

ACADEMIC POLICIES

2018-2019



SERVITE HIGH SCHOOL

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ACADEMIC POLICIES

PRINCIPAL'S RIGHT TO AMEND

When developing these academic policies for Servite High School, we wrote this handbook as clearly and as explicitly as possible. Nevertheless, during the course of the school year, new and unusual situations may arise; therefore, the Principal reserves the right to amend these policies as necessary during the school year. The Principal is the final recourse within the school and may waive any policies in this handbook if deemed in the best interest of fairness and justice. The Principal is the final interpreter of all policies in this handbook.

CURRICULUM

Servite High School is a college preparatory school with over 100 available academic courses. Students are accepted based on the expectation that they are capable of meeting the academic rigors of the curriculum. While at Servite, students must maintain a cumulative academic Grade Point Average (GPA) of 2.0 or better and successfully complete a minimum number of credits each year. Otherwise, they may be placed on Academic Probation.

The curriculum at Servite High School has been developed by the Curriculum Council and the Assistant Principal of Curriculum under the direction of the Assistant Principal of Instruction. The curriculum is multi-layered, offering academic classes, as well as Advanced Placement and Honors classes, for those who qualify. An Instructional Support program is offered to students with documented mild learning differences.

CREDO

COURSES

Each student is required to take a course load of seven classes per semester. Counselors will closely monitor a student's choice of courses to avoid the student becoming overloaded in his academic curriculum. **Students are expected to be proactive and take responsibility for their own academic progress.**

A detailed explanation of the courses that are offered can be found in the Course Catalog which is posted on the school website (www.servitehs.org). Registration for courses for the following school year takes place during the spring. Students work with their counselors to prepare their next year's schedules, review graduation requirements, and enroll in the proper courses for eligibility for admission to the colleges of their choice.

Incoming freshmen receive online registration forms prior to the mandatory New Parent/Student Information Night in the spring. At this meeting, the counselors offer assistance with scheduling options prior to the submission deadline.

SCHEDULING

All Students

After students have selected courses, they are randomly assigned to classes by *Aeries*[™], our scheduling software. Selection of specific teachers is not permitted. Students not initially placed in Honors classes can earn placement into certain Honors classes by individual department testing or by meeting department requirements/criteria and/or obtaining teacher recommendation.

Freshmen

Students are accepted to Servite in one of four ways: College Prep, Liberal Arts Honors, Math/Science Honors, or Full Honors. These placement designations are made by counselors and the Assistant Principal of Counseling and are based on multiple criteria including the student's junior high grades, teacher recommendations, interview, application, previous standardized test scores, and High School Placement Test scores. The placement team takes great care in appropriately placing students and strives to place students in classes that are best-suited for each student's talents and abilities. Students who wish to challenge their math and/or language placement may do so by taking the Algebra 1 Challenge Exam, the Geometry Challenge Exam, and/or the Spanish Challenge Exam. These Challenge Exams are typically administered in May. The Admissions Department will send out registration information as the dates of the exams approach.

Sophomores, Juniors, and Seniors

Returning students select courses in the spring based on Servite graduation requirements, teacher recommendation, and approval during the registration process. Each department has guidelines for the placement of students in advanced courses which may include minimum GPA requirements, essays, teacher recommendations, etc. In some cases, students are allowed to attempt a class for which prerequisites were not met. In these cases, parents and students sign a contract clearly identifying the student's responsibility to the course and teacher.

SCHEDULE CHANGES

Parents and students should be aware that requests for schedule changes will not be honored once schedules are distributed to students at registration. The exceptions to this policy are human error or for an incorrect placement in a class, such as an incorrect mathematics or world language course, a repeated course, or a course that has a pre-requisite the student has not taken.

A student is permitted to change classes after the registration process only if it is determined by the class teacher that the student is not likely to succeed in the assigned class. Generally, this means the student was initially misplaced in the class or additional information has come to light which affects the student's success. This is most likely to occur when a student is placed in an honors course and needs to be moved to a CP course. The student may have been under-placed, as well, and could conceivably be moved from a CP course to an honors course, if the misplacement is discovered within the first three weeks of the school year. Our goal is to ensure that students are appropriately placed in courses that best match their abilities and college acceptance requirements. Such a schedule change can be done at the Counselor level and does not require a parent-teacher meeting.

No schedule changes will be made after the sixth week of the school year. In rare instances, a student or parent may request a schedule change, at which point, a meeting with the teacher, the student, the parent(s) and the counselor will be held. No schedules will be changed after the deadline without a meeting being held first. If it is determined at that meeting that a schedule change is in the best interest of the student, both short-term and long-term, then the schedule change will be approved. Schedule changes will be made at the conclusion of grading periods to cause as little disruption as possible to the educational or grading processes. With regards to schedule change requests, we will analyze each individual student's situation when determining if a schedule change is feasible and in the best interest of the student.

The final decision to change a student's schedule is made by the Assistant Principal of Counseling, in consultation with the counselor and class teacher. Should a class change be necessary due to misplacement, the grade the student has earned to that date will be carried to the new class. The teacher of the new class may use his/her discretion as to how that grade is integrated into the new class.

HOMEWORK FOR ABSENT STUDENTS

Regular school attendance is both critical and expected. Servite expects all students to be in school, prepared and on time, every day that school is in session. We do recognize that there are legitimate occasions in which a student cannot or should not attend classes. Students who are absent from school for excused reasons (illness, medical release/appointment, school business, game, court appearance, or funeral) can stay current on assignments by accessing Google Classroom. Students who miss school for excused reasons are afforded the number of days they were absent to make up and turn in work that was assigned in their absence. *Students who miss school for unexcused reasons (college visits, truancy, vacation, etc.) may not be granted the same opportunity to turn in work assigned in their absence.* Please note that in some cases, student participation may suffer because the student is not present. In those cases, the student may earn a zero for that activity regardless of whether he was excused or unexcused. Students with frequent absences may see a significant negative effect on their grade. *See Page 6 for specifics on how missing work is affected by absences and under what circumstances students can turn work in late for full credit.*

FINAL EXAMS

All final semester exams must be taken at the regularly scheduled times. Students who miss a regularly scheduled semester exam without permission will earn a zero grade for that exam. Semester exams represent 20% of the semester grade. Performing Arts courses may consider key performances as the students' final exam grade. Physical Education classes do not hold final exams; therefore their grades are calculated on a 50-50 basis.

