

Athletics**NCAA Requirement for College Scholarships in Athletics**

For additional information refer to “NCAA Guide for the College-Bound Student-Athlete”: www.ncaaclearinghouse.net and college directories for information on Division I, II, and III colleges and universities.

The NCAA form (48-H) lists the course titles and the course numbers of all courses that meet NCAA core course requirements. This form can be completed by each school and sent in to the NCAA Initial Eligibility Clearinghouse.

The Division I and Division II initial-eligibility have recently changed.

Students enrolling in a Division I college in 2008 must complete 16 of the following required core courses:

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural or physical science
- One extra year of English, mathematics, or natural/physical science
- Two years of social science
- Four years of extra core courses (from any of the above categories or foreign language, non-doctrinal religion, or philosophy)

Students enrolling in a Division II college in 2005 and later must complete 14 of the following required core courses:

- Four years of English
- Two years of mathematics (Algebra I or higher)
- Two years of natural or physical science
- Two extra years of English, mathematics, or natural/physical science
- Two years of social science
- Three years of extra core courses (from any of the above categories or foreign language, non-doctrinal religion, or philosophy)

For Division III requirements a student needs to contact the college regarding its policies.

The NCAA states that a core course must:

- Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion, or philosophy.
- Be four-year college preparatory course of study.
- Be at or above the regular high school academic level (i.e., no remedial, special education or compensatory courses).

All students who do not meet the NCAA initial-eligibility requirements and who wish to apply for a waiver of those requirements must have the waiver filed on their behalf by an NCAA institution.

Computer science courses will no longer be able to be used for initial-eligibility purposes. This rule is effective August 1, 2005, for students first entering a collegiate institution on or after August 1, 2005. Computer science courses (such as programming) that are taught through the mathematics or natural/physical science departments and receive either math or science credit may be used after August 1, 2005.

Related Information

These are the approved courses for NCAA. For additional information visit the NCCA Clearinghouse website at <http://www.nccaclearinghouse.net/ncaa/NCAA/common/index.html>. This site will provide information regarding initial-eligibility at NCAA Division I and II member colleges and universities. The NCAA Clearinghouse serves three main constituent groups: prospective student-athletes, high school administrators, and NCAA member institutions. Some of the pages accessed from this site require pre-registration or Personal Identification Numbers (PIN).

| English | Mathematics | Science | Social Studies | Additional Core Courses | Additional Core Courses |
|------------------------------------|----------------------------|------------------------------|-----------------------------------|-------------------------|-------------------------|
| Advanced Composition | Algebra I | Anatomy/Physiology | African American Studies | French I | Chinese I |
| English I | Algebra I -ELL | Biology /AP | American Studies | French I - H | Chinese I -H |
| English I - H | Algebra I - H | Biology I | Ancient History | French AP/IB, SL | Chinese II |
| English II | Algebra II | Biology I - ELL | Contemporary Issues | French II | Chinese II - H |
| English II - H | Algebra II- H | Biology I - H | Economics (Macro) AP | French AP/IB, HL | Russian I |
| English II – H (World Studies) | Calculus/Adv | Biology II IB, SL/HL | Economics (Micro) AP | French II - H | Russian I - H |
| English III | Calculus AB/AP | Biology III IB, HL | Economics IB, SL | French III | Russian II |
| English III – H | Calculus BC/AP | Chemistry I | Economics I * | French III- H | Russian II- H |
| English III - H (American Studies) | Discrete Math | Chemistry I - H | European History AP | French IV | Russian III |
| English AP-Lang/Comp | Geometry | Chemistry II - AP | Government ** | French Language -AP | Russian III- H |
| English III - AP/IB | Geometry – H | Ecology | Government and Politics AP | French Literature - AP | Russian IV |
| English IV | Geometry -ELL | Environmental Science - AP | Government and Politics/Comp. AP | French V | Spanish I |
| English IV - H | Mathematics I IB, SL | Environmental Systems IB, SL | History of the Americas I IB, HL | German AP | Spanish AP/IB, SL |
| English AP-Lit/Comp | Mathematics II IB, HL | General Astronomy | History of the Americas II IB, HL | German I | Spanish I - H |
| English IV – AP/IB | Math Studies I IB, SL | Geology | Nashville History | German I - H | Spanish II |
| Imaginative Writing | Pre-Calculus w/Trig | Intro. Astronomy | Psychology | German II | Spanish AP/IB, HL |
| | Pre-Calculus with Trig - H | Physical Science | Psychology IB, SL | German II - H | Spanish II - H |
| | Probability / Statistics | Physical Science - ELL | Psychology AP | German III | Spanish III |
| | Statistics –AP | Physical Science- H | Sociology | German III- H | Spanish III - H |
| | | Physics C- AP | TN. Story | German IV | Spanish III – Her. |
| | | Physics I | U. S. History | German Lit/AP | Spanish IV |
| | | Physics II AP | U. S. History -H | German V | Spanish Lang. AP |
| | | Scientific Research | U.S. History - AP | Latin I | Spanish Lit AP |
| | | | World Geography | Latin I - H | Spanish V |
| | | | World Geography - AP | Latin II | |
| | | | World Geography - H | Latin II - H | |
| | | | World History | Latin III | |
| | | | World History - AP | Latin III - H | |
| | | | World History - H | Latin IV | |
| | | | World Studies | Lyric Poetry - AP | |
| | | | | Vergil Aeneid - AP | |

* Not Business Economics

** Not International Business/Marketing

Attendance Policy

The following section includes portions of District Standard Operating Procedure (DSOP) 1735. The entire attendance policy is posted on the MNPS web site.

Compulsory Attendance

Parents, guardians, and other persons having control or charge of any child or children between the ages of six (6) and seventeen (17) years, both inclusive, shall be responsible for their attendance in a public or non-public school. In the event of failure to do so, the parents, guardian, or other persons will be subject to the penalties provided in the Compulsory School Attendance Law.

Children Exempt from Attendance

- Children mentally or physically incapacitated to perform school duties (such disability to be attested by a licensed physician in all cases).
- Children who have completed high school and hold a high school diploma.
- Children temporarily excused from attendance in school under rules and regulations of the State Board of Education.
- Children who have attained their seventeenth birthday and whose continued compulsory attendance, in the opinion of the Board of Education in charge of the school to which such children belong and are enrolled, results in detriment to good order and discipline and to the instruction of the students and is not of substantial benefit to such children, provided that in all such cases, the Board of Education shall first obtain the recommendation in writing from the Director of Schools and the principal of the school which such children attend.

Verification of Absences

All absences must be verified in writing from the parent or guardian within three (3) days.

All absences for which no written verification is received will be considered unexcused. Absences are marked on the student's record as either excused or unexcused.

