



**FRASER HIGH SCHOOL**

**2020-2021**

**SCHEDULING INFORMATION  
AND  
CLASS REGISTRATION POLICIES**

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**FOR GRADUATION FROM FRASER HIGH SCHOOL  
8 SEMESTERS OF ATTENDANCE  
AND 27.5 CREDITS  
2020-2021**

Fraser High School requires 27.5 credits for graduation. Below lists the mandatory courses for graduation.

COURSE	CREDITS
English	4
Algebra 1	1
Algebra 2	1
Geometry	1
Math or Math Related Course (1 credit of Math must be taken in the Senior Year)	1
Biology	1
Chemistry I	½
Environmental I*	½
Physics I	½
Level II Science (Chemistry, Environmental, or Physics)	½
Government	½
Economics	½
American History	1
World History	1
Physical Education	1
Health	½
Fine Arts**	1
Career & Technical Education***	1
World Language (K-12) ****	2
SMART*****	
Online Experience	

**PLEASE NOTE:** One credit courses are full year courses. The student must sign up for both semesters to receive a full year of credit.

\*Environmental Science I - Successful completion of AP Biology A and B, College Chemistry A and B, or Accelerated Chemistry A and B and Accelerated Physics A and B fulfills the Environmental Science I requirement.

\*\*Fine Arts credit is earned through successful course work in the areas of World Languages, Art, Humanities, Stagecraft, Vocal and Instrumental Music.

\*\*\*Career and Technical Education credit is earned through successful course work in the areas of Business Tech, Health Sciences and Patient Services, Family and Consumer Sciences, Industrial Tech, and Career Prep Center courses.

\*\*\*\*A pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing a visual or performing arts course.

\*\*\*\*\*SMART Hour is required every semester unless you are in a school approved activity that conflicts with this time.

**To Whom It May Concern:**

At the regular meeting of the Board of Education of the Fraser Public School District on April 13, 1981, the following motion was adopted:  
"The Fraser Public School District complies with all applicable federal laws and regulations prohibiting discrimination and with legal and applicable requirements and regulations of the U.S. Department of Education. It is the policy of the Fraser Public Schools District that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against in any program or activity for which it receives financial assistance from the U.S. Department of Education."

GRIEVANCE PROCEDURES FOR  
TITLE II OF THE AMERICAN WITH DISABILITY ACT OF 1990  
TITLE VI OF THE EDUCATION AMENDMENT ACT OF 1972  
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972  
SECTION 504 OF THE REHABILITATION ACT OF 1973  
AGE DISCRIMINATION ACT OF 1975

Section I If any person believes that Fraser Public School District or any part of the school organization has inadequately applied the principles and/or regulation of (1) Title II of the American With Disability Act of 1990, (2) Title VI of the Education Amendment Act of 1972, (3) Title IX of the Education Amendment Act of 1972, and (4) Section 504 of the Rehabilitation Act of 1973, (5) Age Discrimination Act of 1975, he/she may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

**Director of Human Resources**  
Fraser Public Schools  
33466 Garfield Road  
Fraser, MI 48026

Section II The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. He/she may initiate formal procedures according to the following steps.

Step 1 A written statement to the grievance signed by the complainant shall be submitted to the Local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

Step 2 If the complainant wishes to appeal the decision of the Local Civil Rights Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3 If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his receipt of the superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Step 4 If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, Department of Education, Washington, D. C. 20201.

Inquiries concerning the non-discriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

Special support services can be made available in Career Technical Education Programs through the Carl Perkins II Act. For information, contact Brent Brasure at 439-7206.

**Board of Education:**

Laura Edghill, President	Ron DelVillano, Treasurer	Todd Koch, Trustee
Jim Birko, Vice President	Linda Corbat, Secretary	Dan Stawinski, Trustee
		Scott Wallace, Trustee

**Superintendent of Schools:**

**Ms. Carrie Wozniak**  
**FRASER PUBLIC SCHOOL**  
**33466 Garfield Road**  
**Fraser, Michigan 48026**

### **Reproductive Health Education Sex Ed Instruction – State Aid Act, 1766a**

The Board of Education has established a program of health instruction which includes reproductive health and other sex education instruction as well as serious communicable disease prevention education. According to applicable law, parents/guardians have the right to review materials or observe classroom instruction; please contact your student's school principal. This statute also allows you to excuse your child from participation in classes which include such instruction, if you choose. If you wish to exercise your right to excuse your student from this instruction, please send written notice to your student's school principal.

