

SECTION I: PLANNING THE HIGH SCHOOL PROGRAM

THE FOUR-YEAR-PLAN

Planning is a vital part of a well designed program. Toward the end of the eighth grade, freshmen course selections are made upon the recommendations of the eighth grade teachers with consent of the parents. During the first year of high school, counselors, advisors, and/or teachers will meet with freshmen in a group setting to develop the Tentative Four-Year-Plan of study. The purpose of the Tentative Four-Year-Plan is to familiarize students with graduation requirements and diploma options. With the appropriate selection of electives and requirements, freshmen will have opportunities to receive the preparation needed to reach desired goals.

While administrators, counselors, teachers, advisors and parents have an important role to play in the planning process, ultimately it is the responsibility of the student to register for and pass all courses and assessments required for the chosen diploma. As students register for each semester, teachers will advise them about course selection based upon prior performance in the particular subject area.

It is important to remember that the Tentative Four-Year-Plan and the selection of an academic major are the planning tools. The Tentative Four-Year-Plan, which includes the academic major like any other plan, is meant to be changed and/or modified as students progress through high school. If students or parents are unsure of how particular course selections affect progress toward graduation, then consultation with administrators, counselors, or teachers may be appropriate.

A sample Tentative Four-Year-Plan can be found on the next page. Using the appropriate course choice listings in this Choice Book and the sample plan, students and parents can begin designing a tentative four year course of study.

GCPS High School Tentative Four-Year Plan of Study for 2005-2006 Freshmen

Student _____ Student Number _____

I plan to pursue the following Diploma:
 ___ College Prep/College Prep w/ Distinction*
 ___ Tech Prep/Tech Prep w/ Distinction**
 ___ Dual (Combination - College Prep & Tech Prep)

Teacher/Advisor _____ Career Interest _____

Passing the GA High School Graduation Tests, GA End of Course Exams, and the Gateway Exams are required to receive a Diploma. Special Education and technical courses will not meet requirements for the College Prep Diploma.

Graduation Requirements	Language Arts - LA	Math - MA	Science - SC	Social Studies - SS	Health & Physical Ed	Comp. Tech., Fine Arts, Technical Ed, JROTC, &/or Foreign Language	Foreign Language	Technical Courses	Electives	Total Units Required	
College Prep or College Prep w/ Distinction*	4 Units Including 1 Unit American Lit.	4 Units of College Prep Math in Grades 9-12	3 Units (Bio, Chem, Physics)	3 Units which must include: 1 Unit World History 1 Unit U.S. History ½ Unit - Political Systems ½ Unit - Economics	½ Unit - Personal Fitness ½ Unit - Health	1 Unit (Any Combination)	2 Units (Same Language)	None	4 Units	22/24*	
Combination		3 Units Including 1 Unit of Alg. or Alg. equiv.	3 Units (Bio, Chem, Physics)				None	4 Units (3 Must be in a Concentrated Area)	None	3 Units	22/24*
Tech Prep or Tech Prep w/ Distinction**											

<p style="text-align: center;">9th Grade</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">LA _____</td> <td style="width: 50%;">LA _____</td> </tr> <tr> <td>MA _____</td> <td>MA _____</td> </tr> <tr> <td>SC _____</td> <td>SC _____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	LA _____	LA _____	MA _____	MA _____	SC _____	SC _____	_____	_____	_____	_____	Notes:	<p style="text-align: center;">10th Grade (5 Units required for entry into 10th grade)</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">LA _____</td> <td style="width: 50%;">LA _____</td> </tr> <tr> <td>MA _____</td> <td>MA _____</td> </tr> <tr> <td>SC _____</td> <td>SC _____</td> </tr> <tr> <td>SS _____</td> <td>SS _____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	LA _____	LA _____	MA _____	MA _____	SC _____	SC _____	SS _____	SS _____	_____	_____	_____	_____	Notes:
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*To Earn a Diploma with Distinction, a student must maintain an 80 or above cumulative average in core courses and earn 24 Units. **For the College Prep with Distinction Seal, the additional two units required must be in state core courses or Fine Arts. For the Tech Prep with Distinction Seal, one of the two additional academic units must be in state core courses or Fine Arts. The state core courses are: Language Arts, Math, Science, Social Studies, Foreign Language.

IT IS THE RESPONSIBILITY OF THE STUDENT TO TAKE THE APPROPRIATE CLASSES AND MEET ALL OF THE REQUIREMENTS FOR THE DIPLOMA SEAL OF HIS/HER CHOICE.

