



Adventist Education

A JOURNEY TO EXCELLENCE

Registrar's Handbook

Pacific Union Conference
Office of Education
2686 Townsgate Road
Westlake Village, California 91361

September 2008



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INTRODUCTION

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Associate Director of Education – Secondary

The *Registrar's Handbook* has been developed with the intent of providing registrars and principals with a useful tool to guide them in carrying out their duties. The registrar has many responsibilities (see *Section 6050* in this handbook) that have a direct impact on the student's course of study, as well as their academic preparation for a college or university. The management and maintenance of school records is also an important function. It is the desire of the committees that developed this handbook that a structure be provided for greater consistency in the operation of the schools within the Pacific Union Conference.

This revision of the *Registrar's Handbook* is the result of the work of an *ad hoc* committee in 2007 that included Ken Bullington, Doug Herrmann, Martha Logé, Robert Peeke, Judy Yingling and Thambi Thomas. Registrars in the Pacific Union Conference and members of the Pacific Union Conference Secondary Curriculum Committee also reviewed the document in October 2007 before its final printing. Secondary administrators at Fall Ed Council also reviewed proposed changes in November 2007.

Significant changes reflected in this edition of the Registrar's Handbook are:

1. The July 2008 *Pacific Union Conference Education Code* (Education Code) has a new numbering system. All references to the Education Code in this document reflect the new numbering.
2. Actual language from the Education Code is used in this document whenever the Education Code is referenced rather than a paraphrase of the Education Code section.

Every effort has been made to correlate and cross-reference the *Registrar's Handbook* with the current, *Pacific Union Conference Education Code*. If there are any conflicting statements between the two documents, the statements and policies in the Education Code take precedence.

September 2008

6000. CODE OF ETHICS

The registrars of the Pacific Union Conference subscribe to the following code of ethics exemplifying those qualities and attributes that contribute to success in the profession:

- A belief in and loyalty to, the philosophy and goals of the profession and the institutions served.
- An understanding of, and respect for, the civil and human rights and responsibilities of all individuals while supporting and protecting the principles of due process and confidentiality.
- Adherence to the principles of equality and non-discrimination without regard to race, color, sex or national origin.
- An ability to represent an institutional perspective without vested interests or personal bias.
- The courage to experiment with procedures and to initiate policies that support the goals of the profession.
- A willingness to be assertive when policies or practices are proposed which seem to be contrary to the philosophy and goals of the profession and the institutions.
- Presentation of the institution's admission criteria, educational costs and major offerings to assist prospective students and their parents in making an informed decision.
- A sincere effort to assist in improving educational standards and to evaluate methods so that grading is meaningful in reflecting the academic achievement of students.
- A sensitive appreciation of the dynamics of interpersonal relationships when dealing with students, parents, faculty, administration, associates and the public.
- A commitment to effective data management systems that will insure the integrity, confidentiality and security of institutional records and an accurate interpretation of such information.
- A dedication to ideals and principles in developing students' talents and interests so they may become responsible contributors to the improvement of society.
- The practice of honesty and integrity in all activities.

6050. REGISTRAR ' S RESPONSIBILITIES

The registrar should consult with the principal to determine which duties are applicable.

I. Counseling:

- **Academic** – Counsel students concerning their curriculum criteria and graduation requirements.
- **College/University** – Provide information to parents and students about the admissions requirements of various colleges and universities.
- **Personal and Spiritual** – Work with administration and faculty in outlining a program to meet the personal and spiritual needs of the students.
- **Career** – Work with administration and faculty in developing a plan to assist students with career planning.

II. Student Records:

- Process applications and send letters of acceptance and denial through either the admissions committee or the principal.
- Record student grades, grade point averages, class standing and standardized test results.
- Request and evaluate transcripts and records of incoming students as well as releasing records to schools and individuals upon proper request.
- Complete student withdrawal procedures.
- File and maintain all permanent student records.

III. Testing:

- Develop a schedule for all standardized tests to be administered during the school year.
- Make students aware of PSAT, ACT & SAT test registration and testing procedures.
- Coordinate the testing process.
- Compile all statistical reports, including but not limited to ITED test Scores, enrollment figures, opening and closing reports.

IV. Procedural:

- Communicate registration plans and procedures.
- Develop registration procedures.
- Responsible for the development and implementation of a master schedule.
- Finalize classroom assignments.
- Function as a member of academic standards and admissions committees.
- Disperse student progress and grade reports to parents or guardians.
- Function as the school's foreign student advisor, and if school is SEVIS approved, issue Form I-20, and monitor student's compliance with Immigration and Naturalization Service provisions.
- Administer and/or record attendance.
- Make students aware of college/university application deadlines.
- Submit updated course list to University of California (academies in CA).

V. Graduation:

- Update graduation check-sheet and senior GPAs for each student.
- Provide documentation to parents or guardians about their student's deficiencies pertaining to graduation.
- Give letters to seniors regarding their graduation status.
- Responsible for graduation diplomas, awards, cords and honors designation.

6100. GRADUATION CHECKLIST

A graduation checklist should be started for each new student. This should be updated at least once a year, ideally at the end of each semester. The checklist should be carefully audited at the end of the junior year and reviewed frequently during the senior year. It is recommended that the registrar write to the parents of juniors in the fall and at the beginning of second semester and continue this communication during the senior year indicating their student's graduation status. Students should receive a copy of the letter.

6102. PLANNING FOR GRADUATION

The first step for the registrar concerning graduation is the ordering of diplomas. Each school normally has a standing contract with a diploma manufacturer. In most cases, the order form is sent automatically to the school. If you are new to a school, check with your administrator to see what company is being used. If you have not heard from the manufacturer by January, you should contact them. It is important that the registrar has the full legal name of each senior so that the diploma reflects this. Honor cords are also ordered by the registrar.

The registrar's involvement in planning of graduation weekend is at the discretion of the school administrator. Each registrar should work carefully with the administrator to know what the particulars of their responsibilities might be. At the minimum, it is the responsibility of the registrar to see that the diplomas are at graduation ready to be handed to the principal. The registrar should also plan to announce the name of each student as the diploma is handed to him or her.

6104. DIPLOMAS

Diplomas are issued to students who have completed graduation requirements (See *Education Code C25-104*, Note 1). A secondary school may adopt additional requirements beyond the minimum listed. However, each school is to require at least the minimum credit and course requirements listed. Local boards should determine policies regarding participation in graduation for seniors who have not completed all requirements. In some states, such as California, withholding transcripts for unpaid accounts is **forbidden**.

6106. AWARDS

The registrar should work closely with the principal to assist in providing grade point average's as needed and any other scholastic information. In some schools, it may be the duty of the registrar/guidance counselor to make arrangements for awards.

6150. YEARLY CALENDAR OF DUTIES

JULY

- Double check records/transcripts
- Oversee admissions
- Request records for new students
- Plan registration
- Update all student check sheets
- Senior letters
- _____
- _____

AUGUST

- Communicate registration plans
- Student schedules
- Continue admissions
- Finalize classroom assignments
- Make students aware of ACT/SAT test registration and procedures
- Make students aware of college/university application deadlines
- Request summer school transcripts
- _____
- _____

SEPTEMBER

- Schedule and administer SAT for seniors
- Opening report
- Check student class schedules
- Schedule and administer ITED tests
- Double check immunization/health records
- Interim progress reports
- _____
- _____

6150. YEARLY CALENDAR OF DUTIES (CONT'D)

OCTOBER

- Schedule and administer PSAT
- Calculate Cal Grant GPA's for seniors
- _____
- _____

NOVEMBER

- First quarter grades/update incompletes
- Gather information for student diplomas
- Schedule Parent-teacher conferences
- Compile GPA/recommendations for PUC/LSU
- If in CA, expect to receive a letter from UC regarding course submission
- _____
- _____

DECEMBER

- Progress reports
- Semester examination schedule
- Finalize 2nd semester class schedule
- _____
- _____

JANUARY

- Semester grades/update incompletes
- Update transcripts
- Send interim transcripts of seniors to colleges/universities
- Update Senior GPA's
- Check Work Experience Credits and Service Learning credits
- _____
- _____

6150. YEARLY CALENDAR OF DUTIES (CONT'D)

FEBRUARY

- Warning letter to parents of students who failed courses
- Update check-sheets and analysis of transcripts
- Senior letters
- Progress reports
- Submit Cal Grant GPA (CA schools)
- Help students complete financial aid application forms
- Juniors sign-up for April ACT
- _____
- _____

MARCH

- If in California, submit updated “a-g” course list to University of California by date specified
- Begin nomination/selection process for awards
- Third quarter grades/update incompletes
- Order cords, certificates, diplomas, and plaques for awards
- Warning letter to parents of seniors at risk of not graduating
- _____
- _____

APRIL

- Warning letter to parents of seniors at risk of not graduating
- Pre-registration class interest survey
- Progress reports
- Finalize awards
- Order PSAT material (watch for test ordering information)
- _____
- _____

6150. YEARLY CALENDAR OF DUTIES (CONT'D)

MAY

- Finalize senior graduation reports
- Master class schedule for next school year
- Finalize graduation plans
- Semester examination schedule
- Letters to juniors about graduation deficiencies/class status and advise
- _____
- _____

JUNE

- Order ITED or other standardized testing material
- Order grade books, if they are used by the school
- Final grades and teacher grade books/update incompletes
- Finalize transcripts
- Graduation
- Send transcripts as requested (ongoing)
- Finalize master schedule for next school year
- Be sure there are enough textbooks for students according to class interest survey
- Be sure that person responsible for textbook ordering completes orders
- Check Work Experience and Service Learning credits
- _____
- _____

6200. ADMISSION POLICIES AND PROCEDURES

The following guidelines for admission have been established by the Pacific Union Conference Office of Education.

The Seventh-day Adventist Church in all of its church schools, admits students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools, and makes no discrimination on the basis of race, color, ethnic background, country of origin or gender in administration of education policies, applications for admissions, scholarship or loan programs, and extracurricular programs. A statement of nondiscrimination is to appear in each school bulletin and on student application forms. (See *Education Code* A23-108)

The school emphasizes the principle of service to God and man. It prepares youth for a life of service whether as employees of the Church, active church members, or, contributing members of society. Enrollment in Adventist schools is open to all applicants willing to accept and follow the established policies and practices of the school. (See *Education Code* A11-120E)

Since the North American Division and the Pacific Union Conference no longer have percentage guidelines for the admission of non-Seventh-day Adventist students, it is recommended that each local academy board establish policies governing the number of non-Seventh-day Adventist students to be admitted to the school.

6202. APPLICATIONS (See *Education Code* sections C22-104 to C22-112)

The application should be designed to be simple, short and concise to meet the school's needs, and should include the following:

1. Church membership and date of baptism.
2. A statement on non-discrimination. (See *Education Code* A23-108)
3. An inquiry of an account balance due at another school.

An application fee is usually appropriate, though the fee varies from school to school.

6204. APPLICATION PROCESSING

1. Check recommendations.
2. Admissions Committee acts upon each applicant.
3. Acceptance and/or placement may be determined by testing.
4. It is recommended that no inquiries be made regarding the legal status of students.

6206. ADMISSIONS PROCEDURE

Admission procedure includes requesting and/or receiving the following records for each applicant:

1. Immunization records. (Check state and local laws for admission requirements.)
2. A medical examination is required for all new students and at least one time during grades 9-12. (An examination within the last school year satisfies this requirement.)
3. Cumulative (cum) folder and transcript including test score results.

6208. ADMISSIONS COMMITTEE

Admissions committees examine applications for admission and make the final decision regarding students' acceptability in school.

The admissions committee, with the principal as chair, the registrar as secretary, and other personnel as designated by the principal, should meet on a regular basis.

A personal letter of acceptance or denial from the committee chair should be mailed to the student.

After the student has been accepted, confidential material such as recommendation forms should be destroyed. A list of students who apply but do not enroll should be kept for recruitment purposes.

A roster of accepted students should be kept. Any changes in the roster should be carefully noted for formulating a yearly comparative report.

