

613: SGA General Core Policy

1. Policy

The purpose of this policy is to specify the minimum Core Standards and General Core requirements for St George Academy and to establish responsibility for mastery of Core Standard requirements as required by the Utah State Board of Education.

2. Definitions:

2.1 "Applied course" means a public-school course or class that applies the concepts of a Core subject and includes a course offered through Career and Technical Education or through other areas of the curriculum.

2.4 "Arts" means the visual arts, music, dance, theatre, and media arts.

2.5 "Assessment" means a summative assessment for the core areas of math, science, and English Language arts through grade 10.

2.6 "Career and Technical Education (CTE)" means an organized educational program in secondary schools or courses, which teach current industry-specific skills and knowledge that prepares students for employment, and for additional postsecondary preparation leading to employment.

2.7 "Core Standard" means a statement of what a student enrolled in a public school is expected to know and be able to do at a specific grade level or following completion of an identified course.

2.8 "Core subject" means a course for which there is a declared set of Core Standards as approved by the Utah State School Board.

2.9 "General Core" means the courses, content, instructional elements, materials, resources, and pedagogy that are used to teach the Core Standards, including the ideas, knowledge, practice and skills that support the Core Standards.

2.10 "High school" for purposes of this rule means a school that serves grades 9-12 in whatever kind of school the grade levels exist.

2.11. "Middle school" for purposes of this rule means a school that serves grades 7-8 in whatever kind of school the grade levels exist.

3. Procedures for General Core and Core Standards.

3.1 SGA will follow the minimum course description standards for each course in the required

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General Core as established by the Utah State Board of Education.

3.2 SGA will develop and make accessible to all stakeholders course descriptions for required and elective courses by the beginning of each school year.

3.3 Parents and the general public will be provided an opportunity to participate in the development process of the course descriptions described in subsection 3.2.

3.4 SGA Administration shall ensure that the courses described in Subsection 3.2 contain mastery criteria for the courses; and stress mastery of the course material, Core Standards, and life skills consistent with the General Core provided by USBE.

3.5 SGA Administration shall place a greater emphasis on a student's mastery of course material rather than completion of predetermined time allotments for courses.

3.6 SGA Administration shall administer the General Core and comply with student assessment procedures consistent with state law.

3.7 SGA shall use evidence-based best practices, technology, and other instructional media to increase the relevance and quality of instruction.

4. Middle School Education Requirements.

4.1 A student enrolled in grade 8 at St. George Academy is required to complete the courses described in Subsection (4) to be properly prepared for instruction in grades 9-12 as well as comply with [Board Rule R277-700](#).

4.2 Grade 8 Language Arts, Grade 8 Mathematics, Grade 8 Integrated Science, United States History 1, Health Education, Digital Literacy, and Physical Education.

4.3 St George Academy shall use Board-approved summative adaptive assessments to assess student mastery of language arts, mathematics, science, and writing in grade 8.

4.4 SGA may offer additional elective courses and require a student to complete additional courses; or set minimum credit requirements as set forth by [board rule R277-700](#).

4.5 Upon parental or student request, SGA may, with parental consent, substitute a course requirement described in Subsection (4) with a course, extracurricular activity, or experience that is similar to the course requirement or consistent with the student's plan for college and career readiness.

4.6 The process and requirements for the substitution of a course is described in SGA policy 603: Course Replacement and Transcript Revision Policy.

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5. High School Education Requirements

5.1 A student in grades 9-12 is required to earn a minimum of 24 units of credit through course completion or through competency assessment consistent with [R277-705](#) to graduate with a State of Utah High School Diploma.

5.1.1 Coursework required for a State of Utah High School Diploma is described in [Board Rule R277-700](#).

5.2 A student in grades 9-12 is required to earn a minimum of 28 units of credit through course completion or through competency assessment to graduate with a St. George Academy High School Diploma as described by Policy 600: SGA Graduation Requirements.

