

PACIFIC UNION CONFERENCE

2021

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Registrars'  
Handbook



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2021

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# Registrars' Handbook



Pacific Union Conference  
Office of Education  
2686 Townsgate Road  
P.O. Box 5005 (91359)  
Westlake Village, CA 91361

*Revised 9-22-21*



# TABLE OF CONTENTS

<a href="#"><u>Preface</u></a> .....	<b>i</b>
<a href="#"><u>Code of Ethics</u></a> .....	<b>ii</b>
<b><a href="#"><u>6000. Responsibilities and Reports</u></a></b> .....	<b>1</b>
<a href="#"><u>6002. Graduation Checklist</u></a> .....	2
<a href="#"><u>6004. Planning for Graduation</u></a> .....	2
<a href="#"><u>6006. Diplomas</u></a> .....	2
<a href="#"><u>6008. Awards</u></a> .....	2
<a href="#"><u>6010. Common Reports</u></a> .....	2
<b><a href="#"><u>6050. Yearly Calendar of Duties</u></a></b> .....	<b>4</b>
<b><a href="#"><u>6100. Admission Policies and Procedures</u></a></b> .....	<b>6</b>
<a href="#"><u>6102. Applications</u></a> .....	6
<a href="#"><u>6104. Application Processing</u></a> .....	6
<a href="#"><u>6106. Admissions Procedure</u></a> .....	6
<a href="#"><u>6108. Admissions Committee</u></a> .....	7
<a href="#"><u>6110. Exceptional Students</u></a> .....	7
<b><a href="#"><u>6150. International Students</u></a></b> .....	<b>8</b>
<a href="#"><u>6152. International Student Application Requirements</u></a> .....	9
<a href="#"><u>6154. TOEFL (Test of English as a Foreign Language)</u></a> .....	10
<a href="#"><u>6156. ITEP SLATE (Secondary Level Assessment Test of English)</u></a> .....	10
<a href="#"><u>6158. FORM I-20 for International Students</u></a> .....	11
<a href="#"><u>6160. International Student Transcript Evaluation</u></a> .....	11
<b><a href="#"><u>6200. Registration</u></a></b> .....	<b>12</b>
<a href="#"><u>6202. Registration Objectives</u></a> .....	12
<a href="#"><u>6204. Pre-Registration Process</u></a> .....	12
<a href="#"><u>6206. Registration Checklist</u></a> .....	12
<a href="#"><u>6208. Post-Registration Records</u></a> .....	13
<a href="#"><u>6210. Schedule Changes (Add/Drop)</u></a> .....	13
<a href="#"><u>6212. Withdrawal from School</u></a> .....	13
<a href="#"><u>6214. Expulsion from School</u></a> .....	14
<b><a href="#"><u>6250. Scheduling</u></a></b> .....	<b>15</b>
<a href="#"><u>6252. Master Schedule Preparation</u></a> .....	15
<a href="#"><u>6254. Individual Student Scheduling</u></a> .....	15

## TABLE OF CONTENTS (cont'd)

<b>6300. Academic Information</b> .....	<b>16</b>
6302. Granting Credit.....	16
6304. Advanced Placement and Honors Courses.....	16
6306. Computing Grade Point Averages (GPA).....	17
6308. Repeating a Course.....	18
6310. Progress Reports and Mid-Term Reports.....	18
6312. Grade Reports.....	18
6314. Incompletes and Grade Changes.....	18
6316. Cal Grants GPA (CA only).....	19
6318. Rank in Class.....	19
6320. Valedictorians and Salutatorians.....	19
6322. Honor Roll.....	19
6324. Early Graduation.....	19
<b>6350. Transfer Credit</b> .....	<b>21</b>
6352. Home School (Non-Correspondence School Programs).....	21
6354. Correspondence/Distance Education Courses.....	22
<b>6400. Transcripts and School Records</b> .....	<b>24</b>
6402. Issuing Unofficial Transcripts/GPAs.....	25
6404. Issuing Official Transcripts.....	25
6406. School Records.....	25
6408. Cumulative Record.....	28
6410. Transfer of Cumulative Record.....	28
6412. Immunization/Medical Records.....	28
6414. Organization of Record Keeping.....	28
6416. Withholding Transcripts.....	29
6418. Standardized Achievement Tests.....	29
6420. Grade Reporting Limitations.....	29
<b>6450. Maintenance of School/Student Records</b> .....	<b>30</b>
<b>6500. College/University Class Credit</b> .....	<b>32</b>
6502. The Twelfth-Year Program.....	32
6504. Opportunities to Earn College/University Credit.....	32
6506. Extension Courses for College/University Credit.....	33

## TABLE OF CONTENTS (cont'd)

6508. <a href="#">Dual Secondary and College/University Credit</a> .....	34
6509. <a href="#">Credit Recovery</a> .....	35
6510. <a href="#">Converting College Credit to High School Credit</a> .....	35
<b>6550. <a href="#">Graduation Guidelines and Requirements</a> .....</b>	<b>37</b>
6552. <a href="#">Graduation Requirements, Minimum</a> .....	37
6554. <a href="#">Increased Expectations of Graduation Requirements</a> .....	41
6556. <a href="#">Waiver Provision (Subject Area Graduation Requirement)</a> .....	41
6558. <a href="#">Residence Requirements</a> .....	42
6560. <a href="#">Completion of Course Requirements</a> .....	42
6562. <a href="#">Challenge of a Course for Credit</a> .....	42
6564. <a href="#">Citizenship and Attendance</a> .....	42
6566. <a href="#">Proficiency (Basic Competency) Requirements</a> .....	42
6568. <a href="#">Guidelines for Implementation of Proficiency Requirements</a> .....	43
6570. <a href="#">California High School Proficiency Examination</a> .....	46
6572. <a href="#">California High School Equivalency Certificate</a> .....	46
<b>6600. <a href="#">Attendance and Record Keeping</a> .....</b>	<b>47</b>
6602. <a href="#">Attendance Program</a> .....	47
6604. <a href="#">Student Attendance Records</a> .....	47
6606. <a href="#">Student Notification</a> .....	47
6608. <a href="#">Administrative Absence</a> .....	47
6610. <a href="#">Excuse Slips</a> .....	47
<b>6650. <a href="#">General Guidelines for Class Membership</a> .....</b>	<b>48</b>
6652. <a href="#">Freshman Class</a> .....	48
6654. <a href="#">Sophomore Class</a> .....	48
6656. <a href="#">Junior Class</a> .....	48
6658. <a href="#">Senior Class</a> .....	48
6660. <a href="#">Graduating Class</a> .....	48
6662. <a href="#">Disqualification</a> .....	49
<b>6700. <a href="#">Forms</a>.....</b>	<b>50</b>
<b><a href="#">Index</a>.....</b>	<b>51</b>





## PREFACE

The *Registrars' Handbook* has been developed to provide the Pacific Union Conference academy registrars and principals a useful guide for carrying out the vital administrative functions of a school authorized to offer secondary grades. These functions include the coordination of the academic program, the collection of educational data and the maintenance of school records. The numerous and varied responsibilities of school registrars have a direct impact on a student's course of study, as well as their academic preparation for a college or university. It is desired that this handbook will also create a framework for greater consistency in the academic programs of schools offering secondary education within the Pacific Union Conference.