## PRINCIPAL'S INTRODUCTION

This Program of Study book is provided so students and parents can make informed choices that allow the students to make the most of the high school experience. The staff of Fraser High School, parents and our students all share a common goal – to have the student graduate from high school and be successful in the next stage of his/her life. Graduation is both an end and a means. It is an end because it marks the end of thirteen years of education that started in kindergarten and is finalized with a proud walk across the stage at the Commencement ceremony to receive a diploma. The term ‘commencement’ means a beginning. It signals the end of one phase of life and the start of the next, a phase where the graduate takes on greater and greater responsibility for making decisions that affect both his/her own life and the lives of others. It is a means because the high school years have hopefully prepared the student to make good choices regarding those decisions. Regardless of the path taken after high school – the world of work, college, trade school, or the armed forces – students are expected to continue to learn. It is a requirement for success in life. Hopefully the student’s high school experience has provided the tools necessary for life long growth and learning. A wise man once said, “It is easy to learn many things if first you learn how to learn”.

During high school, students will be experiencing more growth in more areas than any other time of their lives. You are a different person leaving high school than you were entering as a freshman. The key to success later in life often lies in the choices made in high school. The reality is, you have one opportunity to live your high school years. Making good choices in high school is important, as there is not a chance to go back and do it right the second time. It is, once again, the time of year to make some important choices for next year– your plan of study. As you develop your plan, please look beyond high school and think of what you will be doing after high school. Select courses that will help you succeed in these endeavors. There is information in this book that will help in the selection of courses. The Career Pathways page will help give a focus to possible fields of employment. Department overviews will give direction for a particular strand of classes. Toward the end of the book are pages on which you can plan out your course sequence over your four years in high school. Inside the back cover is a Credit Check to make sure the student stays on track and graduation requirements are met.

Please develop a program of study for the four years of high school. As is the case in life, the easiest path is often not the best one to take. Choose classes for next year with the future in mind - Where do I want to go? What do I want to do? One reality of school funding issues is larger class sizes next year. A guiding principle is the courses a student selects now will be the courses he/she will have next year. The number of schedule changes allowed will be drastically reduced. Please utilize the information and resources provided in this book. Have discussions between parents and students regarding future plans and the course that will prepare students for a particular path in life. Make sure the Course Selection card is reviewed before it is signed and returned.

The Counseling Department is available to assist students and parents with the scheduling process. Appointments and/or phone calls may be made to discuss issues or concerns. Do not hesitate to contact the Counseling Department if you need assistance.

<b>Counselor</b>	<b>Student last name begins with:</b>
<b>Stacy Kalpin 439-7264</b>	<b>A - E</b>
<b>Eric J. Howell 439-7268</b>	<b>F - L</b>
<b>Andrea Hammer 439-7265</b>	<b>M - R</b>
<b>Carol Trush (Department Head) 439-7266</b>	<b>S - Z</b>

The staff of Fraser High School has developed a curriculum that is comprehensive and challenging for our students. Student learning and student success are the focal point for instruction. The staff continues to refine and improve the curriculum, teaching techniques and learning opportunities for our students. Please spend time reviewing the material so the student’s high school years at FHS are meaningful and our students can take full advantage of the bright future that lies ahead of them.

Mr. Ryan Sines, Principal (439-7200)

## INTRODUCTION

This Program of Study booklet has been prepared to assist everyone involved in the scheduling process. Building a sound educational program is not the single concern of the student, but also involves parents, counselors, and teachers. This booklet should be studied carefully and if there is anything that is not clear, be sure to get in touch with a counselor.