Types of Absences and Consequences

Excused Absences

- Personal Illness
- Illness in the family requiring student's temporary help
- Death in the family (not more than 3 days)
- Head lice, up to 3 days per infestation
- Recognized religious holidays regularly observed by persons of the child's faith
- Court appearance or legal mandates
- Documented college visitations (juniors/seniors only, for no more than 3 days per year)
- Upon written request of the parent/guardian, a student's absence may be excused for the following reasons:
 - Unforeseeable emergencies such as car problems.
 - Employment interview or conference.
 - Doctor or dental appointments.
 - Other reasons requested in writing by the parent/guardian and considered legitimate by the principal or designee.
- Serving on Board or Staff appointed committees

Principal Authority

With written documentation in the student's record and in accordance with this policy, principals may:

- Excuse an absence
- Refuse to excuse an absence
- Require an explanation (written or oral) from the parent or guardian explaining the reason for each absence
- Require other documentation they deem appropriate
- Require a physician's statement of consent to participate in the regular school program, extracurricular activities, or to validate an extended illness or excessive absences due to illness

Related Information

Make-Up Work

Students with an EXCUSED absence shall be provided the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full grade. Make up work must be requested by the student or parent no later than three days after returning to school. The work should be turned in at a mutually agreed time frame between the teacher and the student. The attendance record is not changed when missed work is completed.

At the K-12 level, students with UNEXCUSED absences shall not be given the opportunity to make up the work.

Late Arrival/Early Dismissal

Students must attend 3.5 hours of a school day to be considered present. The local school administrator determines the time-frame in which tardy students are permitted to go directly to class. After this timeframe, students are expected to obtain an admit slip to class from the office. Students arriving after the designated start of school are counted as tardy. Students are not released from school for early dismissal without prior approval from the parent or guardian. Parent/guardian or pre-approved adult will be asked to present a picture ID to front office personnel before the student can be released from school.

Official Action / Truancy

In cases of chronic absence or truancy (5 total days of unexcused absences), and after consultation with the appropriate staff, in accordance with policy and procedures, principals must take strong action including but not limited to referral to an Attendance Officer, issuance of legal notices, and juvenile court intervention. Metropolitan Nashville Davidson County ordinance prevents students from public loitering during school hours. The Administration has the right to deny privilege for driver licenses when students are found to be truant.

Exclusions and Exceptions

Communicable Disease

Children shall be excluded from Metropolitan Nashville Schools by the Board of Education when the progress or efficiency of the schools makes such action necessary. Children shall be excluded from school temporarily if they have, or have been exposed to, certain communicable diseases. As the agency responsible for control of communicable disease in the schools, periods of exclusion for the various communicable diseases shall be those prescribed by the Metropolitan Health Department.

Requests for permanent exclusion of a pupil shall be submitted to the Assistant Superintendent for Student Services.

Homebound

Students attending homebound programs are not marked as absent from school. Attendance for Homebound students is recorded by the Homebound teacher.

Advancement Placement (AP)

The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. AP course guidelines are developed and published by the College Board.

To ensure that AP courses meet or exceed expectations established by college and university faculty all AP teachers must submit a course syllabus for approval. In November 2007, the College Board will publish a list of authorized "AP" designated courses for colleges, universities, and the public.

Advancement via Individual Determination (AVID)

AVID is a multiyear course for students from under-represented groups to assist them in the skills that will enable them to go to college. There is a focus on note taking, study skills, test taking, time management, ACT preparation and library research skills. This course includes tutors from local colleges to assist students. The students are also taken on college site visits, museum trips, and other cultural experiences. This course is presently available at Glencliff High School, Hillsboro High School, Hillwood High School, Hunters Lane High School, Maplewood High School, McGavock High School, Overton High School, Pearl-Cohn High School, Stratford High School, and Whites Creek High School.

Career Academies

A career academy is a school-within-a-school run by a small team of teachers from various disciplines for grades 11 through 12, 10 through 12, or 9 through 12. Some examples are business, travel and tourism, manufacturing science, finance and computer networking.

The career academy staff:

- Recruits students who volunteer for the program and demonstrate their commitment through an application process.

- Focuses on a career theme in a field in which demand is growing and good employment opportunities exist in the local labor market.
- Partnerships with employer representatives from the career field to help plan and guide the program.

The curriculum:

- Combines technical and academic content with employability skills.
- Promotes students' options for college or post-secondary education.
- Provides summer internship opportunities between the 11th and 12th grades and part-time job opportunities related to the specific field of study.

Established Academies

Academy of Business
 Academy of Finance
 Marketing Business Academy
 Pre-Engineering Academy
 Cisco Networking Academy
 Culinary Arts Academy
 Early Childhood Education Academy
 Information Technology Academy

Schools

Glenciff, Overton
 Pearl-Cohn Business Magnet
 Hunters Lane
 Antioch, Martin Luther King
 Stratford
 Glenciff
 Pearl-Cohn
 Stratford

Classification of Students

All students entering MNPS high schools from grade 8 will be classified as a 9th grade student during their first year in high school, regardless of the number of credits earned while in middle school or through alternative means. High School credits in grades 9-12 are by the semester and not by a yearly average. All courses carry ½ credit per semester (except at Hunters Lane High School) with no courses linked. For attendance and accounting purposes, grade level classification is **made only at the beginning of the fall semester for students in grades 9-11.**

Classification of students in schools offering 6 credits per year is as follows:

| | |
|---|--|
| 10 th grade and be in the second year of high school | 5 credits required |
| 11 th grade | 10 credits required |
| *11 th grade and 4 th year in high school at the end of the fall semester | 18 credits required for promotion to senior status |
| 12 th grade | 16 credits required |
| At the end of 12th grade | 22 credits required for a diploma |

Classification of students in schools offering 7 credits per year is as follows:

| | |
|---|--|
| 10 th grade and be in the second year of high school | 6 credits required |
| 11 th grade | 12 credits required |
| *11 th grade and 4 th year in high school at the end of the fall semester | 19 ½ credits required for promotion to senior status |
| 12 th grade | 17 credits required |
| At the end of 12th grade | 24 credits required for a diploma |

Classification of students in block-schedule schools offering 8 credits per year is as follows:

| | |
|---|--|
| 10 th grade and be in the second year of high school | 7 credits required |
| 11 th grade | 14 credits required |
| *11 th grade and 4 th year in high school at the end of the fall semester | 23 credits required for promotion to senior status |
| 12 th grade | 21 credits required |
| At the end of 12 th grade | 28 credits required for a diploma |

****If students have earned the required credits mid-semester of their junior year and a have graduation plan that will allow them to graduate the following semester, they can be promoted to senior status.***

Cumulative Grade Point Average/Transcript

The cumulative numerical average of each senior will be calculated at the end of the seventh semester. The Valedictorian and Salutatorian will have earned the highest cumulative grade point averages among the students in the Scholars Program, thus ranking one and two.