The *Registrars' Handbook* has been developed over time by numerous academy registrars, principals, and other administrators who have brought many years of experience and expertise to the task. This is an ongoing yearly task, and changes/updates are made to the *Registrars' Handbook* as changes/updates are made to the Pacific Union Conference *Education Code*.

Please note that the yearly calendar of duties and responsibilities as found in the document is designed as a suggestion only. It is the responsibility of each registrar, in concert with their school principal and local conference office of education to adjust their yearly duties and responsibilities to reflect the needs and requirements of their particular school site.

Every effort has been made to correlate and cross-reference the guidelines in the *Registrars' Handbook* with the current Pacific Union Conference *Education Code*. However, should there be conflicting policies or practices that arise between the two documents, the statements and policies as found in the Pacific Union Conference *Education Code* take precedence.

## 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, gender 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.

Adapted from the American Association of Collegiate Registrar and Admissions Officers Code of Ethics

## 6000. RESPONSIBILITIES AND REPORTS

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

### COUNSELING:

- Academic – Counsel students concerning their curriculum criteria and graduation requirements.
- College/University – Provide information to parents/guardians and students about the admissions requirements of various colleges and universities.
- Career – Work with administration and faculty in developing a plan to assist students with career planning.

### STUDENT RECORDS:

- Process applications and send letters of acceptance or 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/records of incoming students as well as releasing records upon proper request.
- Complete student withdrawal procedures.
- File and maintain all permanent student records.

### 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 Iowa Assessments (IA) test scores, enrollment figures, opening and closing reports.

### PROCEDURAL:

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

### GRADUATION:

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

## 6002. GRADUATION CHECKLIST

A graduation checklist should be started for each new student and be updated at least once a year, but ideally at the end of each semester. The checklist should be carefully audited and communicated to students/parents/guardians at the end of the junior year, and reviewed frequently during the senior year.

## 6004. PLANNING FOR GRADUATION

Each school normally has a standing contract with a diploma manufacturer. In most cases, the order form is sent automatically to the school. Registrars new to a school should check with the administrator to see what company is being used. If the school has not heard from the manufacturer by January, contact them directly. It is important that the registrar has the full legal name of each senior for the diplomas. Honor cords are also usually 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 diplomas are at graduation ready to be handed to the principal. The registrar also usually announces the name of each student as the diploma is handed to him or her.

## 6006. DIPLOMAS

Diplomas are issued to students who have completed graduation requirements ([Section 6550](#)). 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 not permissible.

## 6008. AWARDS

The registrar should work closely with the principal to assist in providing grade point averages and any other scholastic information needed in determining awards. It may also be the duty of the registrar to make arrangements for ordering and presenting the awards.

## 6010. COMMON REPORTS

Typical reports and information gathered by the registrar might include the following:

- Academy board and constituency reports
- Add/Drop
- Admission statistics
- Alphabetic list of entire student body
- Attendance reports
- Baptized/non-baptized
- Birthdays

## 6010. COMMON REPORTS (cont'd)

- Boys' Dorm, Girls' Dorm, Village
- Conference Annual Curriculum and Accreditation Review
- Dropout and enrollment reports
- Grade distribution by teacher and course
- Honor roll
- Opening and closing reports (conference forms)
- Rosters for grades 9, 10, 11, 12
- Student Directory

## 6050. YEARLY CALENDAR OF DUTIES

It is advisable to develop a calendar of tasks to be performed by the registrar during the yearly school cycle. Following is a list of typical registrar duties. Specific dates should be coordinated with the principal and school annual academic calendar.

JULY	<ul style="list-style-type: none"> <li>▪ Update records/transcripts</li> <li>▪ Oversee admissions</li> <li>▪ Request records for new students</li> <li>▪ Plan registration</li> <li>▪ Update all student check sheets</li> <li>▪ Senior letters</li> <li>▪ Review and update school information system (SIS)</li> </ul>
AUGUST	<ul style="list-style-type: none"> <li>▪ Communicate registration plans</li> <li>▪ Conduct registration</li> <li>▪ Prepare student schedules and class rosters</li> <li>▪ Continue admissions</li> <li>▪ Advise students/parents/guardians of ACT/SAT test registration and procedures</li> <li>▪ Advise students/parents/guardians of college/university application deadlines</li> <li>▪ Request summer school transcripts</li> <li>▪ Complete international student registration (SEVIS) (See <a href="#">Section 6150</a>)</li> <li>▪ Expect a letter from UC regarding course submission (CA schools)</li> </ul>
SEPTEMBER	<ul style="list-style-type: none"> <li>▪ Opening report</li> <li>▪ Check student class schedules</li> <li>▪ Schedule and administer Iowa Assessments (IA) tests</li> <li>▪ Double check immunization/health records</li> <li>▪ Interim progress reports</li> <li>▪ Student eligibility rosters</li> <li>▪ Annual Curriculum and Accreditation Review (Fall)</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li>▪ Administer SAT/PSAT when scheduled</li> <li>▪ Calculate Cal Grant GPA's for seniors</li> <li>▪ Archive permanent records of non-returning students</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>▪ First quarter grades/update incompletes</li> <li>▪ Gather information for student diplomas</li> <li>▪ Schedule parent-teacher conferences</li> <li>▪ Compile GPA/recommendations for PUC/LSU</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>▪ Progress reports</li> <li>▪ Semester examination schedule</li> <li>▪ Finalize 2nd semester class schedule</li> </ul>

## 6050. YEARLY CALENDAR OF DUTIES (cont'd)

JANUARY	<ul style="list-style-type: none"> <li>▪ Semester grades/update incompletes</li> <li>▪ Update transcripts</li> <li>▪ Send interim transcripts of seniors to colleges/universities</li> <li>▪ Update Senior GPAs</li> <li>▪ Check Service Learning credits</li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>▪ Correspond with parents/guardians of students who failed courses</li> <li>▪ Update check-sheets and analysis of transcripts</li> <li>▪ Senior letters</li> <li>▪ Progress reports</li> <li>▪ Submit Cal Grant GPA (CA schools)</li> <li>▪ Assist students with financial aid application forms</li> <li>▪ Juniors sign-up for April ACT</li> <li>▪ Submit updated "a-g" course list to UC by date specified (CA schools)</li> </ul>
MARCH	<ul style="list-style-type: none"> <li>▪ Begin nomination/selection process for awards</li> <li>▪ Third quarter grades/update incompletes</li> <li>▪ Order cords, certificates, diplomas, and plaques for awards</li> <li>▪ Correspond with parents/guardians of seniors at risk of not graduating</li> <li>▪ Annual Curriculum and Accreditation Review (Spring)</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>▪ Correspond with parents/guardians of seniors at risk of not graduating</li> <li>▪ Pre-registration class interest survey</li> <li>▪ Progress reports</li> <li>▪ Finalize graduation awards</li> <li>▪ Order PSAT material (watch for test ordering information)</li> <li>▪ Schedule SAT/PSAT for following year</li> </ul>
MAY	<ul style="list-style-type: none"> <li>▪ Finalize senior graduation reports</li> <li>▪ Develop master class schedule for next school year</li> <li>▪ Finalize graduation plans</li> <li>▪ Develop semester examination schedule</li> <li>▪ Send letters to juniors about graduation deficiencies/class status and advise</li> <li>▪ Order Iowa Assessments (IA) or other standardized testing material</li> </ul>
JUNE	<ul style="list-style-type: none"> <li>▪ Collect and archive final grade books, if used, and order new ones</li> <li>▪ Verify all final grades are in the school information system (SIS)</li> <li>▪ Follow up on incomplete grades</li> <li>▪ Confirm senior grades for graduation eligibility</li> <li>▪ Finalize transcripts</li> <li>▪ Participate in graduation duties as directed by the principal</li> <li>▪ Send transcripts as requested (ongoing)</li> <li>▪ Finalize master schedule for next school year</li> <li>▪ Review tentative class enrollments and textbook inventory/orders</li> <li>▪ Check Service Learning credits and, if required by school, Work Experience</li> </ul>