The material contained in this book is constantly subject to review. The faculty, administration and the Board of Education are always striving to keep the Fraser High School curriculum purposeful.

## PROGRAM PLANNING GUIDELINES

### PARENT INFORMATION

Parents are invited to study this booklet and consult the school whenever they do not understand something. Your questions and suggestions are invited in order to bring about a better understanding and a greater degree of cooperation between the school and the home. The counselors should be a primary source of information.

### TYPES OF PROGRAMS FOR HIGH SCHOOL STUDENTS

Students entering our high school have a wide selection of courses from which to elect a program which will meet their abilities, interests, talents, and post high school goals.

We offer a varied curriculum because we want students to be able to select educational experiences which will satisfy any unique needs. This allows the student to select courses which might not be available in a more rigid program.

The flexible curriculum combined with the special attention given to students by counselors during scheduling conferences, allows the student to balance course selections with career technical education (CTE), fine arts and college preparatory courses. An example of flexibility is a program for students who take college preparatory courses in combination with CTE courses. If students were to major in science or engineering, they would be more adequately prepared having taken the technical courses in high school. If they choose to enter the job market after graduation, they will find that their high school preparation will have given them an advantage because of having taken the technical courses available in our high school. By offering a varied curriculum, our high school presents something for all students regardless of their individual differences in ability, interest and talent.

## RESPONSIBILITY FOR PROGRAM SELECTION

### FRASER HIGH SCHOOL RESPONSIBILITY

All schedule planning is done on a yearly basis. Time is set aside each spring in order to consider scheduling with students and parents. This is necessary to ensure proper scheduling of rooms, materials and facilities and to insure a proper organization from the opening day of school in the fall. Every effort will be made to consider the parent's and the student's desires, needs, and objectives in relation to the school's educational goals when scheduling takes place. Decisions made at the time of scheduling will be considered **binding on the student. It will be difficult to change schedules at the opening of school in the fall. The schedule made out in the spring will be the basic schedule for the entire school year.** We emphasize the importance of clear, concise decisions made at the time of initial course selection. Carefully consider your selection of classes. Seek all the help you desire from the principals, counselors, and the teachers.

What circumstances would allow for a class change first semester?

- 1.) A hole in the student's schedule
- 2.) A duplicate of a class where credit has already been earned.

What circumstances would allow for a class change second semester?

- 1.) A hole in the student's schedule
- 2.) Failing the first half of a class that depends on that information to be successful in the second half of the class (i.e. Spanish, Chemistry, etc.)

What if the student still wants to change their class:

- 1.) Fill out the appropriate paperwork which is filed with the principal.

What reasons are **NOT** a justification for a class change:

- 1.) Doesn't like the teacher
- 2.) No longer interested in the class
- 3.) Wants to be in a class with their friends

### **STUDENT AND PARENT RESPONSIBILITY**

It is the responsibility of the student and parents to think through the future plans of the student. Once the program is designed, it is the responsibility of the student to carry it to completion.

### **TEACHER RESPONSIBILITY**

It is the responsibility of the teacher, whose experience with the student enables them to identify the student's abilities and achievement, to work with the student, counselor, and parents. The teachers' opinions, based on classroom experiences, will further help the student to make a program realistic and workable.

### **COUNSELOR RESPONSIBILITY**

It is the responsibility of the counselor to help the student plan a program which satisfies the graduation requirements of the school. It is the role of the counselor to recommend that the major emphasis in the student's program be one which reflects the student's future plans, interests and aptitudes.

### **ON-LINE CLASSES NOT OFFERED AT FRASER HIGH SCHOOL**

Students interested in taking on-line classes not offered at Fraser High School must obtain written pre-approval from your counselor to have these credits count toward graduation. Approval forms are available in the counseling office. Student directed courses will not be accepted.

The deadline for applying for these classes for Semester 1 is the third Friday in August, and the second Friday in December for semester 2.