All subjects for which a numerical grade is awarded will be used in determining the cumulative numerical average. If a failed course is repeated, only the passing grade will be calculated in the student's cumulative numerical average. These courses must be taken at an accredited institution with prior principal approval. If a student fails the same course more than once, the

Related Information

higher numerical grade will be calculated in the student's cumulative numerical average. *All courses and grades will remain on the student's transcript.*

Previously passed courses may be retaken for the purpose of improving a grade; however, these courses must be repeated in MNPS only during the school day during the regular school year. If a previously passed course is repeated to improve a grade, only the higher grade will be calculated in the student's cumulative numerical average. *However, both courses and grades will remain on the student's transcript.*

Example:

John Doe

| | |
|-------------------------|----|
| Algebra I (Fall 2002) | 73 |
| Algebra I (Spring 2003) | 65 |

Joe Doe retaking the course

| | |
|-------------------------|----|
| Algebra I (Fall 2003) | 88 |
| Algebra I (Spring 2004) | 80 |

The first grades of 73 and 65 will remain on the transcript, but would not be included in the cumulative average. The repeated Algebra I grades of 88 and 80 would be averaged into the student's cumulative average. However, if a failed course is repeated and passed, only the passing grade will be counted in the student's GPA. This course must be taken at an accredited institution with prior principal approval.

Subjects taken, which give more than the usual $\frac{1}{2}$ credit per semester, are calculated by multiplying the credit by the appropriate numerical average. For example, a grade of 85 in a three-credit course would be equal to three grades per semester.

The numerical average will be determined only from credits earned from a United States institution. High school work completed outside of a United States institution will be placed in the student's record and recorded on the student's transcript as pass (P) and fail (F).

Credit Recovery

Credit Recovery allows all 9-12 students to make up credits previously failed. Additional opportunities to earn credits will encourage students to graduate who otherwise might have dropped out. All 9-12 students are eligible to remediate through Credit Recovery. If class size must be limited, priority is given to seniors and juniors who could graduate with the additional credits. Only fourth- or fifth-year students, who would qualify to graduate during the current school year with Credit Recovery, can take Credit Recovery courses for the first time. All others must be making up credits from failure. If other options are available, students should not take English IV or mathematics classes for the first time. Students may not use Credit Recovery to retake a course previously passed to raise the grade.

Students typically will complete a $\frac{1}{2}$ credit per semester. However, it is possible that students may earn two $\frac{1}{2}$ credits per semester if the school's Credit Recovery schedule permits. There is no limit to the number of credits a student may earn in a semester.

Course materials have been provided to meet required class contact hour requirements for a 13.5-week sequence, for 27-class meetings (DSOP 1160). Classes typically meet Monday and Wednesday or Tuesday and Thursday from 2:30-5:00. Magnet schools that dismiss later may adjust the starting and ending times, so long as there are 5 contact hours per week.

Students wanting to make up credits outside the MNPS Credit Recovery program must have the MNPS principal's permission prior to course enrollment. Failure to secure this permission may result in the credits not being accepted by the MNPS school.

Credit Verification Worksheet

All counselors must complete the MNPS Credit Verification Sheet for each year for each student they are responsible for. Copies of the Credit Verification Worksheet must be sent home twice each year – October and February. (See Credit Verification Sheet located in the Appendix.)

Dual Enrollment

Dual enrollment classes provide students with an ideal opportunity to earn college credit while simultaneously earning high school credits. Students attend college-level classes using the college course curriculum during the school day on the high school campus. Such courses must be taught by licensed teachers or bona fide college instructors approved by MNPS and the postsecondary institution. These general education courses can be offered: English, Literature and Speech, Foreign Language, Mathematics, Sciences, Social Studies, and Technical Courses.

Dual enrollment requirements for students are the following:

- Junior or senior in high school
- Minimum overall GPA of 3.0
- Minimum 19 ACT subscore in specific subject area
- Meet all prerequisite of the course
- Permission from high school principal and parent/guardian

Only coursework in approved Dual Enrollment programs will be recorded on the high school transcript. Required courses should not be taken off the high school campus

Early College Admission

Qualified and promising students may complete a portion of their high school work on the campuses of participating institutions of higher learning. In the program, the MNPS student may obtain a year's credit at the college at the same time he/she obtains credit for the senior year in high school. The high school diploma is granted only upon satisfactory completion of the student's first year's work at the participating institution.

Early admission in college may be considered for a senior who has at least a 3.5 grade point average and a minimum ACT composite score of 25 (or equivalent SAT score). A student must obtain written endorsement from the principal, counseling staff and the participating institution of higher learning. Written agreements completed by the student and the parents must be placed on file in the office of the principal.

The freshman course work at the participating institution will substitute for the courses that the student needs for graduation from high school. The high school principal will determine appropriateness of the content of these courses prior to the student's enrollment in college. A student will be awarded credit for the senior year after having successfully completed the freshman year in college.

Students who choose early admission to college are given credit, not grades, for their senior year in high school. Credits will be recorded with a grade of pass (P).

State law permits academically talented/gifted students enrolled in grades 9 through 12 in public or private high schools in Tennessee to enroll in and receive regular college credit from a Tennessee post-secondary institution, with the following provisions:

- Grade point average equivalent to 3.2 on a 4.0 maximum basis
- Recommendation and approval of the high school principal and appropriate higher education institution personnel
- Part of the student's planned Individualized Educational Placement (IEP), as determined by the multidisciplinary team (TCA 49-6-3111).

English Language Learners

The English Language Learner (ELL) Program is available to students who have been identified as limited English proficient. The goal for all ELL Programs in MNPS is to obtain proficiency in the English language and to acquire the academic skills needed to succeed in the regular classroom. In addition to addressing the ELL standards established by the State Department of Education, ELL teachers follow the District's curriculum standards established for all students.

In Tennessee, two English Language Developers (ELD) English credits may be used toward the four English credits required for graduation. ELD English classes in excess of two are counted as elective credits.

ELL Sheltered Program

In the ELL Sheltered Program, English Language Learners are taught the District's core curriculum; however, the method of instruction is modified to accommodate their unique learning needs. Teachers receive specialized training in strategies for providing this type of instruction. Sheltered classes are offered, as needed, in designated academic courses. Teachers of sheltered classes are required to be certified in the subject they are teaching. For example, a teacher who is teaching a sheltered Algebra I class must hold a math endorsement. Students enrolled in sheltered classes receive regular graduation credit for successful completion of each course. Students enrolled in these classes must successfully complete (without any accommodations) the Gateway or end-of-course exams given to students enrolled in non-sheltered classes of the same course.