Student Signature _____ Parent/Guardian Name & Address _____

Dear Parent:

The following course sequencing chart was designed to assist you when planning your student's four year plan. Please keep in mind that these sequences may be modified to accommodate special circumstances. However, the majority of students will adhere to the course sequences listed below.

The Four-Year Plan takes into consideration academic ability, career goals, interests, and plans for additional education beyond high school. The purpose of the plan is to familiarize students with graduation requirements and to stimulate thought for the future. At each registration, teachers will advise students about the course selection and level of difficulty based on prior performance. Therefore, this plan might change after subsequent registrations. Please keep in mind that while school personnel will make every effort to correctly advise your child, ultimately he/she is responsible for taking the correct courses for graduation. Parents are encouraged to monitor their student's progress by updating and reviewing this plan after each grading period. Should you need further information, do not hesitate to call your student's counselor or advisor.

The Office of Student Academic Support & Advisement

Technical

Technical, College or Dual/Combination

Language Arts - 4 Carnegie Units	Language Arts – 4 Carnegie Units
Technical Freshman L.A.	College Prep/Honors Freshman L.A.
Technical Sophomore L.A.	College Prep/Honors Sophomore L.A.
Technical Junior L.A. (must be American Lit.)	College Prep/Honors Junior L.A. (must be American Lit.)
Technical Senior L.A.	College Prep/Honors/AP Senior L.A.

Mathematics-3 Units Tech*/4 Carnegie Units CP	Mathematics-3 Units Tech*/4 Carnegie Units CP		
Concepts of Problem Solving (required)	Algebra I	Euclidian Geom.	Honors Euclidian Geom.
Concepts of Algebra (required)	Euclidian Geom.	Algebra II	Honors Algebra II
Informal Geometry	Algebra II	Adv. Alg/Trig	Precalculus
Applied Algebra	Adv. Alg/Trig	Stats/Discrete Math	AP Calc or AP Stats
Mathematical Money Management		AP Stats	Stats/Discrete Math
*A 4 th year of Math is recommended			

Science-3 Carnegie Units	Science-3 Carnegie Units
Technical Biology	College Prep/Honors Biology
Technical Chemistry	College Prep/Honors Chemistry
Technical Physics	College Prep/Honors Physics

Social Studies-3 Carnegie Units	Social Studies-3 Carnegie Units
Technical World History	College Prep/Honors/AP World History
Technical U.S. History	College Prep/Honors//AP U.S. History
Economics – ½ Unit	College Prep/Honors Economics/AP Macro Economics
Pol. Systems. – ½ Unit	College Prep/Honors Political Systems/AP Government

Health & Physical Ed.- 1 Carnegie Unit	Health & Physical Ed.- 1 Carnegie Unit
Personal Fitness 1-1/2 Unit & Health 1/2 Unit	Personal Fitness 1-1/2 Unit & Health 1/2 Unit

Fine Arts/Tech/Comp Ed./F.L. &/or JROTC	Fine Arts/Tech/Comp Ed./F.L. &/or JROTC
1 Unit- Any Combination	1 Unit- Any Combination

Foreign Language	Foreign Language
None	2 Units of the Same Language

Technical Carnegie Units	Technical Carnegie Units
4 Units - 3 in a concentrated area.	For College – None For Combination – 4 Units with 3 in a concentrated area

Required Elective Carnegie Units	Required Elective Carnegie Units
3 Units	College- 4 Units/Combination - 0

PLANNING THE HIGH SCHOOL PROGRAM: WHO IS INVOLVED?

Many educational opportunities are available to students in Gwinnett County Public Schools. To make the most of these opportunities, it is essential to carefully plan educational experiences. Advisors, teachers, parents, and most importantly, students have roles to play in this process. With appropriate choices of electives and requirements, students will have the opportunity to reach desired goals.

School's Role

- ◆ Plan instruction appropriate for each student's academic needs.
- ◆ Make every effort to support excellent attendance.
- ◆ Encourage each student to achieve his or her academic goals.
- ◆ Provide resources to enhance the learning process.
- ◆ Provide an environment conducive to learning.
- ◆ Maintain regular contact with home about student progress.
- ◆ Help students identify and enhance career interest.

Student's Role

- ◆ Achieve AKS objectives at each grade level.
- ◆ Register for and pass all courses and assessments required for the diploma choice.
- ◆ Demonstrate acceptable work habits and attitudes.
- ◆ Explore and develop career interest areas.
- ◆ Be actively involved in personal education and career development.
- ◆ Be persistent in getting the information and help needed.
- ◆ Utilize all available career resource materials including on-line sources.