6210. EXCEPTIONAL STUDENTS

Seventh-day Adventist schools usually do not have the equipment or staff for special education and may not be able to accept students who have exceptional mental, physical, or social needs which would require the school to provide special staff or equipment. (See *Education Code* A23-112)

6250. INTERNATIONAL STUDENTS

All schools must utilize the Student and Exchange Visitor Information System (SEVIS) in order to issue a Certificate of Eligibility for a Non-immigrant Student (Form I-20). A school will be granted access to SEVIS only after the Immigration and Naturalization Service (INS) has conducted a review to establish the school as a bona fide institution. All educational institutions previously authorized to enroll F-1 (academic studies) foreign student visa holders must be re-certified in order to issue I-20s under SEVIS.

Changes introduced shortly after September 11, 2001 involve extensive and ongoing review of visa issuing practices as they relate to national security. It is important for students to apply for a visa well in advance of the travel/departure date.

- **Students must apply for their visa early to provide ample time for visa processing. Students may apply for their visa as soon as they are prepared to do so.**
- The consular officer may need to get special clearances depending on the course of study and nationality of the student. This can take additional time.
- **Students should note that Embassies and Consulates are able to issue a student visa 120 days or less in advance of the course of study registration date.** If students apply for a visa more than 120 days prior to the start date or registration date as provided on the Form I-20, the Embassy or Consulate will hold the application until it is able to issue the visa. Consular officials will use that extra time to accomplish any of the necessary special clearances or other processes that may be required.
- **Students are advised of the Department of Homeland Security regulation which requires that all initial or beginning students enter the U.S. 30 days or less in advance of the course of study start/report date as shown on the Form I-20.** Please consider this date carefully when making travel plans to the U.S.
- **A beginning student who wants an earlier entry into the U.S. (more than 30 days prior to the course start date), must qualify for, and obtain a visitor visa.** A prospective student notation will be shown on the student's visitor visa and the student will need to make the intent to study clear to the U.S. immigration inspector at port of entry. Before beginning any studies, the student must obtain a change of classification, filing Form I-539, Application for Change of Non-immigrant Status, and also submit the required Form I-20 to the Department of Homeland Security office where the application is made. Please be aware that there is an additional fee for this process, and that one may not begin studies until the change of classification is approved.
- Continuing students may apply for a new visa at any time, as long as they have been maintaining student status and their SEVIS records are current. Continuing students may also enter the U.S. at any time before their classes start.

CAUTION:

Laws and regulations regarding international students are subject to review and change by the respective governmental agencies. The information provided here is very general.

6252. INTERNATIONAL STUDENT APPLICATION REQUIREMENTS

The policy regarding the admission of students outlined in *Education Code* sections C22-104 to C22-120 will also apply to international students.

A. In addition to completing the application form, *it is recommended that* international students (except students from Canada) submit the following information before consideration can be given for acceptance:

1. If the school does not have an ESL program, proficiency in English must be demonstrated by a personal interview and/or a TOEFL test. To be admitted into regular academic coursework a student must have a minimum TOEFL score of 550 (paper-based) or 213 (computer-based). (See *Section 6254.6* of this handbook)

The Secondary Level English Proficiency (SLEP[®]) test measures non-native speakers' listening and reading comprehension abilities. The internet based test is evaluated on an individual basis. The required minimum score is 55.

2. An international student must have a guardian on the United States mainland. The name, address and telephone number of the United States guardian must be sent in with the application.
3. An official copy of transcript of school credits for all grades from 9th grade and onward must be sent to the academy by the school in a sealed envelope. If the transcript is not in English, it must be translated into English before submission to the school.
4. Medical:
 - (a) A current immunization record including baby records and also a tuberculosis skin test result must be sent to the academy.
 - (b) The physical exam form must be completed by a physician and sent to the academy.
5. It is preferred that prospective students be Seventh-day Adventists and/or have attended a Seventh-day Adventist school.
6. Personal reference forms should be completed and returned to the school.

A student will be considered for acceptance after the above items have been received, and references have been checked. (See *Section 6200* in this handbook, "Admissions Policies and Procedures.")

B. In order to meet deadlines for visas, passports, and customs processing, prospective students should apply for admission by October 30 for consideration for the second semester, or June 30 to guarantee consideration for the fall semester. If an I-20 form is needed by the student, the academy will send it with the acceptance letter.

6254. TOEFL – TEST OF ENGLISH AS A FOREIGN LANGUAGE

The purpose of the TOEFL test is to evaluate the English proficiency of students whose native language is not English.

Facts about TOEFL:

1. It is accepted by 6,000+ institutions in more than 110 countries that rely on TOEFL scores for admissions, scholarships, and graduation decisions.
2. Many government agencies, scholarship programs and licensing/certification agencies use TOEFL scores to evaluate English proficiency.
3. There are more than 4,000 test centers to choose from. Contact TOEFL Educational Testing Services for test center locations, dates and fees.

TOEFL Services

Educational Testing Service

P. O. Box 6151

Princeton, NJ 08541-6151

Phone: (877) 863-3546 (Monday-Friday, 8:00 a.m. to 8:00 p.m. EST)

Fax: (610) 290-8972

Website: www.ets.org/toefl

4. The entire test is taken in just one day (may retake in 7 days, to improve score).
5. Internet-based Test (iBT) or the Paper-based Test (PBT) available, depending on which format is offered at each test center.
6. Universities require a 550 TOEFL score for admission. Most Seventh-day Adventist colleges require 500 or 435 if the student wishes to enter the ESL base program. Most high schools encourage 400+ TOEFL score for admission.

6256. FORM I-20 FOR INTERNATIONAL STUDENTS

Form I-20 is required of all international students and is issued by the school that is admitting the student. It is the student's responsibility to determine the validity of the signature before leaving the country. The registrar is required to inform the appropriate authorities that the student is not enrolled in school within three weeks of withdrawal, or transfer.

Special attention should be given to initial entry and school transfer. The registrar may contact the local immigration office for advice and counsel.

Please visit www.ice.gov/sevis for further information and updates.

6258. INTERNATIONAL STUDENT TRANSCRIPT EVALUATION

The registrar must evaluate the academic records of all international students. A valuable tool is available through International Schools Services (ISS):

ISS Directory of International Schools, published and distributed by ISS, Princeton, NJ.

A comprehensive guide to American and International schools around the globe with over 500 listings. This volume includes the address, phone, fax, e-mail, and chief school officer for each school. Cost: \$49.95 plus shipping and handling.

Information can be accessed at: <http://www.iss.edu/edustaff/store.html> or by writing to:
ISS, Attn: Publications Department, 15 Roszel Road, PO Box 5910, Princeton, NJ 08543,
Telephone: (609) 452-0990; Fax (609) 452-2690; Email: directory@iss.edu

The college/university registrars, academy registrars, or international student advisors are also sources for helping in evaluating records from foreign countries.

Another valuable resource is the following organization that will, for a fee, translate and evaluate foreign transcripts:

AERC
American Education Research Corporation, Inc.
P.O. Box 996
West Covina, CA 91793-0996

Phone: 626-339-4404
Fax: 626-339-9081
Email: aerc@verizon.net
Website: <http://www.aerc-eval.com>

6300. REGISTRATION

The registrar, in consultation with the principal, is usually responsible for the design of the student registration process with the goal of making registration as easy as possible for students, parents and teachers. One of the most important aspects of student registration is adequate academic advisement.

It is the responsibility of the registrar to educate and coordinate the activities of faculty advisors. If the academy has an in-service program for new teachers, the registrar should be involved in the program with a presentation concerning the various aspects of the academic program, including graduation requirements and academic policies. The registrar should make a brief presentation for the benefit of both new and returning teachers as to any changes that have been made in graduation requirements or in academic policies.

6302. REGISTRATION OBJECTIVES

1. Develop a checklist for each student of courses taken and those needed to meet graduation requirements.
2. Survey students for course needs.
3. Offer counseling for students to review their course selections.
4. Develop a schedule in cooperation with the administration and faculty.
5. Keep a balance in the size of class sections.
6. Verify all information that is pertinent to student records.

6304. PRE - REGISTRATION PROCESS

1. Survey students for class needs and interests.
2. Complete a master class schedule early in May for the following fall term.
3. Students complete re-application form.
4. During fourth quarter, students should be given the opportunity for a private conference with staff counselor or registrar to review courses completed, courses needed to meet graduation requirements, and to develop tentative class schedules.

6306. REGISTRATION CHECKLIST

Because procedures in each school vary, the following are suggested items for completion:

1. Financial approval from the business office.
2. Medical forms (Consent to Treat, Immunizations, Physical exam) – HIPAA Compliant.
3. Previous school records.
4. Student schedules.
5. Chapel seats, locker assignments and vehicle registration.
6. Text book purchase or rental procedures

6308. POST - REGISTRATION RECORDS

Compile the following rosters after registration:

1. Course rosters by teacher.
2. Class rosters (freshmen, sophomores, juniors, seniors).
3. Alphabetic student schedules for locating students.
4. Alphabetical school roster with addresses, phone numbers, etc.
5. Residence rosters for boarding school deans.
6. Birthday rosters.

6310. SCHEDULE CHANGES (ADD / DROP)

Some students will want to make changes even before completing registration, and the registrar should be prepared to take care of these changes in their academic program. Forms should be available for dropping and adding. On these forms, space should be provided for:

1. A place to indicate dropping or adding of classes.
2. Signature of the instructor of each course.
3. Signature of the registrar.
4. Signature of parents. Students should have written permission from their parents or guardians to make any major changes in their program. Circumstances may make it necessary to accept parent-initiated phone calls as permission for this change.

The drop/adds will need to be recorded on the office copy of the student's records, teachers' grade sheets, and wherever this information is pertinent.

Each school should determine a policy concerning the last day a student may initiate adding or withdrawing from a class. A typical schedule might be:

Deadline for adding: Two or three weeks after the opening of a semester.

Deadline for withdrawing: During the first four to nine weeks of any semester.

The policy on the last day a student may add or drop a class should be published in the school bulletin. After the published date the student may automatically receive a **W**, **WP**, **WF** or **NC**. A **WF** may affect GPA.

6312. WITHDRAWAL FROM SCHOOL

Each principal/registrar shall publish in the school bulletin a withdrawal procedure. A regular form may be available at the time of withdrawal that would give a progress report and a grade evaluation provided by each teacher of the classes in which the student had been enrolled. The form may also require checking out with and acquiring the signature of specific department heads such as business office, dean, library, etc.

6350. SCHEDULING

6352. MASTER SCHEDULE PREPARATION

The development of a class master schedule is usually a responsibility carried jointly by the registrar and the principal. The specific curriculum requirements, projected enrollment, student preferences, teaching assignments, classroom availability and the unique needs of a particular school need to be meshed into a schedule that will satisfy the majority. A serious attempt needs to be made to meet the needs of the greatest number of people without creating unnecessary difficulties for any student.

If at all possible, a tentative schedule for the complete year should be made up in the preceding spring or early summer so that students may plan their program in advance.

6354. INDIVIDUAL STUDENT SCHEDULING

Providing sophomores, juniors and seniors with a copy of their check sheet will help students submit their lists of preferred course needs. An evaluation needs to be made near the end of the first semester to determine potential changes to be made for the second semester.

It may be very helpful to have the students submit a tentative schedule in the spring or early summer, needing only modifications during the summer. A completed schedule may be included in their registration packet, simplifying their registration process on registration day.

6400. ACADEMIC INFORMATION

6402. GRANTING CREDIT

- One Carnegie unit is equal to ten semester periods.
- One-half Carnegie unit is equal to five semester periods.
- Five semester periods of credit is defined as a minimum average of 200 minutes of class per week for one semester for non-laboratory classes and a minimum average of 240 minutes of class/laboratory per week for one semester for laboratory courses. (See *Education Code* C29-104 for Senior Academies; C20-104 for Junior Academies)
- Non-laboratory courses shall be scheduled for a minimum of 200 minutes per week. Laboratory courses shall be scheduled for a minimum of 240 minutes per week of which an average of 40 minutes per week is to be devoted to laboratory experiences. (See *Education Code* C29-112 for Senior Academies; C20-108, 120 and 124 for Junior Academies)

The four-point system should be used to determine the grade point average (GPA). It is as follows:

A = 4 **B = 3** **C = 2** **D = 1** **F = 0**

To take pluses and minuses into account, use the following:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.7	C- = 1.7	D- = .7	

6404. ADVANCED PLACEMENT AND HONORS COURSES (*Education Code C27-124*)

The following procedures are to be used when a secondary school implements advanced placement and/or honors courses.