In order to participate in a sheltered content class, the student must meet all of these criteria:

Related Information

- Student must be classified as an English Language Learner according to State/District identification criteria.
- Student must have Oral Proficiency Rating of Beginner, High Beginner, Intermediate, High Intermediate, or Advanced AND limited Reading and Writing Proficiency.
- Student must have Math pre-assessment scores indicating need for support. (This is relevant to sheltered math classes only and replaces the oral proficiency rating and reading prerequisites.)

Native Language Credit for ELL Students

MNPS allows students who are native speakers of languages other than English to complete the graduation requirements for the university preparation curriculum without taking foreign language courses, provided that oral and written proficiency in the native language can be documented. Such documented native language proficiency will be noted on the high school transcript.

Guidelines for Implementation:

Students with Transcripts:

- Students who have a secondary transcript showing course work in their native language will have those language credits transferred to their high school transcript as Carnegie units and will meet the requirements for foreign language, regardless of the native language. English studied in the student's native country does not count as a foreign language, but it may count as an ELD credit.
- Credit should be noted on the high school transcript by filling in the Native Foreign Language I (MNPS course codes FLA1800), Native Foreign Language II (MNPS course code FLA1801) and Native Foreign Language III (MNPS course code FLA1802).
- Students with transcripts indicating only one year of course work in the native language will have one year of credit in that language transferred to their high school transcript. This will be recorded on the transcript as Native Foreign Language I (MNPS course code FLA1800). The second year of foreign language requirement will be waived with entry of the non-credit code. It will be recorded on the transcript as Native Language Proficiency (MNPS course code FLA1803).

Students without Transcripts:

- Students who do not have a secondary transcript may provide documentation of oral and written proficiency in their native language in several ways. Although students will receive no credit for native language proficiency without a transcript, proficiency will exempt the student from the foreign language graduation requirement. If the student is literate in his/her native language, an adult speaker, who is proficient in the student's native language and who is trained to administer the proficiency test, can verify proficiency. The student's proficiency may be determined when he/she demonstrates these skills in his/her native language at the novice high level on the ACTFL (American Council on the Teaching of Foreign Languages) language proficiency scale. After verification of proficiency, the student will be allowed to pursue the university curriculum without the addition of other foreign language courses. Oral and written proficiency in the native language may be documented in two ways:
 - Evaluation by District employees at the International Student Registration Center at the ELL Office.
 - Evaluation by an adult speaker*.

Proficiency will be noted on the high school transcript by using the MNPS course code FLA 1803 (Native Language Proficiency), but the notation of this code does not carry credit and will be recorded on the transcript as a pass (P).

*An adult speaker is defined as one who is proficient in the student's native language, who is trained to administer the proficiency test, and who is approved by the ELL Coordinator.

Guidelines for Grading:

- In all classes where ELLs are taught using a modified curriculum, the "Comment" section **must** state that the grading reflects the academic achievement of the student based on this modified curriculum. This is true of all grade levels, including sheltered and non-sheltered classes at the high school level.
- ELLs are also eligible for special education services, when appropriate. Should a scheduling conflict occur between the two programs, the need for special education services overrides placement in the ELL program.
- Each ELL should be assessed according to his/her abilities.

- Schools must document the modifications, accommodations, and parent contacts that have been made for each student.
- A student may not be retained solely because of lack of English language proficiency. Parents shall be given sufficient and accurate documentation that supports any retention decision.

Fifth Year of High School

At the discretion of the high school principal, a non-graduated student who has completed four years of high school may return for a fifth year if the student:

- Has been continuously enrolled.
- Is able to complete all requirements for graduation (6 credits on a traditional schedule, 7 credits at Nashville School of the Arts, or 8 credits at Hunters Lane) within one year.
- Attends summer school, if necessary, and achieves satisfactory grades.
- Exhibits satisfactory behavior and attendance during the fourth year.

Any student granted permission to enroll for a fifth year must maintain satisfactory behavior, attendance, and grades. If at any time these conditions are not met, the principal may remove the student from the high school and refer him/her to the adult school. In extenuating circumstances, a principal may grant a student an additional year to graduate.

A fifth-year student, who feels that he/she has been incorrectly denied attendance for a fifth year, may appeal the decision to the Assistant Superintendent of Student Services. This decision is final.

Final Examinations

Final semester examinations are to be given in all courses during the regular school year and during summer school. Semester examinations are to be given to each student only one time. If a teacher wants any student to retake or take a new examination in the same course, he/she must get approval from the Director of Schools or designee.

Exemption from semester examinations is permitted for seniors meeting the required criteria. To be eligible for exemption, a senior must have attended class 93% or more of the days the students are required to attend per semester, and a senior must have maintained a minimum average of 90 in a subject with one of the two grades being 93 or above, based on the two nine-weeks grades of the prevailing semester for which he/she is applying for exemption. The student who has been suspended out-of-school or expelled loses the right to exemptions from semester examinations. This exemption is permissive for students, not compulsory. Any senior may take any or all exams even if eligible for exemption. If the senior elects to take an exam, the exam grade will be counted.

Students who are not eligible for exemption and who do not take the semester exam in any course will be given a zero for the exam, which will be averaged with other grades. Incomplete semester exam grades must be removed not later than the first nine weeks of the following regular school semester, or the exam grade will remain a 0 and be averaged with the two nine-weeks grades to determine the semester grade.

Fine Arts Credits

The courses listed below are those currently approved by the State Board of Education for approved Tennessee high schools, **and** meet the fine arts admissions requirements for the University of Tennessee and Tennessee Board of Regents.

- Art History
- Dance I, II, III, IV (*PAR courses*)
- General Music
- Instrument Music (e.g. Band, Strings, Guitar, etc.)
- Music History
- Music Theory
- Theatre Arts
- Visual Arts
- Vocal Music

The courses listed below are those currently approved by the State Board of Education for approved Tennessee high schools, but **do not** meet the fine arts admissions requirements for the University of Tennessee and Tennessee Board of Regents.

- Culinary Arts
- Debate

Related Information

- Drafting
- Industrial Arts
- Modern Dance (*PER Courses*)
- Music Careers
- Public Speaking (Speech)
- Physical Education Classes
- Visual Art and Design

Foreign Exchange Students

Foreign Exchange Students, with rare exception, use their year in the United States for broad experience and forgo the goal of a diploma. Exchange students must meet MNPS requirements for a high school diploma if one is to be awarded. They must follow the same guidelines as international students in terms of transcript interpretation and credit determination. English taken in a foreign country, as a foreign language, should be regarded as ELL credit, not English I, II, III or IV credit.

The English Language Learners (ELL) Program is not available to foreign exchange students since they must be proficient in all areas of the English language prior to enrolling in a MNPS high school (Proof of students' English proficiency must be provided by the sponsoring agency.) Furthermore, Foreign Exchange students may not enroll in a magnet/optional school unless they meet the same criteria as a Nashville student. They must meet the same application qualifications and deadlines, participate in the magnet/optional school admission lottery, and be selected following the magnet/optional process.