Parent's Role

- ◆ Be an active participant in your student's education.
- ◆ Provide opportunities for the student to explore his/her career interest areas.
- ◆ Encourage strong work habits and positive attitudes in your student.
- ◆ Read all materials that come home from the school and discuss with your student.
- ◆ Be in touch with school personnel about your concerns and questions.
- ◆ Become informed about state and system standards for promotion, graduation, and post secondary admissions.
- ◆ Be proactive in getting the information you need.

Business Community's Role

- ◆ Support the efforts of the school system in the area of career development.
- ◆ Encourage business and industry to be business partners.
- ◆ Provide opportunities for students to pursue career interests.
- ◆ Provide opportunities for educators to increase their knowledge of the work place.
- ◆ Inform the school system of current trends and needs in the job market.
- ◆ Participate in career-related activities in local schools.
- ◆ Provide service-learning opportunities.

DIPLOMA OPTIONS

(See Page 12 for Additional Requirements)

- ⇒ **College-Preparatory Diploma (CP)** - completion of this program is signified by a College Preparatory Diploma indicating that the student has satisfactorily completed a college preparatory program specified by the State Board of Education. A minimum of 22 Carnegie units is required to complete this program of study. Georgia High School Graduation Test and High School Gateway requirements must also be completed.
- ⇒ **College-Preparatory Diploma with Seal of Distinction (CP+)** - a program requiring 24 Carnegie units* and a grade point average in the Core Courses of 3.0 or above on a four point scale or 80 numeric grade point average or above as specified by the State Board of Education. Completion of this program is signified by a High School Diploma with a College Preparatory Diploma with Seal of Distinction. Georgia High School Graduation Test and High School Gateway requirements must also be completed.
- ⇒ **Technology/Career-Preparatory Diploma (TC)** - a program of study requiring 22 Carnegie units as specified by the State Board of Education. Completion of this program is signified by a Technology/Career-Preparatory Diploma. (At least three technical units must be earned in a concentrated area and a fourth technical unit must be earned in the same technical area or a related technical area). Georgia High School Graduation Test and High School Gateway requirements must also be completed.
- ⇒ **Technology/Career-Preparatory Diploma with Seal of Distinction (TC+)** - a program of study requiring 24 Carnegie units and a grade point average in the Core Courses of 3.0 or above on a four point scale or 80 numeric grade point average as specified by the State Board of Education. Completion of this program is signified by a Technology/Career-Preparatory Diploma with Seal of Distinction. Georgia High School Graduation Test and High School Gateway requirements must also be completed.
- ⇒ **Dual (Combination) College-Preparatory and Technology/Career-Preparatory Diplomas** - the high school diploma signifying that the student has satisfactorily completed the requirements for both a College-Preparatory and Technology/Career-Preparatory program specified by the State Board of Education. This diploma requires a minimum of 22 Carnegie units. Georgia High School Graduation Test and High School Gateway requirements must also be completed.
- ⇒ **Individualized Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have met the state assessment requirements referenced in Rule 160-3-1-07 Testing Programs for students completing an IE Diploma - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs.
- ⇒ **High School Certificate** - the document awarded to students who do not complete all of the criteria for a diploma, but who meet all requirements for attendance and Carnegie units.

Note: Students must earn, at least, one of the above exit documents to be eligible to participate in graduation ceremonies.

*** Two additional units beyond the College Preparatory diploma are required from State Core Courses (Language Arts, Math, Science, Social Studies Foreign Language and/or Fine Arts.)**

STATE BOARD OF EDUCATION REQUIREMENTS FOR GRADUATION

State Board of Education Web Site & Phone Number – (ww.doe.k12.ga.us) (404-656-2800)

AREAS OF STUDY	College Preparatory		Technology/Career Preparatory		Dual (Combination)
	CP	CP+	TC	TC+	CP/TC
English/Language Arts*	4	4	4	4	4
Mathematics*	4	4	3**	3**	4
Science*	3	3	3	3	3
Social Studies*	3	3	3	3	3
Health and Physical Education	1	1	1	1	1
Computer Technology and/or Fine Arts and/or Technology/Career Preparatory Electives and/or Modern/Classical Language	1	1	1	1	1
Modern/Classical Language*	2	2	0	0**	2
Technology/Career-Preparatory units (From core Technology/Career-Preparatory courses which include ROTC.)	0	0	4	4	4
Locally required or elective units	4	4	3**	4**	0
State Electives (from Core Courses- English/Language Arts, Mathematics, Science, Social Studies, Modern/Classical Language and/or Fine Arts)	0	2	0	1	0
TOTAL UNITS (MINIMUM)	22	24	22	24	22

* Core Courses

** Technology/Career-Preparatory students may want to utilize an elective unit such as Modern/Classical Language or a fourth unit of mathematics depending upon the student's program of study. Determination of the appropriate number of mathematics units for each Technology/Career-Preparatory program of study shall be determined by the local board of education.

