 A	94.80 A	85.00 B	91.00 A	95.00 A	89.00 B	92.00 A

Twelfth Grade:

* = Withdrawn

Term: 4th Nine Weeks

Grd Period: 4th Nine Weeks

Section	Name	Teacher	1-AV1	2-AV2	2-EXM	2-SEM	3-AV3	4-AV4	4-EXM	4-SEM	4-YR
220026.009	Anat/Physio	PATTON, KEITH N	74.00 C	85.81 B	86.00 B	81.27 B	81.00 B	89.00 B		86.00 B	84.00 B
400017.001	Entrepmsnp	ROBERTS, STEVE	75.00 C	88.00 B	96.00 A	84.00 B	73.00 C	69.00 D	58.00 F	68.00 D	76.00 C
480041.003	Army LET I	MURRY, STANLEY	82.00 B	77.00 C		80.00 B	74.00 C	96.00 A		85.00 B	83.00 B
200017.002	English Gr12	CLARKE, DEIDRA	73.00 C	95.00 A	90.00 A	85.00 B	75.00 C	60.00 D	100.00 A	74.00 C	80.00 B
210019.002	MathInvestgn	SALARY, KENDALL	91.00 A	91.00 A	91.00 A	91.00 A	69.00 D	100.00 A	100.00 A	88.00 B	90.00 A
400122.003	Coop/WBE1	ROBERTS, STEVE	90.00 A	98.00 A	EXT	94.00 A	91.00 A	93.00 A	EXT	92.00 A	93.00 A
230051.001	Economics	LEWIS, RONALD					75.00 C	63.00 D	85.00 B	72.00 C	72.00 C
230041.001	US Gov	LEWIS, RONALD	82.00 B	78.00 C	85.00 B	81.00 B					

GPA Worksheet

9th Grade

WA	_____	X 5	=	_____
Adv/Honors	_____	X 4.5	=	_____
A	_____	X 4	=	_____
WB	_____	X 4	=	_____
Adv/Honors	_____	X 3.5	=	_____
B	<u>4</u>	x 3	=	<u>12</u>
WC	_____	X 3	=	_____
Adv/Honors	_____	X 2.5	=	_____
C	<u>4</u>	x 2	=	<u>8</u>
WD	_____	X 2	=	_____
Adv/Honors	_____	X 1.5	=	_____
D	<u>4</u>	x 1	=	<u>4</u>
F	<u>2</u>	x 0	=	<u>0</u>

Total 14 24

9th Grade GPA 1.71

11th Grade

WA	_____	X 5	=	_____
Adv/Honors	_____	X 4.5	=	_____
A	<u>3</u>	x 4	=	<u>12</u>
WB	_____	X 4	=	_____
Adv/Honors	_____	X 3.5	=	_____
B	<u>2</u>	x 3	=	<u>6</u>
WC	_____	X 3	=	_____
Adv/Honors	_____	X 2.5	=	_____
C	<u>6</u>	x 2	=	<u>12</u>
WD	_____	X 2	=	_____
Adv/Honors	_____	X 1.5	=	_____
D	<u>1</u>	x 1	=	<u>1</u>
F	<u>2</u>	x 0	=	<u>0</u>

Total 14 36

11th Grade GPA 2.57

Total Points 133

10th Grade

WA	_____	x 5	=	_____
Adv/Honors A	_____	x 4.5	=	_____
A	<u>1</u>	x 4	=	<u>4</u>
WB	_____	x 4	=	_____
Adv/Honors B	_____	x 3.5	=	_____
B	<u>5</u>	x 3	=	<u>15</u>
WC	_____	x 3	=	_____
Adv/Honors C	_____	x 2.5	=	_____
C	<u>5</u>	x 2	=	<u>10</u>
WD	_____	x 2	=	_____
Adv/Honors D	_____	x 1.5	=	_____
D	<u>3</u>	x 1	=	<u>3</u>
F	_____	x 0	=	_____