Homeless Students (Students in Transition)

MNPS will ensure that all homeless children and youth (students in transition) will receive a free appropriate public education and are given meaningful opportunities to succeed in schools. MNPS will ensure that this right is extended to students as defined in Section 725 of The McKinney-Vento Homeless Assistance Act. (See District Standards Operating Procedure Manual for the additional information on Homeless Children and Youth.)

Enrollment of homeless students may not be denied or delayed due to lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the homeless liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conform to dress code
- Any factors related to the student's living situation
- Absence of a parent or guardian during enrollment. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or homeless liaison.

A "Student Residency Questionnaire" form should be completed to determine eligibility. Forms are available at each school site.

International Transfer Students

Students who have already completed secondary school in a foreign country will not be admitted to MNPS. Students desiring further study may enroll in the Basic Adult Education Program or Cohn Adult High School.

International students are admitted to school regardless of immigrant status (*Pyler vs. Doe*, 457 U.S. 202, 1982). The immigration status of a student is a private matter and should not be indicated in any communication or document. MNPS can assign a "pin" number to all students registering without social security numbers.

Because of Homeland Security regulations, MNPS no longer issues I-20 application forms. International students may be required to pay tuition to MNPS.

Placement of International Students

It is the responsibility of the student and parent/guardian to provide records of previous schools so that evaluation and grade placement can be determined. These records must include original transcripts from the student's previous school with an English translation. A translator approved by, and listed with, MNPS may supply the translation; however, translators are not qualified to provide an evaluation of transcripts. An evaluation of equivalency for high school credit or grade placement must be accomplished by bringing the Original and English Translation of foreign school documents to the International Student Registration Center (ISRC) at the ELL Office. The ISRC will review the transcript's authenticity and complete an evaluation within 72 hours. Transcript evaluations, a copy of the original, and a copy of the English translation will be forwarded to the high school counseling office and will carry an official MNPS embossed seal. A copy of each of the documents will be maintained in the ELL office. All original copies will be returned to the parents/students.

The ISRC is not obligated to translate foreign documents, but will assist with translation whenever possible. Ultimately, the parents or guardians of the student(s) must pay any costs incurred for the English translation of foreign school documents.

Students who are fourteen (14) on or before September 30th of a given academic year will be enrolled in high school. Students with no records of previous schooling will be placed in the 9th grade unless documentation can be provided to support alternative placement. Verification of age will be made by the birth date on the birth certificate, I-94, or Visa.

MNPS will make the final determination of credits to be awarded toward graduation based on the records of the previous school, and will consider such factors as the number of hours spent in class per week, per year, and their equivalency to Carnegie units. If credit is given, grades will be recorded appropriately. Credits awarded by a United States institution will be recorded numerically or the numeric equivalent if a letter grade is given. Courses earned outside a United States institution will be recorded as pass (P).

All international students, regardless of enrollment in the ELL Program, must meet MNPS graduation requirements. English taken in a foreign country as a foreign language should be counted as credit in ELL, not English I, II, III or IV. All international students may use only two ELL credits toward the four English credits required for graduation.

Promotion/Retention/Acceleration

The following section includes portions of District Standard Operating Procedure # 1729 as it applies to high school students. The entire promotions/retention/acceleration policy is posted on the MNPS web site.

Promotion K-12

The Board of Education expects students to meet grade-level standards and progress through each grade within one school year. To accomplish this, instruction should be focused on the District academic standards, accommodate the varying needs and interests of individual students, and include strategies for addressing academic deficiencies. To further promote student learning, schools and parents should form partnerships that involve parents in their child's education; foster shared responsibility among students, parents, and staff; and encourage ongoing two-way communication between parents and the school.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards established by the District. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. Students will be promoted to the next grade level in high school based on District-established criteria and credits earned.

Retention

Students not making adequate progress in meeting the District-established criteria will be identified as early in the school year and in their school career as practicable. When a student is identified as being at risk of retention, parents will be notified and the student will be provided additional opportunities to learn. The interventions prescribed will be designed to assist the students in reaching grade-level expectations in core academic areas and to motivate and connect the students to school. Such opportunities may include but are not limited to tutorial programs, after-school programs, and/or summer school programs. Ongoing assessment of student progress will be a part of each intervention program.

Promotion Criteria for grades 9-12

Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards established by the District. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. Students will be promoted to the next grade

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level in high school based on District-established criteria and credits earned. For attendance and accounting purposes, grade level classification is made only at the beginning of the Fall Semester for students in grades 9-11. If, at the end of the Fall Semester, a junior has a graduation plan that will allow them to graduate at the end of the year, he/she can be promoted to the 12th grade.

Students in grades 9-12 will be required to meet the following criteria:

In order to be promoted to the next grade, students must complete and/or accrue the prescribed minimum number of credits (Carnegie units) per grade level designated by the Metropolitan Board of Public Education and the State of Tennessee:

| To be promoted to: | Schools offering 6 credits per year: | Schools offering 7 credits per year: | Schools offering 8 credits per year: |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| 10 th Grade & be in his/her second year of high school | 5 credits | 6 credits | 7 credits |
| 11 th Grade | 10 credits | 12 credits | 14 credits |
| 12 th Grade | 16 credits | 17 credits | 21 credits |
| To Graduate | 22 credits | 24 credits | 28 credits |

Criteria for earning credit

To be awarded credit students must meet the following criteria:

- Student Evaluation/Instructional Assessment
 - Grades
 - Daily work (homework, class participation, tests)
- Mastery of Course Objectives
 - A student must master 70% of the course objectives as defined in the system wide curriculum frameworks.

Parent Notification

Official written notification of student progress is made by District report cards. Parents whose children are functioning marginally are encouraged to contact the school to discuss student performance. When a student's progress is marginal, a "Notice of Concern" regarding the student's academic progress will be sent to the parent at the end of the second and fifth six weeks. However, a "Notice of Concern" can be sent home at any time whenever a student is failing.

High schools will issue a "Transcript Verification" form at the end of each semester. Such form shall indicate the number of credits earned to date.

Special Education

Students receiving special education services who meet the goals of their Individualized Education Program (IEP) and earn credits should be considered for promotion.

English Language Learners

English Language Learners making adequate progress in their designated program will not be considered for retention but will be eligible for interventions. These interventions will be targeted to helping the student learn English and acquiring core academic content knowledge.

Behavior and Grades

All students are expected to exhibit appropriate conduct and behaviors that permit a safe, orderly learning environment. While the Metropolitan Public School System has a very clear, widely publicized policy for student conduct, denial of credit in a grade or a subject shall not be utilized as a disciplinary measure. Teachers may not subtract points from grades or give zeros for students' behaviors.