POSTSECONDARY ADMISSION STANDARDS

Three governing boards set the rules for public education in the State of Georgia.

The State Board of Education (www.doe.k12.ga.us), 404-656-2800, determines the requirements for the high school diploma options.

The Board of Regents, (www.usg.edu), 404-656-6050, defines the admission requirements to Georgia public colleges and universities.

The Department of Technical and Adult Education, (www.dtae.org), 404-679-1600, defines the admission requirements to the two-year technical institutes and colleges.

Applicants to the Board of Regents schools will be considered for admission based on their **Freshman Index (FI)**. The Freshman Index is a formula using the SAT scores and the Grade Point Average (GPA) in college-preparatory courses (CPC). CPC courses are courses taken in the areas of language arts, mathematics, science, social studies, modern/classical language, humanities, and fine and performing arts.

Students with any course deficiencies in the five areas of the CPC will not be admissible to research universities, regional universities, or state universities. Depending on their other academic qualifications, some of these students will be admissible to two-year colleges where they will be required to take additional courses to make up for CPC deficiencies and/or learning support courses.

Below is the formula used by the Regents Colleges and Universities to figure a student's Freshman Index.

Freshman Index: A designated score on the Freshman Index ("FI"), which is based on a combination of a student's SAT I or ACT assessment scores and high school grade point average (HSGPA). The Freshman Index is:

$$FI = 500 \times (\text{HSGPA}) + \text{SAT I Verbal} + \text{SAT I Math}$$

or

$$FI = 500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$$

The minimum FI required for admission to a research university is 2500; regional university is 2040; state university is 1940; and a state two-year college is 1830.

Note: Check the Board of Regents Web Site at <http://www.usg.edu> for the most current and updated information.

GEORGIA PUBLIC POST SECONDARY INSTITUTIONS AND THEIR MINIMUM REQUIREMENTS

Research Institutions (www.usg.edu)

Georgia Southern University Georgia State University	Georgia Institute of Technology Medical College of Georgia	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC) (The Georgia Board of Regents strongly urges students with college plans to take as many college preparatory courses as possible.) <u>and</u> a Freshman Index (FI) of 2500, SAT - 430 Verbal/400 Math
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Regional Institutions (www.usg.edu)

Georgia Southern University	Valdosta State University	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC) (The Georgia Board of Regents strongly urges students with college plans to take as many college preparatory courses as possible.) <u>and</u> a Freshman Index (FI) of 2040, SAT - 430 Verbal/400 Math
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State Universities & Senior Colleges (www.usg.edu)

Albany State University Armstrong State University Augusta State University Clayton State University Columbus State University Fort Valley State University Georgia College & State University	Georgia Southwestern University Kennesaw State University North Georgia College & University Savannah State University Southern Polytechnic & State University University West Georgia State University	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC) (The Georgia Board of Regents strongly urges students with college plans to take as many college preparatory courses as possible.) <u>and</u> a Freshman Index (FI) of 1940, SAT - 430 Verbal/400 Math
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Two-Year Colleges (www.usg.edu)

Abraham Baldwin Agricultural College Atlanta Metropolitan College Bainbridge College Coastal Georgia Community College Dalton College Darton College East Georgia College Floyd College	Gainesville College Georgia Perimeter College Gordon College Macon College Middle Georgia College South Georgia College Waycross College	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC), <u>and</u> a Freshman Index (FI) of 1830, SAT - 330 Verbal/310 Math
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Two-Year Technical Institutes & Colleges (www.dtae.org)