Total 14 32

10th Grade GPA 2.29

12th Grade

WA	_____	x 5	=	_____
Adv/Honors A	_____	x 4.5	=	_____
A	<u>3</u>	x 4	=	<u>12</u>
WB	_____	x 4	=	_____
Adv/Honors B	_____	x 3.5	=	_____
B	<u>8</u>	x 3	=	<u>24</u>
WC	_____	x 3	=	_____
Adv/Honors C	_____	x 2.5	=	_____
C	<u>2</u>	x 2	=	<u>4</u>
WD	_____	x 2	=	_____
Adv/Honors D	_____	x 1.5	=	_____
D	<u>1</u>	x 1	=	<u>1</u>
F	_____	x 0	=	_____

Total 14 41

12th Grade GPA 3.42

Total Classes 56 **GPA** 2.375

6. Graduation Options

a. Listed below are the diplomas awarded by the Bullock County Schools

<p>Option #1</p> <p>Alabama High School Diploma with the following BCS Endorsements</p>	<p>Requirements</p>
<p>Alabama High School Diploma</p> <p>Alabama High School Diploma *with Advanced Academic Endorsement</p> <p>Alabama High School Diploma *with Advanced Career Technical Endorsement</p> <p>Alabama High School Diploma *with Career Technical Endorsement</p>	<p>State Requirements; 24 credits</p> <p>State Requirements. BCS required coursework including (2) honors/advanced coursed; 2 years Foreign Lang. in the same Lang.; 24 credits; and Overall grade point average (GPA) of 4.00 (on a four-point scale) on all courses taken during the freshman year through the second semester of the senior year.</p> <p>AAE requirements except foreign lang.; 3 Career Tech courses; 24 credits</p> <p>State required coursework; 3 career tech courses.;24 credits</p>
<p>OPTION #2</p> <p>Essentials Pathway</p> <p>OPTION #3</p> <p>Alternate Achievement Standards Pathway (AAS)</p>	

ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

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

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

COURSE REQUIREMENTS

	Four credits to include:	Credits
English Language Arts	English 9	1
	English 10	1
	English 11	1
	English 12	1
	<i>Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	
English Language Arts Total Credits		4
Mathematics	Three credits to include:	Credits
	Algebra I or its equivalent	1
	Geometry or its equivalent	1
	Algebra II w/Trigonometry or Algebra II, or its equivalent	1
	One credit from:	
<i>Alabama Course of Study: Mathematics or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>		1
Mathematics Total Credits		4
Science	Two credits to include:	Credits
	Biology	1
	A physical science (Chemistry, Physics, Physical Science)	1
	Two credits from:	
	<i>Alabama Course of Study: Science or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	
Science Total Credits		4
Social Studies*	Four credits to include:	Credits
	World History	1
	United States History I	1
	United States History II	1
	United States Government	0.5
	Economics	0.5
	<i>Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	
Social Studies Total Credits		4
Physical Education	Lifelong Individualized Fitness Education (LIFE)	1
Health Education		0.5
Career Preparedness		1
Career and Technical Education and/or Foreign Language and/or Arts Education		3
Electives		2.5
<i>Local boards shall offer foreign languages, arts education, physical education, wellness education, career and technical education, and driver education as electives.</i>		
<i>*All four credits shall comply with the current Alabama Course of Study: Social Studies</i>		
Total Credits		24