5.2.1 Coursework required for an SGA High school diploma is described in Policy 600: SGA Graduation Requirements.

5.3 Through recording of credits in a student's transcripts for grades 9-12, in accordance with Subsections [R277-726-5\(5\)](#) and [R277-726-5\(6\)](#), for purposes of high school graduation, St. George Academy shall recognize high school credits earned prior to grade 9 through participation in the Statewide Online Education Program.

5.4 For funding purposes, the St George Academy shall record a student's intention to graduate early.

5.5 SGA will not use high school courses to replace middle school educational requirements.

5.6 SGA may modify a student's graduation requirements to meet the unique educational needs of a student if the student has a disability and the modifications to the student's graduation requirements are made through the student's individual IEP.

5.6.1 SGA shall document the nature and extent of a modification, substitution, or exemption made to a student's graduation requirements in the student's IEP.

6. Student Mastery and Assessment of Core Standards

6.1 SGA shall ensure students master the Core Standards at all levels.

6.2 SGA shall provide intervention for students who do not achieve mastery in accordance with Utah Code, [Section 53G-9-803](#).

6.3 SGA shall provide remedial assistance to students who are found to be deficient in basic skills through a statewide assessment in accordance with Subsection [53E- 5-206\(1\)](#).

6.4 If a parent objects to a portion of a course or to a course in its entirety under [Section 53G-10-205](#), the parent shall be responsible for the student's mastery of Core Standards to the satisfaction

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of the school prior to the student's promotion to the next course or grade level.

6.5 A student with a disability served by a special education program is required to demonstrate mastery of the Core Standards.

6.6 If a student's disability precludes the student from successfully mastering the Core Standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration to accommodate, the student's disability.

6.7 A student may demonstrate competency to satisfy course requirements consistent with [R277-705](#).

6.8 SGA is ultimately responsible for and shall comply with all assessment procedures, policies and ethics as described in [R277-404](#).

7. Compliance with Civics Education Initiative.

7.1 For purposes of this section, "Basic civics test" means the same as that term is defined in Utah Code Subsection [53E-4-205\(1\)](#).

7.2 SGA shall administer a basic civics test in accordance with the requirements of Section [53E-4-205](#) and require a student to pass the basic civics test as a condition of receiving a high school diploma.

7.3 SGA may require a student to pass an alternate assessment if the student has a disability and the alternate assessment is consistent with the student's IEP, or the student is within six months of intended graduation.

7.4 The alternate assessment shall be given in the same manner as an exam given to an unnaturalized citizen and in accordance with [8 C.F.R. Sec. 312.2](#).

7.5 SGA may modify the manner of the administration of an alternate assessment for a student with a disability in accordance with the student's IEP.

7.6 SGA will keep records of all students who have successfully passed a basics civics test or an alternate assessment described in this section.

8. College and Career Readiness Mathematics Competency.

8.1 For purposes of this section, "senior student with a special circumstance" means a student who is pursuing a college degree after graduation and has not met one of the criteria described in Subsection (5) before the beginning of the student's senior year of high school.

8.2 Beginning with the 2016-17 school year, a student pursuing a college degree after graduation may receive one of the following to achieve Mathematics Competency:

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- 8.2.1 A score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;
- 8.2.2 A score of 3 or higher on an Advanced Placement (AP) statistics exam;
- 8.2.3 A score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
- 8.2.4 A score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;
- 8.2.5 A score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;
- 8.2.6 A score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam;
- 8.2.7 A "C" grade in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement; or
- 8.2.8 If the student is a senior student with a special circumstance, take a full year mathematics course during the student's senior year of high school.
- 8.3 In addition to the graduation requirements described in [R277-700](#), beginning with the 2016-17 school year, a non-college and degree-seeking student shall complete appropriate math competencies for the student's career goals as described in the student's Plan for College and Career Readiness.
- 8.4 SGA may modify a student's college or career readiness mathematics competency requirement under this section if the student has a disability and the modification to the student's college or career readiness mathematics competency requirement is made through the student's IEP.
- 8.5 SGA shall report annually to the SGA board of governors the number of students within the school who meet the criteria described in Subsection (8).

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