## **DIRECTORY INFORMATION**

FERPA permits the District to publish or otherwise disclose directory information relating to a student without the consent of the parent or eligible student, unless the parent or eligible student expressly objects to such disclosure. "Directory information" includes information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Fraser Public Schools hereby designates the following as "directory information": Names of students graduating, attaining honor rolls, or receiving special achievement awards, including past and present participation in officially recognized sports and activities, and height and weight of athletes. If the parent or eligible students object to publication of any of the above information, they must notify the Personnel Office prior to the end of the second week of the school year. Directory information requested from the military or a higher education institution for secondary students will include student names, addresses and telephone listings unless the student (18 years old) or a parent notifies the school district not to release said information.



## TESTS USED TO ASSIST IN PROGRAM PLANNING

Certain scholarship programs and colleges require specific tests for participation, entrance, and/or placement. These can be used to assess strengths and weakness and help the student select courses to develop a program to improve weak areas. The State of Michigan requires certain testing be done in certain grade levels, while some tests are optional for students.

- 9<sup>th</sup> Grade:
  - **PSAT 8/9** is *required* preliminary version of the SAT that test for college readiness and AP Potential administered in the spring of freshmen year
  
- 10<sup>th</sup> grade:
  - **PSAT 10** is a *required* preliminary version of the SAT that test for college readiness and AP Potential administered in the spring of sophomore year
  - **PLAN** is an *optional* pre-ACT primarily for sophomores who want information on their skills, interests, and to develop plans for future goals.
  
- 11<sup>th</sup> grade:
  - **National Merit Scholarship Qualifying Test and Preliminary Scholastic Aptitude Test (PSAT/NMSQT)** is an *optional* preliminary SAT test that qualifies students for the National Merit Scholarship and is administered the Fall junior year
  - **SAT (Scholastic Aptitude Test)** is a *state mandated* test that qualifies students for college entrance and is administered the Spring of junior year
  - **Michigan Merit Exam (MME)** is a *state mandated* series of tests that include WorkKeys -a test for career ready skills and MSTEP- tests students proficiencies in Social Studies and Science; both are administered in the Spring of junior year
  - **ACT** is an *optional* test that students can take for college entrance during junior year or fall of senior year

## CAREER PLANNING AND FINANCIAL AID

### COLLEGE-BOUND PLANNING

The college-bound student would be wise to consult college catalogs or the college's official website for particular requirements for her/his field of study. In general, however, although there is diversity in entrance requirements by universities and colleges, four years of English and Math are desired as is a good academic background in science and social studies. A foreign language may also be required. College applications are on-line. Seniors may fill out applications and then register through [www.parchment.com](http://www.parchment.com) to have their counselor send the transcript. Community colleges provide a wide range of educational opportunities at a reasonable cost. Programs generally fall into three categories:

1. Liberal arts and pre-professional programs which provide transfer credit to four year colleges. An associate of arts degree is awarded.
2. Technical programs which prepare students for employment in one or two years. Either a certificate or an associate degree is awarded.
3. Apprenticeship instruction which includes on-the-job assignments and related classroom instruction.

### EMPLOYMENT AND TECHNICAL-BOUND PLANNING

Many business and technical areas are increasing the required academic background for applicants. Oral and written communication skills are needed for any employment. Math is desired for most technical training programs, and trade apprenticeship programs. Most technical careers require post secondary education. It is suggested that schools for specific training in the specific field be consulted to verify admission requirements.

### DUAL ENROLLMENT

The State School Aid Act allows students to enroll in college classes during their junior or senior year. **ALL** of the following conditions must be met:

1. Students must have earned sufficient credit for their grade level.
2. Students must have taken the MME, ACT PLAN, PSAT or SAT and earned a qualifying score.
3. Classes may be taken in areas where no endorsements are available as long as the MME, ACT PLAN, PSAT or SAT have been taken; with the exception of physical education, theology, divinity or religious education.
4. A college course can be taken if it isn't offered in high school, **and all related classes at FHS have been exhausted**, or is unavailable due to a scheduling conflict.
5. The student must be enrolled in the district and at the post-secondary institution during the academic year.
6. If the student fails a course they are enrolled in, the student must repay the school district any eligible charges expended by the school district and not refunded by the postsecondary institution. This would include tuition, books, lab fees, etc.