Remedial Courses

Remedial courses are those courses that are designed to be corrective in nature and to address deficiencies identified by diagnostic methods and/or proficiency testing.

The following courses can be counted only as elective courses: Content Area Reading, Linguistics, English Gateway Interventions, Algebra I Gateway Interventions, Biology I Gateway Interventions, and ELL courses beyond the two that count as English credits.

Special Transfer Information

The following section includes portions of the Student Enrollment and Transfers Procedure #5119. The entire procedure is posted on the MNPS Web site.

Transfers requests can be considered for the following reasons:

- Child Care
- Hardship
- Psychological
- Medical
- Curriculum
- Continuity
- Other (e.g., pregnant or parenting students, majority-to-minority)

High school students may transfer to another comprehensive high school to enroll in a program not available at the zoned school. A program is defined as a three- or four-year sequence of related courses not available at the zoned school. Programs for which students may transfer shall be designated by the Director of Schools (or designee).

The deadline for curriculum transfer is May 1 of each year.

Ongoing satisfactory performance in the course/program for which the transfer has been given is required, along with appropriate attendance, behavior, and effort. The student must maintain at least a C average in the transfer course/program to remain enrolled at the school or to enroll in the next class in a sequence.

Tennessee Secondary School Athletic Association (TSSAA) regulations/rules must be followed. Any questions regarding eligibility should be referred to the TSSAA through the Director of Athletics.

A short, self-explanatory "Request for Special Transfer Form" is available at all schools, on the District Web site or by calling 259-8561. The parent or legal guardian needs to complete the form, attach any required documentation, and obtain necessary principal signatures. Principals have the opportunity to discuss the request with the parent and to provide any relevant information regarding the request. The parent should then submit the signed request form to the Office of Pupil Accounting and Transfers, which will review the request to determine if it is consistent with Board policy and make a decision. Parents will be notified of the decision in writing.

Summer School Information/Graduation

For students in grades 9-12 to earn one unit of credit, a minimum of 133 contact hours is required. Only Middle College, Honors, AVID, Linguistics, IB, and AP students can enroll in the following classes for the first time: Art I, Physical Education, Wellness, Computer Management Success (CMS), and Keyboarding. Students who failed these courses can also enroll in them. Seniors needing a course to graduate in August can take summer school courses for the first time.

At the end of the spring semester, the guidance counselors in each high school are to furnish their school principal a list of potential August graduates. The principal should then forward the list to the Director of Summer School. The list must include the course(s) and credit(s) required for graduation.

Tech Prep Articulation Agreements

College/Tech Prep Programs

Tech Prep provides a seamless career path for students from high school to postsecondary education. Students can earn college credit while in high school. Metropolitan Nashville Public Schools, Nashville State Community College (NSCC), and Volunteer State Community College (VSCC) have developed a series of formal articulation agreements. Any graduate who has received a "B" or better average in selected high school courses and meets other college requirements may receive post-secondary course credit. Performance-based competencies are used to measure the students' skill levels. Students must

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have mastered 80% or better of the postsecondary competencies. The advantages of articulation to the students are three-fold: (1) reduced college cost, (2) less time to complete the college program, and (3) the option to take advanced technical courses in their college program where appropriate.

High School Courses with Post-Secondary Articulations

| MNPS Course Name | Post-Secondary Course Name | Institution for Articulations |
|---|---|--------------------------------------|
| Media Concepts Electronic Media Production Electronic Media Management | COM 120 Introduction to Broadcasting (3 credits) | Volunteer State Community College |
| Marketing & Management I Marketing & Management II | MKT 110 Principles of Marketing (3 credits) | Volunteer State Community College |
| Keyboarding Keyboarding/Document Formatting | BUS 111 Keyboarding with Word Processing (3 credits) | Volunteer State Community College |
| Culinary Arts I Culinary Arts II Culinary Arts III (FACS or T&I) | HTL 111 Introduction to Hospitality Management-Food and Beverage (3 credits) | Volunteer State Community College |
| Secondary students who successfully pass the ServSafe Certification exam, and have in hand as proof at registration the ServSafe Certificate | HTL 130 Basic Sanitation (3 credits) | Volunteer State Community College |
| Health Science students must take three (3) Health Science courses with a grade of B or above and successfully pass a barrier exam with a score of 70% or better. | AHC 115 Medical Terminology (3 credits) | Volunteer State Community College |
| Foundations of Hospitality | HTL110 Introduction to the Hospitality Industry (3 credits) | Volunteer State Community College |
| Early Childhood Education Careers I & II | ECED 2010 Safe Healthy Learning Environments (3 credits) | Nashville State Community College |
| Early Childhood Education I, II, & III | ECED 2130 Clinical Practicum I (2 credits) | Nashville State Community College |
| Accounting I and Accounting II | OAD 2400 Office Accounting or ACCT 1104 Principles of Accounting | Nashville State Community College |
| Principles of Business Management | Introduction to Business | Nashville State Community College |
| Keyboarding or Keyboarding/Document Formatting or Keyboarding/Document Layout and Design or | OAD 1120 Keyboarding/Speedbuilding | Nashville State Community College |
| Integrated Input Technologies | Introduction to Microcomputing or Microcomputer Literacy & Application | Nashville State Community College |
| Visual Communications | Visual Communications | Nashville State Community College |
| Culinary Arts I & II | Culinary Science | Nashville State Community College |
| Computer Aided Drafting Advanced Computer Aided Drafting | ENGR 1150 Engineering Graphics CAD 1200 Computer-Aided-Drafting I | Nashville State Community College |
| Web site Fundamentals Web site I - Fundamentals | CIS 1050 Internet Business Foundations or CNT 1010 Survey of Computer Networking or COM 1000 Beginning HTML | Nashville State Community College |

Tennessee Education Lottery Scholarship Information

Students graduating after December 1, 2004, from a Tennessee High School, home school, or GED program are eligible for Tennessee Education Lottery Scholarships. Students must enroll in the universities or colleges by the fall term immediately following graduation or completion of home school or GED program. Students must have been a resident of Tennessee for one year. The dependent children of U.S. military personnel, Tennessee National Guard on active duty, or Department of Defense employees who maintain residency in Tennessee while stationed out of state are eligible. Requirements include:

1. Enrollment in one of Tennessee public colleges, universities, or private colleges. A complete listing of these schools is available from www.collegepays.com.
2. Free Application for Federal Student Aid (FAFSA). This should be filled out starting January 1 for each academic year (www.fafsa.ed.gov). Early application is recommended. Applications received before May 1 are given priority.

Tennessee HOPE Scholarships

Criterion:

- Meet academic requirements of 21 on ACT (980 SAT) **OR** 3.0 unweighted overall GPA.