A. Advanced Placement (AP)

1. Schools offering Advanced Placement courses must follow the course descriptions and requirements of the College Boards and University of California system. (California Schools)
2. Advanced Placement courses must be taught by a teacher with secondary subject endorsement in the specific content area.
3. The GPA for Advanced Placement courses is to be based on a 5.0 scale:

A=5; B=4; C=3

(Note: A letter grade of "D" may be recorded but no GPA advantage is allowed.)

4. The advanced placement courses will be subject to review by the local conference Secondary Curriculum Review Committee.

6404. ADVANCED PLACEMENT AND HONORS COURSES (CONT'D)

B. Honors Courses

1. Student eligibility requirements are to be established by the school.
2. Honors Courses must be taught by a teacher with secondary subject endorsement in the specific content area.
3. Schools offering Honors Courses must follow the course descriptions and requirements of the College Boards and University of California system. (California Schools)
4. The GPA for Honor Courses is to be based on a 5.0 scale:

A=5; B=4; C=3

(Note: A letter grade of "D" may be recorded but no GPA advantage is allowed.)
5. Honors courses should have well-defined course descriptions and requirements to provide clear differentiation from the regular courses.
6. Honors courses are not to be taught in conjunction with a regular class by the same teacher at the same time.
7. The honors courses will be subject to review by the local conference Secondary Curriculum Review Committee.

6406. COMPUTING GRADE POINT AVERAGES (GPA)

To figure the grade point average for any student, multiply the semester period of credit by the numeric values of the grade.

Example:	Yearbook	Grade "P" (0) x 5 (sp) = 0 (honor points)
	English I	Grade "B" (3) x 5 (sp) = 15 (honor points)
	Algebra I	Grade "C" (2) x 5 (sp) = 10 (honor points)
	Religion I	Grade "A" (4) x 5 (sp) = 20 (honor points)
	Keyboarding	Grade "F" (0) x 5 (sp) = 0 (honor points)

Total the credits attempted excluding "Pass" grades (20) and honor points (45), then divide total credits attempted into total honor points ($45 \div 20 = 2.25$).

An "F" is always considered an "F" whether obtained from a Pass/Fail class or a regular class.

Classes that have a grade of Credit or Pass, Satisfactory or Unsatisfactory, Incomplete, Audit and Withdraw are not figured in the GPA.

6408. REPEATING A COURSE

When a course is repeated, both grades should be shown on the record since this is a historical record. Because credit is given only once, only the higher grade should be counted in the GPA and noted. This must be noted on the permanent record.

6410. PROGRESS REPORTS AND MID - TERM REPORTS

Teachers should be asked to submit progress reports after the fourth week of each quarter. This does not limit a teacher from sending a progress report more frequently, if necessary.

1. Students should receive a copy from their academic advisor.
2. One copy should be sent to the parent(s) or the guardian(s).
3. One copy should be kept on file in the registrar's office.

A list of students receiving a D, F or Incomplete may be shared with designated school personnel and additional course work may be required to obtain a satisfactory grade.

6412. GRADE REPORTS

Student progress reports are to be distributed at the close of each nine-week period or made available to parents and students electronically. Information is to be provided regarding the student's subject area progress, attendance and citizenship. Semester grade reports may be distributed as follows:

1. One copy sent to the parent(s) and/or guardian(s).
2. One copy given to the student's advisor for distribution to the student.
3. One copy is kept for permanent record in the registrar's office.
4. One copy for dormitory dean and/or other school personnel as deemed necessary.

6414. INCOMPLETES AND GRADE CHANGES

Incompletes are reserved for the student with extenuating circumstances preventing the student from completing the work on time.

- A teacher who gives an incomplete should file with the registrar, a contract made with the student indicating the time allowed, the work that must be completed, and the grade to be given if the work is not completed.
- Teachers should change incomplete grades or make changes in other grades prior to the next quarter grading period in writing and this should be kept on file. Parents and students should receive an amended report card when an "incomplete" is changed to a permanent grade.

6416. COLLEGE PREDICTIVE INDEX (CPI)

If you are in a geographic area where the colleges/universities require a CPI, these subjects (core courses) would be included in the calculation:

- English except Reading Skills and ESL
- Religion
- History or Social Studies
- Mathematics except Remedial, General and Pre-Algebra
- All Sciences
- Modern Language
- Computer Literacy and Technology related courses
- Accounting

6418. CAL GRANTS GPA (FOR CALIFORNIA ONLY)

The registrar's task as it relates to Cal Grants is to calculate the GPA so that students have the information when they complete their Free Application for Federal Student Aid (FAFSA) form beginning January 1 of each school year. The Cal Grant GPA is calculated on the sophomore and junior years and for courses taken during the summer between the sophomore and junior years minus physical education, remedial classes and ROTC courses. A copy of these GPA's should be kept on file and available to the students. The application is due by March 2.

6420. RANK IN CLASS

Class rank is a listing of students' total cumulative GPA's from highest to lowest. This information should be used only for awards, recommendations and scholarships. Discretion should be used in disseminating this information.

6422. VALEDICTORIANS AND SALUTATORIANS (See *Education Code C11-120*)

The designations, valedictorian and salutatorian, of a graduating class are not to be given. Graduation honors are to be based on criteria developed by the faculty and approved by the school board.

6424. HONOR ROLL

Where a system of honoring student accomplishment is used, it is not to be limited exclusively to honoring academic or intellectual achievement; commendations for achievement in other areas should be included.

6426. EARLY GRADUATION (See *Education Code* C27-116)

Early graduation is an option available to a student who wishes to complete the secondary curriculum in less than four years and who meets the following guidelines for early graduation. Exceptions to these guidelines should be made in consultation with the local conference office of education.

A. Criteria for early graduation

1. The student has achieved a cumulative grade-point average of at least 3.5 and continues to maintain the grade-point average following approval as a candidate for early graduation.
2. The student has achieved a composite score at the 85th percentile on the union adopted standardized achievement test.
3. The student is to meet the graduation requirements listed in *Education Code* section C25-104 and any additional requirements of the school which apply to all graduating seniors.

B. Procedure

1. The student is to submit a written request for early graduation to the secondary school principal. The request is to be submitted as early as possible but no later than the end of the first quarter of the third year. A request received later than the end of the second year may mean that it will be very difficult for a student to arrange for all the courses needed to fulfill the school's graduation requirements. The request is to be accompanied by the written consent of the parent/s.
2. The request and the projected courses must have the approval of the faculty.

6428. CORRESPONDENCE COURSES FOR SECONDARY CREDIT

(See *Education Code* C26-104)

Correspondence courses or distance education courses are not to form the core curricular offerings of the school, but used only to supplement the program to meet specific student needs.

- A. Limitations on the amount of correspondence courses, and the approval of such, is to be established by the school administration and board. Regulations may be governed by factors such as, but not limited to the following:
 1. The extent of the current course offerings in the school.
 2. The individual needs, interests, and abilities of the learner.
 3. Conflicts and problems in scheduling.
- B. Correspondence courses shall be taken only from accredited correspondence schools as approved by the Pacific Union Conference office of education. By action of the North American Division Education Advisory, **Brigham Young University** is **not** an approved provider of distance education for Adventist schools in the North American Division. (See list of approved schools in *Section 6454* of this handbook.)
- C. Appropriate deadlines should be set for the completion of correspondence courses.

6450. TRANSFER CREDIT

Transfer credit is accepted as written on the transcript. In any event of questions, the first rule of thumb is to request a course description including topics covered, the amount of time met, and any other pertinent information from the school where the student took the course.

Students transferring credits from a home school, a non-accredited school, or a correspondence school not approved by the union may receive credit towards graduation for those courses in accordance with *Education Code* section C22-116. Transfer grades should be recorded on a pass/fail basis with no honor points computed. (*Education Code* C26-128)

6452. HOME SCHOOL (NON - CORRESPONDENCE SCHOOL PROGRAMS)

Recommended procedure for accepting students from home school.

A. Requirements for entering ninth grade:

1. Home-schooled students must provide data and information showing that they have completed the 8th grade curriculum. Such data may include recent standardized achievement test scores, portfolios, list of textbooks used, grade cards, etc.
2. Students must provide three letters of recommendation regarding the student's level of maturity and perceived ability (work/social/study habits) to function in an academy setting.

The school reserves the right to administer additional tests to determine if the student is able to function at the ninth grade. (See *Education Code* C22-112 and C22-116)

B. Requirements for entering an academy after taking secondary subjects in a home school:

1. The "Home School Course Validation Form" (See page 62). This form must be completed and submitted to the school admissions committee at the time of application.
2. The registrar/admissions committee is to review the information and determine if any or how many credits will be allowed. The school reserves the right to administer standardized achievement tests, teacher-made tests, and/or have the subject-area teacher determine the student's readiness for a particular class. (See *Education Code* C22-116)

The school reserves the right to determine the amount of credit that may be transferable. Accepted home school courses should be recorded but not calculated in the student's GPA. If the student or parent wishes to have home school letter grades calculated in the GPA they can request Credit by Examination. (See *Education Code* C26-120 and C26-128)

6454. CORRESPONDENCE SCHOOLS FOR SECONDARY CREDIT

Correspondence courses or distance education courses are not to form the core curricular offerings of the school, but used only to supplement the program to meet specific student needs. Limitations on the amount of correspondence/distance education courses and the approval of these courses are to be established by the school administration and school board consistent with Pacific Union and North American Division policy.

6454. CORRESPONDENCE SCHOOLS FOR SECONDARY CREDIT (CONT'D)

When a student is enrolled in the academy, correspondence/distance education and summer school courses may be taken, in consultation with the registrar, for any of the following reasons:

1. As enrichment or to take a course that is not offered in the school.
2. To make up credit for a course that was failed.
3. Conflicts and problems with schedule.
4. To help the student achieve college preparatory status.
5. Based on the needs, interests and abilities of the student;

Correspondence courses should be taken only from accredited correspondence schools. (See list of approved schools below). **Brigham Young University** is not an approved provider of correspondence courses for Adventist schools in the North American Division.

Appropriate deadlines should be set for the completion of correspondence courses. Students should not take courses that the correspondence schools offer in order to lighten their load or avoid a teacher. Exceptions to this should be handled through the local academic policies committee. When continued personality conflicts occur between a teacher and a number of students, the registrar should seek the assistance of the school administrator to mediate the conflicts.

The following correspondence schools are generally accepted for their program:

Griggs University & International Academy

P.O. Box 4437
12501 Old Columbia Pike
Silver Spring, MD 20904
(800) 782-4769
www.griggs.edu

University of Nebraska – Lincoln

Independent Study High School
P.O. Box 888400
Lincoln, NE 68588-8400
(866) 700-4747
www.nebraskahs.unl.edu

Indiana University

Independent Study Program
Owen Hall
790 E. Kirkwood Ave
Bloomington, IN 47405
(800) 334-1011
www.scs.indiana.edu/hs/highschoolcourses.php

University of Texas at Austin

K-16 Education Center
P.O. Box 7700
Austin, TX 78713-7700
(888) 232-4723
www.utexas.edu/cee/dec/k16/index.php?page=hscourses

University of Missouri

Center for Distance & Independent Study
136 Clark Hall
Columbia, MO 65211-4200
(800) 609-3727
www.cdis.missouri.edu/high-school.aspx

Portland State University

Office of Independent Study
P.O. Box 1491
Portland, OR 97207
(888) 547-8887 ext: 4865
www.istudy.pdx.edu

6456. TRANSFER HONORS CREDIT

If a student transfers with honors courses graded on a five-point scale, every effort should be made to determine on what basis the course was given honors status. The registrar/administration or appropriate faculty committee will make the final determination as to whether honor status will be accepted and how.