In rare cases, a student may fall ill on the day of a final exam. A parent must call the Attendance Office to verify the student's illness. Students who miss a final exam due to illness must make arrangements with the individual teacher to make up the exam. If a student must miss a final exam for a planned, verified, legitimate excused reason (medical appointment that cannot be rescheduled, death of a family member, mandatory court appearance), the student and parent must submit a Request to

Reschedule Final Exam form available from the Assistant Principal of Counseling. Students will present the form to the teacher who may or may not approve the request. Once the request has been approved by the teacher, the student will submit the form to the Assistant Principal of Counseling for final approval. Students and parents are encouraged to avoid rescheduling final exams unless it is absolutely necessary to do so. Please note that a teacher may require the student missing a regularly-schedule final exam to take the exam *early* or to return after the last day of school to make up the exam.

CLASS MANAGEMENT PLANS

All teachers distribute Class Management Plans at the beginning of each school year, including classroom rules clearly defined with consequences spelled out for any breach of said rules. The consequences are appropriate, consistent, and immediate. The management plan must also include the teachers' KAIROS Remediation Plan (if applicable to their course grade level).

Parents and students should read these classroom policies very carefully before signing them. Students will be held accountable for the content of those classroom policies and regulations throughout the school year. Contact the teacher with questions on individual classroom policies.

ACADEMIC HONESTY

To reinforce the importance of academic honesty and to protect the behavior of honest students, teachers and administrators will implement measures to deter dishonesty. If a violation of the academic honesty policy is suspected, the teacher will work with Servite administrators to evaluate the situation and take appropriate disciplinary action. Students who violate the Academic Honesty Policy are subject to the Servite Disciplinary Policy. Students should be aware that cheating results in the student earning zero credit on the assignment which could have a devastating effect on the student's grade. Referrals to the Dean of Students accompany the zero credit consequence. Multiple violations of the Academic Honesty policy could result in the student being put on a contract, suspension, and potentially, disenrollment from Servite.

Academic Honesty Violations:

Violations of the Academic Honesty Policy include, but are not limited to:

- Viewing another student's paper during a test or quiz or knowingly allowing another student to view his paper during a test or quiz.
- Communicating with anyone other than the teacher during a test or quiz.
- Preparing homework for another student or giving/lending assigned work to a student who copies the work or represents it as his own.
- Misrepresenting the work of another as his own work, whether original or copied.
- Taking work from a teacher's room without permission.
- Taking a picture of a test or quiz or knowingly accepting or sharing a picture of test or quiz.
- Knowingly leaving a testing situation with the test in his possession.
- Providing information about a quiz or exam to any student who will be taking it at a later time.
- Receiving information about a quiz or exam from a student who has already completed it.
- Providing or receiving information concerning a test or assignment that enables a student to claim credit for work that he did not complete on his own.
- Attempting to cheat or cheating on a quiz, exam or assignment.
- Attempting to change or changing a grade in a teacher's paper grade book, online grade book, or in student records.
- Using or having any unauthorized notes, books, or resources during a quiz or exam.
- Using or having a cell phone or other unauthorized electronic/communication device during a quiz or exam.

ATTENDANCE AND CREDIT

Regular attendance in class is directly related to academic performance. Students who miss class **for any reason** may find their grades negatively affected by these absences. Servite High School's Attendance for Credit policy states that any student who accrues seven (7) or more absences in any class period (unexcused, verified, or excused) may be placed on an attendance contract. Students with chronic absences may be required to appear before the Discipline Board. Credit for a course may be denied to a student with excessive unexcused absences. Upon careful evaluation of the facts and evidence, the Assistant Principal of Academic Affairs will inform the parents and student in writing of the decision. Any potential long-term absences must be cleared by parents/guardians with the counselor of the student.

ATTENDANCE AND ACADEMIC PERFORMANCE

Servite High School maintains that it is the rigorous experiences implemented by the teachers, in which students are engaged in active reasoning about concepts, which assist students in mastering the expected standards. Students must attend school regularly to take advantage of these learning opportunities.

Making up an assignment or educational experience does not offer the same value as participating in the experience with peers. However, in the interest of helping students progress toward mastery of the expected standards and learn course content, teachers shall provide opportunities to complete missed class work and tests or other appropriate equivalent assignments that can reasonably be provided. For details on what constitutes an excused or unexcused absence, please see the Attendance policy in the Parent/Student Handbook, pages 18-22. The following guidelines for make-up work must be followed:

- Attendance may not be used as a part of any rigid formula for assigning subject grades (e.g., a set number of tardies or absences may not result in the automatic lowering of a grade).
- **E = Excused Absence:** (one school day for each day absent to make up assignments and tests missed)
- **I = Illness:** (one school day for each day absent to make up assignments and tests missed)
- **M = Medical:** (one school day for each day absent to make up assignments and tests missed)
- **V = Verified Absence:** (one school day for each day absent to make up assignments and tests missed)
- **U = Unexcused Absence:** (is required to submit all missing work and take missed tests upon return)
- **A = Unverified Absence:** (teachers input until verified by attendance office)
- **G = Game:** (is required to submit all missing work and take missed tests upon return)
- **S = School Activity:** (is required to submit all missing work and take missed tests upon return)
- **D = Truant:** (will not be provided an opportunity to make up assignments or tests)
- **X=Excused Tardy** (will be provided an opportunity to make up assignments or tests)
- **T =Unexcused Tardy:** (will not be provided an opportunity to make up assignments or tests)
- **Z = Suspended:** (is required to submit all missing work and take missed tests upon return)
- Should a student miss a deadline, he is afforded one additional day to turn in the assignment for half credit.
- Unless otherwise stated/communicated by the teacher, an assignment is due during the period the student has that class during the day upon the request of the teacher.
- Students who are absent for any reason may earn a zero on in-class quizzes, warm up assignments and other classroom participation assignments that are required of students on any particular day. Students who are rarely absent should not be affected significantly by this policy. Students who are frequently absent will see their grades negatively affected by the consistent reduction in their earned points and may be required to remediate that class in the summer.
- Students with chronic attendance issues may be assigned a withdraw failure grade for the class (no credit earned), asked to withdraw, or not be allowed to enroll the following year. Upon the 8th absence in any one course during a semester, a student and his parents will be required to meet with the Dean of Students or the Assistant Dean of Students. As a consequence, the student may be placed on an attendance contract, or if severe enough, the student may receive a withdraw failure due to poor attendance in the course(s).

REQUEST FOR EXTENDED ABSENCE

Extended verified or excused absences may be granted exclusively by the Assistant Principal of Counseling. Neither faculty nor parents may grant an extended absence. A request form for an extended absence must be secured by the parent/student from the students' counselor and submitted to the Assistant Principal of Counseling for approval **before** the absence begins. The Request for Absence Form should be approved **5 school days in advance** of the student's first day of extended absence, unless there is a family emergency or unforeseen event. Once approved, the student's grade level counselor will coordinate with the student's teachers with regards to assignments missed for the duration of the absence. Request for absences should be requested

only in situations where it is absolutely necessary for a student to miss more than two days of school. Examples of approved request for absences include long illnesses (doctor note), extensive medical procedures (doctor note), serious injuries (doctor note) or the death/funeral of an immediate family member. **It must be noted that taking extended time from school for vacations, college visits, club athletic events or other similar reasons is strongly discouraged and may seriously impact the academic achievement of a student.**

REQUIRED NOTIFICATION OF POSSIBLE FAILURE

Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with the expected standards identified for each course. Whenever a student is not meeting the expected standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:

- Notification of the risk of failing to a parent or guardian in the form of an email or phone call. Should the teacher request a conference with the parent or guardian when it is evident that a student is in danger of failing a class, the refusal or failure of the parent or guardian to attend the conference or respond to the Deficiency Notice shall not preclude the teacher from failing the student at the end of the grading period. The classroom teacher is responsible for notifying the parent and/or requesting a conference. The counselor or Assistant Principal of Counseling can also request a conference to discuss a student's academic status.
- Posting an "F" in the class on the preceding progress report is considered sufficient notification for issuing an "F" on the quarter or semester report card. A grade of "D" on the preceding progress report is **not** adequate warning of failure to the parent or guardian ***unless it is accompanied by the written comment "In danger of failing."*** A teacher must notify the parent or guardian at any time a student's academic status indicates he is "in danger of failing," even if the previous progress report grade did not indicate that the student was in danger of failing at the time of posting. Notification can be sent in a variety of formats including email, letter, phone call, progress report, etc.

LATE WORK

Students are expected to complete all assignments to the best of their ability and to turn in assignments on time. Teachers regularly assign homework to students as a way to reinforce skills learned in class. It is imperative that students stay current on their homework; however, we recognize that occasionally there are legitimate reasons for a student to not turn in an assignment on time. In order to allow students the opportunity to get the required work in without devastating their grade, teachers will accept late work under the following conditions:

- Unless otherwise specified by the teacher, an assignment is considered "due" during the class period the student has that class, upon the request of the teacher. (In some cases, teachers impose a specific time assignments must be submitted – for example, by 10:00 p.m., or by 3:00 p.m. Assignments not submitted by the specified time will be considered late.)
- A student may turn in an assignment one day late to receive 50% credit. Again, unless otherwise specified by the teacher, the student is expected to turn in the late assignment at the beginning of the period he attends the class during the day.
- The student receives a zero on the assignment if it is not turned in by the late submission deadline.
- **Long-term projects that are assigned well in advance of the due date *must be turned in on the due date, regardless of whether the student is in class or not.*** A classmate or parent can submit the work on behalf of the student if the project cannot be emailed or electronically submitted to the teacher.
- If a student knows he will miss school for a college visit, a non-school sporting event, a vacation, or other verified but unexcused reason, he should turn in his project before his absence begins unless otherwise arranged with the teacher. For example, if a student knows he has a club tournament on Friday and Saturday, but his project is due Friday, he should turn it in Thursday before he begins his absence.
- If a student is absent for excused reasons on the day **an assignment is assigned** to students, he has the number of days he was out to complete and hand in the assignment for full credit. For example, if a student is absent Tuesday, and the assignment was assigned to students on Tuesday and due on Wednesday, the student must turn in the completed assignment on Thursday. See Page 6 for specifics on how missing work is affected by absences and under what circumstances students can turn work in late for full credit.
- If a student is absent for excused reasons on the **day an assignment is due**, he must turn in the assignment immediately upon his return to class in order to receive full credit. For example, if an assignment is assigned to students on Monday, and that assignment is due Tuesday, a student absent on Tuesday must turn in his assignment upon his return on Wednesday in order to receive full credit.

ONLINE GRADES (*AERIES™*)

Aeries™ is the official attendance and grade keeping program for Servite High School. Sometimes there are discrepancies between *Aeries™* and progress reports or report cards. When that happens, students and parents should use the Online Grades portal as the official source to verify the accuracy of the grade.

Students and parents are encouraged to monitor students' academic progress on a regular basis by logging on to the Online Grades portal, which allows them to review current grades for assignments and test scores in real time from any computer. All teachers are required to use *Aeries™* and are expected to update their grade books at least once every week.