## 6100. 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. (*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. (*Education Code A11-120E*)

### 6102. APPLICATIONS (*Education Code 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. (*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.

### 6104. APPLICATION PROCESSING

1. Check recommendations.
2. Have Admissions Committee acts upon each applicant.
3. If necessary, determine acceptance and/or placement by testing.
4. It is recommended that no inquiries be made regarding the legal status of students.

### 6106. ADMISSIONS PROCEDURE

Admission procedures include 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.



### 6108. ADMISSIONS COMMITTEE

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

The admissions committee, usually 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.

### 6110. EXCEPTIONAL STUDENTS

Seventh-day Adventist schools usually do not have the resources to 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. (*Education Code A23-112*)

## 6150. 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 an official 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 should 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.

## 6152. 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), 213 (computer-based) or 80 (internet-based). (See [Section 6154.6](#))
  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 a tuberculosis skin test result must be sent to the academy.

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 6100](#))

- 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.

## 6154. 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: [www.ets.org/toefl](http://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. The University of California (UC) requires a minimum TOEFL score of 550 (paper-based), 213 (computer-based) or 80 (internet-based) 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.

## 6156. ITEP SLATE (SECONDARY LEVEL ASSESSMENT TEST OF ENGLISH)

Another option for evaluating English is iTEP SLATE (Secondary Level Assessment Test of English), an Internet-based English assessment tool developed by Boston Educational Services. iTEP SLATE is used to assess the English language proficiency of high school or middle grade students for the following purposes:

- Admission to English speaking high schools or academies
- Placement of students in the appropriate levels
- Guidance for course and curriculum development
- Pre- and post-language course evaluation
- Eligibility determination for exchange programs

FACTS ABOUT ITEP SLATE:

1. There are two versions of the iTEP SLATE exam:
  - a. **iTEP SLATE-Core** evaluates reading, listening, and grammar
  - b. **iTEP SLATE-Plus** evaluates reading, listening, grammar, writing, and speaking
2. Total Exam Time:
  - a. 60 minutes for iTEP SLATE-Core (reading, listening, & grammar)
  - b. 90 minutes for iTEP SLATE-Plus (all five sections)

### 6156. ITEP SLATE (SECONDARY LEVEL ASSESSMENT TEST OF ENGLISH) (cont'd)

3. Scoring: Overall score, as well as individual section scores, based on standardized rubric; Scores range from 0 to 6, with .1 level increments.
4. Results:
  - a. iTEP SLATE-Core results available immediately
  - b. iTEP SLATE-Plus results returned within 5 business days
5. Price: \$99 (global retail price for iTEP SLATE-Plus for applicants); institutional discounts.
6. The entire iTEP SLATE exam is delivered via the Internet and must be administered in a secure environment at an approved testing facility.
7. For a list of the colleges and universities as well as high schools who are currently accepting iTEP Academic-Plus for admissions, visit the iTEP website: [www.itepexam.com](http://www.itepexam.com).
8. Pacific Union College is already an approved partner. Expected scores are: Associate iTEP Level: 3.5; Undergraduate iTEP Level: 3.5.

### 6158. 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](http://www.ice.gov/sevis) for further information and updates.

### 6160. INTERNATIONAL STUDENT TRANSCRIPT EVALUATION

The registrar must evaluate the academic records of all international students. A valuable tool available through International Schools Services (ISS) is the *ISS Directory of International Schools*, which profiles approximately 550 schools and is a trusted resource worldwide. It includes key information such as school size, curriculum, accreditation and enrollment. An interactive map and complete list of schools is available on the ISS website: [www.iss.edu/schools](http://www.iss.edu/schools).

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 American Education Research Corporation, Inc. (AERC), an independent educational consultant service, specializing in evaluation, research and development. Additional services for a fee include translation, document authentication, testing, placement and program evaluation. Visit: [www.aerc-eval.com](http://www.aerc-eval.com).

## 6200. 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/guardians 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.

### 6202. REGISTRATION OBJECTIVES

1. Develop a checklist for each student of courses taken and those needed to meet graduation and college entrance requirements.
2. Determine student 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.

### 6204. 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.

### 6206. 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.

## 6208. 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.

## 6210. SCHEDULE CHANGES (ADD / DROP)

Some students will want to make schedule changes 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/guardians. Students should have written permission from their parents/guardians to make any major changes in their program. Circumstances may make it necessary to accept parent/guardian 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.

## 6212. 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.

**6214. EXPULSION FROM SCHOOL** (*Education Code A23-152*)

Attendance at a Seventh - day Adventist school is a privilege as opposed to a right. It is conditioned on acceptance and conformance to the rules of the school. Due to the critical nature of this matter, please refer to the Education Code for expulsion procedures.



## 6250. SCHEDULING

### 6252. 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.

### 6254. INDIVIDUAL STUDENT SCHEDULING

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

It may be helpful to provide the students 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.

## 6300. ACADEMIC INFORMATION

### 6302. GRANTING CREDIT

- One Carnegie unit is equal to ten semester periods.
- One-half Carnegie unit is equal to five semester periods.
- One-half of a Carnegie Unit 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. (*Education Code C29-104 and 112 for Senior Academies; C20-104, 108, 120 and 124 for Junior Academies*)

The four-point system should be used to determine the grade point average (GPA):

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

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

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

### 6304. 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 office of education annual curriculum and review committee.

**6304. 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:

$$A = 5; \quad B = 4; \quad C = 3$$

*(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.

**6306. 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.

<b>Example:</b>	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.

### 6308. 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.

### 6310. 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.
2. One copy should be sent to the parents/guardians.
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.

### 6312. GRADE REPORTS

Student progress reports are to be distributed at the close of each nine-week period or made available to students/parents/guardians 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 parents/guardians.
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.

### 6314. INCOMPLETES AND GRADE CHANGES

Incompletes are reserved for extenuating circumstances that prevent the students from completing 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. A copy of the contract should be provided to the student/parents/guardians.
- 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. Students/parents/guardians should receive an amended report card when an "incomplete" is changed to a permanent grade.

**6316. CAL GRANTS GPA (FOR CALIFORNIA ONLY)**

If the School Information System (SIS) does not provide GPA calculations for Cal Grant Applications, it is the registrar's task to calculate the GPA as it relates to Cal Grants 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 GPAs should be kept on file and available to the students. The application is due by March 2.