6500. TRANSCRIPTS AND SCHOOL RECORDS

The transcript is a mandatory permanent pupil record that schools are required to keep for every secondary student. Each school shall maintain indefinitely all mandatory permanent pupil records or exact copies thereof for every pupil who was enrolled in a program. Such records shall include the following:

1. Legal name of pupil
2. Date of birth
3. Method of verification of birth date
4. Place of birth
5. Sex of pupil
6. Name and address of parent of minor pupil
7. Entering and leaving date of each school year and for any summer session or other extra session
8. Verification of or exemption from required immunizations

A transcript must be made for all students who enroll no matter how short a time they may stay, and contain the following information:

1. Legal name of pupil
2. Date of birth
3. Place of birth
4. Sex of pupil
5. Explanation of the grading system
6. The last four digits of the student's social security number
7. The school's accreditation
8. A place for the principal or registrar's signature
9. Test results (intelligence, aptitude, achievement as administered during the student's high school years)
10. Subjects taken during each year, half-year, summer session, or quarter, if quarter classes are offered
11. If credit is given, then the number of credits toward graduation allowed for work taken
12. Date of high school graduation or equivalent
13. The date and place where a transcript has been issued
14. The attendance record may be included
15. A space for comments

6502. ISSUING TRANSCRIPTS

Records should be microfilmed each year and the microfilm stored in a building, such as the conference office, which is not on the campus. Microfilming is not expensive and it is a protection of records that should not be denied the student.

A student may receive an unofficial copy of a transcript (unofficial meaning that it does not have the seal or the registrar's signature and it is stamped UNOFFICIAL).

A transcript may be issued to another school upon request. When sending the transcript to an individual, for your protection it is best to require a written request from the student, or the parent/guardian if the student is under 18.

A transcript, being confidential information about the student, is not issued without the written request of the student if they have reached the age of 18 years. The written request needs to be kept in the student folder.

6502. ISSUING TRANSCRIPTS (CONT'D)

If the student has not reached the age of 18, the parent or legal guardian must request the records in writing. A telephone request, or a request by a relative, is no longer acceptable; it must be in writing from the parent or student. A fee is charged for multiple copies as determined by the school.

The following wording should be included on the transcript request:

This is to notify you of your right to receive a copy of the records being requested and a right to a hearing to challenge the contents of these records. Contact the registrar for instructions as to procedures to be followed if you wish to exercise your right in relation to this action.

Mandatory permanent pupil records should be treated in a confidential manner at all times. All permanent records and grade records should be kept in a fireproof vault or file and should never leave the institution of origin.

6504. SCHOOL RECORDS

A. Records Management (See *Education Code A26-104.A*)

The normal operation of the school results in the production and the accumulation of a large volume of files and records of varying degrees of administrative and historical value. In order to preserve documents of permanent value and to avoid the unnecessary preservation of unneeded materials, each school will find it advantageous to establish a records management system.

The principal and/or designee should evaluate the legal, financial, and cultural worth of various types of files and records. Corporate papers and board minutes not only tell the history of an organization, but may be called upon in case of litigation. Many other documents and general files that seem to be of little value beyond the initial retention period grow rapidly in historical value as time passes and may serve future administrators in re-studying issues and problems.

B. Records Retention (See *Education Code A26-104.B*)

1. Each school should establish a records center, that is, a storage place to protect documents from fire, deterioration and unauthorized access.
 - (a) The record center should have non current documents or files designated for either short term or permanent storage. The record center should not be used for the storage of current files, that is, those that are consulted several times a year in a normal course of business.
 - (b) Documents and files stored in the records center awaiting later destruction shall be boxed in such a way as to make clear the dates of destruction under the provision of a records retention schedule approved by the local conference office of education.
 - (c) Documents and files considered to be permanent, may be kept in hard copy or microform at the discretion of the local conference office of education. Storage may be in the same storage facility with less permanent items, but should be physically separated and clearly labeled.

6504. SCHOOL RECORDS (CONT'D)

2. The following retention schedule should be used for the specific types of school records listed.

- (a) Student Permanent Records

These records are to be kept indefinitely. (See *Education Code* section A26-108 for description of what constitutes the student permanent records.)

- (b) Student Cumulative Record

1. Grades K-8

The cumulative record for an elementary school student that has not been transferred to another school may be destroyed after the date the student would normally graduate from grade 12.

2. Grades 9-12

The cumulative record for a student in grades 9-12 is to be kept for five years beyond the year when the student did or should have graduated from grade 12.

- (c) Teacher Grade Books or Equivalent Record

Teacher grade books or equivalent records should be kept as follows:

1. Grades 1-8 – A minimum of one year.

2. Grades 9-12 – A minimum of seven years. The local conference office of education or the secondary school board should adopt a policy regarding the status of the class record/grade books or equivalent record beyond the years stated above.

- (d) Vital School Records

These records are to be kept indefinitely. These include, but are not necessarily limited to; articles of incorporation, constitutions and by-laws, minutes of boards or governing committees, property records and other legal documents.

- (e) Historical Materials

The materials that have historical significance include, but are not necessarily limited to: faculty and committee minutes, school bulletins, student publications, class composite pictures.

C. Discontinued Schools – Permanent Records (See *Education Code* A26-104.C)

The local conference office of education is responsible for the preservation of all records of discontinued schools.

6504. SCHOOL RECORDS (CONT'D)

If a new elementary school, junior academy, or secondary school succeeds one that is discontinued, the old records are to be transferred to the new school, otherwise, such records are to be transferred to the local conference office of education.

D. Access to Student Records (See *Education Code* A26-120)

Parents of currently enrolled or former students and students 18 years or older have the right of access to the cumulative and permanent student records maintained by the school relating to the children in the family or the individual student.

Each local conference shall adopt procedures to grant requests by parents to inspect and review records during regular school hours. Access shall be granted no later than five days following the date of the request. The procedures shall include notification to the parent of the location of all official student records, if not centrally located, and providing qualified certificated personnel to interpret records where appropriate.

6506. CUMULATIVE FILE

A cumulative record is to be maintained for each K-12 student. Records that the administration considers necessary for the proper guidance of the student are to be placed in this folder and kept in a fireproof safe or vault. They are to be readily available and accessible only for authorized personnel and parents.

6508. IMMUNIZATION / MEDICAL RECORDS

Complete health records, including medical examinations, should be kept by the school nurse or the registrar. Students should not be permitted to remain in school for more than 30 days without having current immunization records on file. Because laws vary from county to county, the registrar should make it a priority to determine from the local county health department what guidelines must be followed.

6510. ORGANIZING YOUR RECORD KEEPING

Every school has its own system for organizing records. It is recommended to keep individual file cabinets for:

1. Currently enrolled students.
2. Students who attended for the past three to seven years (whatever the number of years you keep before purging files).
3. Any student that ever attended the school.

6512. WITHHOLDING TRANSCRIPTS

Certain states, such as California, forbid the withholding of transcripts for nonpayment of tuition. The issue of student accounts receivables should be addressed prior to graduation or acceptance for the following school year. *Education Code* F22-112 states that "a student owing an account in one school shall not be accepted in another school until the account is paid or satisfactory arrangements made with the former school."

In California, a school may withhold grades and transcripts for outstanding fines or fees for damaged or unreturned property.

6550. MAINTENANCE OF SCHOOL / STUDENT RECORDS

(See Education Code A26-104 to A26-120)

Records – School and Student		Longevity and/or Disposal of School Records		
		To be kept in a safe place	Destroyed	Transferred
a.	Historical records – these include faculty and school committee minutes, school bulletins, student publications, class composite pictures	<i>To be kept in a locked, fire-proof vault or cabinet</i> Indefinitely		
b.	Vital school records – these include school board minutes, articles of incorporation, Constitution and Bylaws, property records, and other legal documents	<i>To be kept in a locked, fire-proof vault or cabinet</i> Indefinitely		
c.	Student admissions-related records <ul style="list-style-type: none"> • student application • letters of recommendation • financial contract, etc 		When a student has graduated from the school	
d.	Student permanent records , including student’s name, date and place of birth, gender, scholarship, attendance, parent information & verification of immunizations or waiver.	<i>To be kept in a locked, fire-proof vault or cabinet</i> Indefinitely		
e.	Student cumulative folder – K-8 <i>(Supplied by the PUCOE)</i> <ul style="list-style-type: none"> • ITBS test results • Photo of student • Yearly progress report • Reading record card • Record of recommendation for retention, acceleration, special education • Verification of place and date of birth 	<i>To be kept in a locked, fire-proof vault or cabinet</i>	After the date the student would have graduated from grade 12	<ul style="list-style-type: none"> • Mailed promptly to requesting school • Must have written request of parent • Remove anecdotal documents or student discipline related information before transferring folder

6550. MAINTENANCE OF SCHOOL / STUDENT RECORDS (CONT'D)

Records – School and Student		Longevity and/or Disposal of School Records		
		To be kept in a safe place	Destroyed	Transferred
f.	Health records <i>(Supplied by the PUCOE)</i> <ul style="list-style-type: none"> • All health related records • Current “Consent to Treatment” forms • Verification of immunization or waiver 	<i>To be kept in a locked, fire-proof vault or cabinet</i>	(Keep with cum folder) After five years beyond the year when the student did or should have graduated from grade 12	<ul style="list-style-type: none"> • Can be forwarded to another school or conference • Can be given to whomever signed as parent/guardian
g.	Student cumulative folder – 9-12 <i>(Supplied by the PUCOE)</i> Contains those records that the administration considers important for the guidance of students including: <ul style="list-style-type: none"> • ITED scores • Other standardized test scores • Transcripts 		After five years <i>beyond</i> the year when the student did or should have graduated from grade 12	<ul style="list-style-type: none"> • Mailed promptly to requesting school • Remove anecdotal documents or student discipline related information before transferring folder • Must have written request of the student or parents if the student is under 18 years of age
h.	Teacher’s grade book or electronic grade book – K-8	A minimum of one year	To be destroyed after prescribed time period	
i.	Teacher’s grade book or electronic grade book – 9-12	A minimum of seven (7) years	To be destroyed after prescribed time period	

“Cumulative records” are those of a student who is currently enrolled.

“Permanent records” are those of a former student who is no longer enrolled due to graduation, dismissal, withdrawal, or death.

6600. COLLEGE / UNIVERSITY CLASS CREDIT

6602. THE TWELFTH - YEAR PROGRAM

Academies are to accommodate students with varying abilities and educational objectives during the twelfth year by providing a variety of learning experiences that allow for appropriate educational placement and the expanded role of the twelfth year. In some instances, the other three years will:

1. Include a variety of major options, one of which will be the typical in-school course work;
2. Assist the student to plan and constructively use the senior year as a period of transition between secondary school and subsequent activities, academic and otherwise;
3. Develop, coordinate, and supervise an array of options to which other individuals or agencies contribute.

Opportunities to earn college/university credit are an option that can be made available to 12th grade students.

6604. OPPORTUNITIES TO EARN COLLEGE / UNIVERSITY CREDIT

(See *Education Code C27-108*)

To accommodate students who have demonstrated satisfactory performance on tests of basic skills, who have an accumulative GPA of 3.0, and who have taken enrichment courses offered at the secondary level, the following opportunities are available by which college/university credit may be earned at La Sierra University and Pacific Union College.

The procedures by which secondary school students earn college/university credit are as follows:

- A. Credit by examination is given to students who demonstrate knowledge comparable to that ordinarily acquired through regular college/university courses. Such credit is recorded on a Pass/Satisfactory basis.
 1. College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) single subject examinations may be taken at designated testing centers, and earn college/university credit according to the published regulations of the college or university regarding the specific tests for which credit is granted, the percentile level that must be achieved, the amount of credit granted, its applicability to various program requirements, and the fee for test administration and the recording of credit.
 2. Examinations prepared by the academic departments in subjects regularly taught by the college/university may be taken for credit. The fees for such examinations, the amount of credit granted, and its applicability to various program requirements is determined by the college/university.
- B. Advanced Placement examinations are prepared and administered by the College Entrance Examination Board in connection with special secondary school courses. Credit is granted for satisfactory performance (level 3) or better.