NOTE: Some universities may not award college credit for dual enrollment classes. Check with the university of your choice.

## **ARTICULATION AGREEMENTS**

Fraser high school has entered into articulation agreements with Baker College, Davenport University, Ferris State University, Kirtland Community College, Macomb Community College, Rochester College, and Washtenaw Community College. Fraser students who have taken certain courses at Fraser High School may receive college credit. Anyone who is interested should see their counselor. Listed below are the classes involved:

### **Macomb Community College**

Accounting  
Culinary Arts  
Health Science  
Web Design  
Welding  
Early College Program

### **Baker College**

Accounting  
Business  
CAD/Drafting  
Culinary Arts  
Electronics  
Health Science  
Web Design  
Welding

### **Davenport University**

Health Science  
Marketing  
Welding

### **Kirtland Community College**

Fashion  
Web Design  
Welding

### **Ferris State University**

Accounting  
Business  
Computer Programming

### **Washtenaw Community College**

Accounting  
Business  
Computer Programming  
Culinary Arts  
Health Science  
Web Design  
Welding

### **Rochester College**

\*Must pass Accuplacer test to earn credit  
AP Biology  
AP Government

## **FINANCIAL AID**

Steps to take to obtain financial assistance:

1. Take the classes in high school to prepare for the career planned. Earn above average grades.
2. Take the National Merit Scholarship Qualifying Test in October of your junior year.
3. Do your best on the MME, which includes the ACT Work keys. Release your scores to the school(s) to which you are applying for admission.
4. Apply for admission and financial assistance to the school(s) being considered.
5. Complete the Free Application for Federal Student Aid (FAFSA) beginning October 1<sup>st</sup> of the previous year in which you plan to enter college or training school. Give the U.S. Department of Education permission to send information to the financial aid agencies in Michigan and to the college or training school you plan to attend.
6. Check local assistance programs: (a) high school, (b) where you and your parents work or worship, (c) organizations to which you or your parents belong, and (d) Social Security or Veterans Benefits.

## **BY-LAWS ADOPTED BY BOARD OF EDUCATION TO BE APPLIED TO CLASSIFICATION OF STUDENTS**

1. Incomplete marks will be changed to failure marks if the work is not completed by the end of the 5<sup>th</sup> week of the succeeding quarter. Illness or other factors may alter this policy.
2. All obligations to the school must be paid prior to issuance of a diploma.
3. No senior may be named Valedictorian or Salutatorian unless he or she has been a member of the student body of Fraser High School at least from the beginning of their Junior year.

### **ACCELERATED PROGRAM**

Fraser High School offers accelerated programs in a number of departments which can lead to advanced placement classes. We encourage students to pursue these classes at Fraser High School.

Fraser participates in the Macomb Mathematics/Science Technology Center. Students are tested in the eighth grade and may be invited to participate in this accelerated program. Students attend the Center for a half day and their home school for the remainder of the day. Transportation is provided.

Fraser participates in the International Academy of Macomb. This program is housed in Chippewa Valley Public Schools. It is by invitation only. Transportation is provided from Fraser High School to Chippewa Valley High School.

Fraser participates in the Rochester College initiative where students can earn college credit through selected AP classes offered here on Fraser's campus.

Fraser participates in the Early College Macomb program offered thru the Macomb Intermediate School District and Macomb Community College where the student can earn college credit by taking classes at MCC during the regular school day. Transportation is not provided.

### **OTHER EDUCATIONAL OPPORTUNITIES**

Fraser is in a cooperative agreement with L'Anse Creuse Public schools to place students at Pellerin Center. Transportation is provided.

### **CURRICULAR AND CO-CURRICULAR ACTIVITIES**

Each student should participate in as many co-curricular activities as he/she can possibly manage, e.g. sports, clubs, and activities that are offered by the various departments. Educated students are those who have varied experiences and are confident that they have chosen the proper path for life's activities.