Course Requirements for Alabama Essentials Pathway Diploma

English Language Arts	Four credits to include:	Credits
	English 9 or English Essentials 9	1
	English 10 or English Essentials 10	1
	English 11 or English Essentials 11	1
	English 12 or English Essentials 12	1
<i>Options include: General Education or SDE approved Essentials courses</i>		
Mathematics Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry	Four Credits to include:	Credits
	Algebra I or Algebraic Essentials	1
	Algebra IA or Algebraic Essentials A, and Algebra IB or Algebraic Essentials B	2
	Geometry or Geometry Essentials	1
	Geometry A or Geometry Essentials A, and Geometry B or Geometry Essentials B	2
	Algebra II w/Trig/Algebra II/Algebra w/Finance/Career Math or Essentials	1
	Algebra II/Essentials Algebra II with Trig/Essentials Algebra with Finance	1
Additional Credit from <i>Alabama Course of Study: Mathematic or Curriculum Guide to the Standards: Mathematics (Algebraic Concepts)</i>	1	
<i>Options include: Alabama Course of Study: Mathematics or mathematics credit-eligible courses from Career & Technical Education or SDE approved Essentials courses</i>		
Science	Four credits to include:	Credits
	Biology or Essentials Biology	1
	A Physical Science (Chemistry, Physics, or Physical Science) or Essentials Physical Science	1
	Additional Science Credit: Earth and Space Science or Essentials Earth and Space Science	1
	Additional Science Credit: Environmental Science or Essentials Environmental Science	1
	Additional Science Credit: Human Anatomy & Physiology or Essentials Human Anatomy & Physiology	1
<i>Options include: Alabama Course of Study: Science or science credit-eligible courses for Career & Technical Education</i>		
Social Studies	Four credits to include:	Credits
	World History or Essentials I: World History	1
	United States History I or Essentials II: US History to 1877	1
	United States History II or Essentials III: US History from 1877	1
	United States Government or Essentials IV: US Government	0.5
	Economics or Essentials IV: Economics	0.5
<i>Options include: Alabama Course of Study: Social Studies or SDE approved Essentials courses</i>		
Required Electives	Eight credits to include	Credits
	Lifelong Individualized Fitness Education (LIFE PE)	1
	Health Education	0.5
	Career Preparedness	1
	Career and Technical Education	2

	Workforce Essentials or Transition Services II	1
	Cooperative Education/Work-Based Learning or Essentials Career Preparation	1
	Additional Electives	1.5
Total Credits Required for Graduation		24
Course Requirements for Alternate Achievement Standards Pathway Diploma		
English Language Arts	Four credits to include:	Credits
	AAS: English Language Arts-9	1
	AAS: English Language Arts-10	1
	AAS: English Language Arts-11	1
	AAS: English Language Arts-12	1
Mathematics	Four Credits to include:	Credits
	AAS: Mathematics-9	1
	AAS: Mathematics-10	1
	AAS: Mathematics-11	1
	AAS: Mathematics-12	1
Science	Four credits to include:	Credits
	AAS: Science-9	1
	AAS: Science-10	1
	AAS: Science-11	1
	AAS: Science-12	1
Social Studies	Four credits to include:	Credits
	AAS: Social Studies-9	1
	AAS: Social Studies-10	1
	AAS: Social Studies-11	1
	AAS: Social Studies-12	1
Required Electives	Three credits to include	Credits
	Lifelong Individualized Fitness Education (LIFE PE)	1
	AAS: Life Skills-9 (aligned with Health for one semester)	1
	AAS: Life Skills-10 (aligned with Career Preparation)	1
Vocational and Community-Based	Five Credits to include	Credits
	AAS: Prevocational-9 (or 10, 11, or 12)	1
	AAS: Vocational-10 (or 9, 11, or 12)	1
	AAS: Community-based Instruction-11 (or 9, 10, or 12)	1
	AAS: Life Skills-11	1
	AAS: Life Skills-12	1
Total Credits Required for Graduation		24

7) Pertinent Excerpt from State BOE Resolutions

Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein, during the entire high school year immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth-grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education."

8) Foreign Exchange Students

A foreign exchange student may qualify as a candidate for graduation if the student meets the following requirements:

- a. The student must have successfully completed at least eleven prior years of school, not including kindergarten. (Allowance can be made for accelerated students who have advanced more rapidly because of outstanding academic achievement.)
- b. The student must schedule a full-day curriculum, which includes at least one unit of English (exact course to be determined by the admitting school) and ½ unit each of Government and Economics.
- c. To receive a diploma, a foreign exchange student must pass all scheduled subjects and meet all requirements for the Alabama High School Diploma.
- d. The curriculum selected and successfully completed will determine the type of diploma the student will receive.