6604. OPPORTUNITIES TO EARN COLLEGE / UNIVERSITY CREDIT (CONT'D)

- C. Extension courses may be offered by the college/university for students with appropriate academic qualifications. Such courses are comparable to regular college/university courses in regard to content, materials, examinations, and credit, as determined by the college/university. Credit for such courses conducted by secondary school personnel is granted only when prior arrangements for instruction and supervision have been made by the secondary school with the college/university.
- D. Enrollment in regular college/university courses is possible, for students who live within commuting distance of the college/university, with the approval of the principal and the academic dean involved. Students must have the prerequisite educational background, and the courses considered must not be duplicated by courses available at the secondary school.
- E. Summer courses may be offered on the college/university campus for selected students during the summer prior to the senior year. Admissions to such courses is granted on the recommendation of the secondary school principal.
- F. Individual directed study programs carrying college/university credit may be arranged under the joint supervision of an secondary school teacher and a college or university teacher, with the approval of the secondary school principal and the academic dean of the college/university.
- G. Correspondence course work for college/university credit may be taken by secondary school students with the prior approval of the secondary school principal and the academic dean of the college/university.

College/university credit earned by examination is granted and recorded when the student establishes an academic record at the college/university.

6606. EXTENSION COURSES FOR COLLEGE / UNIVERSITY CREDIT

(See *Education Code C27-112*)

Extension courses for college/university credit are offered under the following conditions:

- A. College/university extension courses may be offered and available to those students who qualify.
- B. Only extension courses from Seventh-day Adventist colleges/universities are to be offered on a secondary school campus.
- C. Adequate counseling is to be given to the student as to the nature of the extension course being offered, the type of credit to be earned, whether the credit will apply to the major or minor field of study and the amount of extension credit that a particular college/university and/or department will accept.
- D. Extension courses which compete the currently offered school courses are not to be offered.
- E. See *Education Code* section C27-108 for guidelines and procedures relating to opportunities for college/university credit.

6608. DUAL SECONDARY / COLLEGE / UNIVERSITY CREDIT

(See *Education Code C26-132*)

Dual high school and college/university credit shall not be granted unless the college/university requires the granting of college credit as part of a special program to attract high school students.

With prior approval of the appropriate faculty committee/administration a student may be granted permission to enroll in an off-campus course(s) at a local secondary school and/or college/university during the school year or the summer (See *Education Code C26-108*). Options to be considered in lieu of granting dual credit may include but not necessarily be limited to the following:

1. Granting a waiver of graduation requirement but not reducing the number of semester periods of credit needed for graduation.
2. Granting secondary credit based on competency/proficiency in the subject area.

6610. CONVERTING COLLEGE CREDIT TO HIGH SCHOOL CREDIT

There is no universal formula for converting or equating junior college or senior college/university credits to high school Carnegie units. It is recommended that each school develop a policy for converting college credits to high school credits. Schools, generally, would require students to obtain authorization from the registrar/principal/Academic Standards Committee before registering for a college course that the student intends to transfer to his/her high school transcript. The policy must be approved by the local school board and the conference office of education.

6650. GRADUATION GUIDELINES AND REQUIREMENTS

6652. GRADUATION REQUIREMENTS, MINIMUM (See *Education Code C25-104*)

Each student that graduates from a secondary school in the Pacific Union Conference is to complete a minimum of 240 semester periods of credit plus the basic proficiency (competency) requirements as detailed in *Education Code C25-104* for a General Diploma.

Subject Area	General Diploma	College Prep/Advanced Diploma
I. Core Requirements	185 sp	220 sp
A. Basic Requirements		
Religion	40 sp	40 sp
English	40 sp	40 sp
Health	5 sp	5 sp
Mathematics	20 sp	30 sp
Physical Education	30sp	30 sp
Science	20 sp (10 sp may be non-lab)	30 sp
Social Studies	15 sp	30 sp
Sub-total	170 sp	205 sp
B. Cognates		
Keyboard/Computer Applications	10 sp	10 sp
Work Experience	5 sp	5 sp
Career Education	<i>required</i>	<i>required</i>
Community Service	<i>required</i>	<i>required</i>
Sub-total	15 sp	15 sp
Total Core Requirement	185 sp	220 sp

(See *Education Code C25-104* for an explanation of the various graduation requirements.)

6652. GRADUATION REQUIREMENTS, MINIMUM (CONT'D)

Subject Area	General Diploma	College Prep/Advanced Diploma
II. Supporting Areas	30 sp	50 sp
A. General Studies	10 sp	20 sp*
English		
Family Living		
Modern Language		20 sp*
Mathematics		
Science		
Social Studies		
B. Fine Arts	5 sp	20 sp
Art		
Drama		
Music (Performing Arts)		
Photography		
C. Life Skills	10 sp	10 sp
Business Education		
Computer Education		
Practical Arts Technology Education		
Total Credits Required in Supporting Areas	30 sp	50 sp
III. Electives – Total <i>(Courses from I & II and/or other electives offered by the school)</i>	25 sp	0-10 sp
Senior Project		0-10 sp
Minimum Credits Required for Diploma	240 semester periods	270-280 semester periods
Minimum Competency*	Language Arts and Math 9 th grade proficiency based on Pacific Union adopted standardized tests.	Language Arts and Math 10 th grade proficiency based on Pacific Union adopted standardized tests.

(See Education Code C25-104 for an explanation of the various graduation requirements.)

6654. WAIVER PROVISION – SUBJECT - AREA GRADUATION REQUIREMENT

(See *Education Code* C25-108)

The graduation requirements listed in *Education Code* section C25-104 are the minimum expected of each student. However, since the primary concern and focus of the educational program is on the welfare of the student, a specific subject-area requirement, except the Bible/Religion requirement, may be waived or substituted when;

- A. The requirement is unrealistic or unattainable for the student, or
- B. The student has proficiency/competency in the specific course(s) as assessed by appropriate evaluation. (See *Education Code* section C25-112.B.2. for details on challenge of a course for credit or exemption.)

A secondary school may develop and implement a waiver policy based on the following criteria:

- A. The plans and procedures are developed and approved by the appropriate faculty committees and/or the faculty and adopted by the school board.
- B. The minimum number of semester periods for graduation of 210 semester periods plus physical education (240 semester periods of credit) are required of each student.
- C. The criteria and guidelines listed in *Education Code* section C25-112 are used as the basis for implementation of the waiver of a subject-area requirement.

6656. RESIDENCE REQUIREMENTS (See *Education Code* C25-116)

To qualify for graduation the student is to be enrolled at the present school for at least the entire semester prior to graduation. Exceptions for valid transfers must be approved by the appropriate faculty committee(s) or faculty.

6658. COMPLETION OF COURSE REQUIREMENTS (See *Education Code* C25-120)

All course work required for graduation is to be completed before the student may receive a diploma.

6660. CHALLENGE OF A COURSE FOR CREDIT (See *Section 6428* of this handbook and *Education Code* C25-124)

A student who wants to challenge a course for credit is to meet the Essential Learnings criteria and guidelines listed in the subject-area curriculum guide. There is not a letter grade/GPA advantage for a challenged course. The student receives a pass or fail grade. The following courses may be waived or challenged for credit when a student meets the criteria:

- 1. Computer literacy
- 2. Keyboarding (first semester)
- 3. Others as arranged through the local conference office of education

6662. CITIZENSHIP AND ATTENDANCE (See *Education Code* C25-128)

The student is to maintain satisfactory citizenship and attendance as specified by the local school.

6664. PROFICIENCY (BASIC COMPETENCY) REQUIREMENTS

(See Education Code C25-132)

Prior to graduation, each student is to demonstrate a proficiency level of ninth grade (9.0) for the basic diploma and 10.0 for the college prep/advanced diploma in mathematics skills, reading, and language as demonstrated by the results of a union adopted standardized test measuring basic skills. The requirement may be waived if it has been determined that it is not realistic or attainable for an individual student. Waiver plans must be approved by the local conference office of education.

The following criteria and suggested calendar may be used as a guide in the development and implementation of the above action. The plans should be based on criteria such as, but not limited to, the following:

- A. The plans and procedures should be developed through cooperative efforts of the faculty and approved by the local conference office of education.
- B. The methods of instruction should be based on diagnosis, prescription, and evaluation of the needs of the individuals.
- C. The program should be developmental as well as remedial.
- D. Individual student abilities and needs are to be determined by, but not limited to, the following: performance on a standardized test battery, teacher observation and results of additional psychological testing as needed, with consideration given to such factors as learning deficiencies and disabilities, and other psychological factors and physical disabilities.

6666. GUIDELINES FOR IMPLEMENTATION OF PROFICIENCY (BASIC COMPETENCY) REQUIREMENTS *(See Education Code C25-136)*

A. Clarification of the Intent of the Proficiency (Basic Competency) Requirement

- 1. The school assumes responsibility for helping students who are deficient in the basic skills to reach a minimum level of competency by incorporating programs and/or courses as an integral part of the curriculum.
- 2. The programs and/or courses developed and the instructional methods employed focus the emphasis of the instructional process on the individual student needs and utilize the techniques of diagnosis, prescription, and evaluation of those student needs.
- 3. The waiver provision of this policy will be an accepted procedure when it is determined that the requirement is unrealistic or unattainable for a student and will be granted without jeopardizing the issuance of a diploma to such a student.
- 4. The emphasis of this requirement is on assisting of students to meet the proficiency requirement rather than on the denial of graduation.

B. Methods and Procedures for Identification of, and Assistance to, Students Who Have Not or Can Not Achieve the Proficiency Requirements in the Basic Skills.

**6666. GUIDELINES FOR IMPLEMENTATION OF PROFICIENCY
(BASIC COMPETENCY) REQUIREMENTS (CONT'D)**

1. Initial Identification of Students

The administration is to identify the students who may have difficulty meeting the basic competency requirement in one or more of the areas (reading, mathematics, language) as early as possible after the student has enrolled in a junior academy or secondary school. This is to be done by, but not necessarily limited to the following;

- (a) Teacher observation and evaluation of academic progress, the attendance record, and the general attitude of the student toward self and school.
- (b) Evaluation of information contained in the cumulative record.
- (c) Test results on the standardized achievement tests.

2. Testing Recommendations and Procedures

When the initial evaluation has been completed the director of guidance services should obtain additional testing results and other data which will identify as accurately as possible a student's actual achievement level in the basic skills.

The following procedures are recommended for testing students who are identified as having a learning problem.

- (a) Out-of-level testing may be done using the level which will provide the most accurate description of the actual achievement level.
- (b) When additional diagnostic information is needed, regarding cognitive abilities, test(s) should be selected from the following.
 - 1. Cognitive Abilities Test, Form 4 (from the Riverside Basic Skills Assessment Program K-12).
 - 2. Wechsler Intelligence Scale for Children (WISC)*
 - 3. Wechsler Adult Intelligence Scale (WAIS)*
 - 4. Stanford Binet Intelligence Scale*

*This test is to be administered and evaluated only by a person qualified to administer individual intelligence tests.

- (c) Subsequent achievement testing of a student should be done using the same level of the test(s) as that used for the initial testing.

3. School Program to Meet Student Needs

The student who has not achieved the proficiency (basic competency) requirement is to be enrolled in a program or course designed to assist the student to meet the requirement. The student is to be enrolled in a program or course each year of attendance until the competency level is achieved or until a waiver is granted up to and including the end of the first semester of the senior year.

**6666. GUIDELINES FOR IMPLEMENTATION OF PROFICIENCY
(BASIC COMPETENCY) REQUIREMENTS (CONT'D)**

C. Criteria for Waiver of the Proficiency Requirement

One or more of the criteria may be used as a basis for granting a waiver. The following criteria are to be used to determine whether a waiver of the proficiency requirement should be granted:

1. The student's composite score on the union adopted standardized achievement test is at least three grade levels below actual grade placement when using the testing procedures listed in B.2., "Testing recommendations and procedures," of this proposal.
2. The student lacks fluency in reading, writing, or speaking English because it is a foreign language to the student.
3. The student has a physical impairment, such as, but not limited to, the loss of sight or hearing which makes it difficult or impossible to obtain valid data on which to evaluate the achievement or ability level.
4. The student demonstrates evidence of a mental alertness as determined by teacher observation over an extended period of time but, observation and/or testing indicates that there may be a physical or psychological disorder which is interfering with the learning process.

D. Procedure for Recording the Proficiency Level Achieved on the Permanent Record

See *Education Code* section C24-128 for procedure for recording the proficiency level on the permanent record.

6668. CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION
(See *Education Code* C27-120)

A student enrolled in a secondary school in California may elect to take the California High School Proficiency Examination (CHSPE) in lieu of completing the requirements for graduation. Information regarding eligibility and dates when the examination is administered are available at each secondary school.