Albany Technical College Altamah Technical Institute Applacian Technical Institute Athens Technical College Atlanta Technical College Augusta Technical College Central Georgia Technical College Chattahoochee Technical College Columbus Technical College Coosa Valley Technical College DeKalb Technical College East Central Technical Institute Flint River Technical College Griffin Technical College Gwinnett Technical College Heart of Georgia Technical College Lanier Technical Institute	Middle Georgia Technical College Moultrie Technical Institute North Georgia Technical College North Metro Technical College Northwestern Technical College Ogeechee Technical College Okfenokee Technical Institute Sandersville Technical Institute Savannah Technical College South Georgia Technical College Southwestern Technical Institute Southwest Georgia Technical College Swainsboro Technical College Valdosta Technical College West Central Technical College West Georgia Technical College	MINIMUM SYSTEM STANDARDS Technical Institutes & Colleges offer 3 programs; Certificate, Diploma and Degree. For admission, Certificate and Diploma programs require a high school diploma or GED and one of the following: SAT - 430 Verbal/400 Math or ACT - 18 English/16 Math or ASSET Test. Degree programs require a high school diploma or GED and one of the following: SAT - 480 Verbal/440 Math or ACT - 21 English/19 Math or ASSET Test
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TESTS REQUIRED FOR GRADUATION

Georgia High School Graduation Test

One important function of the Four-Year-Plan is to insure that graduation requirements are met. These requirements are the minimum program which must be satisfied to receive either the College-Preparatory, Technology/Career-Preparatory, dual (combination) diplomas, or the Individualized Education diploma. Students should plan to exceed these requirements in order to prepare adequately for post-high school study or immediate employment. There is a course of study which must be successfully completed to meet requirements for regular admission to Georgia's University System. The college-preparatory or dual (combination) programs ensure that students are taking a college-preparatory program. **A passing score on all sections of the Georgia High School Graduation Test (administered for the first time in the 11th grade) is required for any regular high school diploma. A student's first opportunity to take the high school graduation test will be in the fall of the junior year. Intervention classes are provided for students who do not pass the assessment. In the senior year, students will retake only tests not passed in the junior year.** Students must pass the five graduation tests in order to graduate. The Georgia High School Graduation Test contains English/Language Arts, Mathematics, Science, Social Studies, and Writing.

Gwinnett County Public Schools High School Gateway Assessment

All students must demonstrate knowledge of the Gwinnett County Academic Knowledge and Skills (AKS) curriculum. Students will be provided a booklet listing each of these AKS by course at the beginning of the school year. **Students will need to pass the Gwinnett County High School Gateway Assessment over the AKS before earning a diploma.** The Gateway Assessment measures students' ability to write effectively about 9th and 10th grade science and 10th grade social studies AKS. **The assessment will first be administered in the spring of the 10th grade year.** Intervention classes will be provided to help students who do not pass this assessment. **Students will have several opportunities to retake the assessment if they are not successful the first time.**

End-of-Course Tests

Students are required to take state-mandated End-of-Course tests in the areas of Algebra I (or equivalent), Geometry, U.S. History, Economics, Biology, 9th Grade Language Arts, and 11th Grade Language Arts. These tests will count 15% of the student's overall grade for the semester. Students must take the End-of-Course Test in order to receive Carnegie Units for the courses requiring the EOCT.

PROMOTION POLICY

The following units must be earned for class placement. **Class placement is made at the beginning of each academic year based on the number of units at that time.**

Grade/Status	Units Required For Homeroom Placement	Units Required For Competitive Extra-curricular Activities
10th grade - Sophomore	5 units	4 units*
11th grade - Junior	11 units	10 units
12th grade - Senior	16 units	16 units

***Note: Eligibility rules are complex. If you have questions, see your local Athletic Director. Students who audit courses may forfeit eligibility for extra-curricular activities for the subsequent semester. Consult your counselor before you commit to audit or drop a course. Students must pass five courses each semester and be on track for graduation to maintain eligibility.**

Students must have 4 units to participate in extra-curricular activities their second year of high school; 10 units to participate their third year and 16 units to participate their fourth year.

GWINNETT COUNTY PUBLIC SCHOOLS – GRADE SCALE

- A = 90 and Above
- B = 80-89
- C = 74-79
- D = 70-73
- F = Below 70

CREDIT FOR WORK IN OTHER SCHOOLS

In accordance with the Southern Association of Colleges and Schools Standard 3.4.9, Gwinnett County Public Schools will validate competency, by course, before awarding Gwinnett County Public Schools credit for work completed at a home school or private school that is not fully accredited (not provisional or candidate status) by the Southern Association of Colleges and Schools, one of the SACS equivalents, the Georgia Accrediting Commission, or the Georgia Private School Accreditation Council (GAPSAC). Specifically, Gwinnett County Public Schools accepts at face value credit transferred from the New England, Middle States, Southern, North Central, Northwest and Western Associations, as well as the Georgia Accrediting Commission and GAPSAC.