9) Diploma Pathways for Special Education Students

- a) Students with disabilities have three pathways for earning the Alabama High School Diploma: General Education Pathway, Essentials/Life Skills Pathway, and Alternate Achievement Standards (AAS) Pathway.
- b) Students with disabilities may choose between the General Education Pathway and Essentials/Life Skills Pathway.
- c) Core content area courses for students with disabilities can be General Education courses, Essentials/Life Skills courses, or a combination of both.
- d) Movement between the General Education Pathway and the Essentials/Life Skills Pathway is allowed.
- e) Students with significant cognitive disabilities who meet the criteria for the Alabama

Alternate Assessment are eligible for the AAS Pathway.

- f) Only students whose coursework was fully aligned to the state's core academic content standards will count as graduates.

10) The Essentials Pathway

The Essentials Pathway allows students access to participate in career/competitive employment.

11) The Alternate Achievement Standards (AAS) Pathway

The Alternate Achievement Standards (AAS) Pathway allows students access to credit-eligible courses to meet the required courses in English Language Arts, Science, Social Studies, and Math. Students in this pathway take the Alabama Alternate Assessment.

12) Civics Test

All graduating seniors must pass the Civics test provided by the district. (Code of Alabama Section 16-1-11.1) Graduating seniors must achieve a minimum passing score of 60. Those students not achieving the minimum mastery for passing on the first attempt will be afforded additional opportunities to retest. Results of the new Civics test will be posted on the student's transcript as a "Pass" or "Fail" rather than the numerical test score.

**ALABAMA HIGH SCHOOL DIPLOMA
SUBSTITUTE COURSES FOR STUDENTS WITH DISABILITIES**

AREAS OF STUDY	REQUIREMENTS	CREDITS
English Language Arts	English 9, 10, 11, and 12 or any AP/IB/postsecondary equivalent courses. <u>or</u> *English Essentials 9, 10, 11, and 12. <u>or</u> **AAS English 9, 10, 11, and 12.	4
Mathematics	Algebra I, Geometry, and Algebra II with Trig or Algebra II or CTE/IB/postsecondary equivalent courses. Additional course(s) to complete the four credits in mathematics must be chosen from the <i>Alabama Course of Study Mathematics</i> or CTE/AP/IB/postsecondary equivalent courses. <u>or</u> *Algebraic Essentials A & B and Geometry Essentials A & B (students taking Algebraic Concepts in Grade 9 are not required to take Geometry B). <u>or</u> **AAS Mathematics 9, 10, 11, and 12.	4
Science	Biology and a physical science. The third and fourth science credits may be used to meet both the science and CTE requirement and must be chosen from the <i>Alabama Course of Study: Science</i> or CTE/AP/IB/postsecondary equivalent courses. <u>or</u> *Life Skills Science I, II, III, and IV. <u>or</u> **AAS Science 9, 10, 11, and 12.	4
Social Studies	World History, U.S. History x 2, and Government/Economics or AP/IB/postsecondary equivalent courses. <u>or</u> *World History for Living, U.S. History for Living 10, U.S. History for Living 11, and Economics for Living/U.S. Government for Living. <u>or</u> **AAS Social Studies 9, 10, 11, and 12.	4
Physical Education	LIFE (Personal Fitness) One JROTC credit may be used to meet this requirement. <u>or</u> Adapted Physical Education.	1
Health Education	<i>Alabama Course of Study: Health Education.</i> <u>or</u> **AAS Pre-Vocational, AAS Vocational, AAS Community Based Instruction, and/or AAS Elective Course.	0.5
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy) <u>or</u> **AAS Life Skills	1
CTE and/or Foreign Language and/or Arts Education	Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence. <u>or</u> *two CTE courses and Workforce Essentials (or Transition Services II in school systems that do not offer Workforce Essentials). <u>or</u> **AAS Life Skills.	3
Electives	*Students earning core credit through the Essentials/Life Skills courses are required to take Cooperative Education Seminar/Work-Based Experience (or LS Occupational Preparation in school systems that do not have a Cooperative Education Program). **AAS Pre-Vocational, AAS Vocational, AAS Community Based Instruction, and/or AAS Elective Course.	2.5
Total Credits Required for Graduation		24

* Course sequence for students with disabilities earning core credit through the Essentials/Life Skills courses. Students pursuing an Alabama High School Diploma through this pathway must participate in Community-Based Work Training or have documentation of previous work experience in addition to the course requirements described above.