A student who passes the CHSPE and elects to leave school is awarded an equivalency certificate and is not eligible for a diploma.

Students who have passed the CHSPE may apply for admission to a Seventh-day Adventist college/university. Admission to the college/university will be based on the college/university entrance requirements.

6670. CALIFORNIA HIGH SCHOOL EQUIVALENCY CERTIFICATE

The State of California provides the following information regarding the General Educational Development Test (GED) that may be taken for the purpose of receiving the California High School Equivalency Certificate.

6670. CALIFORNIA HIGH SCHOOL EQUIVALENCY CERTIFICATE (CONT'D)

- A. **Title of State Credential:** State of California High School Equivalency Certificate.
- B. **Testing Eligibility Criteria:** To take the GED tests in California, an individual must be a California resident or a member of the armed forces assigned to the state and meet any of one of the following criteria:
1. The individual is 18 years of age or older, or within 60 days of his or her 18th birthday (regardless of school enrollment status).
 2. The individual is within 60 days of when he or she would have graduated from high school had he or she remained in school and followed the usual course of study. (Examinees testing under this criteria may not be enrolled in school.)
 3. The individual is 17 years of age, has been out of school for at least 60 consecutive school days, and provides a letter of request for the test from the military, a post-secondary educational institution or a prospective employer.
 4. The individual is 17 years of age and is incarcerated in a California state or county correctional facility.

Persons who pass the GED test at age 17 will not receive the equivalency certificate until their 18th birthday; a letter of intent is issued which states that the certificate is pending the examinee's 18th birthday.

For further information, please contact the GED Hotline at (800) 626-9433 or the State GED Office at (916) 445-9438, by email: GEDoffic@cde.ca.gov.

6700. ATTENDANCE AND RECORD KEEPING

Accurate records of each student's absences and tardies must be kept by the registrar's office. Absences should be recorded as excused for the following legal reasons: illness, death of a family member, medical/dental appointments, court appointments, and quarantine.

6702. ATTENDANCE PROGRAM

Each school should determine what classes or appointments are part of the attendance program. Normally such appointments as classes, assemblies, music appointments and chapel are included in the attendance report, though chapel and dormitory worships may be included in the citizenship grade at the discretion of the faculty. If a student misses more than the established percentage of his/her classes, he/she may pass only by the approval of the faculty or of the committee designated by the administration.

6704. STUDENT ATTENDANCE RECORDS (See *Education Code* C20-148 for Jr. Academies; C24-124 for Senior Academies)

An attendance record for each student must be kept by the academy and recorded either in the School Register or by using an alternative method which has been approved by the local conference office of education.

The individual student attendance record must indicate all half- and full-day absences from school for each day that school is in session. It may include a record of absences for each period of the day.

The attendance record is to be maintained as a part of the student permanent record. (See *Education Code* A26-108)

6706. CHAPELS AND WORSHIPS

Each school will determine whether chapels and worships will be included in the attendance record.

6708. STUDENT NOTIFICATION

The registrar should develop a system for notifying students of absences and tardies. Some methods would be posting a list, or issuing an individual slip.

6710. ADMINISTRATIVE ABSENCE

It is recommended that when a student is required by the administration to miss appointments, such as a field trip or public relations tour, it would be well to differentiate between these absences and other excused absences by indicating on the attendance record that it is an administrative absence. These absences would not be considered in the established percentage of classes missed. (See *Education Code* A24-104 to A24-128 about number of days permissible for various trips).

6712. EXCUSE SLIPS

Excuse slips should be kept for the current academic year.

6750. REPORTS

Many reports are required of the academy registrar. Reports need to be made on time, and should be easy to read and interpret.

6752. COMMON REPORTS

- Opening and closing reports (conference forms)
- Academy board and constituency reports
- Dropout and enrollment reports
- Admission statistics
- Attendance reports
- Grade distribution by teacher and course
- Honor roll
- Conference Curriculum and Credit Review

6754. OTHER REPORTS

- Class office/club and Student Association eligibility lists
- Tracking of recent graduates
- Eligibility lists for honor programs such as National Honor Society
- Students receiving D's, F's and Incompletes during any or all grading periods
- Various rosters, by alphabet, class, boys' dorm, girls' dorm, village
- Names, addresses, phone numbers and birthdays by subject area, etc.
- Rosters
- Alphabetic list of entire student body
- By grades 9, 10, 11, 12
- Boys' Dorm, Girls' Dorm, Village
- International Students
- Complete name/address/phone
- Birthdays
- Ethnic
- Class lists (subject areas)
- Baptized/non-baptized
- Add/Drop
- Prospective students
- Student names
- GPA – entire school
- GPA – by class

To make correlations on such matters as test scores or a comparison of grades and SAT/ACT scores, it may be well to enlist the help of the academy mathematics teacher and/or guidance counselors.

6800. GENERAL GUIDELINES FOR CLASS MEMBERSHIP

Each school is to provide an acceptable plan for organization of all student classes. This should include details of organization, qualification of officers, social functions, and financial policies.

- The purpose of class organizations shall be to provide for religious and social activity, to foster better school spirit, and to offer training for leadership.
- All classes may be organized anytime during the year with careful faculty direction and under specific regulations.

To be eligible for class office, the students must have successfully completed the eighth grade, be taking at least 40 semester periods plus physical education, and meet the requirements for student officers as outlined in *Education Code C28-108*.

6802. FRESHMAN CLASS (See *Education Code C23-104*)

All first year secondary school students are classified as freshman and are eligible to participate as a voting member of the class.

6804. SOPHOMORE CLASS (See *Education Code C23-108*)

All second year secondary school students who have completed 50 semester periods of credit are classified as sophomores and are eligible to attend the sophomore class meetings participate as a voting member.

6806. JUNIOR CLASS (See *Education Code C23-112*)

All third year secondary school students with a minimum of 100 semester periods of credit, currently enrolled in enough credits to have 150 semester periods at the end of the junior year are classified as juniors and are eligible to attend the junior class meetings as a voting members. An approved accelerated student will not have junior standing regardless of the number of credits.

6808. SENIOR CLASS (See *Education Code C23-116*)

All fourth year secondary school students are classified as seniors who will have completed all requirements for graduation as set forth under graduation requirements. The student shall have completed a minimum of 150 semester periods of credit at the start of the senior year.

6810. GRADUATING CLASS (See *Education Code C23-120*)

The graduating class is composed of seniors who prior to graduation will have:

- A. Met the school's graduation requirements.
- B. Placed all credits from other schools on file in the registrar's office.

6810. GRADUATING CLASS (CONT'D)

- C. Removed all incompletes.
- D. Completed all correspondence work and submitted final grades to the school register.
- E. Paid all school accounts.

6812. DISQUALIFICATION

Any student having unsatisfactory work, grades or citizenship may, at the discretion of the faculty or government committee, be disqualified for participation in certain class functions.

Appendix



QUALITY ADVENTIST ACADEMY

Acceptable Computer Use Policy

Quality Adventist Academy is pleased to offer students' access to the World Wide Web. The Internet is an important resource for expanding the educational experience of each student. Access to the internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users all over the world. Unfortunately, it is true that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate, or offensive. We believe, however, that the benefits of information resources exceed any disadvantages and have therefore made the Internet available to our students. Because parents and guardians are ultimately responsible for setting and conveying the standards that their children should follow when using media and information sources, we respect each family's right to decide whether or not to apply for access.

Since the network is provided for students to conduct research, access is given to students who agree to act in a considerate and responsible manner. **Parental permission is required. Access is a privilege, not a right.**

Students are responsible for Christian behavior and communication on the school computer network, just as they are anywhere on the school campus. Users will comply with school standards and will honor the agreements they have signed. The school takes seriously the responsibility for appropriate use of the network. School staff will guide students toward resources acceptable within the framework of the general school standards. If a student chooses to access inappropriate material, the school will not be liable and the student will forfeit network privileges at this institution.

Students will adhere to Christian principles and will:

- ❖ Be responsible and courteous in all communications.
- ❖ Be responsible with all computer hardware and software.
- ❖ Avoid altering computer program, screen savers, icons, etc. without permission.
- ❖ Keep their passwords to themselves.
- ❖ Respect the confidentiality of folders, work, and files of others.
- ❖ Learn about and observe copyright laws.

Computer storage files will be treated like school lockers. School staff may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Any activity not in accordance with these general rules may result in a loss of access as well as other disciplinary or legal action.

As a student and user of the school's computer network, I agree to comply with the stated rules.

Student Name (printed)

Student Signature

Grade

As a parent or legal guardian of the student above, I grant permission for my child to access the Internet. I understand that individuals and families may be held liable for any inappropriate behavior. I understand that some materials on the Internet are objectionable, but I accept responsibility to work with the school in guidance of Internet use—setting and conveying standards for my child to follow when selecting, sharing or exploring information and media.

Parent Name (printed)

Parent Signature

Date



Pacific Union Conference

Alternative Textbook Evaluation

Basic Textbook Information

Subject:	Title:
Author:	Copyright date:
Publisher:	Readability level:

Components of Program

BASIC	SUPPLEMENTARY

General Format of Textbook

Listed below are important items in evaluating a textbook for student use. Rate each item with the score you think it merits.

Excellent – 3

Good – 2

Fair – 2

Poor – 1

	COMMENTS	RATING
I. ADVENTIST OVERVIEW		
A. Philosophy		
B. Content		
C. Illustrations		
II. PHYSICAL FEATURES		
A. General appearance		
B. Paper quality		
C. Durability		
D. Typeface		
III. CONTENT & METHOD		
A. Organization		
1. Arrangement		
2. Development of idea		
3. Headings-unit, chapter, paragraph		
4. Summaries		
5. Drills, tests		
6. Supplementary components		
7. Multi-grade uses		

Textbook Evaluation (Cont'd)

Rating: **Excellent – 3** **Good – 2** **Fair – 2** **Poor – 1**

	COMMENTS	RATING
B. Difficulty		
1. Vocabulary		
2. Readability level		
3. Concepts		
4. Format		
C. Methods		
1. Proven successful instructional techniques		
2. Adequate practice for learning provided		
3. Consistent maintenance of skills		
4. Provision of practical application		
5. Testing system		
D. Biases		
1. Sexual		
2. Racial		
3. Geographic		
E. Teacher's Guide/Edition		
1. Organization/ease of use		
2. Suggested activities		
3. Adapting to meet individual needs		
RATING TOTAL		

Evaluation of materials by _____

Comments:



Pacific Union Conference

Alternative Textbook Use Request Form

Name of Teacher:	Name of School:	
Course/grade level:	Publisher:	
Text title:	Date of publication:	
Edition:	List price of text:	
Author:	Estimated reading level:	
Supplementary materials:		
Reason(s) for request:		
Brief annotation or summary of purpose of requested text:		
Strengths of requested text:		
Weakness of requested text:		
Process of Approval	Signature	Date
1. Curriculum Committee (Chair)		
2. Principal		
3. Conference Superintendent or Associate Superintendent		
Approved for: _____ (time/dates/year)		

QUALITY ADVENTIST ACADEMY

Authorization for Release of Records



Students Name: _____

Date of Birth: _____

I hereby authorize:

(School & Address)

to release my cumulative record folder.

Please mail my records to:

Registrar
Quality Adventist Academy
1000 Academy Drive
Happy Valley, CA 77777

This release is for the purpose of educational planning. This is to notify you of your right to receive a copy of the record and a right to a hearing to challenge the contents.

Duration – This authorization shall become effective immediately and shall remain in effect until _____.

Medical Restrictions – I understand that requestor may not further disclose medical information unless another authorization is obtained from me or unless such use or disclosure is specifically required or permitted by law.