The Aspire Award

Criteria:

- Meet the requirements for the Hope Scholarships
- Parents' adjusted gross income of \$36,000 or less

The Tennessee HOPE Access Grant

Criteria:

- Meet academic requirements of 18-20 ACT (860-970SAT)
- Have at least a 2.75 GPA
- Parents' adjusted gross income of \$36,000

The Wilder-Naifeh Technical Skills Grant

Criteria:

- Cannot be a past recipient of Tennessee Hope Scholarship
- Available to all students enrolled at Tennessee Technology Centers who meet residency requirements

General Assembly Merit Scholarship

Criterion:

- Meet academic requirements of 3.75 unweighted GPA **and** 29 ACT (1280 SAT).

For more information, visit <http://www.collegepaystn.com/index.html>.

Testing for Credit in Middle School

Purpose

The purpose of the Testing for Credit program in the Middle School is to provide a way for students to receive Carnegie units for courses taken prior to enrolling in high school. Early admission to these high school courses signifies that the student has demonstrated high academic achievement and is committing to accelerate his/her study of a subject. The expectation is that these students will continue this commitment by enrolling in Honors, AP (Advanced Placement), and/or IB (International Baccalaureate) courses throughout their high school years.

Middle Schools may offer Algebra I, Geometry, Foreign Language I courses, Physical Science, and other courses approved by the Chief Instructional Officer. No half-unit credit can be earned at the middle school level. Credit earned in Testing for Credit courses should be recorded as Pass (P) on the student's cumulative record and high school transcript.

Testing Requirements

All students enrolled in the high school equivalent course must take the comprehensive written examination. The written examination will be scored and graded on the same scale as for students who enroll in the high school course.

The comprehensive written examination will be prepared under the supervision of the Chief Instructional Officer and the appropriate subject area coordinator.

Upon the completion of the course and the passing of the examination, the principal of the middle school will file a letter attesting to the course grade and the examination grade in the student's record; a copy of the letter must be sent to the appropriate administrative staff. The Testing for Credit Carnegie unit will be recognized after the student enters high school.

Testing Gateway

Algebra I Gateway Test

The Algebra I Gateway examination testing dates are designated by the State. If a child has passed the Algebra I for high school credit course and does not pass the Gateway test, he/she cannot be awarded the credit for Algebra I (Carnegie unit).

If an eighth grade student does not receive the credit, the Algebra I course will need to be repeated at the high school level **in order to earn an Algebra I credit.**

High School Implications

When the student is in the high school setting and his/her grade point average is being calculated, the credit earned under the Testing for Credit will not be computed in the student's grade point average, but will be counted as one of the 22 credits (if in a traditional six-period schedule), 24 credits (for Nashville School of the Arts), or 28 credits (if in a block-schedule school) required for graduation and also a part of the requirement for the Scholars Program.

Testing Dates for 2007-2008

| <u>DATES</u> | <u>ASSESSMENTS</u> | <u>GRADES</u> |
|-----------------------|--|----------------|
| 2007 | | |
| Late Aug - Early Sept | District Reading Assessments | K - 4 |
| | District <i>Language!</i> Assessments | 4 - 12 |
| | District Math Assessments | K - 6 |
| Mid Sept - Mid Dec | PLAN (9 th , voluntary) | 10 |
| October 6 | SAT (voluntary) | 10 - 12 |
| October 9 - 11 | TCAP Competency Test | |
| October 17 | PSAT (voluntary) | 9 - 11 |
| October 27 | ACT (voluntary) | 10 - 12 |
| November 3 | SAT (voluntary) | 10 - 12 |
| December 1 | SAT (voluntary) | 10 - 12 |
| December 3 - 7 | End Of Course (block schedule & course repeaters) | 9 - 12 |
| | English I, Math Foundations II, Physical Science, U.S. History | |
| | District Science Assessments | 7 |
| December 4 - 6 (7) | Gateway (block & repeaters) | 9 - 12 |
| | Algebra I, Biology I, English II | |
| December 8 | ACT (voluntary) | 10 - 12 |
| 2008 | | |
| December/January | District <i>Language!</i> Assessments | 4 - 12 |

| | | |
|--------------------|--|------------------|
| January 26 | SAT (voluntary) | 10 - 12 |
| January | District Reading Assessments | K - 4 |
| | District Math Assessments | K - 6 |
| February 5 (6) | TCAP Writing Assessments (make-ups on Feb 6) | 5, 8, 11 |
| February 9 | ACT (voluntary) | 10 - 12 |
| February 12 - 14 | TCAP Competency Test | * |
| March 1 | SAT (voluntary) | 10 - 12 |
| March | District Writing Assessments | 1-4, 7, 9 |
| | District Math Assessments (Problem Solving) | 3 - 6 |
| | District Music, Art Assessments | 4 |
| | District Foreign Language Writing Assessments | 8 - 12 |
| April | State ELL Testing | K - 12 |
| April 7 - April 18 | TCAP Achievement Tests | 3 - 8 |
| April 12 | ACT (voluntary) | 10 - 12 |
| May 3 | SAT (voluntary) | 10 - 12 |
| May 5 - 9 | End of Course (block & full-year) | 7 - 12 |
| | English I, Math Foundations II, Physical Science, U.S. History | |
| May 5 - 16 | Advanced Placement (AP) Examinations | 10 - 12 |
| May 6 - 8 (9) | Gateway (block, full-year, & test repeaters) | 7 - 12 |
| | Algebra I, Biology I, English II | |
| May | International Baccalaureate (IB) Examinations | 11 - 12 |
| | District Reading Assessments | K - 4 |
| | District <i>Language!</i> Assessments | 4 - 12 |
| | District Instrumental Music Assessments | 6, 10 |
| | District Vocal Music Assessments | 10 |
| | District Visual Arts I | 9 - 12 |
| | District Foreign Language Assessments | 8 - 12 |
| | District Science Assessments | 5 - 6, 8 |

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| | |
|--|----------------|
| District Chemistry Assessments | 10 - 12 |
| District Social Studies Assessments | 9 - 12 |
| District Math Assessments | |
| Computation | K - 2 |
| Pre-Algebra | 6 - 8 |
| Algebra I | 7 - 12 |
| Geometry | 8 - 12 |

- The only students eligible to take the Competency Test are special education students who entered high school prior to 2001-2002. They may continue to attempt the Competency Test until age 22.

A chart of all high school assessments is available in Appendix I.

Transcripts

All transcripts and cumulative records will be stamped to indicate the type of diploma/certificate earned by the student. The graduation date and the name and address of the school must appear on all transcripts. A copy of the student's final transcript must be included in the cumulative record after the student graduates.