** Course sequence for students with significant cognitive disabilities earning core credit through Alternate Achievement Standards (AAS) courses.

APPENDIX 1

APPENDIX 1

TRANSFER ELIGIBILITY

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

PLACEMENT OF TRANSFER STUDENTS

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

Previously Enrolled in an Accredited Schools

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

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

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

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

SENIOR TRANSFER STUDENTS

Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation. 290-3-1-.02(8.1) (h-1)

HOMELESS STUDENTS

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

TECHNOLOGY SUPPORT

Grades for Students from Previous Schools

Grades for students transferring in from other schools must be entered in the grade book in order for semester/yearly averages to calculate correctly. The category name is 'Previous Grades'. The activity name is: PGBC# (Where # is the nine weeks that the grade is for).

To add the activity, click the 'Plan' tab.

Grade Book of Teacher: Pitt, Brad

Term: Grading Period:

Plan Scores Comments ST

Add Activity

Term: Grading Period: Section Number - Name:

3/08/2014 Previous Grades

PGBC3

*Activity Name:

Assessment Visible in Home Portal

Grading Properties

Graded Can drop student score Is entire activity dropped

*Total: *Weight Multiplier: *Weight Addition:

Standards **Attributes**

Name	Description
------	-------------

Is Completed

Create Cancel

In the 'Date' box, enter the LAST day of the marking period

Choose 'Previous Grades' for the Category

In the 'Activity Name' box, enter TGMP#-notice in the example above # is 3 since this is the third nine weeks

Make sure 'Graded' is checked, and that 'Total' is 100.00 and the 'Weight Multiplier' is 1.000000, and 'Weight Addition' is 0.000000

Click 'Create'

Add the transfer grade under this activity

Follow the grade correction guidelines posted on the intranet (under the documents tab/Instructional Support folder) to request that the grade be posted if it is for a previous marking period.

*** ANY GRADE CHANGES MUST BE POSTED IN ORDER TO APPEAR ON REPORT CARDS AND TRANSCRIPTS ***

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

APPENDIX 2

APPENDIX 2

Chapter 290-3-1

Education

(k) Transfers from Non-Accredited Schools/School Setting(s). Any school/school setting not accredited by an accrediting agency recognized by the State Board of Education shall be considered a non-accredited school for the purpose of transfer of class/grade credit. Core courses shall be defined as English, mathematics, science, and social studies.

1. The transfer of credits and/or appropriate placement shall be as follows:

(i) Credit for elective courses shall be transferred without validation.

(ii) Non-contested credit for core courses shall be transferred as follows:

(I) Using all official records and nationally standardized tests, the principal or his/her designee shall determine placement and notify the student and the parent(s)/guardian(s).

(II) If the parent(s)/guardian(s) agrees with the placement decision, the student shall be placed.

(III) Following placement, for any initial core course successfully completed, transfer of previous credit earned at a non-accredited school(s) in that subject area shall be accepted without further validation.

(iii) Contested credit for core courses shall be transferred as follows:

I. If the parent(s)/guardian(s) disagree with the placement decision, the principal or his/her designee shall supervise the administration of the school's most recent semester test for each prerequisite core course in which the parent/guardian is requesting enrollment. For each test the student passes as determined by the school grading scale, the student shall be placed in the next level core course and credit shall be transferred for prerequisite courses.

II. For any test failed, placement shall be made as originally recommended by school officials and no credit shall be transferred for the prerequisite course(s) in that subject.

2. In the event of controversial records/transcripts or the absence of records, the student shall take placement tests consisting of the school's previous semester tests for core courses.

(l) Transfers from Accredited Schools: A student transferring to an Alabama public school from a public or nonpublic school accredited by an accrediting agency recognized by the State Board of Education will have all credits and current class/grade placement accepted without validation upon the receipt of an official transcript(s).