Parent/Legal Guardian (printed)

Parent/Legal Guardian Signature

Date



QUALITY ADVENTIST ACADEMY

Class Standing Minimum Requirements

CLASS STANDING – CREDITS EARNED

	9 th grade	10 th grade	11 th grade				12 th grade				
			Sem 1 (Aug)	Sem 2 (Jan)	Ditch Day	End of the Yr	Sem 1 (Aug)	Sem 2 (Jan)	Spring Break	Ditch Day	Grad Deadline
Credits	Completed 8 th grade	60	120				180	210			240, 270 or 280*
<ul style="list-style-type: none"> ➤ Student will be listed in the lower class roster, therefore, restricted from class activities. (Ex: Third year student in grade 10, therefore, restricted from junior class activities.) ➤ Student will test at the level they should be, testing is not based on credits. (Ex: Third year student listed in grade 10 will test with juniors.) <p>*Depending on Diploma.</p>											

CLASS STANDING – COMMUNITY SERVICE HOURS/WORK EXPERIENCE HOURS SUBMITTED

	9 th grade	10 th grade	11 th grade				12 th grade				
			Sem 1 (Aug)	Sem 2 (Jan)	Ditch Day	End of the Yr	Sem 1 (Aug)	Sem 2 (Jan)	Spring Break	Ditch Day	Grad Deadline
Cumulative CS	0	25	50			75	75		87.5	93	100
Current Year CS					12.5		0		12.5	18	25
Work Experience	0	0	25		40	50	50		75		100
<ul style="list-style-type: none"> ➤ Students will be restricted from class activities until they reach the level of hours necessary to be on track. ➤ Student will test at the level they should be, testing is not based on work hours. (Ex: Third year student will test with juniors.) <p style="text-align: center;">FYI only, no restrictions; This is handled by National Honor Society</p>											
NHS CS		12.5 Sem 2		12.5		25		12.5			25
<ul style="list-style-type: none"> ➤ Petitions for exceptions will be reviewed by Academic Standards Committee 											

For Office Use Only: (Circle One)	Approved Hours
Community Church School	



QUALITY ADVENTIST ACADEMY

Community Service Form

Name _____ Grade _____ Date Submitted _____

Date(s) of Activity _____ Hours & Minutes Involved* _____

Description of Activity:

What was the Activity?

What was your part?

Was this activity of benefit to you? Why or why not?

How was this activity of benefit to others?

My signature indicates that I did the above services as described without receiving pay or Work Experience Credit.

Student Name (printed)

Student Signature

Date

***School Pre-Approval (printed)*

School Pre-Approval Signature

Date

* A minimum of 10 of the 25 annually required hours must directly benefit the community.

** Required only for service performed on personal time, not through the school.

To the Supervisor:

Thank you for your help in this project. Please read and sign below.

I attest that the above service was:

1. Supervised by me.
2. Voluntary with no payment or grade received.
3. Not done for the student's immediate family.
4. Performed in the indicated number of hours.

Supervisor Name (printed)

Supervisor Signature

() _____
Phone

(Please note that the student's parents may not sign this form.)

Converting College Credit to High School Credit

The information presented here is to assist schools in developing a clearly defined policy for college credits to high school credits.

- I.** While it may not be possible to equate college courses precisely to the high school standard a reasonable equating would result in recognizing:
- one Carnegie Unit (10 semester periods) of high school credit for a 5.0 semester-hour college course;
 - one-half Carnegie Unit (5 semester periods) of high school credit for a 3.0 semester-hour college course;
 - and one-quarter (2.5 Carnegie Unit of high school credit for a 2.0 semester-hour college course.
 - <http://www.dese.mo.gov/divimprove/sia/Graduation%20Handbook.doc>
- II.** Conversion between quarter and semester units of credit:
- Semester credit hours x 1.5 = number of quarter credit hours;
 - Quarter credit hours x .67 = number of semester credit hours.
 - Three quarter-term credits is equivalent to two semester credits.
- III.** How do quarter units compare to semester units?
- To convert quarter units to semester units, multiply the quarter units by 2/3. For instance, 3 quarter units are equal to 2 semester units. (Stanford University)
- IV.** If a school uses a quarter hour system, use this table to convert Quarter hours to semester hours:

Quarter	Semester	Quarter	Semester
0.5	0.3	5.0	3.3
1.0	0.7	6.0	4.0
1.5	1.0	7.0	4.7
2.0	1.3	8.0	5.3
2.5	1.7	9.0	6.0
3.0	2.0	10.0	6.7
3.5	2.3	12.0	8.0
4.0	2.7	15.0	10.0
4.5	3.0	20.0	13.3

School Team Meetings
CURRICULUM CALENDAR
January 23, 2007

Team goal: to develop a schedule of yearly calendar key issues that need to be addressed and assessed by the secondary curriculum team during the school year.

AUGUST

- During pre-session meet - address any anomalies and set the stage for the year
- Review graduation requirements of schools you will be sending students to

SEPTEMBER

- Review graduation diploma options with the staff
- Review previous years ACT and SAT test results
- Teachers turn in Course Outlines/Handbook
- Deadline for Early Graduation Requests

OCTOBER

- Initial new write-up for the University of California “a-g” courses due by teachers
- Deadline for adding new course to 2nd semester at LCOE
- Review ESLR’s and how they are being met and measured

NOVEMBER

- Review ITED test results / Student Assessment Data
- Study current class schedule and identify issues
- Review school curricular goals and objectives in light of school ESLR’s

DECEMBER

- Final write up for the University of California “a-g” courses
- Study current class schedule and identify issues

JANUARY

- Review PSAT test data
- Alternate Secondary Textbook Request to local curriculum committee
- Review Secondary Textbook Audit
- Mid-year progress report due at LCOE – WASC/AAA

FEBRUARY

- Final assessment of the Secondary Review Process, including school board approval
- AP and/or Honors Certification
- University of California “a-g” course list

MARCH

- University of California “a-g” course list due to the University of California
- Secondary Curriculum Review due at the LCOE
- Secondary Textbook Audit due at the LCOE
- Secondary Alternate Textbook Request due at the LCOE
- Alternate Learning Application at LCOE

APRIL

- Review and make any necessary adjustments to the schedule for the next year
- Review goals and objectives

MAY

- Attend the Secondary Curriculum Review Meeting at the LCOE

JUNE

- Submit to the LCOE any other changes to the Secondary Curriculum Review
- New AP teachers attend workshops

JULY

- Update new teacher assignments and class schedule – copy to LCOE



QUALITY ADVENTIST ACADEMY

Emergency Information and Authorized Release Form

One Form Per Child

Grades K-12, 2007-2008

Christian Education for Grades K-12

1000 Academy Drive, Happy Valley, CA 77777 Phone: (800) 555-1234 Fax: (800) 555-2345
www.qualityacademy.com

Student Last Name		First Name		Middle Name		___Male ___Female		Grade	
Student Address		City		State		Zip		Home Telephone ()	
Other Address								Birth date	
Father's Last Name		First Name		Address		City		State Zip	
Home Telephone ()		Place of Employment/Occupation		Work Telephone ()		Father's ___Beeper/Pager ___Cellular ()			
Mother's Last Name		First Name		Address		City		State Zip	
Home Telephone ()		Place of Employment/Occupation		Work Telephone ()		Mother's ___Beeper/Pager ___Cellular ()			
Name of other child attending Quality Adventist Academy:		Grade		Name of other child attending Quality Adventist Academy:		Grade			
Name of other child attending Quality Adventist Academy:		Grade		Name of other child attending Quality Adventist Academy:		Grade			

EMERGENCY INFORMATION

Name of Physician		Physician's Office, Clinic, or Hospital		Physician's Telephone ()	
Insurance Carrier		Policy Number or Insured Social Security		Insurance Telephone ()	
Contact person when parent is not available		Relationship		Telephone ()	
Please indicate any allergies		Please indicate any medications		Please indicate any medical problems	

In the event of sudden illness or accident requiring attention, I hereby authorize *Quality Adventist Academy* to administer first aid, and if necessary, take my child to an emergency care facility, indicated by my signature below.

AUTHORIZED STUDENT RELEASE

In the event of illness, or major disaster that causes structural damage to *Quality Adventist Academy* (such as earthquake, fire, or explosion), students will be released to authorized individuals ONLY. There will be no EXCEPTIONS. Please indicate the names of all adults (18 years or older) other than yourself who are authorized to sign for release of your child.

1. _____ Telephone () _____ Pager/Cellular () _____
2. _____ Telephone () _____ Pager/Cellular () _____
3. _____ Telephone () _____ Pager/Cellular () _____
4. _____ Telephone () _____ Pager/Cellular () _____
5. _____ Telephone () _____ Pager/Cellular () _____

Parent/Legal Guardian (printed)

Parent/Legal Guardian Signature

Date

QUALITY ADVENTIST ACADEMY



Course of Study Agreement Class of 2012

Student: _____

Diploma Basic (SST date: _____)
Track: College-Preparatory
 Honors

This agreement is designed to be used in conjunction with QAA's "High School Diploma & College Admission Requirements" chart to assist in determining a course of study for each student. Parents and Students are required to sign this agreement following a yearly course audit and academic planning meeting.

Freshmen Year 2008-2009	Sophomore Year 2009-2010
<ul style="list-style-type: none"> <input type="checkbox"/> Religion I <input type="checkbox"/> English I <input type="checkbox"/> Geometry <input type="checkbox"/> Physical Science <input type="checkbox"/> Life Skills – Shop (<i>1 semester</i>) <input type="checkbox"/> Life Skills – Home Arts (<i>1 semester</i>) <input type="checkbox"/> Computer Applications <input type="checkbox"/> Team Sports I <input type="checkbox"/> Fine Arts: _____ <input type="checkbox"/> _____ <input type="checkbox"/> 25 hours of Service / Ministry <input type="checkbox"/> ___ hours Work Experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Religion II <input type="checkbox"/> English II <input type="checkbox"/> Algebra II <input type="checkbox"/> World History <input type="checkbox"/> Biology <input type="checkbox"/> SAT Preparation (<i>1 quarter</i>) <input type="checkbox"/> Career Education (<i>1 quarter</i>) <input type="checkbox"/> Health (<i>1 semester</i>) <input type="checkbox"/> Team Sports II <input type="checkbox"/> Fine Arts: _____ <input type="checkbox"/> _____ <input type="checkbox"/> 25 hours of Service / Ministry <input type="checkbox"/> ___ hours Work Experience
<p>Agreement: These signatures confirm that a course audit and academic planning meeting was held on ___/___/2008.</p> <p>Student: _____</p> <p>Parent: _____</p> <p>Parent: _____</p> <p>Registrar/Admin: _____</p>	<p>Agreement: These signatures confirm that a course audit and academic planning meeting was held on ___/___/2009.</p> <p>Student: _____</p> <p>Parent: _____</p> <p>Parent: _____</p> <p>Registrar/Admin: _____</p>
<p>Notes:</p>	<p>Notes:</p>

Diploma	Junior Year 2010-2011	Senior Year 2011-2012
BASIC <u>Required Units</u> Religion – 10 /yr English – 40 Mathematics – 30 Modern Lang. – 20 Social Science – 30 Science – 20 Fine Arts – 5 Practical Arts – 10 Physical Educ. – 30 Computers – 10 Health – 5 Work Experience – 10 Service – 25 clock hrs Total Units – 240	<input type="checkbox"/> Religion III <input type="checkbox"/> English III <input type="checkbox"/> US History <input type="checkbox"/> Spanish I <input type="checkbox"/> Fine Arts: _____ <input type="checkbox"/> Phys. Ed: _____ <input type="checkbox"/> 25 hours of Service / Ministry <input type="checkbox"/> ___ hours Work Experience	<input type="checkbox"/> Religion IV <input type="checkbox"/> English IV <input type="checkbox"/> Government (<i>1 semester</i>) <input type="checkbox"/> Economics (<i>1 semester</i>) <input type="checkbox"/> Spanish II <input type="checkbox"/> Fine Arts: _____ <input type="checkbox"/> Phys Ed: _____ <input type="checkbox"/> 25 hours of Service / Ministry <input type="checkbox"/> ___ hours Work Experience
COLLEGE- PREP <u>Additional Req. Units</u> Pre Calculus – 10 Science – 10 Fine Art – 5 Total Units – 240	<input type="checkbox"/> Physics <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Chemistry <input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> _____
HONORS <u>Additional Req. Units</u> Science – 10 Fine Art – 10 AP Courses – 20 Total Units – 280	<input type="checkbox"/> AP Biology <input type="checkbox"/> AP US History <input type="checkbox"/> AP Calculus <input type="checkbox"/> _____	<input type="checkbox"/> AP World History <input type="checkbox"/> AP Psychology <input type="checkbox"/> AP Calculus <input type="checkbox"/> _____
	<p>Agreement: These signatures confirm that a course audit and academic planning meeting was held on ___/___/2010.</p> <p>Student: _____</p> <p>Parent: _____</p> <p>Parent: _____</p> <p>Registrar/Admin: _____</p>	<p>Agreement: These signatures confirm that a course audit and academic planning meeting was held on ___/___/2011.</p> <p>Student: _____</p> <p>Parent: _____</p> <p>Parent: _____</p> <p>Registrar/Admin: _____</p>
	<p>Notes:</p>	<p>Notes:</p>



PACIFIC UNION CONFERENCE

HOME SCHOOL COURSE VALIDATION FORM

Students who have taken secondary subjects in a home school setting must have the parent or individual who supervised the home-study complete this course validation form and submit it to the academy where the student is seeking admission.