Aeries access information is emailed to all families at the beginning of the school year. If parents require assistance, they can request help by emailing Aeriessupport@servitehs.org.

Families with financial holds may have access to the *Aeries* Parent Portal disabled, and will have transcripts held, until financial obligations are cleared through the Business Office.

REPORT CARDS AND PROGRESS REPORTS

Progress reports enable parents and students to identify areas where improvement is needed and where the student is in danger of not meeting the expected standards for any given class. Parents, students, and faculty will work cooperatively to ensure that the student has every opportunity to achieve the class expected standards. Progress reports are not mailed home. Progress reports can be viewed through the *Aeries* Parent Portal.

Report cards are posted four (4) times during the school year (for quarter and semester grades only). However, parents and students are encouraged to frequently monitor grades on the *Aeries* Parent Portal to keep track of student academic progress throughout the grading periods. If you have any questions or cannot access a report card on *Aeries*, please contact the counselors' assistant at avalenzuela@servitehs.org or at 714-774-7575 x 1134. Report cards are posted according to the following schedule:

- Quarter 1 On or around October 12, 2018
- Semester 1 On or around January 11, 2019
- Quarter 3 On or around March 22, 2019
- Semester 2 On or around June 7, 2019

Progress reports are posted approximately four weeks into each quarter and can be viewed through the *Aeries* Parent Portal. Parents can also view grades at any time in *Aeries* to monitor student progress. Quarter and Semester grades will be posted in *Aeries* at the end of each grading period.

QUARTER GRADES

Quarter grades are calculated by assigning weights to categories of work. The categories and weighting differ by department and by the level of the class (CP vs. HP vs AP). Categories used to calculate student grades can include, but are not limited to, homework, class work, assessments (test, quizzes projects), participation, lab work (for the sciences), and writing/essays. Each department determines the weights of each category. For detailed information on how the categories are weighted, please see each teacher's respective management plan.

SEMESTER GRADES

First semester grades are calculated at Quarter 1 (40%), Quarter 2 (40%) and Semester 1 Final (20%). Semester 2 grades are calculated at Quarter 3 (40%), Quarter 4 (40%), and Semester 2 Final (20%), except for Physical Education classes which do not administer a final exam. Physical Education grades are calculated on a 50%-50% basis. Note that concerts and key performances may count as a portion of the student's final exam grade in certain Performing Arts courses. Consult a teacher's class management plan for specific details on whether a traditional final exam is given or not.

REQUEST FOR GRADE REVIEW

All requests for grade review must be directed to the teacher who assigned the grade. Some teachers may not be available during the summer months; therefore, requests to review second semester grades may be processed in August after the teachers return to school. If the grade discrepancy poses an immediate problem (especially in the case of a graduating senior requesting official transcripts) and the teacher cannot be reached, the student's counselor should be contacted before June 5, and the Assistant Principal of Counseling should be contacted after June 15 so that the grade review request can be addressed before August.

COMMUNICATION WITH THE SCHOOL

When a parent has a concern or question about a student's progress, **the teacher should be contacted first**. Questions about the grading, assignments, credit, the grade book, tests, etc. should be directed to the classroom teacher who is in the best position to respond to those types of questions. If the issue is not resolved satisfactorily, the appropriate counselor should be contacted to set up a meeting with all parties concerned. If the concern is teacher-related, please contact the counselor. It is important that parents follow this protocol before contacting the Principal.

Parents with questions or concerns about **a student's grade or classroom experience** should contact staff members according to the following protocol:

1. Teacher of the course (should be the first contact; teachers are in the best position to address student and parent concerns.)
2. Student's Counselor
3. Assistant Principal of Counseling
4. Assistant Principal of Instruction
5. Principal

We encourage parents and students to contact teachers as often as necessary to keep informed of student progress and to get help when it is needed. Because teachers do not take calls during instruction time, it is somewhat difficult to reach a teacher immediately by telephone. Email is the most effective way of communication. Faculty email links are found on our website (www.servitehs.org). When following the proper chain of communication, please allow a teacher 24-48 hours to respond to your message.

COMMUNITY COLLEGE CLASSES

Students are encouraged to take enrichment classes at local community colleges when these classes are not offered at Servite High School. Juniors and seniors especially may want to take a class to enhance their preparation for college or for a career. These classes, however, may not be taken in lieu of a required class at Servite High School, nor may the credit be transferred to Servite High School for high school credit towards graduation. Any student wishing to take a class at a local community college is required by the college to have the signed approval by the appropriate designee in the counseling office. Further information on community college classes can be obtained from the Counseling Office.

FINE ARTS REQUIREMENT

Servite requires at least one full year (10 credits) of a fine art as a graduation requirement. All required courses must be taken at Servite High School. In rare instances, a student can request a waiver that allows him to take his fine art requirement in an alternative setting. The following guidelines have been established for a waiver to be granted.

The student must show that his summers are dedicated to advancement or other activities that preclude him from taking a fine art in the summer. Students who fit this description are typically accepted to Servite as Full Honors and/or Math/Science Honors at entrance.

The student requesting the waiver is using his remaining summers for activities that enhance his college admissions resume (such as participation in major service hour projects, leadership programs, sports camps/conditioning, etc.). In many cases, these activities have the students traveling out of state and may take several weeks to complete, greatly limiting the time the students have to complete a fine art in the summer.

The student requesting the waiver can make a compelling case for not being able to fulfill his graduation requirements within the four years (due to PLC/other leadership positions at Servite, sports, already taking a zero period to fulfill other requirements, etc.). This situation applies for example, to an athlete who also holds a leadership position on campus and is unable to take a zero period class.

The student wants to take more advanced classes that he might not be able to take because of limited schedule space (such as AP Statistics, AP Computer Science, AP Biology, AP Chemistry, and/or AP Physics).

The student is requesting to take a UC-approved class at an approved institution (Servite would need to review the course being requested to ensure it meets certain criteria).