APPENDIX 3

- I. Compulsory Attendance and Entrance Age – All persons between the ages of six (6) and seventeen (17) years of age are required by state law to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Superintendent or is otherwise exempt under state law.

[Reference: ALA. CODE §16-28-3 (1975)]

II. Admission to Schools

- a. *Resident Students* – School-aged children, who reside within Bullock County, Alabama, and not within the limits of a city operating an independent municipal school system, may be admitted to Bullock County Schools. For the purposes of this policy, the residence of the student will be the residence of the custodial parent or legal guardian. If custody of the child is shared, alternating, or unclear, or if the child does not reside with a custodial parent or legal guardian, the domicile or actual physical residence of the child will control, except when there is evidence, that the claimed residence of the child is not his actual residence, or that the claimed residence is fraudulently given as a means of avoiding or violating admission, enrollment, attendance, and residency standards and requirements.
- b. *Non-resident Students* – The Board may permit students who do not reside within the Bullock County School District to attend schools within the school system. The Board may establish criteria for admission of non-resident students, and may require the payment of tuition as a prerequisite to enrollment. The Board will not provide transportation to and from school or homebound instruction outside of the county limits of Bullock County, Alabama.
- c. *Homeless Students* –
- (i) *Enrollment.* Homeless students will be permitted to enroll without regard to residency status and will not be denied services offered to other students in the school system. Homeless students may also be entitled to other accommodations under federal law.

Homeless students will continue in the school they attended before becoming homeless for the duration of their homelessness, or for the remainder of the academic year if the student becomes permanently housed during the academic year. Otherwise, a homeless student may be enrolled in any school in the system in the attendance area in which the student lives.

- (ii) *Dispute Resolution.* When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The principal of the school will notify the Board's Homeless Liaison of the dispute.

- (iii) The Homeless Liaison will expeditiously carry out the system's dispute resolution procedures as detailed in the Board's homeless student plan.
- d. *Students Expelled or Suspended from Other School Systems* – Any student who is under suspension or expulsion from another school system or a private, parochial, or other school will not be permitted to enroll until the student has satisfied the conditions for readmission set by the expelling or suspending board. In addition, the student must meet applicable admission requirements established by the board, which may include, but is not limited to, temporary attendance at the alternative school.
- e. *Transfers* – The Board may permit transfers between schools within the school system for good cause. Transfer requests must be submitted in writing and must include detailed reasons for the request following the procedures outlined in the Student Code of Conduct. The Superintendent may approve or deny a transfer request in light of the stated reasons for the request, the capacity and resources of the schools, the student's record (including behavior, grades, attendance, and other factors), and the best interest of the student and of the school system.
- f. *Withdrawals* – No student of compulsory attendance age will be permitted to withdraw from school except in accordance with state law and any withdrawal procedures that may be developed by the Superintendent.
- g. *Required Documentation* – Students entering the school system for the first time, regardless of grade level, will be encouraged to submit a certified birth certificate, documentation or other proof of residency, and such other registration materials as school officials may reasonably require information, including, but not limited to a certificate of immunization or an exemption as prescribed by the Department of Health and signed by a private physician or appropriate health department official. The Superintendent may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate migrant, immigrant, or homeless students.
- h. *Placement of Students* – The Board will determine the placement of newly-enrolled students in accordance with state law.

III. Migratory, Immigrant, and Limited English Proficient Students

Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the 2001 No Child Left Behind Act, Plyler vs. Doe, 457 U.S. 202, (1982), Title VI of the Civil Rights Act of 1964, and the McKinney-Vento Homeless Education Act of 2001, all homeless, migrants, and English language learners must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, migrant, immigrant, and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements

III. Class Assignment

- a. *Class Assignment* – Principals will assign students to classes in keeping with school accreditation standards and any procedures or criteria that may be established at the system or school level.