Directions:

- Course Title: List the name of each home-school course for which credit is sought.
Days Taught: Indicate the total number of days each course was in session.
Minutes: Indicate the total number of minutes the class met during each week.
Grades: Indicate grades given for each semester.
Text: List books and/or reference material used for each course.
Portfolio: Indicate if a portfolio or samples of student work completed in the course will be submitted.

Table with 7 main columns: Course Title, Teacher, Days Taught, Minutes per week, Grades (1st Sem, 2nd Sem), Text Used: Title, Author, Publisher, Portfolio or other material. The table contains 11 empty rows for data entry.

If any of the courses listed above were taken by correspondence, a copy of the grades or transcript for the classes taken must be submitted.

Name of Student

Parent signature

Date

Name of Teacher

Teacher signature

Date



QUALITY ADVENTIST ACADEMY
Lifestyle Commitment
2007-2008 School Year

Mission Statement

Quality Adventist Academy endeavors to provide a Christ-centered environment where...together...students, parents, and teachers can experience the presence of God while preparing for Christ’s return, and to offer a progressive curriculum that produces responsible citizens to serve in their local and global communities.

Preamble

In a cooperative atmosphere with supporting families and churches and the resources of a growing and culturally varied community, Quality Adventist Academy promotes academic excellence, instills spiritual values, cultivates social skills and develops physical talents. Our purpose is to respond to the world’s need for young men and women who are making intelligent choices based on eternal principles.

By attending Quality Adventist Academy, students have chosen to adopt a Christian lifestyle. Each student agrees to accept the moral responsibility associated with education in a Christ-centered school, whether on or off campus. QAA knowingly accepts and retains only those students who are willing to make this commitment. It is hoped that adherence to this commitment while at QAA will extend beyond the years spent here to become a lifetime commitment to the eternal principles of honor, integrity, and morality.

Definition

The word *honor* is defined as, “a keen sense of right and wrong; adherence to action or principles considered right; integrity.” The word *integrity* is defined as, “the quality or state of being of sound moral principles; uprightness, honesty, and sincerity.” The word *moral* is defined as, “capable of making the distinction between right and wrong in conduct.”

Student Pledge

As a student of Quality Adventist Academy, I recognize that every reasonable effort will be made to stimulate and inspire me to develop my unique potential. I pledge to support the administration’s effort to provide a positive, safe and orderly environment by first, promising to read, become familiar with, and follow the policies outlined in the *Student/Parent Handbook*, and secondly, by choosing to be a student who, both on and off campus:

- ❖ Seeks to develop physical, mental, and spiritual energies to serve and honor God.
- ❖ Respects and protects the rights of all people.
- ❖ Practices principles of honesty, integrity and morality.
- ❖ Refuses to use or support the use of tobacco, alcohol or illegal drugs.
- ❖ Endeavors to influence and assist fellow students in supporting these ideals.

Student Name (printed)

Student Signature

Date

Parent Pledge

As a parent of a student at Quality Adventist Academy, I pledge to support the administration’s efforts to provide a positive, safe, and orderly learning environment by assisting my child in keeping the Quality Adventist Academy Lifestyle Commitment.

Parent Name (printed)

Parent Signature

Date

Parent Name (printed)

Parent Signature

Date

QUALITY ADVENTIST ACADEMY

Request for Transcript Release



Students Name: _____

Date of Request: _____ Date of Birth: _____

Please send a transcript of my grades to the following school(s):

School: _____

Address: _____

School: _____

Address: _____

Please send:

- Immediately
- After semester grades are posted
- After end-of-year grades are posted

(Please note that your school account must be paid or satisfactory arrangements made with QAA's Business Office before your transcript will be sent.)

Student, Parent or Legal Guardian Signature

Date

For Office Use Only:

- Account Cleared
- Date Sent: _____

QUALITY ADVENTIST ACADEMY

Senior and Junior Activities Eligibility Criteria



These guidelines are meant to assist juniors and seniors to meet eligibility for graduation (diplomas, cords, NHS, etc).

EVENT	SENIORS	JUNIORS
Jr/Sr Game (team and cheerleaders) September 21	<ul style="list-style-type: none"> • Credits: Completed 180 units of credits successfully. • No Academic, Attendance or Citizenship Probation • Community Service: All hours due for Grades 9-11 submitted. • Work Experience: Minimum 50 work experience hours completed, submitted. 	<ul style="list-style-type: none"> • Credits: Completed 120 units of credits successfully. • No Academic, Attendance, or Citizenship Probation • Community Service: All hours due for Grades 9-10 submitted. • Work Experience: Minimum of 25 work experience hours completed, submitted.
Camping Trips Wednesday before	<ul style="list-style-type: none"> • Credits: Completed 180 units of credits successfully. • Community Service: all hours for grades 9-11 completed and submitted. • Work Experience: Minimum 50 work experience hours completed, submitted. 	<ul style="list-style-type: none"> • Credits: Completed 120 units of credits successfully. • Community Service: all hours for grades 9-10 completed and submitted. • Work Experience: Minimum of 25 work experience hours completed, submitted.
Senior Trip Deadline: Friday before leaving, March 7	<ul style="list-style-type: none"> • Credits: Completed 210 units of credits successfully. • Community Service: Hours for grades 9-11 completed; minimum of 12.5 submitted for grade 12. • Work Experience: Minimum of 50 work experience hours submitted. • Independent Study Courses: Half of the required coursework for EACH course enrolled in or expected to be enrolled in, submitted, graded by IS school, and verified by Registrar. • Financial Clearance from the Business Office 	<ul style="list-style-type: none"> • Does not apply
Jr/Sr Ditch Day Deadline: Friday before activity, April 11	<ul style="list-style-type: none"> • Credits: Completed 210 units of credits successfully. • No Academic, Attendance, or Citizenship Probation • Community Service: Hours for grades 9-11 must be complete. Minimum of 18 hours submitted for CURRENT school year. • Work Experience: Minimum of 75 work experience hours submitted. • Independent Study Courses: Three-quarters (3/4) of the required coursework for EACH course enrolled in or expected to be enrolled in, submitted, graded by IS school, and verified by Registrar. • Ineligible students MUST report to school. 	<ul style="list-style-type: none"> • Credits: Completed 120-155 units of credits successfully. • No Academic, Attendance, or Citizenship Probation • Community Service: Hours for grade 9-10 completed. Minimum of 12.5 hours submitted for CURRENT school year. • Work Experience: Minimum of 40 work experience hours submitted. • Independent Study Courses: Half (1/2) of the required coursework for EACH course submitted and graded by IS school; verified by Registrar. • Ineligible students MUST report to school.
April 22	<ul style="list-style-type: none"> • Independent Study Courses: In order for final grade to be IN the Registrar's Office by May 15, all courses to be placed on transcript must be completed, including final exams. 	<ul style="list-style-type: none"> • Does not apply
Graduation Program / Eligibility Deadline: May 15	<ul style="list-style-type: none"> • Credits: Completed/passing all graduation/diploma requirements (min. 240). • Community Service: 25 hours for current year submitted. • Work Experience: 100 hours submitted. • NHS: 12.5 community service hours for current semester completed. • Independent Study Courses: Final grade in the Registrar's Office. 	<ul style="list-style-type: none"> • Does not apply

Seniors – Freshmen: To be eligible to participate in class activities in general, all students must meet grade level requirements. All special requests/petitions will be reviewed by **Academic Standards Committee**

QUALITY ADVENTIST ACADEMY



Student Request for Special Circumstances

This form is to be used by a student who requests permission for special circumstances. The request is to be returned to the school office and will be considered by the Academic Standards Committee.

Name _____ Grade _____ Date _____

I would like to petition the Academic Standards Committee/School Administration for permission to:

I am making the request because:

Student Name (printed)

Student Signature

Date

Parent Name (printed)

Parent Signature

Date

For Office Use Only:

Date Submitted: _____

Request Approved

Principal Signature

Date of Action: _____

Request Denied



QUALITY ADVENTIST ACADEMY

Student Driving Privileges

OFFICE USE ONLY:
Last Name: _____
Gr: _____ Permit Number: _____

The following guidelines must be met and followed for students to operate a vehicle on campus for purposes of transportation to and from school:

1. Student must have a current valid driver's license.
2. A Parking Permit must be purchased from the Office (\$10/school year) and displayed in the front window of the vehicle at all times while on campus.
3. Vehicle is to be locked and parked in the student's **assigned** parking space.
4. Vehicle must be covered by auto insurance, and a **copy of proof of insurance must be submitted along with this form.**
5. **Students are not to leave campus during school hours for any reason**, unless prior arrangements have been made between parent and principal.
6. Student drivers are not allowed to take other students off campus during lunch, after school, or on school sponsored outings and events.
7. Vehicle is to be operated in a safe and legal manner at all times.
8. Students are not to be in the student parking area during school hours.
9. Vehicles are to be operated by their designated drivers only.
10. Quality Adventist Academy is not responsible for any vandalism to vehicles or for items stolen from vehicles while parked on campus.

**DRIVING A VEHICLE ON CAMPUS IS A PRIVILEGE, NOT A RIGHT.
ANY DISREGARD FOR THE GUIDELINES LISTED ABOVE
WILL JEOPARDIZE THIS PRIVILEGE.**

Please list any vehicles student may be driving:

_____	_____	_____	_____
Make	Model	License Plate	Student's Driver's License Number

_____	_____	_____	_____
Make	Model	License Plate	Insurance Company & Policy Number (Copy on file in office)

_____	_____	_____
<i>Student Name (printed)</i>	<i>Student Signature</i>	<i>Date</i>

_____	_____	_____
<i>Parent Name (printed)</i>	<i>Parent Signature</i>	<i>Date</i>

QUALITY ADVENTIST ACADEMY

Student Request for Academic Variance



This form is to be used by a student who requests a variance from QAA's academic program. The request is to be returned to the school office and will be considered by the Academic Standards Committee.

Name _____ Grade _____ Date _____

The variance from QAA's academic program that I request is:

I am making the request because:

Student Signature

Parent Signature

Signatures of Teachers Involved 1

2

3

4

For Office Use Only:

Date Submitted: _____

Request Approved _____
Principal Signature

Date of Action: _____

Request Denied



Quality Adventist Academy

1000 Academy Drive
Happy Valley, CA 77777
800-555-1234 (phone) 800-555-2345 (fax) www.qualityacademy.com

WITHDRAWAL FORM

Date of Withdrawal: _____

Date of Birth: _____

Student: _____

Grade Level: _____

Instructions for withdrawing:

1. Obtain Parent's signature and complete lower portion of form
2. Obtain Principal's signature
3. Obtain Teacher's signature with withdrawal grades and book return verification
4. Obtain Librarian's signature
5. Obtain Business Office signature
6. Return completed form to Registrar's office

WITHDRAWAL GRADES

SUBJECT	TEACHER	GRADE	TEACHER'S SIGNATURE	BOOKS RETURNED

If moving, new address: _____

New school: _____ Phone: _____

Address: _____

Reason for withdrawal: _____

Parent's signature: _____ Date: _____

Principal's signature: _____

Library: Account cleared ___ Not cleared ___ Fine/Charges \$ _____ Initial _____

Business Office: Account cleared ___ Not cleared ___ Arrangements made ___ Initial _____

Registrar's signature: _____ Date: _____

Copies: *White*-Permanent File *Yellow*-New School *Pink*-Student *Goldenrod*-Business Office

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