**6318. 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.

**6320. VALEDICTORIANS AND SALUTATORIANS (*Education Code C11-120*)**

The designations, valedictorian and salutarian, 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.

**6322. 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.

**6324. EARLY GRADUATION (*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.

**6324. EARLY GRADUATION (cont'd)****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 parents/guardians.
2. The request and the projected courses must have the approval of the faculty.

## 6350. TRANSFER CREDIT

Transfer credit is accepted as written on the transcript. In any event of questions, 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 (*Education Code* section C22-116). Transfer grades should be recorded on a pass/fail basis with no honor points computed. (*Education Code* C26-128)

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.

## 6352. 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, textbooks used, grade cards, etc.
2. Students should 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. (*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" (<http://paucedu.adventistfaith.org/registrars-handbook>) should 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. (*Education Code* C22-116)

### 6352. HOME SCHOOL (NON-CORRESPONDENCE SCHOOL PROGRAMS) (cont'd)

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/parents/guardians wish to have home school letter grades calculated in the GPA they can request Credit by Examination. (*Education Code C26-120 and C26-128*)

### 6354. CORRESPONDENCE / DISTANCE EDUCATION COURSES (*Education Code C26-104*)

Correspondence courses or distance education courses are not to form the core curricular offerings of the school but are 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 the Pacific Union Conference and North American Division policies.

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.

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.

Appropriate deadlines should be set for the completion of correspondence/distance education courses. Students should not take courses offered by correspondence schools 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 conflicts.

Correspondence courses should be taken only from accredited correspondence schools. The correspondence course providers listed are usually accepted, however this is not intended to be an all-inclusive list, nor should it be assumed that these programs have received University of California "a-g" course approval. Schools should work with their local conference office of education in the selection of any provider.

California academies should verify that correspondence providers have received University of California "a-g" course approval.



## 6354. CORRESPONDENCE / DISTANCE EDUCATION COURSES (cont'd)

Verification can be made by searching the University of California (UC) database online at <http://www.ucop.edu/agguide/online-learning/index.html> or by contacting the UC Distance Education Center at (510) 987-9570. Should a California academy choose to use a correspondence provider that has not met the University of California "a-g" course approval requirements, they are to ensure the students/parents/guardians are well aware of that fact.

**NOTE:** Brigham Young University is not an approved provider of correspondence courses for Adventist schools in the North American Division.

## 6400. TRANSCRIPTS AND SCHOOL RECORDS

A permanent record is to be established for each student. The record is to include name, date and place of birth, gender, scholarship, attendance, parent/guardian information and verification of immunizations or waiver. When provided with appropriate legal documentation of a lawful name and/or gender change, the student profile information will be changed on the permanent record by the school and/or local conference office of education. The individual permanent record is to be available only to authorized personnel and the student/parents/guardians. (*Education Code A26-108.A*)

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

1. Legal name of student
2. Date of birth
3. Method of verification of birth date
4. Place of birth
5. Gender of student
6. Name and address of parents/guardians of minor student
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 student
2. Date of birth
3. Place of birth
4. Gender of student
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

## 6402. ISSUING UNOFFICIAL TRANSCRIPTS / GPAs

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).

It has been common practice each year for academies to send unofficial transcripts/GPAs of senior students to La Sierra University and Pacific Union College. Upon the recommendation of legal counsel, with respect to student privacy, schools are advised to provide a statement in the student handbook and/or the student application form, stating the school may automatically send unofficial transcripts/GPAs to these institutions of higher learning. The student/parents/guardians should be provided the opportunity to request transcripts not be sent and such a request should be honored.

## 6404. ISSUING OFFICIAL TRANSCRIPTS

An official transcript may be issued to another school upon request. When sending the transcript, a **written request** is required from the student or the parent/guardian if the student is under 18. The written request needs to be kept in the student folder.

Telephone requests, or requests by relatives, are not acceptable; it must be in writing from the student/parents/guardians. A fee may be charged 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 student records should always be treated in a confidential manner. All permanent records and grade records should be kept in a fireproof vault or file and should never leave the institution of origin.

## 6406. SCHOOL RECORDS

### A. Records Management (*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.

## 6406. SCHOOL RECORDS (cont'd)

B. Records Retention (*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.
  - d) Schools or conferences with sizeable collections of records, aged fifty years or older, shall make provision to create an historical archive, where measures can be taken for long-term preservation and for making documents accessible to researchers.
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 TK-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.

## 6406. SCHOOL RECORDS (cont'd)

### 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 TK-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.

### f) Standardized Achievement Test Results

Standardized achievement test results should be kept for a minimum of seven (7) years.

The local conference office of education should adopt a policy regarding the status of the conference level standardized achievement test results.

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

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

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.

**6406. SCHOOL RECORDS (cont'd)****D. Access to Student Records** (*Education Code A26-120*)

Parents/guardians 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/guardians 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 parents/guardians of the location of all official student records, if not centrally located, and providing qualified certificated personnel to interpret records where appropriate.

**6408. CUMULATIVE RECORD** (*Education Code A26-112.A-B*)

A cumulative record is to be maintained for each student. A student's cumulative record is to be readily available and accessible only to authorized personnel, the student, and the student's parents. The cumulative records should be kept in a fire-resistant safe or vault.

**6410. TRANSFER OF CUMULATIVE RECORD** (*Education Code A26-112.C*)

When a student transfers to another school, either Seventh-day Adventist or public, the cumulative record, or a copy thereof, shall be transferred to the school where the student intends to enroll upon written request of the student or parents/guardians if the student is under 18 years of age. (*Education Code A26-120*)

**6412. 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.

**6414. ORGANIZATION OF 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 kept before purging files).
3. Any student that ever attended the school.

## 6416. WITHHOLDING TRANSCRIPTS

Certain states, such as California, forbid the withholding of transcripts for nonpayment of tuition (*California Education Code 49068*).

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.

## 6418. STANDARDIZED ACHIEVEMENT TESTS (Education Code C24-136)

Each secondary school is to use the Union adopted standardized achievement tests.

## 6420. GRADE REPORTING LIMITATIONS (Education Code C24-106)

When reporting the progress of students, the following definitions must be considered:

- A. Accommodations are any variation in the educational environment or process that does not fundamentally alter the content of the course based on voted content standards.

Students for whom accommodations are made will receive grades and credit in the same manner as students without accommodations.

- B. Modifications are any variation in the educational environment or process that fundamentally alters the content of the course based on voted content standards.

Students for whom modifications are made may receive report cards which indicate progress of the student toward the goals outlined in the IEP (if one exists). However, permanent school records may not indicate that a student received special education, has a disability, or received related services. Schools may, however indicate that the student was enrolled in a different course.

If a school wishes to use symbols or codes on student report cards to indicate modified learning expectations, a policy must be developed (and approved by the local conference office of education) applying the use of symbols or codes for all students and should not be used solely for students with an IEP, learning disability or modified programs.

