

HONORS DIPLOMA

		Required Courses		Minimum Credits Required
<i>An Honors student must have a 94% average and score at least 22 on the ACT or 1000 (Critical Reading and Math scores combined) on the SAT.</i>				
CORE	MATH	Algebra I	1.0	4.0
		Geometry	1.0	
		Algebra II	1.0	
		Trigonometry	0.5	
		Pre-Calculus/Mathematics	0.5	
	ENGLISH	English I	1.0	5.0
		English II	1.0	
		English III	1.0	
		English IV	1.0	
		English Composition II	1.0	
SOCIAL STUDIES	World Geography	1.0	4.0	
	World History	1.0		
	American Or National History	1.0		
	U.S. Civics & Economics	1.0		
SCIENCE (Labs Required)	Biology	1.0	4.0	
	Physical Science	1.0		
	Chemistry	1.0		
	Physics	1.0		
BIBLE	New Testament Survey (Required)	1.0	3.0	
	Old Testament Survey (Required)	1.0		
	Choose One of the Following: Life of Christ	1.0		
	New Testament Church History	1.0		
NON-CORE	Etymology	1.0	8.0	
	Computer Science	1.0		
	Speech	0.5		
	Music	0.5		
	Foreign Language	2.0		
	Health	0.5		
	Personal Finance	0.5		
	Physical Education - Maximum of 2 credits	2.0		
Total Minimum Required Credits:			28.0	

COLLEGE PREPARATORY DIPLOMA

		Required Courses	Minimum Credits Required
CORE	MATH	Algebra I	1.0
		Geometry	1.0
		Algebra II	1.0
		Trigonometry	0.5
		Pre-Calculus/Mathematics	0.5
		4.0	
CORE	ENGLISH	English I	1.0
		English II	1.0
		English III	1.0
		English IV	1.0
		4.0	
CORE	SOCIAL STUDIES	World Geography	1.0
		World History	1.0
		American Or National History	1.0
		U.S. Civics & Economics	1.0
		4.0	
CORE	SCIENCE (Labs Required)	Biology	1.0
		Physical Science	1.0
		Chemistry or Physics	1.0
		3.0	
CORE	BIBLE	New Testament Survey (Required)	1.0
		Choose One of the Following: Old Testament Survey	
		Life of Christ	1.0
		2.0	
NON-CORE		Etymology	1.0
		Computer Science	1.0
		Speech	0.5
		Music	0.5
		Foreign Language	2.0
		Health	0.5
		Personal Finance	0.5
		Physical Education - Maximum of 2 credits	2.0
	Electives	1.5	
		9.5	
Total Minimum Required Credits:			26.5

GENERAL DIPLOMA

		Required Courses	Minimum Credits Required
CORE	MATH	Algebra I	1.0
		Geometry	1.0
		Business Math or Courses Below PACE 1097	1.0
			3.0
	ENGLISH	English I	1.0
		English II	1.0
		English III	1.0
		English IV	1.0
			4.0
	SOCIAL STUDIES	World Geography	1.0
World History		1.0	
American Or National History		1.0	
U.S. Civics & Economics		1.0	
		4.0	
SCIENCE (Labs Required)	Biology	1.0	
	Physical Science	1.0	
		2.0	
BIBLE	New Testament Survey (Required)	1.0	
	Choose One of the Following: Old Testament Survey		
	Life of Christ	1.0	
	New Testament Church History		
		2.0	
NON-CORE		Etymology	1.0
		Computer Science	1.0
		Speech	0.5
		Music	0.5
		Health	0.5
		Personal Finance	0.5
		Physical Education - Maximum of 2 credits	2.0
		Electives or core subjects below PACE 97	3.0
		9.0	
Total Minimum Required Credits:			24.0