Students entering a Gwinnett County Public High School from private or home schools not fully accredited (not provisional or candidate status) by one of the above associations will be required to validate competency through testing. Please contact the local school counseling office for details.

If students attend or plan to attend a school not fully accredited (not provisional or candidate status) by one of the above associations or a home school and subsequently request credit for the experience from a Gwinnett County Public School, please check with local school personnel for details involving awarding of Gwinnett County Public Schools credit.

SCHEDULE CHANGES

Students will have a limited number of days after a semester begins to request a schedule change. Legitimate reasons for dropping/adding within the limited number of days may include these situations:

1. The student has already received maximum credit for the course.
2. The student is taking a course out of sequence.

Since all students are required to take six classes, any class dropped during this time must be replaced with another class. Such additions of courses will be contingent on available space in the class the student wishes to add. Changes in student schedules will not be made to move a student from one teacher to another or from one period to another unless the school must do so to balance class sizes. **Students must be enrolled in and pass five (5) classes, or the equivalent in a post secondary school, per semester to maintain extra-curricular eligibility.**

Requirements and schedule changes are substantially different at Phoenix High School.

REPORTS TO PARENTS

Progress Reports

At the end of every six weeks or nine weeks (depending on student's school), high school students will receive from each teacher a written report of his/her status. (At Phoenix High School, progress reports are issued midway through each of the four nine-week mini-semesters.)

Report Cards

Report cards for first semester will be given to students during the first two weeks of the following semester. Report cards for second semester will be available approximately seven (7) days after the semester ends.

Application for Graduation

During the fall semester, the parent/guardian of each senior will be sent a written report of the student's progress toward meeting graduation requirements.

OTHER LEARNING OPPORTUNITIES

In addition to the variety of courses in the curriculum, Gwinnett County offers on-campus and off-campus programs to meet the special needs of students.

English To Speakers Of Other Languages

The goal of the ESOL program is to provide an opportunity for students whose primary or home language is not English to acquire proficiency while continuing to learn content. Schools identify those students whose primary or home language is not English. Local school or district staff administer an English language proficiency test to determine which students are limited English proficient and need English to Speakers of Other Languages (ESOL) instruction.

The International Newcomer Center at Lawrenceville East, 723 Hi-Hope Road, Lawrenceville, Georgia (678-377-8945) provides initial assessment services for middle and high school students. The Center also evaluates foreign transcripts and advises on course placement for newcomers.

In accordance with State Rule 160-4-2.03, students in ESOL II, III and IV may earn up to three years of core language arts credit toward a Technical and/or College Prep Diploma on successful completion of a course. Students in the ESOL courses of communication ESOL I, and sheltered reading/writing I, II, III and IV receive elective credit on successful completion of a course.

Hospital/Homebound/Teleclass

This program is offered to students who cannot attend in a regular school setting due to illness or accident. Students must be projected to be absent a minimum of 10 consecutive school days. Consult your local school for the form necessary for entry into the program. Course instruction is generally limited to mathematics and language arts for a maximum of three hours per week. Instruction in other areas may be provided on an individually determined basis, subject to the availability of personnel and funding. Arrangements to meet curricular needs beyond those provided by Homebound/Teleclass must be made through the local school Student Support Team.

Special Education

Special education programs are available to high school students who meet specific eligibility criteria in the following program areas: specific learning disabilities, intellectual disabilities, emotional and behavioral disorders, speech/language impairments, visual impairments and/or deaf/hard of hearing, orthopedic impairments, autism, traumatic brain injury and other health impairments. All due process procedures as mandated by state and federal laws are strictly adhered to. Special classes are available for students who require more structured learning in a small group setting. An individual Transition Plan is written for each student to support his/her movement from school to adult life. For further information contact the Special Education Department at (770)-277-4475 or correspond directly to: Special Education Department, Lawrenceville East, P. O. Box 343, Lawrenceville, Georgia 30046.

Opportunities for the Disabled

There are several agencies/services who work with students who have mental, physical, and emotional disabilities after they leave high school.

Rehabilitation Services (Vocational Rehabilitation) is a publicly funded department. The employees of this department work with mentally and physically disabled students 16 years old and older. Contact can be made through the Special Education Department in the student's high school or by calling the Special Education Department at Lawrenceville East, (770)277-4475.