The student will have requested the exemption and received approval from the Assistant Principal of Counseling before enrolling in the course (students cannot request a waiver retroactively).

REPEATING A COURSE

When a student earns a grade of "D" or "F" in any course, he may not automatically repeat that course during the following school year. His counselor will need to determine the best course of action to mitigate an F on his transcript. The typical plan is for a student to remediate the course by completing a summer school course at Servite High School the following summer. In addition, a student receiving a "D" grade in the second semester of any Mathematics or World Language course for which a second or third year is required must attend summer school at Servite High School to remediate the grade and to prepare for the following year. In order for the student to move on to the next level of a math or language course, he must earn a C- or higher in the second semester remediation course.

If the course is not offered at Servite High School, written approval by the Assistant Principal of Counseling must be secured before a student enrolls in the course at a community college, an approved accredited local high school, or an approved accredited online class.

Students who wish to earn a diploma from Servite High School may not take more than twenty (20) credits from an outside accredited educational institution (including online classes) during their four years of high school unless there is an extenuating circumstance which has been previously approved in writing by the Assistant Principal of Counseling. This does not apply to transfer students. Students must obtain approval from the Assistant Principal of Counseling before any course taken outside of Servite is honored.

SUMMER SCHOOL

Because summer school class time is at a minimum in comparison with the regular school year, students may not be absent more than 1.5 class sessions (approximately 6 hours) in a semester-long class. Students, who for any reason, miss a summer school class session may be marked unexcused and may not be able to make up tests or quizzes or turn in any work for the missed day or days. Students who are tardy and miss tests, quizzes or other work may be unable to make up those assignments, as well.

All courses that require remediation must be taken at Servite High School if the course is offered at Servite. Freshmen, sophomores and juniors may not take more than 10 credits of summer remediation without the written approval of their counselor. If a student has remediated 20 or more credits by the end of the summer after his sophomore year, Servite may recommend that the student withdraw from Servite before beginning his junior year. Seniors may remediate a maximum of ten (10) credits in concurrent enrollment, but may take only five credits at any one time.

In very rare cases, remediation may be approved outside of Servite. However, a student may have no more than 15 credits from any institution other than Servite in remediation credit. Any alternative remediation plan must be approved by the Assistant Principal of Counseling prior to the student enrolling in a course from a list of vetted programs approved by Servite.

Please note that any advancement classes must be taken at Servite.

WITHDRAWING FROM SCHOOL

If a student withdraws to attend another school for any reason, the parent/guardian must first contact the Business Office first to initiate the withdrawal process. Withdrawal grades will be obtained by the Registrar from the teachers and forwarded to the new school.

ENROLLMENT REVIEW

At the close of each school year, the Assistant Principal of Counseling/Dean of Students will examine the records of students who have attendance, disciplinary and/or academic issues who do not meet the Friar's Standard. Students who exhibit little evidence of future success may be asked to withdraw from Servite before the fall classes begin. Students who are in academic jeopardy will be contacted by their counselor, and a parent conference will be requested if a student is lacking the minimum number of credits to move to the next grade level. If it is deemed that academic success is not likely, that student may be asked to withdraw from Servite before the next term begins.

ACADEMICS AND PARTICIPATION IN ATHLETICS

Students must have a 2.0 non-academic GPA (referred to as total GPA on the report card) in the most recent grading period to be eligible for participation in athletics or other co-curricular activities. At the completion of each semester, the semester grades will be used to determine eligibility. In some cases, activities require a higher GPA for participation. These athletic/activities eligibility GPAs include all courses taken for credit.

If a student athlete falls below a 2.0 total GPA, he may use probation. If a student has two (2) consecutive semesters below a 2.0 GPA, he may not represent Servite High School in athletic competition. Servite High School will maintain the academic policies set forth by the California Interscholastic Federation.

PHYSICAL EDUCATION POLICY

All students at Servite High School are required to complete one (1) year (10 credits) of Physical Education in their freshman year in order to graduate.

GRADING SCALE

Servite High School issues letter grades with pluses and minuses. Grades are awarded as follows:

A+=97-100%	A=93-96%	A-=90-92%	Outstanding	Demonstrates <i>full</i> mastery of <i>all</i> learning objectives
B+=87-89%	B=83-86%	B-=80-82%	Commendable	Demonstrates <i>full</i> master of <i>most</i> learning objectives
C+=77-79%	C=73-76%	C-=70-72%	Satisfactory	Demonstrates <i>some</i> mastery of <i>most</i> learning objectives
D+=67-69%	D=63-66%	D-=60-62%	Less than Satisfactory	Demonstrates <i>little</i> master of <i>most</i> learning objectives
F=59% and below	Failing			Demonstrates <i>no</i> mastery of learning objectives;
No credits earned				

*Rounding occurs only at the semester grading periods. Rounding occurs at .5 or higher.

Priory: A grade of "P"=Pass F=Fail

(Should a student receive an "F" in Priory, he must contact Mr. Vic Martin, vmartin@servitehs.org, to remediate the Priory grade.)

Grades are computed on a 4.0 scale. Both HP and AP courses are weighted in computing the Servite student's grade point average; however, an extra grade point is earned only for grades "A" through "C-". The minimum passing grade is "D-" or 0.7 grade points. Servite High School does not rank students.

GRADES OF "INCOMPLETE"

The term "Incomplete" ("I" in *Aeries*™) may be assigned when a student has not been able to complete required assignments or exams due to a long-term illness or some other extenuating circumstance that prohibited him from attending school and meeting his academic responsibilities. Any and all incomplete work must be made up within the time frame established by the teacher (but no longer than six (6) weeks after the semester has ended). At that time, a final grade based on the work completed and submitted will be posted to the transcript.