## 6450. MAINTENANCE OF SCHOOL / STUDENT RECORDS (Education Code A26-104 to A26-120)

RECORDS – SCHOOL AND STUDENT	LONGEVITY / DISPOSAL OF SCHOOL RECORDS		
	To be kept in a safe place	DESTROYED	Transferred
<p><b>A. Historical Records</b> – These include faculty and school committee minutes, school bulletins, student publications, class composite pictures</p>	<p><i>To be kept in a locked, fire-proof vault or cabinet</i> <b>Indefinitely</b></p>		
<p><b>B. Vital School Records</b> – These include school board minutes, articles of incorporation, Constitution and Bylaws, property records, and other legal documents</p>	<p><i>To be kept in a locked, fire-proof vault or cabinet</i> <b>Indefinitely</b></p>		
<p><b>C. Student Admissions and Related Records</b></p> <ul style="list-style-type: none"> <li>▪ Student application</li> <li>▪ Letters of recommendation</li> <li>▪ Financial contract, etc.</li> </ul>		<p>When a student has graduated from the school</p>	
<p><b>D. Student Permanent Records</b> – These include student’s name, date and place of birth, gender, scholarship, attendance, parent/guardian information, transcripts &amp; verification of immunizations or waiver</p>	<p><i>To be kept in a locked, fire-proof vault or cabinet</i> <b>Indefinitely</b></p>		
<p><b>E. Student Cumulative Folder: TK-8 (Supplied by the PUCOE)</b></p> <ul style="list-style-type: none"> <li>▪ ITBS test results</li> <li>▪ Photo of student</li> <li>▪ Yearly progress report</li> <li>▪ Reading record card</li> <li>▪ Record of recommendation for retention, acceleration, special education</li> <li>▪ Verification of place and date of birth</li> </ul>	<p><i>To be kept in a locked, fire-proof vault or cabinet</i></p>	<p>After the date the student would have graduated from grade 12</p>	<ul style="list-style-type: none"> <li>▪ Mailed promptly to requesting school</li> <li>▪ Must have written request of parents/guardians</li> <li>▪ Remove anecdotal documents or student discipline related information before transferring folder</li> </ul>



## 6450. MAINTENANCE OF SCHOOL / STUDENT RECORDS (cont'd)

RECORDS – SCHOOL AND STUDENT	LONGEVITY / DISPOSAL OF SCHOOL RECORDS		
	To be kept in a safe place	DESTROYED	Transferred
<p><b>F. Health Records</b> <i>(Supplied by the PUCOE)</i></p> <ul style="list-style-type: none"> <li>▪ All health-related records</li> <li>▪ Current "Consent to Treatment" forms</li> </ul>	<p><i>To be kept in a locked, fire-proof vault or cabinet</i></p>	<p>(Keep with cum folder) After five years <i>beyond</i> the year when the student did or should have graduated from grade 12</p>	<ul style="list-style-type: none"> <li>▪ Can be forwarded to another school or conference</li> <li>▪ Can be given to whomever signed as parent/guardian</li> </ul>
<p><b>G. Student Cumulative Folder: 9-12</b> <i>(Supplied by the PUCOE)</i></p> <p>Contains those records that the administration considers important for the guidance of students including:</p> <ul style="list-style-type: none"> <li>▪ ITED scores</li> <li>▪ Other standardized test scores</li> </ul>		<p>After five years <i>beyond</i> the year when the student did or should have graduated from grade 12</p>	<ul style="list-style-type: none"> <li>▪ Mailed promptly to requesting school</li> <li>▪ Remove anecdotal documents or student discipline related information before transferring folder</li> <li>▪ Must have written request of the student or parents/guardians if the student is under 18 years of age</li> </ul>
<p><b>H. K-8 Teacher's grade book</b> or electronic grade book</p>	<p>A minimum of 1 year</p>	<p>To be destroyed after prescribed time period</p>	
<p><b>I. 9-12 Teacher's grade book</b> or electronic grade book</p>	<p>A minimum of 7 years</p>	<p>To be destroyed after prescribed time period</p>	

**Note 1:** "Cumulative records" are those of a student who is currently enrolled.

**Note 2:** "Permanent records" are those of a former student who is no longer enrolled due to graduation, dismissal, withdrawal, or death.

## 6500. COLLEGE / UNIVERSITY CLASS CREDIT

### 6502. THE TWELFTH-YEAR PROGRAM (*Education Code C27-104*)

Secondary schools 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, and, 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.

### 6504. OPPORTUNITIES TO EARN COLLEGE / UNIVERSITY CREDIT (*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.

#### 6504. OPPORTUNITIES TO EARN COLLEGE / UNIVERSITY CREDIT (cont'd)

- 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.
- 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. Admission 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 a 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.

#### 6506. EXTENSION COURSES FOR COLLEGE / UNIVERSITY CREDIT (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.

## 6506. EXTENSION COURSES FOR COLLEGE / UNIVERSITY CREDIT (cont'd)

- 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 with 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.

## 6508. DUAL SECONDARY AND COLLEGE / UNIVERSITY CREDIT (*Education Code C26-108*)

Dual credit may be granted for college/university courses taken in residence on an academy campus when the academy has a matriculation agreement with an accredited Seventh-day Adventist college/university. The process for approval is available from the Pacific Union Conference Office of Education.

Guidelines for Implementation:

1. Academies intending to offer dual credit must complete a matriculation agreement with the institution of higher education.
2. It is intended that academies in the Pacific Union Conference work with an institution of higher education in the Pacific Union Conference to provide dual credit. For convenience, schools in the Southern, Southeastern, and Arizona conferences will partner with La Sierra University while schools in the Northern, Central, Nevada-Utah, and Hawaii conferences will partner with Pacific Union College. Should the primary institution of higher education not offer the course desired, an academy may partner with the other institution of higher education.
3. It is expected that teachers on the academy campus who are teaching the dual credit course will have earned a Masters' degree with at least one degree in the subject area being taught. Verification should be provided to the college/university. Exceptions will be determined by the dean of the respective school or college.
4. It is expected that the following admissions qualifications will be followed for students enrolling in dual credit courses:
  - Currently enrolled in grade 11 or 12
  - High school GPA of 3.0 after the most recent semester
  - Endorsement from the high school registrar or principal
  - Consent from parent or legal guardian

**6508. DUAL SECONDARY AND COLLEGE / UNIVERSITY CREDIT (cont'd)**

5. The institution of higher education will charge tuition for the recording of the course on the college/university transcript. The cost will be determined by the college/university and will be included in the matriculation agreement.
6. Dual credit arrangements should be initiated by the registrar or principal and the Office of the Provost at La Sierra University or the Office of the Academic Dean at Pacific Union College.
7. All dual credit offerings on an academy campus must be included in the annual curriculum review.

**6509. CREDIT RECOVERY**

When a student has failed a course, there are alternative sources who provide opportunities for the student to redo coursework, thereby avoiding failure and earning academic credit.

1. When offering credit recovery through an external source, schools must ensure that the source is an approved UC online course publisher with UC approved course outlines.
2. When submitting course outlines to UC for approval, the school must include a notation about what sources are used for providing credit recovery.
3. When recording credit recovery on the academy's transcript, the course must be identified with the name of the source, i.e. Acellus English I.
4. Any courses being offered for credit recovery through an external source must be identified on the annual curriculum review.