Transferring Information/Grading Conversions

Transfer Students

Students transferring from an approved or Southern Association accredited school or Metro Juvenile Court School will have their credits accepted in full. These credits must be within the framework found in the Rules, Regulations, and Minimum Standards, Tennessee State Board of Education. **No credit will be given for courses offered by correspondence.**

To receive a diploma from an MNPS high school, a previously non-MNPS student must attend an MNPS school for one semester and earn at least three credits during the year in which the diploma is awarded. Any exception must be approved by the Chief Instructional Officer. Only students from high schools that are accredited by the Southern Association of Colleges and Schools or another state-recognized regional accredited organization may ask for consideration under this provision. The student must also meet all MNPS graduation requirements and have passing grades in all subjects for this consideration.

A student transferring from one MNPS school to another or from any state, regional, or nationally accredited school to an MNPS high school will be placed according to the number of credits earned. Students from outside the system must bring with them evidence of previous attendance and standing. In case such evidence is not available, the principal shall place the student in such grade as he/she may deem advisable on a probationary status; final disposition will be made upon receipt of transcript from the school previously attended and upon the student's performance.

Transfer Student To and From Block-Schedule to Regular-Scheduled Schools

Because of the number of grade and credit configurations in schools from which students transfer to MNPS, it is impossible to establish a set of guidelines to cover every situation that arises when students transfer from one school to another. Administrators and guidance personnel will make every effort to minimize the negative impact on students when they transfer.

If a student attends a school for two years where a regular six-period schedule is followed, and a maximum of six credits could be earned each year, and then attends a school on block schedule where eight credits can be earned for the other two years, the student could maximally obtain 28 credits. The student would be required to have 24 credits to graduate (five each year on regular schedule and seven each year on block schedule).

If a student transfers from a block-schedule school to a six-period school with 16 credits after two years, the student will still need to complete eight credits to graduate with 24 credits.

The total number of credits required for graduation will be four fewer credits during the four school years than the potential number of credits available in the master schedule of the student’s school (or schools) following that student’s entry into the ninth grade. As examples, schools on a traditional six-credits-per-year schedule offer 24 credits and require 22 credits. Schools on the eight-credits-per-year schedule offer 32 credits and require 28 credits. Adjustments will be made in the required number of credits of students and schools in transition between the two schedules. The following table gives examples of adjustments when students spend time in both situations.

| School Offering 6 Credits Per Year | | Schools Offering 8 Credits Per Year | | Total Potential Credits | Total Required Credits |
|------------------------------------|-----------|-------------------------------------|-----------|-------------------------|------------------------|
| Years | Potential | Years | Potential | | |
| 4 | 24 | 0 | 0 | 24 | 22 |
| 3 | 18 | 1 | 8 | 26 | 22 |
| 2 | 12 | 2 | 16 | 28 | 24 |
| 1 | 6 | 3 | 24 | 30 | 26 |
| 0 | 0 | 4 | 32 | 32 | 28 |

Letter/Number Grade Conversions Guidelines

Guidance counselors will use these guidelines to convert final semester grades and to convert “grades in progress” for those students who transfer into MNPS from other systems or schools.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|---|----|
| A+ | 98 | B+ | 91 | C+ | 84 | D+ | 74 | F | 65 |
| A | 95 | B | 88 | C | 80 | D | 73 | | |
| A- | 93 | B- | 85 | C- | 75 | D- | 70 | | |

Transfers from Non-accredited Schools (Including non-accredited home schools)

If the student enters from non-accredited schools (schools not approved by the Tennessee State Department of Education or by comparable agencies), the principal will make temporary placement in view of available evidence, with permanent placement to be at the grade or level best suited to the student’s academic, social, and emotional development as indicated by observation and testing. Home school students entering public schools are treated as students entering from non-approved schools.

Written examinations will be administrated and graded by the principal or the designated representative. Student scores from the recognized standardized test may substitute for the required comprehensive written examinations.

The examination administered to students in grades 9-12 will cover the individual subjects appearing on the official transcripts. The examination for subjects of more than one unit need cover only the last unit completed. Subject examinations will be administered only one time. . Students will receive credit ONLY for individual courses when they pass the examination. A grade of “P” will be entered on the transcript. These grades will not be counted towards the student’s GPA.

Uniform Grading Policy

The MNPS grading legend is aligned with the State Board of Education Tennessee Uniform Grading Scale. The following is how additional points for Honors, AP, and IB courses will be awarded:

| Grade | Scale | Percentage Range | | Weighting for Honors Courses and National Industry Certification | Weighting for Advanced Placement and International Baccalaureate Courses |
|-------|-------|------------------|-----|--|--|
| A | 4.0 | 93 | 100 | May include the addition of 3 points to the grades used to calculate the semester average. | May include the addition of 5 points to the grades used to calculate the semester average. |
| B | 3.0 | 85 | 92 | | |
| C | 2.0 | 75 | 84 | | |
| D | 1.0 | 70 | 74 | | |
| F | 0.0 | 0 | 69 | | |

MNPS courses that include “AP” or “IB” in their titles will be awarded five (5) additional points. In computing numerical grades for AP or IB courses that meet the prescribed standards, five (5) points shall be added to each nine-weeks grade and the exam grade (not the semester average) for each AP or IB course. These GPA’s are internally weighted.

Annually, MNPS shall approve the list of Honors courses. The approved Honors courses are designed with “Honors” in their course titles. No school may offer any course for Honors credit that is not on the MNPS approved list or add additional points beyond the three points. In computing the numerical grades for Honors courses, the three (3) additional points shall be added to each nine-weeks and the exam grade (not the semester average). The course must substantially exceed the content stan-

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dards, learning experiences, and performance indicators. All Honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing).

Additionally, an Honors course shall include a minimum of five of the following components:

- Extended reading assignments that connect with the specified curriculum.
- Research-based writing assignments that address and extend the course curriculum.
- Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, PowerPoint presentations, or other modes of sharing findings. Connection of the project to the community is encouraged.
- Open-ended investigations in which the student selects the questions and designs the research.
- Writing assignments that demonstrate a variety of modes, purposes, and styles. Examples of modes include narrative, descriptive, persuasive, expository, and expressive. Examples of purpose include to inform, entertain, and persuade. Examples of style include formal, informal, literary, analytical, and technical.
- Integration of appropriate technology into the course of study.
- Deeper exploration of the culture, values, and history of the discipline.
- Extensive opportunities for problem-solving experiences through imagination, critical analysis, and application.
- Job-shadowing experiences with presentations which connect class study to the world of work.

Annually, MNPS may approve technical courses that offer a National Industry Certification through a nationally recognized examination. The approved technical courses will be distributed in a future document. These approved courses will receive three (3) points added to each nine-weeks grade and the exam grade (not the semester average).

For additional information about MNPS grade policies see DSOP1728.