GRADE POSTING

All grades are posted on Aeries. Teachers are asked to update their grade books on a weekly basis, and in most courses, will include at least two grades per week. At the end of a grading period (Quarters 1, 2, 3 or 4), teachers will post approximately

18 grades into their grade books on which to assess students' mastery of content. Grades may be given for a wide variety of assignments, including tests, quizzes, homework, in-class assignments, projects, presentations, participation, etc. Teachers will collect, grade, post and return student work within seven (7) calendar days. Special projects and essays that require a longer period of time to evaluate will be graded, posted and returned within 14 calendar days. When a student officially withdraws from school, the School Registrar circulates the Student Withdrawal form for teachers to show grades earned up to the student's last day of attendance.

Once a grade has been posted, it may not be changed by the teacher without just cause. The teacher must file a Grade Change form with the Assistant Principal of Instruction, who will approve the grade change. The new grade will be posted on Aeries. Such changes will be approved only if filed during the six-week grace period following the end of the grading period or if a clear error is discovered that warrants correcting after the six-week deadline. It is imperative that teachers carefully review the grades that are posted into Aeries at each grade reporting period to ensure that grades are posted correctly to the transcripts and to the grade history before report cards are printed and sent to students. Students and parents who identify an error in grading must contact the teacher posting the grade immediately to allow the teacher to assess the matter and make the necessary grade change request.

KAIROS ACADEMIC POLICY

KAIROS is an intensive experience meant to assess retreatants' relationships with Jesus and with others, as well as God's role in their lives. KAIROS retreats are an important component of junior and senior student life on campus, and it is critical that we support the students attending and leading the different retreats throughout the school year, including during the summer.

An integral part of KAIROS is leading the young men to understand how much they are loved. All academic departments have been consistently encouraging student participation in KAIROS as well as providing accommodations for retreatants and student leaders to make up work and assessments.

With input from the academic departments, and the approval of the Principal, please find below the Servite school-wide KAIROS academic policy.

1. When KAIROS retreats occur Tuesday through Friday, teachers will publish a KAIROS Remediation Plan on Google Classroom no later than Monday of KAIROS week. This plan will serve several purposes:
 - It is a written record of how KAIROS retreatants and leaders will complete all missed assessments by providing a clear and comprehensive timeline for completion.
 - It eliminates having to explain the process repeatedly.
 - It provides a consistent and familiar point of reference for parents and students.
2. Students will meet with their teachers before going on the retreat to review the teachers' KAIROS Remediation Plans.
3. Students will initially receive a *blank* grade on ABI for all assessments given during KAIROS week. A blank indicates that the student must make up that assignment. A teacher will input "NA" for any assignment the student does not have to complete and for which he is not held responsible. Since electronic devices and internet access is not allowed during the retreat, and since the retreat is designed for participants to separate themselves from their daily life and concentrate on their spiritual life, retreatants will be afforded **at least four additional days** to turn in missed assignments.
4. Students will complete all missed assessments (quizzes and tests) for credit as per teachers' KAIROS Remediation Plans. A retreatant or KAIROS leader will be afforded **at least four days after his return** from the retreat to make up a missed test or quiz that covers new material or to turn in work assigned while he was on the retreat. Students are responsible for all new material taught during KAIROS week and may be assessed on that material in future assessments.
5. **Participants are highly encouraged to attend all classes on the Friday following the retreat.** Given the emotional intensity of the retreat, however, students may be excused from attending school the day after they return from the retreat to work on missed assessments.

Although many wonderful things happen on the retreat, it is what happens *back here at Servite* that makes the most profound difference. KAIROS does not end on the fourth day – it really begins!

Anyone who loves another brother or sister is living in the light and does not cause others to stumble.

1 John 2:10

ACADEMIC PROBATION

Because Servite High School is a college preparatory high school, students are expected to be successful in a rigorous academic environment. Students must maintain a cumulative, as well as a semester, academic Grade Point Average (GPA) of 2.0 or better. The first time a student fails to achieve a 2.0 semester GPA, the student will be placed on Academic Probation. Student progress will be monitored by his counselor to ensure that the student is earning the minimum credits needed for graduation. Continued poor academic performance may result in the student being asked to withdraw.

Freshmen may be asked to withdraw from Servite High School if they have both semesters of academic work below 2.0 or if the second semester or cumulative academic GPA falls below 1.70. Having a GPA this low so early in their high school program makes meeting graduation requirements extremely difficult.

ACADEMIC WITHDRAWAL

Students must maintain an satisfactory minimum GPA and demonstrate adequate progress towards graduation requirements. A student who fails to maintain an appropriate GPA and is not demonstrating adequate progress towards graduation requirements may be disenrolled by Servite High School.

The minimum credits to be completed by grade and semester are as follows:

Grade	1 st semester	2 nd semester
Freshmen		55 credits
Sophomores	100 credits	130 credits
Juniors	160 credits	200 credits
Seniors		270 credits

A student may move to the next grade level only after redeeming all Fs from the previous grade level. On very rare occasions, after a bonafide effort has been made to redeem all Fs, the Assistant Principal of Counseling may allow a student to move to the next grade level with a maximum of one (1) F carry-over from the previous grade level.

Servite High School will provide final transcripts to a follow-up educational institution as indicated by the parent or guardian upon disenrollment or withdrawal. No future academic grades for work completed at another academic institution or program will be added to the Servite High School transcript issued at the time of disenrollment or withdrawal.

GRADES AND GPA

HONORS/AP COURSES	COLLEGE PREP COURSES
A = 5	A = 4
B = 4	B = 3
C = 3	C = 2
D = 1	D = 1
F = 0	F = 0

Honors courses and/or AP (Advanced Placement) courses receive an extra grade point for A's, B's and C's. However, a student who does not meet the requirements to enroll in the next level honors course may not be approved to remain in the honors program for the next course within the discipline.

Consideration for participation in an honors or Advanced Placement course begins in early March. Students who are approved for participation in honors or AP courses will be notified and may request the honors courses on their Course Request forms for the following school year.