**6510. 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 school board and the local conference office of education.

One possible option in developing a clearly defined policy for college credits to high school credits:

1. While it may not be possible to equate college courses precisely to the high school standard a reasonable equating would result in recognizing:

## 6510. CONVERTING COLLEGE CREDIT TO HIGH SCHOOL CREDIT (cont'd)

- 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
  - One-quarter (2.5 Carnegie Unit) of high school credit for a 2.0 semester-hour college course
  - <http://dese.mo.gov/sites/default/files/GraduationHandbook2010.doc>
2. 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
3. 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)
4. 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
<b>3.0</b>	<b>2.0</b>	10.0	6.7
3.5	2.3	12.0	8.0
4.0	2.7	15.0	10.0 max
4.5	3.0	20.0	

## 6550. GRADUATION GUIDELINES AND REQUIREMENTS

### 6552. GRADUATION REQUIREMENTS, MINIMUM (*Education Code C25-104*)

Two graduation diploma tracks are available to students in the union. Course expectations, minimum proficiency and total Carnegie Units of credit required for each diploma are shown below. If the conventional curriculum is used, the maximum credit given for any class is 1 Carnegie Unit (10 semester periods). (See Sections C24-116 and C29-104.

A secondary school may adopt, through local board approval, additional requirements beyond the minimum listed. (*Education Code C25-104*)

SUBJECT AREA	GENERAL DIPLOMA	COLLEGE PREP/ADVANCED DIPLOMA	CLARIFICATION
<b>A. Basic</b>			
Bible/Religion	4 Carnegie Units	4 Carnegie Units	See Note 1
English	4 Carnegie Units	4 Carnegie Units	See Note 2
Health Education	.5 Carnegie Units	.5 Carnegie Units	See Note 3
Mathematics	2 Carnegie Units	3 Carnegie Units	See Note 4
Modern Language		2 Carnegie Units	See Note 5
Physical Education	3 Carnegie Units	3 Carnegie Units	See Note 6
Science	2 Carnegie Units (1 Carnegie Unit non-lab)	3 Carnegie Units	See Note 7
Social Studies	3 Carnegie Units	3 Carnegie Units	See Note 8
<b>Subtotal</b>	<b>18.5 Carnegie Units</b>	<b>22.5 Carnegie Units</b>	
<b>B. Cognates</b>			
Computer Applications	.5 Carnegie Units	.5 Carnegie Units	See Note 9
Career Education	required	required	See Note 10
Community Service	required	required	See Note 11
Family Living	required	required	See Note 12
Fine Arts	.5 Carnegie Units	2 Carnegie Units	See Note 13
<b>Subtotal</b>	<b>1 Carnegie Units</b>	<b>2.5 Carnegie Units</b>	
<b>Total</b>	<b>19.5 Carnegie Units</b>	<b>25 Carnegie Units</b>	
Electives – Total (Courses from Basic, Cognates, and/or other electives offered by the school)	4.5 Carnegie Units	2 Carnegie Units	See Note 14
Senior Project			See Note 15
<b>Minimum Credits Required for Diploma</b>	<b>24 Carnegie Units</b>	<b>27 Carnegie Units</b>	
Minimum Competency*	Both Language Usage and Reading 220 RIT Score; and Math 230 RIT Score based on union adopted standardized tests.	Both Language Usage and Reading 225 RIT Score; and Math 240 RIT Score based on union adopted standardized tests.	

**Effective Freshman Class 2014-2015. Date of effectiveness for other classes is based on local school board approval.**

**6552. GRADUATION REQUIREMENTS, MINIMUM (cont'd)****Note 1 – Bible/Religion**

The Bible/Religion requirement is to be met by completion of a minimum of 40 semester periods or 5 semester periods for each semester for attendance in a Seventh-day Adventist school in grades 9-12.

Bible/Religion credit (200 minutes per week, *Section 6302*) does not include chapel or other school-wide religious activities.

**Note 2 – English**

A minimum proficiency in both Language Usage and Reading as evidenced by a RIT score of 220 or above on the standardized achievement test (MAP) for the basic diploma, and a minimum proficiency in both Language Usage and Reading as evidenced by a RIT score of 225 or above on the standardized achievement test (MAP) for the college prep/advanced diploma. The criteria and guidelines for implementation of the proficiency (basic competency) requirements are contained in *Education Code C25-132* and *C25-136*.

**Note 3 – Health Education**

The health education requirement is to be met by completion of 5 semester periods in a separate course.

**Note 4 – Mathematics**

A minimum proficiency in Mathematics as evidenced by a RIT score of 230 or above on the standardized achievement test (MAP) for the basic diploma, and a minimum proficiency in Mathematics as evidenced by a RIT score of 240 or above on the standardized achievement test (MAP) for the college prep/advanced diploma. The criteria and guidelines for implementation of the proficiency (basic competency) requirements are contained in *Education Code C25-132* and *C25-136*.

**Note 5 – Modern Language**

The study of modern language is not required for the basic diploma. Twenty (20) semester periods of the same modern language are required for the college prep/advanced diploma.

**Note 6 – Physical Education**

The physical education requirement is to be met by completion of the following:

1. Credit for physical education must be earned over six of the eight semesters with a maximum of 20 semester periods of formal physical education classes (excluding varsity sports) earned in 9<sup>th</sup> and 10<sup>th</sup> grades.
2. Credit for the third year of physical education may be earned during the junior and/or senior years in:
  - a) Formal physical education classes, or



**6552. GRADUATION REQUIREMENTS, MINIMUM (cont'd)**

- b) An approved program offered by the secondary school that emphasizes physical fitness and/or lifetime recreation skills and meets the minimum class time requirements.

**Note 7 – Science Effective Freshman Class 2014-2015. Date of effectiveness for other classes is based on local school board approval**

1. The science requirement for the basic diploma is to be met by completion of the following:
  - a) Ten (10) semester periods of biological science taught as a laboratory course. These courses include, but are not limited to:
    - Biology I and II
    - Marine Biology
    - Anatomy and Physiology
  - b) Ten (10) semester periods of physical science. These courses include, but are not limited to:
    - Physical Science (lab or non-lab)
    - Earth Science (lab) [*Education Code C20-124*]
    - Physics (lab or non-lab)
    - Chemistry (lab)
2. Thirty (30) semester periods of a laboratory science are required for the college prep/advanced diploma.
3. Laboratory courses must be scheduled for a minimum of 240 minutes per week. (*Education Code C29-112*).

**Note 8 – Social Studies**

The social studies requirement is to be met by completion of the following:

1. Ten (10) semester periods of World History, Geography, or World Culture.
2. Ten (10) semester periods of United States History.
3. Five (5) semester periods of United States Government including state government.
4. Five (5) semester periods of Economics or Civics.

**Note 9 – Computer Applications**

The requirement for computer applications is to be met by one of the following:

1. Completion of a one-semester course (5 semester periods) in computer applications that requires demonstration of competency in the use of word processing software.

**6552. GRADUATION REQUIREMENTS, MINIMUM (cont'd)**

2. Completion of a one-semester (5 semester period) course in advanced computer applications or advanced word processing if the student has demonstrated competency in basic computer applications.
3. Waiver of the course requirement based on achieving the required competency level on the NAD proficiency test. A waiver of the requirement does not reduce the minimum 240 semester periods required for graduation.