*The school emphasizes that school responsibilities must be considered before any outside employment.*

## EDUCATION BEYOND HIGH SCHOOL

Any mature high school graduate with a sincere desire to learn may be admitted to many colleges, technical schools and trade-vocational schools. Most colleges, universities and other schools are giving increased attention to the following factors in considering students for admission:

1. Diploma from high school
2. High School grades. Most colleges and universities consider those grades earned in academic subjects only.
3. Student rank in class
4. Courses selected in high school
5. ACT and/or SAT scores

Minimum course requirements for college admission frequently include certain sequences in the five academic areas: English, mathematics, science, social studies and foreign language. Some technical schools require an emphasis in science and mathematics. Students interested in a particular school or college should discuss this interest with their counselor to determine exact requirements for admission or can check the requirements through that school's official website. These requirements can change on a yearly basis. Take no chances by relying on information from friends, neighbors, older brothers or sisters, etc. **Check with your counselor first.**

## COURSES FOR STUDENTS WITH HIGH ACADEMIC GOALS

This program allows those with academic aspirations to pursue a challenging course of study and prepare themselves for the competition of college and the workplace. Students should select the courses most appropriate to their academic ability, goals and needs.

High standards exist for each of these classes. These standards for achievement, study habits, and self-discipline do not change to accommodate individual student differences or preferences. Students taking these classes must demonstrate academic skill and personal motivation.

A minimum number of accelerated courses are required for certain scholarships and for National Honor Society admission at Fraser High School. Valedictorian and Salutatorian are academic honors. To be Valedictorian or Salutatorian, a student must pursue a challenging curriculum. This curriculum must include a minimum of six (6) credits earned in accelerated courses.

## Fraser High School Grading Information

### **CAREER & TECHNICAL GRADING INFORMATION**

Beginning in the 2019-2020 school year, Fraser High School will use a different grading scale for all CTE courses. This includes any courses taken in the business, culinary, family & consumer science, health sciences and patient services, and industrial technology. This scale is due to State and National requirements for CTE programs. This policy is based on the four levels of rigor that students can demonstrate when receiving Career & Technical Education, per the program's Gap Analysis.

In order to get credit for CTE classes at FHS, students must pass with at least a 70%.

Failure to earn at least 70% results in a failing grade AND the student will not be able to continue with subsequent classes in the program.

Students who receive an FC in a CTE program are not eligible to move on into subsequent classes in the program.

### **FRASER HIGH SCHOOL GRADING SCALES:**

Final course grades are determined based on the below grade scales:

<b>Non - CTE Courses</b>		<b>CTE Courses</b>		<b>SMART</b>	
Grade	Percentage	Grade	Percentage	Grade	Percentage
A	94 - 100	A	90 - 100	A	85 - 100
A-	90 - 93	B	80 - 90	B	80 - 85
B+	87 - 89	C	70 - 89	C	75 - 80
B	83 - 86	F	< 70	F	< 75
B-	80 - 82				
C+	77 - 79				
C	73 - 76				
C-	70 - 72				
D+	67 - 69				
D	63 - 66				
D-	60 - 62				
F	< 60				

## WEIGHTED GPA

Beginning in the 2019-2020 school year, Fraser High School will weigh certain classes with a higher GPA. A full list of eligible classes is below. These classes are either on a 4.5 or 5.0 scale.

This move helps to alleviate the risk of taking a more challenging course. Because the overall GPA scale is higher for these courses, a lower final grade in a course with a weighted GPA is comparable to a higher grade in a course with a 4.0 scale. For example, a 'B' in a regular course is worth 3.0. In an accelerated course, it is worth 3.5 and in an AP course it is worth 4.0.