GRADUATION POLICY

In order to receive a diploma from Servite High School at graduation, a student must:

- Have successfully completed the required academic credits of coursework (270 credits).
- Have remediated all “F” grades for courses required for graduation on his transcript.
- Be in good standing with the Attendance and Discipline Office.
- Have no outstanding financial obligations with the Business Office.
- Have completed 100 Christian Service hours.

A senior who has earned an “F” grade on his transcript will not receive a diploma from Servite High School until the “F” has been remediated. To participate in graduation exercises, a student must:

- Have no more than two (2) “F” grades on his transcript (260 credits).
- Be in good standing with the Attendance and Discipline Office.
- Have no outstanding financial obligations with the Business Office.
- Have completed all Christian Service obligations. (Failure to meet this requirement counts as an “F”)

Any student who has a “school hold” on his diploma will not receive the diploma until the hold is removed. Students who have a “school hold” on their diploma because of incomplete graduation requirements must have those deficiencies completed by August 31st of the graduation year in order to be considered a graduate of that academic school year.

When applicable and approved by the Assistant Principal of Counseling, a transcript from a community college or university must be submitted to Servite High School for the completed work. The date of graduation on the transcript will reflect the year the graduation requirements were met if not completed by August 31st of the student’s graduation year.

GRADUATION REQUIREMENTS



All courses offered at Servite High School are designed for the college- and university-bound student. To graduate from Servite High School, all students are required to complete 270 academic credits, as described below. A one-year course meeting daily earns a student ten (10) academic credits. All required courses in all disciplines must be passed and **no student may graduate from Servite with an unredeemed 'F' for a required course on his transcript.** In addition to completing the required number of Christian service hours, students must successfully complete the following minimum course requirements to earn a diploma:

SERVITE GRADUATION REQUIREMENTS	
Theology	40 credits
English	40 credits
Laboratory Science	20 credits (Biology + 1)
Mathematics	30 credits (Algebra 1, Geometry, and Algebra 2)
History/Social Sciences	30 credits (World, U.S., & Government/ Economics)
World Language	30 credits (all in same language)
Fine Arts	10 credits
Health	5 credits
Physical Education	10 credits
Computer Applications	5 credits
Electives	50 credits
TOTAL	270 academic credits
Christian Service	100 hours over four years
Priory	

Note: A semester course has a credit value of 5, and a year course has a value of 10.

100 total hours of Christian Service required for graduation

- 30 hours their freshman year
- 30 hours their sophomore year
- 20 hours their junior year
- 20 hours their senior year

EARLY GRADUATION REQUIREMENTS FOR ENROLLMENT IN ACCREDITED COLLEGE OR UNIVERSITY

Parent(s) or guardian(s) may request that their **senior** student graduate early for (accredited) college, university or other enrollment (beginning of second semester of senior year only). In order to make this request, a parent must

completely fill out the Servite High School Early Graduation Form (**counseling office**) and provide an official written letter from the college/university or other institution making the request. Within this official letter, there must be an explanation as to why this student must graduate early for (accredited) college/university/other institution enrollment.

The Servite High School Early Graduate Form and official letter must be given to the counseling department no later than **the end of the junior year**. Once written notification (form and letter) is received by the Servite counseling department, the counseling department will meet with the early graduation committee. This committee (principal, two assistant principals, counselor and athletic director) will determine if the request is possible.

To be considered, a student must have a minimum GPA of 3.0, be on track to graduate, in good standing with the school, have no failing grades, and be able to complete all Servite High School graduation requirements (and NCAA guidelines if applicable) by the end of the first semester of their senior year. Financial arrangements must be agreed upon with the Vice President of Finance and Operations (see below).

If written approval is granted, the student may be given permission for second semester coursework enrollment. All coursework must be Servite High School coursework unless pre- approved by the Servite High School Assistant Principal of Counseling. If graduation requirements (and NCAA guidelines if applicable) are accomplished, a student may obtain a Servite High School diploma and graduate early. The student is then eligible to attend the graduation ceremony, prom, and all senior activities (only after obtaining permission from the principal).

Financial Arrangements

Families should meet with the Vice President of Finance and Operations after they receive early graduation approval. Servite guidelines state, "The family will pay second semester tuition to cover educational expenses. However, all courses outside of Servite will be paid for by the family. The family should bring their outside course payment receipt to Servite. Servite will then deduct the outside course payment/receipt amount from their Servite tuition expense. This will prevent a family from paying Servite tuition and tuition for an outside course. Therefore, Servite High School second semester tuition will cover all expenses."

ACADEMIC AWARDS

Servite High School students who demonstrate academic excellence are granted special recognition after every semester of coursework according to the following Honor Roll criteria:

Principal's Honor Roll	Students with a minimum 3.30 semester GPA and no semester grade lower than a B-
Principal's High Honor Roll	Students with a minimum 3.80 semester GPA
Principal's High Honor Roll with Distinctions	Students with no semester grade lower than A- in any course AND at least three (3) HP/AP-level courses in his schedule. For Freshmen students <u>only</u> who are enrolled in the Math/Science Honors track: Ninth-grade students with no semester grade lower than an A- in any course AND at least two (2) HP/AP-level courses.

VALEDICTORIAN AND SALUTATORIAN

Valedictorian and Salutatorian are academic awards that are bestowed on the two or more seniors who have achieved the two highest grade point averages in their graduating class through outstanding performance in Servite's rigorous academic program. This outstanding performance is determined by the students' cumulative, weighted, academic Grade Point Average (which may or may not include the fine arts requirement) up to and including the students' first seven semesters. Only students who have attended Servite High School for all four year will be considered for Valedictorian and Salutatorian.

TRANSFER CREDITS

Servite High School accepts transfer credits from accredited institutions, based on the evaluation and recommendation of the Director of Counseling to the Director of Admissions.