VOCATIONAL DIPLOMA

		Required Courses	Minimum Credits Required
<i>Students must complete at least through PACE 1096 in every subject. For transfer students, PACEs needed will be assigned to meet minimum graduation requirements.</i>			
CORE	MATH	Minimum of 48 PACEs as Diagnosed Add Business Math if Needed	4.0 4.0
	ENGLISH	Minimum of 48 PACEs as Diagnosed	4.0 4.0
	WORD BUILDING	Based on Diagnostics Assign Etymology Where Possible	? ?
	SOCIAL STUDIES	Minimum of 48 PACEs as Diagnosed	4.0 4.0
	SCIENCE	Minimum of 48 PACEs as Diagnosed	4.0 4.0
	BIBLE	New Testament Survey (Required) Life of Christ	1.0 1.0 2.0
NON-CORE		Computer Science	1.0
		Health	0.5
		Physical Education - Maximum of 2 credits	2.0
		Electives	?
		Electives or core subjects below PACE 97	2.5 ?
Total Minimum Required Credits			22.0

Academic Projection Sequences

For use with IEP, Vocational and Alternative Option Courses of Study

<u>Title</u>	<u>Sequence</u>	<u>Credit</u>
MATH		
Students need to know basics: Fractions Decimals Roman Numerals English and Metric System	Use the PACEs covering the areas being remediated and utilize the same 3 PACE per quarter standard (12 per year) for issuing the appropriate credit	Varies
After that, course possibilities:		
Math Fundamentals	49-60	1
Basic Math	61-72	1
Introduction to Algebra, or Basic Algebra, or Pre-Algebra	69, 75, 76, 77, 78, 83, 84, 88, 90, 93, 95, 96	1
Introduction to Geometry, or Basic Geometry, or Pre-Geometry	71, 72, 73, 80, 81, 82, 85, 87, 89, 91, 92, 94	1
General Math or Math Review	Any 12 Gap PACEs	1
Business Math can often be used		1
ENGLISH		
English Grammar Fundamentals or English Grammar Fundamentals I	49-60	1
English Grammar Fundamentals or English Grammar Fundamentals II	61-72	1
Basic English Grammar or General English	73-84	1
English Composition	85-96	1
English Grammar Review	41, 42, 51, 53, 54, 58, 59, 62, 63, 65, 67, 68 Any 12 Gap PACEs, or Some students: 67, 68, then 85-96 Some students: 67, 68, then 97-108	1 1 1 1

SOCIAL STUDIES

Introduction to World History	61-72	1
Career Planning	73-78	.5
State History (PACE or Non-PACE)	1-6	.5
Introduction to Civics	85-96	1

SCIENCE

Introduction to Science	61-72	1
Life Science	73-84	1
Earth Science	85-96	1

ELECTIVE (OTHER) OPTIONS

Nutrition Science (MCE)	1-6 (Science or General Elective)	.5
Basic Bible (IEP, Vocational only)	12 Bible Reading PACEs	1
Literature	6 Study Guides Completed	.5
Vocabulary Skill Building	6 Word Building PACEs	.5
PE	.5 Credit per year	2
Work Experience *follow guidelines	1 year	1
Successful Living/Proverbs (MCE)	Bible or General Elective	
Life of Christ (MCE)		
Art of Storytelling (Speech) (MCE)	Speech or General Elective	

OPTIONAL TITLES FOR BIBLE COURSES

First Century History	New Testament Survey	1
Ancient History of Near East	Old Testament Survey	1
Jewish History/Minority Studies	Life of Christ	1
History of the Middle Ages	New Testament Church History	1
Family Living or Life Preparations	Christian Growth	.5
World History II	Missions	.5

EXTRA-CURRICULAR COURSES (NON-PACE)

Use the following guideline for issuing credit for extra-curricular courses (classroom instruction):

135 Hours	45-50 min. – 5 days/week – 36 weeks	1
81 Hours	45 min. – 3 days/week	.5
54 Hours	45 min. – 2 days/week	.5
27 Hours	45 min. – 1 day/week	.25

You will need to make sure that you exercise integrity in the awarding of credit for non-PACE courses with regard to time invested. In addition to the time, you also want to make sure that you have a system of assessments in place for such courses (quizzes, tests, papers, etc.) so that should you ever need to, you can document the fact that there was actual work and learning taking place.