**Note 10 – Career Education**

The career education requirement is to be met by completion of the following:

1. Classroom instruction in career education

Classroom instruction in career education is to be offered through one of the following options:

- a) As a separate course
  - b) As a part of a Religion Course (the unit "*Choices and Challenges*" for grades 11 and 12 may be used)
  - c) Other plans as approved by the local conference office of education in consultation with the union.
2. Each secondary school is to establish the minimum time and credit requirement for the classroom instruction in career education and evidence of completion.

**Note 11 – Community Service**

Students shall participate in a minimum of 25 clock hours of community service/service learning for each year of attendance in an Adventist school. Each secondary school is to establish the minimum time and credit requirement for the classroom instruction in career education and evidence of completion.

**Note 12 – Family Living**

The Family Living requirement is to be met by completion of one of the following:

1. A nine-week, one quarter unit in the Senior Bible/Religion course – When Family Living is included as one of the units in the Senior Bible/Religion course, no additional credit beyond the 10 semester periods for Religion is granted. The unit is to be based on the course outline and textbook(s) adopted by the union.

**6552. GRADUATION REQUIREMENTS, MINIMUM (cont'd)**

2. A separate one-semester course (5 semester periods of credit) – When Family Living is offered as a separate course, it is to be based on the course outline and textbook(s) adopted by the union.

**Note 13 – Fine Arts**

This requirement can be met by completion of fine arts courses such as art appreciation, photography, videography, cinematography, music appreciation, general art course, music performance organization, and private music lessons.

**Note 14 – Electives**

This requirement can be met by the completion of courses such as, life skills, fine arts, home economics, business education, computer education, study skills, and technology education.

**Note 15 – Senior Project**

Up to 10 semester periods of credit may be granted depending on the specific expectations of the senior project, which may include a multi-media or other form of presentation of the senior project to the school/community.

Each secondary school is to establish the policies for the senior project and how credit will be granted. Senior project credits will be in addition to the 270 credits necessary for the college prep/advanced diploma.

**6554. INCREASED EXPECTATIONS OF GRADUATION REQUIREMENTS  
(Education Code C25-106)**

Increases in expectations for graduation requirements must be approved by the local school board in consultation with the local conference office of education. This process also applies to the addition of any diplomas not listed in *Education Code C25-104*.

**6556. WAIVER PROVISION (SUBJECT-AREA GRADUATION REQUIREMENT)  
(Education Code C25-108)**

The graduation requirements listed in *Education Code 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 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:

**6566. PROFICIENCY (BASIC COMPETENCY) REQUIREMENTS**

(cont'd)

- 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 twenty-one (21) Carnegie Units plus physical education are required of each student for graduation.
- C. The criteria and guidelines listed in *Education Code C25-112* are used as the basis for implementation of the waiver of a subject-area requirement.

**6558. RESIDENCE REQUIREMENTS (*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.

**6560. COMPLETION OF COURSE REQUIREMENTS (*Education Code C25-120*)**

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

**6562. CHALLENGE OF A COURSE FOR CREDIT***(Section 6354 and Education Code C25-124)*

A student who wants to challenge a course for credit is to meet the criteria and guidelines as established by the local conference office of education.

**6564. CITIZENSHIP AND ATTENDANCE (*Education Code C25-128*)**

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

**6566. PROFICIENCY (BASIC COMPETENCY) REQUIREMENTS***(Education Code C25-132)*

Prior to graduation, each student is to demonstrate a RIT score of 220 in both Language Usage and Reading; and a RIT score of 230 in Mathematics for the basic diploma based on the results of the union adopted standardized achievement test. 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.

### **6568. GUIDELINES FOR IMPLEMENTATION OF PROFICIENCY REQUIREMENTS** *(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.**

**6568. GUIDELINES FOR IMPLEMENTATION OF PROFICIENCY 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) Wechsler Intelligence Scale for Children (WISC)\*
  - 2) Wechsler Adult Intelligence Scale (WAIS)\*
  - 3) 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.

**6568. GUIDELINES FOR IMPLEMENTATION OF PROFICIENCY REQUIREMENTS  
(cont'd)****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.

**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 lacks fluency in reading, writing, or speaking English because it is a foreign language to the student.
2. 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.
3. 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.

## 6570. CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (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 is 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.

## 6572. 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.

- 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 criterion 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 18<sup>th</sup> birthday; a letter of intent is issued which states that the certificate is pending the examinee's 18<sup>th</sup> birthday.***

For further information, visit [www.gedtestingservice.com/testers/policy\\_ca](http://www.gedtestingservice.com/testers/policy_ca).



## 6600. 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.

### 6602. 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 worship 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.

### 6604. STUDENT ATTENDANCE RECORDS

*(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 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. *(Education Code A26-108)*

### 6606. 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.

### 6608. 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).

### 6610. EXCUSE SLIPS

Excuse slips should be kept for the current academic year.

## 6650. 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*.

### 6652. FRESHMAN CLASS (*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.

### 6654. SOPHOMORE CLASS (*Education Code C23-108*)

All second year secondary school students who have completed 5 Carnegie Units of credit are classified as sophomores and are eligible to attend the sophomore class meetings participate as a voting member.

### 6656. JUNIOR CLASS (*Education Code C23-112*)

All third year secondary school students with a minimum of 10 Carnegie Units of credit, currently enrolled in enough credits to have 15 Carnegie Units at the end of the junior year, are classified as juniors and are eligible to attend the junior class meetings as a voting member. An approved accelerated student will not have junior standing regardless of the number of credits.

### 6658. SENIOR CLASS (*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 15 Carnegie Units of credit at the start of the senior year.

### 6660. GRADUATING CLASS (*Education Code C23-120*)

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

1. Met the school's graduation requirements.
2. Placed all credits from other schools on file in the registrar's office.

**6660. GRADUATING CLASS (cont'd)**

3. Removed all incompletes.
4. Completed all correspondence work and submitted final grades to the school register.
5. Paid all school accounts.

**6662. 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.

## 6700. FORMS

A list of suggested forms is provided below. These forms are available in word format on the Pacific Union Conference website as templates for schools to customize according to the needs of their institution (<http://paucedu.adventistfaith.org/registrar-handbook>):

1. Alternative Textbook Evaluation
2. Alternative Textbook Use Request Form
3. Authorization for Release of Records
4. Community Service Form
5. Course of Study Agreement
6. Emergency Information and Authorized Release Form
7. Home School Course Validation Form
8. Request for Transcript Release
9. Student Driving Privileges
10. Student Request for Academic Variance
11. Student Request for Special Circumstances
12. Technology Use Policy
13. Withdrawal Form

# INDEX

## A

- Academic information**, 16-20 ([6300](#))
- Accommodations**, 29 ([6420](#))
- Add/drop**, 13 ([6210](#))
- Administrative absence**, 47 ([6608](#))
- Admission**
  - Admissions committee, 7 ([6108](#))
  - Admissions procedure, 6 ([6106](#))
  - Policies and procedures, 6-7 ([6100](#))
- Advanced placement**, 16-17 ([6304](#))
- Applications**, 6 ([6102](#))
  - Application processing, 6 ([6104](#))
- Attendance**
  - Administrative absence, 47 ([6608](#))
  - Attendance program, 47 ([6602](#))
  - Excuse slips, 47 ([6610](#))
  - Record keeping, 47 ([6600](#), [6604](#))
  - Student notification, 47 ([6606](#))
- Awards**, 2 ([6008](#))