Other services are available through the following agencies:

1. Hi-Hope Center - a work activity center publicly funded through the Department of Human Resources for individuals with moderate to severe disabilities;
2. Atlanta Services for the Blind;
3. Annandale Village of Suwanee - a privately funded, residential center for individuals with intellectual disabilities;

4. Creative Enterprises, Inc. - a publicly funded rehabilitation workshop for individuals with disabilities;
5. Gwinnett Group Homes - two publicly funded residential centers for disabled individuals whose families may be unable to care for them. Transportation is provided to other training centers during the day;
6. Warm Springs (GA) Vocational Rehabilitation Center - a residential center in which individuals with disabilities learn independent living skills and work skills;
7. Georgia Mental Health Institute, Georgia Regional Hospital - publicly funded, short-term centers.

Project Rescue

Project Rescue is an interagency intervention program for students who have lost their rights to a routine public education by making poor choices. Through Project Rescue, Gwinnett County Public Schools works in conjunction with the Juvenile Court of Gwinnett County and the Gwinnett Court Services Program (Georgia Department of Youth and Children Services) to provide instruction for motivated Gwinnett students who have been expelled from school.

GIVE Center

The purpose of the daytime Gwinnett Intervention Evaluation Center (GIVE) is to provide an educational opportunity for certain students whose unacceptable behavior has excluded them from regular school programs for ten or more days. Students are placed/assigned to the GIVE Center through the Disciplinary Panel process.

Gwinnett Remediation and Support Program (GRASP)

This alternative program is for chronically disruptive students that are habitual violators of school rules and/or misconduct in the community. Generally, students are placed in the program through a disciplinary panel, court order, agency placement or GIVE Center referral. The major focus of this program is affective (behavioral) intervention with basic academic support. Students must transition successfully through the GIVE Center before enrolling in a regular school program.

International Baccalaureate Program (IB) - Norcross High School

The IB program includes two years of pre-IB and two years of IB curriculum which challenges students and leads to the IB diploma. The program is comprehensive covering all academic disciplines: English, mathematics, social studies, science, modern/classical language and theory of knowledge. It is designed to provide highly motivated college bound students with a balanced education.

Requirements for the IB diploma, which is offered in addition to the Gwinnett County Public Schools diploma, are structured to meet the entrance requirements of universities throughout the world. A measure of the IB's success is its recognition for college credit. A directory of schools recognizing this credit is available in the IB office at Norcross High School (770-447-2635).

JROTC

There are currently four JROTC programs in Gwinnett County Public Schools. There are Air Force units at Shiloh High School and North Gwinnett High School, a Navy unit at Duluth High School and a Marine unit at Parkview High School. Students in other schools may take JROTC by traveling to these schools for part of each day or transferring to one of the schools full time. Students who have earned four Carnegie units of credit for JROTC, or three Carnegie units of credit for JROTC and one additional from a technology/career-preparatory course, or three Carnegie units from technology/career-preparatory courses and one JROTC Carnegie unit will have fulfilled the Technology/Career-Preparatory diploma requirements.

Grayson High School Technical Program

The Grayson High School Technical Education program provides technical education and training for GCPS students in the eleventh or twelfth grades who are interested in fine arts and technology and are seeking either a technology/career prep diploma or a combination technology/college prep diploma. Students at block schools may also take these courses for elective credit for the college prep diploma. Students will have the opportunity to earn credits toward graduation, in cutting-edge programs not offered at their regular high school. The following technical programs are taught as one or two year courses. These programs will provide students with the knowledge and skills needed to enter the work force, begin apprenticeship training, enter a post secondary technical school, or continue towards a college degree.

Technical Programs

Bio-technology	Technical Theater: Scenery and Lighting
Environmental Horticulture	Technical Theater: Costume and Makeup
Music Recording	Veterinarian Technology
Music Technology	IT: Network Systems & Support
Digital Media & Design	Law Enforcement/Public Safety
Culinary Arts	Commercial Photography
Video Broadcast/TV Studio	Hospitality/Travel/Tourism
Environmental Science	

Maxwell High School of Technology

Maxwell High School of Technology provides technical education and training for eleventh and twelfth grade students who are seeking either a technical diploma or a combination technical/college endorsement diploma. Technical courses in fifteen specialized career fields are taught as one or two year courses. These courses will provide students with essential skills needed to enter the work force, begin apprenticeship training, enter a post secondary technical school, or continue towards a college degree.