IEP Designation – Guidelines for Developing a Plan

Depending on the system used the designation IEP may refer to either an Independent Educational Projection or in most cases, an Individualized Education Plan. Please note the criteria and format to follow closely.

Notes for Administrator

- Use format below to create a custom form for your school
- Sample info provided in template
- Sample cover letter included
- IEP should be reviewed once each year
- Should be set up PACE by PACE per subject area
- Use the Procedures Manual (scope & sequence) to write the specific objectives
- Annual goals are stated for completion of specific PACE number and % of accuracy (see sample below)
- Present levels of development mark the subject and PACE number
- Should maintain the 80% accuracy rate but in extreme cases this could be modified to 75% or maybe even 70%

An IEP is the “plan of last resort” administratively. Utilizing the various diploma levels students should be located based on individual potential not just ambition or desire levels. Care should be taken to define true need as opposed to a lack of desire. Always challenge students to the highest possible achievement. The progression is Honors, College Preparatory, General Education, Vocational or Technical, IEP, Certificate of Attendance.

The Procedures Manual will guide in setting up academic projections for most of the courses of study. Assistance for an IEP is listed below.

<insert School Name>
Individualized Education Program
Or Education Action Plan

Name _____ DOB _____ Grade
Level __ Male __ Female __

Address _____

Parent/Guardian _____

Home Telephone _____ Work Telephone _____

Effective Dates __ From _____ to _____ Meeting Date _____

Initial IEP __ Periodic Review __

Considerations for the IEP...

	<u>Discussed, Not Applicable</u>	<u>Discussed/Applicable</u>
1) Testing and Assessment	___	___
2) Plan to address academic concern	___	___
3) Physical Education	(Must be incorporated)	___
4) Extended School year service	___	___
5) Additional Concerns addressed	___	___

Name

**Present Levels of
Development/Functioning/
Performance**

Annual Goals

Objectives

In narrative form, explain the student's present levels of performance. Include achieving progress, strengths, capabilities, interests, Be and needs displayed in school setting.

Write goals in areas of need (What will the student be able to do in the course of a year?)

What are the steps leading to the annual goal? specific.

David has completed Math 1083, English 1069, Social Studies 1095 (& etc.)

David will complete Math PACE 1075 with 80% accuracy. He will complete Math PACEs 1080 through 1084 with 80% accuracy. In English, David will (& etc.)

From Procedures Manual write the specific objectives

Specific Modifications for Student

(List any subject related exceptions or modifications in this area)

Reading-

Math-

Word Building-

English-

Science-

Social Studies-

Exemption from the following PACE Tests

IEP exempts student from PACE Check-Ups ___
Self-Tests ___
Final PACE Tests ___

IEP exempts student from those checked above in the following subject areas:

Reading ___
Math ___
Word Building ___
English ___
Science ___
Social Studies ___

Additional Considerations/Comments:

Signatures:

____ Supervisor: _____
____ Principal: _____
____ Parent/Guardian: _____

IEP Cover Letter Sample

<insert School Name> Individualized Educational Plan for

Name _____

The A.C.E. method of individualized learning allows the student to work at the level where he/she best performs. He/she will work on a skill or concept until it is mastered.

Occasionally a student finds it difficult to progress through the material. When this occurs the supervisor determines if there may be modifications required in order for the student to continue his/her education. The determining factors consist of various means; standardized test scores; student check-ups, self-tests, tests; student's frustration/attitude, among others.

When the supervisor has determined there is a special need, he/she requests approval for an individualized educational plan to be developed for the student.

Your child has been referred for an Individualized Educational Plan. Please review the information on the following pages and we will meet to discuss the plan and decide if the plan will be put into operation for your child.

*We would like to meet with you to discuss the IEP
on _____.*

It is our intention to provide your child with the best learning environment possible for him/her to be successful. Please prayerfully consider this specific plan for your child and sign and return it to school before _____.

Regards,

<Name>

<Title (Principal, Administrator etc)>