IV. Absences and Excuses – Students are not permitted to be absent from school without a valid excuse. Absences will be designated as excused or unexcused. Excused absences will be permitted for the following reasons:

- Personal illness
- Serious illness in the family verified by Board
- Employee Death in the immediate family
- Absence for the observance of recognized holidays on the child's own faith
- Inclement weather which makes it dangerous to attend school
- Court-required appearances
- Emergency conditions as determined by the superintendent or principal
- Absences approved by the principal

Documentation supporting an excused absence must be submitted in 3 days as outlined in the Student Code of Conduct or the absence will be deemed to be unexcused. Excessive unexcused absences may result in a loss of academic credit or referral of the matter to juvenile or other appropriate legal authorities for investigation. Extenuating circumstances will be considered. Make-up work shall be provided for any excused absence from a class or school following the procedures outlined in the Code of Student Behavior.

- a. Check-Outs – Students must follow their school's check-out procedures when leaving school for any reason. Only persons whose names appear on the school's registration form/card may check out students.
- b. Tardies/Check-ins – Students are required to report to school no later than 11:00 a.m. Tardies/check-ins are excused for the same reasons as absences.

Tardiness for any other reason is unexcused and may result in disciplinary action.

- V. Truancy – Parents or guardians are required to ensure that students under their care, custody or control attend school regularly. Habitual or excessive absences from school may require Board officials to refer the matter to juvenile authorities or to initiate truancy proceedings.

VI. Appeal Process

- a. *School Level* – Parents or guardians who disagree with a student’s retention or receipt of no credit based on attendance must submit a written appeal to the school principal following the procedures outlined by the Student Code of Conduct.

- b. *District Level* – Parents or guardians who are not satisfied with the disposition of the appeal at the School Level may present his/her grievance in writing to the District Level following the procedures outlined by the Student Code of Conduct.

APPENDIX 4

Student Name _____

GPA Worksheet

9th Grade

WA _____ x 5 = _____
 Adv/Honors A _____ x 4.5 = _____
 A _____ x 4 = _____
 WB _____ x 4 = _____
 Adv/Honors B _____ x 3.5 = _____
 B _____ x 3 = _____
 WC _____ x 3 = _____
 Adv/Honors C _____ x 2.5 = _____
 C _____ x 2 = _____
 WD _____ x 2 = _____
 Adv/Honors D _____ x 1.5 = _____
 D _____ x 1 = _____
 F _____ x 0 = _____

10th Grade

WA _____ x 5 = _____
 Adv/Honors A _____ x 4.5 = _____
 A _____ x 4 = _____
 WB _____ x 4 = _____
 Adv/Honors B _____ x 3.5 = _____
 B _____ x 3 = _____
 WC _____ x 3 = _____
 Adv/Honors C _____ x 2.5 = _____
 C _____ x 2 = _____
 WD _____ x 2 = _____
 Adv/Honors D _____ x 1.5 = _____
 D _____ x 1 = _____
 F _____ x 0 = _____

Total _____
9th Grade GPA _____

Total _____
10th Grade GPA _____

11th Grade

WA _____ x 5 = _____
 Adv/Honors A _____ x 4.5 = _____
 A _____ x 4 = _____
 WB _____ x 4 = _____
 Adv/Honors B _____ x 3.5 = _____
 B _____ x 3 = _____
 WC _____ x 3 = _____
 Adv/Honors C _____ x 2.5 = _____
 C _____ x 2 = _____
 WD _____ x 2 = _____
 Adv/Honors D _____ x 1.5 = _____
 D _____ x 1 = _____
 F _____ x 0 = _____

12th Grade

WA _____ x 5 = _____
 Adv/Honors A _____ x 4.5 = _____
 A _____ x 4 = _____
 WB _____ x 4 = _____
 Adv/Honors B _____ x 3.5 = _____
 B _____ x 3 = _____
 WC _____ x 3 = _____
 Adv/Honors C _____ x 2.5 = _____
 C _____ x 2 = _____
 WD _____ x 2 = _____
 Adv/Honors D _____ x 1.5 = _____
 D _____ x 1 = _____
 F _____ x 0 = _____

Total _____
11th Grade GPA _____

Total _____
12th Grade GPA _____

Total Points _____

Total Classes _____

GPA _____

APPENDIX 5

Response to Instruction Plan

Step 1

This process will begin with a universal screening. We will use the following for each school:

USES: universal screener (reading & math)