### AP Courses

#### **5.0 MAX**

AP English Language and Composition 11A/B  
 AP English Literature and Composition 12A/B  
 AP Calculus A/B  
 AP Biology A/B  
 College Chemistry A/B  
 AP French A/B  
 AP German A/B  
 AP Spanish A/B  
 AP Computer Science Principles A/B  
 AP Economics  
 AP Government  
 AP Psychology  
 Hybrid AP US History A/B  
 AP European History  
 AP Art History A/B  
 Hybrid AP Studio Art A/B

### Accelerated Courses

#### **4.5 Max**

Accelerated English 9A/B  
 Accelerated English 10A/B  
 Accelerated Geometry A/B  
 Accelerated Algebra 2A/B  
 Accelerated Intro to Calc A/B  
 Accelerated Chemistry A/B  
 Accelerated Physics A/B  
 Accelerated French 3A/B  
 Accelerated French 4A/B  
 Accelerated German 3A/B  
 Accelerated German 4A/B  
 Accelerated Spanish 3A/B  
 Accelerated Spanish 4A/B

### MMSTC/Butcher

#### **5.0 max**

ADV Chem A&B M/S  
 ADV Bio A&B M/S  
 ADV Physics A&B M/S  
 ADV PL Calc A&B M/S  
 ADV PL Stats A&B M/S

#### **4.5 max**

Biology 1 A&B M/S  
 Chem 1 A&B M/S  
 Physics AC A&B M/S  
 Geometry A&B M/S  
 Trig A&B M/S  
 Pre Calc A&B M/S

#### **4.0 max**

Interdiscip Sty A&B M/S  
 Interdiscip Sty 2A&B M/S  
 Interdiscip Sty 3A&B M/S  
 Interdiscip Sty 4A&B M/S

## GPA POINT SCALES

Regular Course		Accelerated Course		AP Course	
A	4	A	4.5	A	5
A-	3.667	A-	4.167	A-	4.667
B+	3.333	B+	3.833	B+	4.333
B	3	B	3.5	B	4
B-	2.667	B-	3.167	B-	3.667
C+	2.333	C+	2.833	C+	3.333
C	2	C	2.5	C	3
C-	1.667	C-	2.167	C-	2.667
D+	1.333	D+	1.833	D+	2.333
D	1	D	1.5	D	2
D-	0.667	D-	1.167	D-	1.667
F	0	F	0	F	0

## NATIONAL HONOR SOCIETY REQUIREMENTS

To be eligible to apply for membership in Fraser High School's chapter of the National Honor Society students must:

- achieve junior standing
- have a cumulative GPA of at least 3.25
- have taken at least 2 credits (4 semesters) of accelerated classes prior to the application process as a Junior
- have taken at least 3 credits (6 semesters) of accelerated classes prior to the application process as a Senior
- Have participated in community service activities during high school

*Having fulfilled these requirements does not guarantee acceptance to NHS but only allows a student to apply.*

## THE VALEDICTORIAN/SALUTATORIAN SELECTION PROCESS

1. Valedictorians and salutatorians will be named after the completion of the seventh semester of the Michigan Merit Curriculum.
2. Valedictorians and salutatorians will be selected on the basis of GPA's carried out to the hundredths place.
3. Two speakers will come from those named as valedictorians (provided that there are two who want to speak). If more than two wish to speak, a tie-breaking system will work as follows. Tie breaker #1 will be total credits of honors classes over the four-year high school career. Tie breaker #2 will be SAT combined score (retake scores count). Should a tie still be in effect, two students will have their names drawn from a hat.

As always, the valedictorian and salutatorian must have attended Fraser High School Junior and Senior years. In order to be eligible for these honors, a student must complete **a minimum of six credits in accelerated classes.**

## HONOR ROLL

Fraser High School tabulates an honor roll for each card marking period. To be on the honor roll a student must have a grade average for that quarter of 3.0 or higher. One or more grade(s) lower than a C- excludes a student from the honor roll.

## TESTING OUT

Students currently enrolled in Fraser High School will be permitted to "test out" of any class during the specified testing period in August of each year. Classes that have already been taken by the student are exempt from testing out.