Technical Courses

Automotive Collision	Cosmetology	Medical Services
Automotive Services	Early Childhood Education	Technical Apprenticeship
Commercial Art	Electronics	Welding
Computer Aided Drafting	Graphic Arts	
Computer Technology	Horticulture	
Construction	Law Enforcement	

Technician Training

Technician level careers are challenging and financially rewarding. Students who pursue technical education training should possess good communication skills, basic mathematical skills, and advanced problem-solving skills. Some programs require the applications of higher levels of mathematics (i.e., algebra and geometry). The basic course offerings provide for one year of technical knowledge, hands-on skill development, and employability skills. Students who do well may choose to participate in the Technical Apprenticeship program during their senior year.

Technical Apprenticeship

The Technical Apprenticeship program provides an opportunity for students who have completed two semesters of a technical program to pursue employment in the occupation during their senior year in high school. Students will attend a series of seminars on the development of workplace skills, employability skills, safety in the workplace, management of income, etc. The purpose of the program is to ease the transition for students from school to a viable career in the workplace.

Phoenix High School

Phoenix High School is designed to meet the needs of several groups of students, including students who must attend or choose to attend in the evenings, adults seeking a high school diploma, and teen parents. Some basic information follows.

Philosophy:

The mission of Phoenix High School, as an alternative and complement to the traditional high school program, is to insure the success of students who may be unlikely, for a variety of reasons, to reach their potential in a traditional setting. The program is grounded in the uniqueness and inherent worth of the individual student. The faculty and staff believe that every student possesses the ability to become a self-confident, independent learner. Phoenix High School will enable each student to experience a sense of accomplishment, a feeling of belonging and confidence in setting goals and making life choices. A variety of opportunities will be provided for students to develop and demonstrate the knowledge and skills necessary for fulfilling adult roles.

Requirements:

1. A student must be a resident of Gwinnett County.
2. A student must be at least sixteen (16) years of age and/or have attended one year of high school.
3. Once a student has enrolled in the Phoenix High School program, the student may not enroll in a regular school prior to the beginning of that school's next official semester.

Seventh Period Students

Phoenix High School and local community schools offer classes on a space available basis after the regular high school dismissal time. Students enrolled full time in Gwinnett County High Schools may take one or two additional classes at these locations for a tuition fee.

Remedial Education Program (REP)

Remedial Education Program (REP) classes in reading/language arts and math are available in high schools for eligible students. Students who successfully complete these courses will receive credit. Contact your local school for further information.

Buchanan High School of Technology - www.buchananhs.org

Buchanan High School of Technology is a specialized Gwinnett County Public School in the city of Norcross currently offering high school students opportunities to attend classes during 7th and 8th period time frames, outside of their regular schedule of classes. Students enroll in 7th and 8th periods to get ahead in their academic studies or fill gaps in their plans of study for graduation. Students needing one or two additional classes may view the course offerings and register online for classes at www.buchananhs.org.

Vision:

Buchanan High School of Technology will prepare students to be successful and competitive in the economy of the 21st century by incorporating and instructing in the latest technology innovations within a nontraditional instructional environment stressing core academics.

Mission:

The Mission of Buchanan High School of Technology will be to provide students opportunities to achieve educational goals and obtain skills that are viable and sustainable and bridge to the future.

Gwinnett County Online Campus - www.gwinnettk12online.net

Gwinnett County Online Campus was developed to offer an alternative for students who need a 7th period class and require or prefer flexibility in the time of day or location in which they complete course work. The classes are best suited for students who are comfortable learning in a computer-based environment. Online classes provide the same courses and AKS curriculum that are offered at a traditional school. The courses follow a fourteen week semester in the fall and spring. Online summer school closely follows the traditional five week summer school schedule. Interested students must have their local school counselor's approval to take an online course. Students register and pay at the Online Campus web-site at www.gwinnett.k12.ga.us.

Gifted Education Program

Gifted Education classes are available to high school students who meet specific eligibility criteria established by the Georgia Board of Education. The program offers complex subject matter at an accelerated pace in Language Arts, Mathematics, Science, Social Studies and Modern/Classical Languages as well as Advance Placement and International Baccalaureate classes. Courses for the gifted extend GCPS' AKS for students who excel intellectually and academically. Each high school offers Directed Study classes and the QUEST Internship Program for gifted education students. Directed Study students complete and present an individual research project planned and developed under the supervision of a gifted program teacher. In the Internship program, students spend a portion of the school day in an in-depth career exploration with a mentor in the community.