- AIMS WEB Plus K-3 reading and math
- Performance Series Reading
 - K-1 reading foundations
 - 2-4 reading
- Mathematics grade 4

SHMS: universal screener (reading & math)

- Performance Series (reading and mathematics grades 5-8)

BCHS: universal screener (9th grade – algebra/reading)

- Achievement Series pre/post tests for all core subjects

Note: Other valid and reliable screeners may be used

Step 2

Tier One core instruction will consist of whole group lessons taught using the strategic teaching instructional delivery format and process. This includes: a written outcome for each lesson; before, during, after strategies; each lesson will include students talking, writing, investigating, reading, and listening; each lesson will include student discussion, chunking, and the gradual release model of instruction. **Core instruction must include differentiated instruction.**

- **Differentiation:** *Student evidence of learning is adjusted based on individual student or group needs*
- Content – what the student needs to learn or how the student will get to the information
- Process – activities in which the student engages in order to make sense of or master the content;
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.

Step 3

The administration and instructional coaches along with designated peer evaluators will conduct frequent walkthroughs and lesson observations to ensure fidelity of strategic teaching implementation. Core instruction must be addressed before interventions take place. **No further steps will be taken if more than 25% of the students are averaging 60 or below in any class.**

Step 4

Students who are identified as having problems in making progress with the core instruction will receive small group teacher-led instruction on specific needs, collaborative group work, peer tutoring, and varying assignment types to reach the student. These students progress will be monitored closely throughout the grading period. Students who continue to show limited progress will receive Tier II instruction.

Step 5

Tier II instruction will only focus on the identified area of need. This Tier Two small group instruction will be in addition to Tier One instruction. *This instruction must include proven intervention strategies by the teacher providing the instruction.* If these students continue to struggle with academic achievement, they will be assigned to the school's **problem-solving team**.

Step 6

The problem-solving team will meet to discuss the needs of the student and devise specific interventions based on the specific instructional needs of the student, determine who will deliver the interventions and collect data from the interventions. The team will also decide how long this intervention will last and where the student will receive it.

Students' progress during intervention will be monitored bi-weekly over an eight weeks period to determine if the intervention has been successful or not. If the students' plotted scores show incremental growth, the intervention will continue until the goal for that student is met. This could result in the student being placed in Tier One only. If progress is not being made, then a decision is made on whether to try another intervention or move to the next step (Tier Three). The Problem-Solving Team will meet to determine if response to intervention is being met.

Step 7

Student is recommended for determination of special education services or a more intensive form of intervention.

Problem Solving Team responsibilities

- Analyzing screening and progress monitoring results
- Assessments and types of interventions
- Progress monitoring tool/process
- Make recommendations based on data
- Progress reports to parents

PBIS Monitor, Evaluate, and Modify the Program

		Actions	Timeline	Person Responsible
<i>At least 80% of students' response predictably and successfully to your school-wide system of behavior support</i>	School PBS has developed a plan for evaluating whether students understand and respond to the school-wide plan			
	School PBS Team measures success of plan and reports back to faculty, staff, students and families.			
<i>Ongoing (i.e., throughout the school year) decision-making procedures are based on the school-wide data collected</i>	School PBS Team continues to use the data on at least a monthly basis to change and update the school-wide plan.			
<i>Results of school-wide data analyses (i.e., current status of behavior patterns) are included in all faculty meetings</i>	School PBS has an allocated amount of time to discuss issues, ideas, and outcomes at each faculty meeting.			
<i>Booster training activities for students are developed, modified, and implemented bases on the school data</i>	The School PBS Team bases on needs identified by the data schedule booster trainings.			
<i>Ongoing (i.e., throughout the school year) decision-making procedures are based on the school-wide data collected</i>	Booster trainings are scheduled by the School PBS Team based on needs identifies by the data			

		Actions	Timeline	Person Responsible
<i>The school-wide data collection system emphasizes the number of positive/expected behaviors rewarded/acknowledged rather than problem behaviors</i>	Once the PBS system has been established, the School PBS Team begins to expand the process for identifying positive behaviors.			