## B

- Basic competency**
  - Requirements and methods, 42-43 ([6566](#), [6568](#))

## C

- Cal grants GPA**, 19 ([6316](#))
- Calendar of duties**, 4-5 ([6050](#))
- California high school equivalency certificate**, 46 ([6572](#))
- California high school proficiency examination**, 46 ([6570](#))
- Challenge of a course for credit**, 42 ([6562](#))
- Checklist**
  - Graduation, 2 ([6002](#))
  - Registration, 12 ([6206](#))
- Citizenship**, 42 ([6564](#))
- Class**
  - Disqualification, 49 ([6662](#))
  - Graduating, 48-49 ([6660](#))
  - Membership, 48-49 ([6650](#))
  - Rank, 19 ([6318](#))
    - Freshman, 48 ([6652](#))
    - Sophomore, 48 ([6654](#))
    - Junior, 48 ([6656](#))

Senior, 48 ([6658](#))

**CLEP**, 32 ([6504](#))

## College

- College prep/advanced diploma, 37-41 ([6552](#))
- Credit opportunity, 32-33 ([6504](#))
- Dual credit, 34-35 ([6508](#))
- Entrance requirements, 37-46 ([6550](#))
- Extension courses, 33-34 ([6506](#))

**Common reports**, 2-3 ([6010](#))

**Converting college credit to high school credit**, 35-36 ([6510](#))

**Correspondence courses**, 22-23 ([6354](#))

## Course requirements

Completion, 42 ([6560](#))

## Credit

- College class, 32-36 ([6500](#))
- Dual, 34-35 ([6508](#))
- Granting, 16 ([6302](#))
- Recovery, 35 ([6509](#))
- Transfer, 21-23 ([6350](#))

**Cumulative record**, 28 ([6408](#), [6410](#))

## D

**Diplomas**, 2 ([6006](#))

**Disqualification for participation**  
in class functions, 49 ([6662](#))

**Distance education courses**, 22-23 ([6354](#))

**Dual secondary and college/university credit**, 34-35 ([6508](#))

## E

**Early graduation**, 19-20 ([6324](#))

## English

- As a foreign language test (TOEFL), 10 ([6154](#))
- Assessment test (ITEP SLATE), 10-11 ([6156](#))

**Equivalency certificate**, 46 ([6572](#))

**Exceptional students**, 7 ([6110](#))

**Excuse slips**, 47 ([6610](#))

**Extension courses for college credit**, 33-34 ([6506](#))

**Expulsion from school**, 14 ([6214](#))

## INDEX (cont'd)

## F

Freshman class membership, 48 ([6652](#))

## G

GED, 46 ([6572](#))

## Grades

GPA, 17 ([6306](#)); 19 ([6316](#)); 25 ([6402](#))

Grade changes, 18 ([6314](#))

Grade reports, 18 ([6312](#))

Grade reporting limitations, 29 ([6420](#))

## Graduation

Checklist, 2 ([6002](#))

Class, 48-49 ([6660](#))

Planning, 2 ([6004](#))

Requirements, 19-20 ([6324](#)); 37-46 ([6550](#))

Waiver provision, 41-42 ([6556](#))

## H

Historical materials, 25-28 ([6406](#))

Home school, 21-22 ([6352](#))

Honor roll, 19 ([6322](#))

Honors courses, 16-17 ([6304](#))

## I

I-20 for international students, 11 ([6158](#))

Immunization/medical records, 28 ([6412](#))

Incompletes/grade changes, 18 ([6314](#))

Individual student scheduling, 15 ([6254](#))

International students, 8-11 ([6150](#))

Application requirements, 9 ([6152](#))

I-20 Form, 11 ([6158](#))

Transcript evaluation, 11 ([6160](#))

Issuing official transcripts, 25 ([6404](#))

Issuing unofficial transcripts, 25 ([6402](#))

ITEP SLATE, 10-11 ([6156](#))

## J

Junior class membership, 48 ([6656](#))

## M

Maintenance of records, 30-31 ([6450](#))

Master schedule preparation, 15 ([6252](#))

Medical records/immunization, 28 ([6412](#))

Mid-term reports, 18 ([6310](#))

Modifications, 29 ([6420](#))

## O

Official transcripts, 25 ([6404](#))

## Organization

Class, 48-49 ([6660](#))

Of record keeping, 28 ([6414](#))

## P

Post-registration records, 13 ([6208](#))

Pre-registration process, 12 ([6204](#))

Proficiency requirements, 42-43 ([6566](#))

Implementation of, 43-45 ([6568](#))

Proficiency examination, 32 -33, ([6504](#)); 46 ([6570](#))

Progress reports, 18 ([6310](#))

## R

Rank in class, 19 ([6318](#))

Record keeping, organization, 28 ([6414](#))

## Records

Access to, 28 ([6406.D](#))

Attendance, 47 ([6600](#))

Discontinued schools, 27 ([6406.C](#))

Maintenance, 30-31 ([6450](#))

Management, 25 ([6406.A](#))

Medical/immunization, 28 ([6412](#))

Organization of, 28 ([6414](#))

Post-registration, 13 ([6208](#))

Retention, 26-27 ([6406.B](#))

School, 24-29 ([6400](#))

Registration, 12-14 ([6200](#))

Checklist, 12 ([6206](#))

Objectives, 12 ([6202](#))

Repeating a course, 18 ([6308](#))

Reports, common, 2-3 ([6010](#))

Residence requirements, 42 ([6558](#))

Responsibilities, 1-3 ([6000](#))

**S**

**Salutatorians/valedictorians**, 19 ([6320](#))

**Schedule**

Changes (add/drop), 13 ([6210](#))

Individual student, 15 ([6254](#))

Master, 15 ([6252](#))

**Scheduling**, 15 ([6250](#))

**Senior class membership**, 48 ([6658](#))

**Sophomore class membership**, 48 ([6654](#))

**Special students**, 7 ([6110](#))

**Standardized achievement test**, 29  
(6418)

**Student**

Cumulative records, 28 ([6408](#))

Maintenance of records, 30- 31  
([6450](#))

Permanent records, 27 ([6406.C](#))

**T**

**TOEFL**, 10 ([6154](#))

**Transcripts**, 24-29 ([6400](#))

International students, 8-11 ([6150](#))

Issuing official, 25 ([6404](#))

Issuing unofficial, 25 ([6402](#))

Withholding, 29 ([6416](#))

**Twelfth-year program**, 32 ([6502](#))

**U**

**University** (See College)

**Unofficial transcripts**, 25 ([6402](#))

**V**

**Valedictorians/salutatorians**, 19 ([6320](#))

**Vital school records**, 27 ([6406.B.2.d](#))

**W**

**Waiver provision**, 41-42 ([6556](#))

**Withdrawal from school**, 13 ([6212](#))

**Withholding transcripts**, 29 ([6416](#))