ADDITIONAL ACADEMIC PROGRAMS

ADVANCED PLACEMENT PROGRAM

The College Board’s Advanced Placement (AP) Program enables students to pursue college-level studies while still in high school. Based on their performance on rigorous AP Examinations given in May, students can earn credit and/or advanced placement for college. In addition, the AP Program offers students the following benefits:

- Allows high school students to take courses that are challenging, rigorous and in-depth – exactly the kinds of courses they will face once in college.
- Prepares students to succeed in college.
- Enables students to pursue a double major, to study or travel abroad, or to undertake a combined Bachelor’s and Master’s Program through the credits they earn for their AP achievements.
- Allows students to take more advanced courses in disciplines where they have received a firm grounding from AP.

Servite High School demonstrates its commitment to academic excellence by offering 19 Advanced Placement courses taught by teachers who are trained in their area. Qualified students who are willing to accept the challenge of a curriculum that serves as a national standard for college-level achievement should consider these courses. These courses are offered based on student demand.

Advanced Placement Courses

Biology	English Literature & Composition	Physics C
Calculus (AB)	Environmental Science	Spanish Language & Culture
Calculus (BC)	European History	Statistics
Chemistry	French Language & Culture	US Government and Politics
Chinese Language & Culture	Latin Vergil	US History
Computer Science A	Macroeconomics	World History
English Language & Composition	Microeconomics	

INSTRUCTIONAL SUPPORT SERVICES PROGRAM

Recognizing that some students have mild learning difficulties that impact their ability to benefit from traditional methods of instruction, Servite High School has established the Instructional Support Services (ISS) Program. The ISS is a program designed to assist and respond to the needs of students who learn differently. It features ongoing educational support, training in self-advocacy, parent education, and referral procedures for a comprehensive assessment and diagnosis.

Also, students who have physical needs (i.e. vision impairment, hearing impairment, heart conditions, or other medical issues) may receive accommodations, depending on their needs.

Definition of a Student with Learning Needs

Students qualify for the ISS Program according to the findings of an appropriate psycho-educational battery of tests that include at least:

- Wechsler Intelligence Scale for Children-III or Wechsler Adult Intelligent Scale-Revised
- A standardized measure of achievement such as Woodcock-Johnson Psycho Educational Battery - Revised, Peabody Individual Achievement Test Battery, Weschler Individual Achievement Test Battery, Kaufman Achievement Test Battery
- Measure of processing capabilities such as the Detroit Test of Learning Aptitude or the Slingerland or Woodcock Johnson Psycho Educational Battery-Revised

Services provided to all students in the program include: Assessment procedures to identify specific problems and areas of strength and special tutoring assistance referral. Other services available through the program require that a student be diagnosed by a professional with a specific learning disability/difference. Services/Accommodations can include: extended time for testing, modified administration of tests (such as oral, written without a “bubble” response sheet, books on tape, etc.), and/or small group or individual testing.

It is anticipated that each student accepted into the ISS Program will utilize the services to the degree necessary for each student’s own learning needs as determined by the Director of Instructional Support Services. Services can include:

- Assistance in developing accommodations and modifications necessary for academic success
- Communication with teachers to develop adaptive learning strategies for the student
- Direction and guidance in academic performance for the student with learning difficulties
- Participation in the Academic Achievement elective, if placement in that class is deemed appropriate for the student

Extended Time on Finals

In an effort to ensure the effectiveness of and streamline and monitor the process in which students receive recommended special accommodations, it is necessary to require specific testing and dates within which these tests have been given. The following is a list of psycho-educational evaluations that students are required to have as well as some other guidelines in order to qualify for extended time on finals:

- The documentation or testing needs to be three (3) years current and on file in the ISS Program Office.
- Evaluations must be performed by a licensed educational psychologist.
- The battery administered must include at least the following instruments:
 - Wechsler Intelligence Scale for Children III or a Wechsler Adult Intelligence Scale-Revised.
 - A standardized measure of Achievement such as Woodcock-Johnson Psycho educational Battery-Revised, Peabody Individual Achievement Test Battery, Wechsler Individual Achievement Test Battery, Kaufman Achievement Battery.
 - Measure of processing capabilities such as the Detroit Test of Learning Aptitude or the Slingerland or Woodcock Johnson Psycho educational Battery-Revised.
- The assessment must be in writing, report the Standardized scores achieved for each of the tests, state the qualifying diagnosis and the data which supports the clinician’s diagnosis.

Any student may take advantage of extended time on his final exams, but students ***will not be allowed to take standardized tests such as the ACT, SAT, PSAT, or other exams associated with college acceptance with extended time unless they have the above-specified documentation, three years current, and on file in the ISS Program Office.*** Sign-ups will be approximately one month prior to the administration of the test in the ISS Program Office. The Director will publish additional information and definite dates for sign-up on the school website (www.servitehs.org). If you have any questions, contact Mrs. Gina Johnson, the Director of Instructional Support Services, at gjohnson@servitehs.org or at 714-774-7575 x 1146.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

In accordance with the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment), parents of students under 18, students 18 years old, and parents of students 18 years old and in high school but still an income tax dependent have the right to review school records. It is the right of those named above to challenge the records, not to change them.

Likewise, the school abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, Servite High School will provide the non-custodial parent access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Herewith parents and students are to be considered notified and informed of their rights.

IMPORTANT EXTENSIONS

Hilary Recknor	Assistant Principal of Counseling	
	Counselor Last Names A – D	Extension 1156
Doreen Moore	Counselor Last Names E – K	Extension 1133
Megen Anspach	Counselor Last Names L – Q	Extension 1457
Nick Perfetto	Counselor Last Names R – Z	Extension 1174
Gina Johnson	Director, Instructional Support	Extension 1146
Drea Valenzuela	Registrar	Extension 1134
Aaron Mobley	Attendance/Assistant Dean of Students	Extension 1116

Last Revised: July 2018

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