- Credit will be awarded to the student when they receive a C+ (77%) or higher. The student may also be required to demonstrate mastery through other assessments such as portfolios, performances, papers, projects and/or presentations.
- Credit will be recorded on the student's transcript as "credit" and does not figure into the computation of the grade point average.
- Credit will be accepted as fulfillment of a requirement in a course sequence.
- Credit toward fulfillment of graduation requirements will be granted upon successful passing of the required assessment(s).
- Once credit is earned through testing out, the student may not take a lower level course for credit.
- Students should understand that credit earned through testing out does not necessarily demonstrate that the student has all the knowledge gained by being a student in the classroom for the semester or year.
- Students must see their counselor in May to register for the testing out process.
- Students testing out will not have access to all of the same materials as they would if they were enrolled in the course.



## **WITHDRAWING FROM A CLASS**

Students may withdraw from a class for extenuating circumstances with permission from an administrator.

## **TRANSFER REQUESTS**

Any request to transfer from a class after the second week of the semester must be submitted to the principal in writing and may require a parent meeting with the principal.

## **NEW STUDENT TRANSFERS**

Students transferring to Fraser High School after the 4th week of a semester with only six classes or a class that has nothing comparable to our curriculum may be placed in a class they will audit and receive no credit for the remainder of the semester, *or* they may be placed in a class where they may earn credit for the second 10 weeks of the semester, take the final exam and have these grades averaged to determine the grade for the semester. For classes comparable to our curriculum, the grade from the previous school will be proportionately averaged into the grade earned in the same classes offered at FHS.

## **NEW STUDENT TRANSFER WITH LOSS OF CREDIT OR TRUANCY**

Students transferring to Fraser High School after the 4th week of a semester with loss of credit/truancy may be placed in a class they will audit and receive no credit for the remainder of the semester or placed in a class where they may earn credit for the second 10 weeks of the semester, take the final exam and have these grades averaged with a 10 week quarter grade of F to determine credit for the semester.

Students arriving in the second 10 weeks of a semester with loss of credit or truancy problems can only audit classes.

## **WAIVER OF PHYSICAL EDUCATION CREDIT**

Upon written request to the counselor, a physical education class requirement (one semester/.5 credit) may be waived.

**ALL of the following conditions must be met:**

- A. The student has junior status and has completed five high school semesters
- B. The student has received a grade of "C" or better in two seasons of marching band or completed two seasons of a high school sponsored sport in good standing, and
- C. The student has a minimum cumulative 3.40 GPA, based on a 4.0 scale.

Check with the counselor for the waiver form.

## PERSONAL CURRICULUM

The personal curriculum (PC) is a tool for modifying the MMC in order to individualize the rigor and relevance of the state graduation requirements. All students are eligible for a personal curriculum; however, modifications are limited to what is allowable by legislation according to each PC type.

### Personal Curriculum Types

State statute allows personal curriculum modifications in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts; or completing a department-approved formal career and technical education program.  
Students who take additional course work in the areas above may give up 1 MMC credit by eliminating one of the following; social studies, visual, performing, and applied arts, or health and physical education. Students who are completers in a formal, state approved CTE program may swap out all three of the above credits with a PC. They can also eliminate a science and a world language credit without a PC. Up to 5 MMC credits can be eliminated by being CTE completer prior to graduation.
- Modify the State Content Standards for Mathematics.  
Students may be able to eliminate a  $\frac{1}{2}$  credit from the MMC math requirement. This modification could be done by eliminating half of algebra II in a traditional course sequence but could be done in other ways as long as no more than  $\frac{1}{2}$  credit of content standards are removed.
- Modify, when necessary, the credit requirements of a student with an Individualized Education Program (IEP).  
Students who have IEP's could use a PC to modify any MMC requirements. Modifications should take into consideration the IEP and EDP as well as ensuring each student incorporates as much of the subject area content expectations as possible into their course of study.
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.  
Students from out of state or from a nonpublic school may request a PC to modify the requirements of the MMC. Modifications should take into consideration the EDP as well as ensuring each student incorporates as much of the subject area content expectations as possible into their course of study.

### Resources

- ⇒ MDE Guidelines, FAQs, Parents Guides, and Michigan Merit Curriculum (MMC) available at [www.michigan.gov/highschool](http://www.michigan.gov/highschool)